Agenda
EPSY Department Meeting
May 1, 2015 – 9:30 a.m. to 11 a.m. – Gentry 144

1. Welcome
2. Corrections to April Minutes (Attachment)
3. Announcements
    a. Complete Compliance Training by May 15
    b. HuskyDM due May 31
    c. Merit Request due May 31 (Attachment)
    d. NSoE Honors Presentations on May 2 (Little)
    e. UConn K.I.D.S. Opportunity (Kearns)
    f. iPad Conference on May 13
    g. EPSY End of Year and Promotion Celebration on May 14 at 5:30 p.m. at Del and Betsy's Home (45 Jacobs Hill Road – Mansfield)
        i. Congratulations to Everyone for Completing the Semester
        ii. Congratulations to Lisa Sanetti – Teaching Fellow
        iii. Congratulation to Ron Beghetto – Full Professor
    h. Slum Super Stars Lecture by Pauline Dixon and Steve Humble on May 21 (Gubbins)
    i. Lunch Meetings Today – Soup and Salad
    j. Other
4. Committees Issues
    a. C&C
        i. EPSY 6639: Advanced Techniques for Psychometric Research (Attachment – Rogers)
    b. PTR Guidelines Committee (Attachment - Little)
    c. Graduate Advisor Handbook (Little)
    d. Sunshine Committee (Bray)
    e. Committee Elections (Attachment)
    f. Other
5. Other
6. Adjourn

EDUCATIONAL PSYCHOLOGY DEPARTMENT
FACULTY MEETING MINUTES
April 10, 2015

Attendees: R. Beghetto, N. Card, S. Everett, J. Goldstein, J. Gubbins, E. Hines, J. Kaufman, T. La Salle, C. Little, B. McCoach, B. Montrosse-Moorhead, N. Olinghouse, J. O'Neil, R. Perusse, C. Rhoads, J. Rogers, D. Siegle, H. Swaminathan, S. Ware, and S. Slota

1. **Welcome**
   The meeting commenced at 9:35 a.m.
2. **Minutes**
   The March minutes were accepted as presented.
3. **Announcements**

3. **a. Faculty were reminded about the required Compliance Training that needs to be completed by May 15, 2015.**
   b. Faculty were also reminded that HuskyDM is due by May 31, 2015.
   c. The form for Merit Requests is due by May 31, 2015.
   d. The following individuals are the recipients of Research Excellence Grant Awards: J. Freeman, D. Kearns, T. La Salle, G. Sugai, R. Perusse, M. Bray, E. Hines and M. Young.
   e. Three MEA students received summer internships. They are Taneisa Beverly, Eva Li, and Laura Yahn.
   f. There will be a University PTR Forum held on Friday, April 10, 2015 from 3:00 to 5:00 pm in SUB 304A&B.
   g. Graduate Assistant contract negotiations are still taking place. There is a website that provides current updates.
   h. UCPEA Merit and Evaluations are due to be completed by April 30, 2015. They are required to be in the Dean's office by April 30, 2015, so that they can delivered to Gulley Hall in a timely manner.
   i. Academic Analytics were emailed to each faculty member. Siegle explained the graphics and categories used by AA. EPSY is one of the most productive departments in the University.
   j. The NCATE visit will start on Sunday, April 12, 2015. Faculty were reminded of the reception being held from 3:00 – 4:00 pm. Everyone was urged to attend.
   k. Today's lunch will be served due to all of the meetings being held.
   l. J. Madaus has received an interim appointment to be director of the Avery Point campus.
   m. After five years, D. Siegle will be stepping down in June 2016 as department head. A committee will be formed to conduct the search for his replacement.
   n. There will be an end of the year party at Del and Betsy's house on May 14, 2015 at 5:30 pm. Everyone and their significant others (including children) are invited.

4. Committee Issues

a. C&C

i. EPSY 5215: Professional Seminar in Learning Technologies
S. Slota explained the 2 summers course to the faculty.
MOTION: S. Slota motioned to accept this course.
Motion was seconded by J. Gubbins.
Unaminously passed.

ii. EPSY 5240: Capstone in Learning Technologies
MOTION: S. Slota motioned to accept this course.
Motion was seconded by C. Rhoads.
Unaminously passed.

iii. EPSY 5230: Learning Technology Applied in Schools
MOTION: S. Slota motioned to accept this course.
Motion was seconded by J. Kaufman.
Unaminously passed.

iv. EPSY 4890: Capstone in Creativity and Innovation Sciences number was required to be changed to EPSY 4870. The new number has been recognized.

v. The Creativity, Innovation and Entrepreneur undergraduate minor is waiting approval by the School of Business. This minor is a collaboration among Education, Engineering, and Business.

b. C. Little reported that the PTR Guidelines Committee has been working through the first draft of the PTR Guidelines. There will be a discussion at the May departmental meeting.

c. J. Gubbins informed the faculty about the syllabus template that the committee developed. A. Marcus will be providing information on the number of required hours per credit. The Provost office is creating a website that contains required elements for syllabi. Instructors can link to the site in their syllabi, rather than list all of the information. Siegle will investigate whether criteria for an A+ must be provided for graduates classes and whether A+ must be awarded.

d. Sunshine Committee is still requesting a contribution of $40.00.

e. Committee Elections will take place at the May departmental meeting. Program Coordinators will get together and create the ballot. Faculty who are interested in a specific committee should contact the department head.

f. None

5. Other

a. Business cards for students can be purchased through Document Production. EPSY students (including graduate students) should use the student version of the business card (vertical layout)

b. Preston Britner has resigned his courtesy appointment with EPSY. There are University guidelines for "joint appointments" but not for "courtesy

appointments." Rogers moved and – seconded a motion that courtesy appointments do not have voting rights. The motion passed unanimously. Swami made a motion that courtesy appointments be tied to programs and programs bring suggested courtesy appointments to the EPSY faculty for approval. R. Beghetto second the motion and it passed unanimously.

6. **<u>Adjournment</u>**
   C. Rhoads motioned to adjourn the meeting. It was seconded by R. Perusse at 11:10 a.m.

UCONN
UNIVERSITY OF CONNECTICUT

EPSY6639: Advanced Techniques for Psychometric Research

Syllabus – Spring 2016

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Advanced Techniques for Psychometric Research
Credits: 3
Department: Educational Psychology
Prerequisites: EPSY5607, EPSY5602 or equivalents
Professor: H. Jane Rogers
Office: 338 Gentry
Email: jane.rogers@uconn.edu
Telephone: (860) 486-1244
Office Hours/Availability: Monday 12:30-2:30, Tues. 10:00-12:00 and by appointment

Course Materials

There is no text required for this course, as there are extensive instructional materials freely available online. Links to tutorials and online resources are provided in the Husky CT course folder. Course notes will be provided for some topics. A Fortran complier called Simply Fortran has been installed in the computer lab; personal copies can be purchased as a download for $99 (http://simplyfortran.com/). If you plan to continue writing your own programs after this course, this compiler is an excellent investment. There are several free compilers available as of this time; Silverfrost (http://www.silverfrost.com) is one that has an integrated development environment.

Course Description

Graduate Course Catalog Description

A specialized course that focuses on Monte Carlo techniques for psychometric research. Students will learn how to design and carry out research studies for investigating new and existing psychometric and statistical procedures using simulated data. Coverage includes estimation procedures for linear and nonlinear models for observed and latent variables. Students will develop their own custom computer programs and use existing software packages. Programs will primarily be written in Fortran 90.

Course Overview

Psychometric researchers need a variety of specialized skills to be able to conduct original research in the field. In particular, researchers need to be able to design and carry out simulation studies to implement, evaluate, and compare new and existing psychometric procedures. Many of the techniques used in the field are either not available or are difficult to implement in standard computer packages. The ability to write one's own specialized programs to directly and efficiently simulate data according to models of interest and perform psychometric analyses confers an enormous advantage on the researcher. Additionally, where computer packages do exist, it is often time-consuming and labor intensive to extract and summarize results. Simply having the skills to write programs to call computer packages, run procedures, and organize results opens up research opportunities that would otherwise not be accessible to the researcher.

Many of the programs used by psychometric researchers are written in Fortran. Fortran is a high-level computer language that is ideal for statistical and psychometric simulations due to its speed and accuracy in numerical computations. While many researchers today use the R language and environment, R can be very slow for simulations. Moreover, Fortran code is easily integrated into R, making it possible to take advantage of existing R packages while creating customized solutions. For these reasons, the focus of this course is on writing Fortran programs for psychometric research and applications.

A secondary, but important, purpose of the course is to strengthen students' knowledge of linear and nonlinear models for observed and latent variables and give them a deeper understanding of estimation procedures and other statistical techniques than they gain in other classes. Students will also improve their critical thinking and problem-solving skills as they learn to trouble-shoot errors in programs.

Course Objectives

At the end of the course, students will be able to

1. write Fortran programs for data manipulation and management;
2. simulate data according to a variety of statistical and psychometric models;
3. analyze data using appropriate statistical and psychometric techniques;
4. perform Monte Carlo studies in educational statistics and psychometrics.

Course Outline

Week	Topic	Assignment
1	Overview of psychometric simulation research Introduction to Fortran Structure of Fortran programs Variable types and declarations Rules and good practice for writing programs	Assignment 1: Compiling and running simple programs. Several small programs to perform simple conversions and calculations.
2	Algebraic operations Conditional statements DO loops	Assignment 2: Program to calculate mean and standard deviation of scores entered by the user
3	Input and output Format statements Vectors and arrays	Assignment 3: Extension of Program 2 to read item response data from input file, calculate total scores, compute mean and standard deviation, and write results to output file
4	Random number generation Generation of data from uniform, normal, and other distributions Subroutines	Assignment 4: Program to generate a sample from a distribution specified by the user, construct a frequency distribution, and calculate descriptive statistics
5	Basic simulation design Constructing a sampling distribution	Assignment 5: Program to perform classical item analyses on item response data (item difficulty, discrimination, distractor analysis)
6	More on sampling distributions Bootstrapping standard errors	Midterm Part 1: Program to construct the sampling distribution of the mean for various populations and sample sizes
7	Generating data according for a multiple linear regression model; Least-squares estimation of model parameters	Midterm Part 2: Effect of violation of assumptions on independent samples t-test.
8	Least squares estimation of regression parameters (cont.)	Assignment 6 Part 1: Program to generate linear regression data ***Begin working on Final project***

Week	Topic	Assignment
9	Maximum likelihood estimation using the Newton-Raphson procedure: application to linear regression	Assignment 6 Part 2: Extension of Program 6 to estimate coefficients
10	MLE for linear regression (cont.)	Complete Assignment 6
11	Maximum likelihood estimation using the Newton-Raphson procedure: application to logistic regression	Assignment 7 Part 1: Program to generate logistic regression data and estimate coefficients
12	MLE for logistic regression (cont.)	Assignment 7 Part 2: Extension of Program 7 to build in and test group differences in model parameters
13	Generation of data for latent variable models: Unidimensional linear factor model Unidimensional IRT model	Assignment 8 Part 1: Estimation of latent trait given item parameters for unidimensional IRT models
14	Bayesian estimation Introduction to WinBUGS	Assignment 8 Part 2: Incorporate Bayesian procedures into Program 8
15	Batch files Calling other programs from within Fortran programs Using Fortran with R (if time and interest)	Work on Final project

Course Requirements and Grading

Assessment will be based on a series of computer programming assignments. There will be an activity for homework each week. Your scores on these will be added and will be worth 60% of your grade. Larger mid-term and final assignments will each be worth 20% of your grade. Emphasis will be placed on developing general and flexible programs and providing complete documentation for each program. Assignments and projects will be graded using the rubric shown below.

Summary of Course Grading:

Course Components	Points	Weight
Assignments	100	60
Midterm Exam	100	20
Final Exam	100	20
Total		100%

Component A: Assignments
Each assignment requires you to write a complete program for carrying out a specific task or analysis. Assignments become progressively more complex and may incorporate elements from previous assignments. Programs must be fully documented internally.

Component B: Midterm Project
The midterm project is a complete simulation study of a familiar statistical procedure: the independent samples t-test. You will generate data for normal and non-normal distributions with equal and unequal variances; conduct replications and generate an empirical sampling distribution of the t-statistic; calculate Type I error rates under all conditions; calculate power for various effect sizes when the assumptions are met. Projects will be graded on the quality of the program as well as the report of the study, written in APA style in the form of a conference paper.

Component C: Final Project
The final project is a simulation study of your choice related to statistical or psychometric modeling. For example, you may wish to assess accuracy of estimation of parameters of a model of interest under various conditions; compare different procedures for performing a psychometric procedure such as DIF analysis; implement and evaluate the utility of a procedure for a particular purpose; or investigate the effect of violation of assumptions on recovery of model parameters or on the efficacy of a particular procedure. The choice of project should be justified by relevant published studies and must be approved by the instructor prior to beginning work. Projects will be graded on the quality of the program as well as the report of the study, written in APA style in the form of a conference paper.

Note on Assignments

1. If you get errors that you cannot diagnose, first use the tutorials I put in the course folder along with the Help pages in the compiler, and if you still can't figure out your errors, ask me!
2. Check your output to make sure it is CORRECT, properly formatted, and nicely presented!
3. Please put your name at the top of each program. Each output should include a header containing your name and the assignment number.

4. When specifying output file names, use LASTNAME_ASST#.OUT.

Rubric for Assignments

Assignments will be graded according to the following criteria.

Correctness of Code	30%
Correctness of Results	30%
In-program documentation	10%
Error and invalid value trapping	10%
Presentation of output	15%
Efficiency/elegance	5%

Grading Scale:

Grade	Letter Grade	GPA
96-100	A+	4.3
90-95	A	4.0
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3.0
71-74	B-	2.7
67-70	C+	2.3
63-66	C	2.0
59-62	C-	1.7
56-58	D+	1.3
53-55	D	1.0
50-52	D-	0.7
<50	F	0.0

Due Dates and Late Policy

Assignments are generally due before the start of class the week after they are assigned, unless otherwise stated in class. The Midterm is due before the start of the Week 8 class. The Final project is due by 11:59pm EST on Friday of exam week. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.* All assignments must be submitted on or before the due date, via Husky CT. Prior permission must be received for any exception to this policy. Without prior permission the instructor may either refuse to accept assignments or adjust the grade accordingly.

Deductions for lateness:
5% after two days from due date (end of Friday)
10% after four days from due date (Monday 9:00am)
30% after one week from due date (Wednesday BEFORE CLASS)
No credit after two weeks from due date

Feedback and Grades

I will make every effort to provide feedback within 7 days of submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Attendance

Students are expected to attend all classes. It is the student's responsibility to make up for missed classes.

Makeup Work for Legitimate Absences

Due to religious beliefs

Connecticut law states that no person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. The University Senate requires that students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

Due to student activities

Students will be allowed to complete work missed by absence resulting from extracurricular/co–curricular activities performed in the interest of the university and/or those that support the scholarly development of the student. Such accommodations are made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students involved in such activities should inform the instructor in writing prior to the anticipated absence and take the initiative to make up missed work in a timely fashion.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code Review and become familiar with these expectations. In particular, make sure you have read the section on Academic Integrity: Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries' Student Instruction (includes research, citing and writing resources)

Copyright

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at http://policy.uconn.edu/?p=2884.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at http://sexualviolence.uconn.edu/.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by

emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

CURRICULA ACTION REQUEST FORM

NEAG School of Education
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only **after** the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

COURSE NUMBER EPSY6639 Current ☐ Proposed ☒

COURSE TITLE Advanced Technqiues for Psychometric Resrearch

INITIATING DEPARTMENT EPSY

CONTACT PERSON H. Jane Rogers U-BOX 2064

TELEPHONE (860) 486-1244 E-MAIL jane.rogers@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) H. Jane Rogers

ACTION REQUESTED (check all that apply)

Course: ☒ new ☐ revision
☐ experimental ☐ dropping course

Program/concentration: ☐ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Year:

CIRCULATION TO

DEPARTMENTAL CHAIRPERSON
DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EPSY ☐ EDLR ☐ EDCI

INTERNAL USE ONLY:
DATE ENTERED INTO NSOE DATABASE
DATE FORMS SENT TO REGISTRAR
INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE

1. **PROPOSED** TITLE AND COMPLETE CATALOG COPY:
   (Include course credits and restrictions for registration)

Title: Advanced Techniques for Psychometric Research

Catalog copy:
A specialized course that focuses on Monte Carlo techniques for psychometric research. Students will learn how to design and carry out research studies for investigating new and existing psychometric and statistical procedures using simulated data. Coverage includes estimation procedures for linear and nonlinear models for observed and latent variables. Students will develop their own custom computer programs and use existing software packages. Programs will primarily be written in Fortran 90.

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

Psychometric researchers need a variety of specialized skills to be able to conduct original research in the field. In particular, researchers need to be able to design and carry out simulation studies to implement, evaluate, and compare new and existing psychometric procedures. Many of the techniques used in the field are either not available or are difficult to implement in standard computer packages. The ability to write one's own specialized programs to directly and efficiently simulate data according to models of interest and perform psychometric analyses confers an enormous advantage on the researcher. Additionally, where computer packages do exist, it is often time-consuming and labor intensive to extract and summarize results. Simply having the skills to write programs to call computer packages, run procedures, and organize results opens up research opportunities that would otherwise not be accessible to the researcher.

Many of the programs used by psychometric researchers are written in Fortran. Fortran is a high-level computer language that is ideal for statistical and psychometric simulations due to its speed and accuracy in numerical computations. While many researchers today use the R language and environment, R can be very slow for simulations. Moreover, Fortran code is easily integrated into R, making it possible to take advantage of existing R

packages while creating customized solutions. For these reasons, the focus of this course is on writing Fortran programs for psychometric research and applications.

A secondary, but important, purpose of the course is to strengthen students' knowledge of linear and nonlinear models for observed and latent variables and give them a deeper understanding of estimation procedures and other statistical techniques than they gain in other classes. Students will also improve their critical thinking and problem-solving skills as they learn to trouble-shoot errors in programs.

3. **COURSE SYLLABUS** (including course description and course outline)
Attached file name EPSY6639 Course Proposal.docx

4. Supporting documentation that MUST be provided at the time of submission:

a. Departmental minutes [File attached name]
b. Department chairperson's (all departments) approval (email)
c. PeopleSoft form (undergraduate course) [attached yes]
d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS

1. **EXISTING** TITLE AND **COMPLETE CATALOG COPY**:

2. **PROPOSED** TITLE AND COMPLETE CATALOG COPY:
   (Include course credits and restrictions for registration)

3. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

4. **COURSE SYLLABUS** (including course description and course outline)
   Attached file name

5. **Supporting documentation that MUST be provided at the time of submission:**
   a. Departmental minutes [File attached name]
   b. Department chairperson's (all departments) approval (email)
   c. PeopleSoft form (undergraduate course) [attached yes]
   d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROP A COURSE

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

a. Departmental minutes [File attached name]
b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CONCENTRATION CHANGES

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

a. Old eight semester sequence [filename]
b. Departmental minutes [filename]
c. Department chairperson's (all departments) approval (email)
d. PeopleSoft form (undergraduate course) [attached yes]
e. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM OR CONCENTRATION

1. PROPOSED PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

4. Supporting documentation that MUST be provided at the time of submission:

a. Departmental minutes [filename]
b. Department chairperson's (all departments) approval (email)
c. PeopleSoft form (undergraduate course) [attached yes]
d. Graduate School Transmittal form (if graduate course) [attached yes]

- If new courses are proposed as a part of the proposed program or concentration, please include the new course proposals with the new program or concentration proposal.

EPSY PTR Guidelines Committee

Draft of new guidelines for PTR

This document addresses proposed guidelines for the EPSY department for each of the key areas considered in decisions around promotion, tenure, and reappointment, namely *scholarship, teaching,* and *service.* The scholarship area is divided into two parts: *scholarship* and *grants.* The teaching area is also divided into two parts: *teaching* and *advising*. The document reflects an integration of previous PTR guideline documents, current documents from the university and the Neag School of Education regarding PTR, and recent discussions and decisions among the faculty regarding expectations (e.g., decisions informing the merit procedures, evidence from new student evaluation system).

In each of the areas, the document addresses proposed expectations at the two key promotion points (assistant to associate professor and associate to full professor). Sources of supplementary evidence are also listed in each area, representing details that may inform PTR recommendations beyond the standard requirements.

Draft submitted to EPSY faculty May 1, 2015

Scholarship

Expectations

Expectations for review at the point of seeking tenure/promotion to **associate**:	Expectations for review at the point of seeking promotion to **full**:
Evidence of a developing program of research and a consistent, productive trajectory ○ Average of at least two peer-reviewed journal articles per year ▪ "at least 2 per year" translates into at least 12 total by the end of year 5 ▪ In press/accepted for publication counts in both the annual and promotion/tenure review ○ At least 5 peer-reviewed presentations at national/international conferences ○ Some evidence across the span prior to promotion of these things: ▪ First author publications ▪ Publications in leading journals in general and/or within specific field* ▪ Publications that report on research ○ External letters document emerging national reputation in the field ○ Expectations at point of tenure review reflect attention to consistency of trajectory from the time of appointment.	*Evidence of a program of research and a consistent, productive trajectory contributing to national reputation in the field* ○ Average of at least two peer-reviewed journal articles per year ▪ "an average of 2 per year" translates to at least 25 over the course of assistant/associate status, with at least half completed at associate rank ▪ In press/accepted for publication counts in promotion review. ○ At least 20 peer-reviewed presentations at national/international conferences over the span of assistant/associate status, with a substantial proportion completed at associate rank ○ Evidence of invited and keynote presentations ○ Some evidence across the assistant/associate span prior to promotion of these things: ▪ At least 8 first author publications ▪ Evidence of invited chapters in edited books and/or of authored books ▪ Publications that report on research ○ External letters document national reputation ○ Evidence of increased research productivity and impact over the time spent in associate rank

Supplementary Evidence

- Awards for scholarship
- Scholarly reputation
- Evidence of collaboration with colleagues
- Journal impact factors
- Citations of work/related evidence (e.g., H factor)
- Publications prior to employment at UConn
- Publishing with students, especially if student is first author
- Book chapters/books
- Highly recognized/influential articles or other publications
- Publications in highly ranked/highly read but non peer-reviewed journals
- Technical reports
- Additional national presentations
- Local conferences

Notes

- Consider including journal impact factor and/or evidence of number of citations in PTR materials.
- Recommendation to the department head and program coordinators to keep an updated list of top journals within the fields to share with PTR committee.

<table>
<tr><th colspan="2">Grants</th></tr>
<tr><td colspan="2">Expectations</td></tr>
<tr><td>Expectations for review at the point of seeking tenure/promotion to associate:</td><td>Expectations for review at the point of seeking promotion to full:</td></tr>
<tr><td>Evidence of work toward substantial external funding and development of a program of grant-seeking in support of scholarship and writing
○ Led or played major role in at least 2 external grant proposals by the point of seeking tenure
▪ Not just listed as “consultant”
▪ Evidence of positive reviews
OR
○ Active, supported grant/contract work over this span
NOTE: If a large, multi-year grant is awarded early in the span, this can override the requirement for two proposals

○ Evidence of collaboration with colleagues</td><td>Evidence of work reflecting a program of research that supports scholarship, writing, and national reputation
○ Some earned external research funding as PI or co-PI, reflecting and contributing to national reputation

○ Evidence of collaboration with colleagues both at the University of Connecticut and at comparable institutions</td></tr>
<tr><td colspan="2">Supplementary Evidence</td></tr>
<tr><td colspan="2">- Internal grants received
- Large amounts in grants awarded
- Evidence of state and/or federal grant-seeking
- Specific role played in various grant proposals and funded projects

Notes:
- Recommendation to the research office: some kind of list of the types and amounts of grants that may be considered more and less favorable in reviews</td></tr>
</table>

<table>
<tr><th colspan="2">Teaching</th></tr>
<tr><td colspan="2">Expectations</td></tr>
<tr><td>Expectations for review at the point of seeking tenure/promotion to associate:</td><td>Expectations for review at the point of seeking promotion to full:</td></tr>
<tr><td colspan="2">Evidence of quality teaching as demonstrated through varied sources, and evidence of attention to continually improving or strengthening teaching.
○ Fulfilling current departmental/School expectations for teaching load
AND
○ Evidence of positive student ratings for teaching
▪ Average per year: at least 75% of student ratings at a score of 3 or higher on key items
▪ Evidence over the span of some courses with at least 75% of student ratings at a score of 4 or higher on key items in some courses
OR
○ Supplementary evidence to support determination of teaching quality, including but not limited to items listed below</td></tr>
<tr><td colspan="2">Supplementary Evidence</td></tr>
<tr><td colspan="2">- Awards for teaching
- Class size
- Undergraduate versus graduate courses
- Ratings as compared to department/school/university averages
- Evidence of high percentages of student response to evaluations
- Observations of teaching with documentation
- Teaching innovations</td></tr>
</table>

<table>
<tr><th colspan="2">Advising</th></tr>
<tr><td colspan="2">Expectations</td></tr>
<tr><td>Expectations for review at the point of seeking tenure/promotion to associate:</td><td>Expectations for review at the point of seeking promotion to full:</td></tr>
<tr><td>Evidence of serving as major/associate advisor at levels commensurate with program expectations
Service as major advisor to at least 1 PhD student over the span
Service as associate advisor on at least 3 dissertation committees over the span*
Evidence of undergraduate/graduate advising at levels commensurate with program expectations
Evidence of advisee progress toward completion on expected program timeline</td><td>Evidence of serving as major/associate advisor at levels commensurate with program expectations
Evidence of completion of a minimum of 4 PhD students
Service as associate advisor on multiple dissertation committees
Evidence of undergraduate/graduate advising at levels commensurate with program expectations
Evidence of advisee progress toward completion on expected program timeline</td></tr>
<tr><td colspan="2">Supplementary Evidence</td></tr>
<tr><td colspan="2">Publishing with students
Evidence from student statements about advising quality
Awards for advising
Evidence of supporting student growth through external activities (e.g., supporting students for conference participation, co-authoring papers with students)
Student employment after graduation
Advising load
Honors advising</td></tr>
<tr><td colspan="2">*Revisit department guideline for readers to transfer to associate advisor after the proposal defense.</td></tr>
</table>

<table>
<tr><th colspan="2">Service</th></tr>
<tr><td colspan="2">Expectations</td></tr>
<tr><td>Expectations for review at the point of seeking tenure/promotion to associate:</td><td>Expectations for review at the point of seeking promotion to full:</td></tr>
<tr><td>Evidence of consistent service within varied contexts within and beyond the university
Evidence of service on departmental committee/task force/working group in most years
Fulfilling expectations for departmental/school participation in faculty meetings and related activities annually
Evidence of some School/University service at the point of seeking promotion
Evidence of ad hoc reviews for journals
Evidence of service in one or more professional organizations (must be beyond just membership)
Evidence of service to the non-university community</td><td>Evidence of consistent service and leadership within varied contexts within and beyond the university, reflecting national reputation
Evidence of service on departmental committee/task force/working group in most years
Evidence of leadership in departmental committees
Fulfilling expectations for departmental/school participation in faculty meetings and related activities annually
Evidence of some School/University service at the point of seeking promotion
Evidence of service in one or more professional organizations (must be beyond just membership), reflecting national reputation
Evidence of service to the non-university community in the span, reflecting national reputation
Service on an editorial board for a peer-reviewed journal</td></tr>
<tr><td colspan="2">Supplementary Evidence</td></tr>
<tr><td colspan="2">Awards for service
Level of commitment required for specific service activities
Scope and reach of service work
Service on grant review panel
Election/appointment
Reviews for conferences
Service on a journal editorial board (at first level only; listed as expectation at point of promotion to full professor)</td></tr>
</table>

EPSY Committee Ballot

May 2015

This slate of candidates was developed by and approved by the program coordinators at their April meeting. Voting will occur by paper ballot at the May 1 EPSY Department meeting.

Curriculum and Courses *(vote for one):*
Continuing Members: Tamika LaSalle and Jaci Van Heest
- ❑ Scott Brown
- ❑ James O'Neil
- ❑ _____

Scholarship *(vote for one):*
Continuing Members: Jen Freeman and Natalie Olinghouse
- ❑ Ron Beghetto
- ❑ Noel Card
- ❑ _____

Honors *(vote for two):*
Continuing Members: Catherine Little and Allison Lombardi
- ❑ Jonathan Plucker
- ❑ E. Jean Gubbins
- ❑ _____

PTR - Full *(vote for one):*
Continuing Member: Brandi Simonsen
- ❑ James Kaufman
- ❑ Michael Coyne
- ❑ _____

PTR - Associate *(vote for two):*
Continuing Member: Brandi Simonsen
- ❑ Lisa Sanetti
- ❑ Jane Rogers
- ❑ Catherine Little
- ❑ _____

Sunshine *(vote for one):*
Continuing Members: Melissa Bray Bianca Montrosse-Moorhead
- ❑ Rachelle Perusse
- ❑ _____

Merit – Tenure Track *(vote for one):*
Continuing Members: Swaminathan and Robert Colbert
- ❑ Devin Kearns
- ❑ Chris Rhoads
- ❑ _____

Merit – Non-Tenure Track *(vote for one):*
Continuing Members: Swaminathan and Robert Colbert
- ❑ Sharon Ware
- ❑ Jessica Goldstein

Professionalism *(vote for one):*
Continuing Members: Bianca Montrosse-Moorhead and Robert Colbert
- ❑ Susannah Everett
- ❑ Erik Hines
- ❑ _____

EPSY Department Head Search *(vote for two):*
- ❑ Rachelle Perusse
- ❑ Betsy McCoach
- ❑ Tamika LaSalle
- ❑ Mike Young
- ❑ Brandi Simonsen
- ❑ Del Siegle
- ❑ _____