

Agenda
EPSY Department Meeting
October 2, 2015 – 9:30 a.m. to 11 a.m. – Gentry 144

1. Welcome
2. Corrections to September Minutes (Attachment)
3. Announcements
 - a. Department Head Search Update (Doyle)
 - b. New Electronic Effort Reporting System ([Laura Kozma](#))
 - c. SHARE Grant Awards due October 26 (see Attachment; Little)
 - d. Alumni Award Nominations due November 10 (see Attachment)
 - e. Research Excellence Letter of Intent Deadline is November 20
 - f. Absences from Work Update
 - g. Graduate Catalog Changes
 - h. Lunch Meetings Today
 - i. Other
4. Committees Issues
 - a. PTR Committee (Coyne)
 - b. PTR Guidelines Committee (see Attachment; Little)
 - c. C&C Updates on Early Childhood Certificate
 - d. Sunshine Committee (Bray)
 - e. Other
5. Other
6. Adjourn

EDUCATIONAL PSYCHOLOGY DEPARTMENT FACULTY MEETING MINUTES

September 11, 2015

Attendees: A. Bellara, M. Bray, S. Brown, N. Card, R. Colbert, M. Coyne, J. Freeman, J. Goldstein, J. Gubbins, J. Joo, J. Kaufman, D. Kearns, T. Kehle, T. La Salle, D. Leu, C. Little, A. Lombardi, B. McCoach, B. Montrosse-Moorhead, J. O'Neil, R. Perusse, C. Rhoads, J. Rogers, L. Sanetti, D. Siegle, B. Simonsen, S. Slota, H. Swaminathan, J. VanHeest, M. Young, D. Bousquet

1. Welcome

The meeting commenced at 9:30 am.

2. Minutes

The September minutes were accepted as presented.

3. Announcements

3. a. Our newest faculty member, Aarti Bellara was introduced to the faculty members.
- b. D. Siegle passed a list to the faculty requesting that they indicate their areas of expertise. This list will be passed to the Dean's office for PR purposes.
- c. Danielle Bousquet, the acting president of the Graduate Student Association gave details of their affiliation with the school and solicited input on possible activities the organization might pursue.
- d. Mary Anne Doyle will be chairing the committee to select a new department head for July 1, 2016. Committee members are H. Swaminathan, T. La Salle, B. McCoach, and B. Simonsen. The faculty were given the details about the search. The Dean will be making the final decision. If interested, please submit a short letter to the committee. It will be a 5 year appointment and it is renewal.
- e. Glenn Harzewski from the travel department attended the departmental meeting. He shared travel updates with the faculty. There was a question and answer session at the end of his presentation.
- f. The graduate student contract went into effective July 1, 2015. April 1 is the date that new graduate students will be required to receive their offer letter. If a graduate student is continuing with an assistantship, he/she is required to receive an offer letter by June 15th.
- g. Research Excellence Awards will be distributed in two different increments. \$25,000 will be given to a single principal investigator and \$50,000 to multi investigators. The proposal needs to be submitted by November 20, 2015.
- h. Del sent everyone a report on the merit distribution. There were 35 individuals in the merit pool. One could receive merit from the department as well as the Dean's office. The provost office also contributed to some of the merit. \$1400 was the median department merit awarded.
- i. IRB has changed its policy concerning research in classes. Policy is attached.
- j. Faculty load and class size was discussed. Clinicals are

expected to teach a 3/3 load. Most of the faculty are required to teach a 2/2 load. Endowed professors traditionally teach a 1/1. Class sizes should be at least 10 students.

- k. There is a new policy on medical leave. The policy was also attached.
 - l. Procedures on salary savings is also attached to the agenda.
 - m. The Provost's Public Service Engagement Awards are due by Sept. 24th.
 - n. All independent study forms will require a syllabi.
 - o. The department will be giving each area of concentration a \$1000 recruitment budget.
 - p. Summer session scheduling will be handled differently this coming summer. The summer session office will send us a list of the courses they want us to teach.
 - q. The dissertation proposal procedure has also changed. The graduate school is only requiring one copy and not three.
 - r. Lunch today will be a BBQ theme.
 - s. Other – nothing.
4. Committee Issues
- a. Committee election results were sent to the faculty.
 - b. C&C Updates
 - i. Approval of interdisciplinary undergraduate minor in creativity, innovation and entrepreneurship is now in the catalog.
 - ii. Approval of literacy supports certificate is also now in the catalog.
 - c. PTR Committee will be having a meeting directly after this meeting. There are presently two promotion cases which will be addressed.
 - d. Sunshine Committee is requesting \$40 from each faculty member.
 - e. Other – The Teacher Education program will be making some changes in the near future. There will be a vote on the changes at their meetings.
5. Other
Nothing
6. Adjournment
N. Card motioned to adjourn the meeting. It was seconded by D. Kearns at 11:10 am.



CALL FOR PROPOSALS

Social Sciences, Humanities, & Arts Research Experience (SHARE) Awards

The Social Sciences, Humanities, and Arts Research Experience (SHARE) Award is a research apprenticeship program designed especially for students in the earlier stages of their college careers. A SHARE project serves as an introduction to research in a chosen field and helps students develop the skills they will need for further research projects. SHARE awardees will spend 10 hours per week during the Spring 2016 semester working on a project under faculty supervision.

SHARE provides faculty members with eager assistants for their projects, allowing faculty members to focus on their own research interests while introducing future researchers to the realities of research in their discipline. Examples of SHARE apprentice duties include, but are not limited to, performing library research, assisting with experiments, coding and/or analyzing data, and conducting and/or transcribing interviews.

Funding

During the spring semester, student apprentices will receive a \$1,500 stipend (paid out as an hourly wage) and faculty mentors will receive a \$500 professional development stipend.

The OUR gratefully acknowledges the support of the UConn Humanities Institute for the SHARE Awards program; UCHI funds up to two student awards for SHARE projects in the humanities.

SHARE Teams

SHARE teams consist of a faculty mentor and a student apprentice who apply jointly for the program. Faculty members are encouraged to recruit student apprentices to work with them on a potential SHARE project, and students interested in the program may also approach faculty members to express their interest in a potential project. Please note that students must be majoring or pre-majoring in the social sciences, humanities, or arts to be eligible for this program. Freshmen, sophomores, and juniors are eligible, with preference given in the application review process for SHARE teams that include freshmen and sophomores.

Deadline: Applications must be submitted by **4:00 pm on October 26, 2015**

Applications and program details are available online at:

<http://ugradresearch.uconn.edu/share/>

Questions? Contact our@uconn.edu

Neag School of Education

Alumni Award Nominations

[Alumni](#) [Alumni Awards](#) ▼ [Alumni Society](#) ▼ [Event Photos](#)  [Alumni Profile](#) 

[Upcoming Events](#) ▼

Nominations Sought for Neag School of Education Alumni Society Awards


Nomination Deadline: Tuesday, November 10, 2015

The Neag School of Education Alumni Society is currently seeking nominations for the Annual Alumni Society Awards. You are invited to nominate deserving alumni for the six prestigious awards. Criteria and required nomination material is noted below.

The most prestigious of these awards is the Distinguished Alumni Award. Candidates for this award are identified by the Dean and faculty of the Neag School of Education. This award is given annually to a graduate who has made a significant impact on education, has a national reputation for her/his work, has been an inspiration to other professionals and has shown continued involvement with the Neag School of Education.

All award recipients will be honored at the Eighteenth Annual Neag Alumni Society Awards Celebration on Saturday, March 19, 2016 in Rome Ballroom on Storrs South Campus.

[See list of past honorees](#)

[View videos of last year's honorees](#) 

[Awards Rubric .pdf](#)

Outstanding Higher Education Professional

A faculty member or administrator at a college or university

Outstanding School Superintendent

Leader of a public or private school system

Outstanding School Administrator

A principal, assistant principal, central office administrator or director

Outstanding School Educator

All pre-K through 12th grade educators including classroom, reading, technology, ELL, school counselors, school psychologists, etc.

Outstanding Professional

A professional working within the public or private sector

Outstanding Early Career Professional

A promising young professional in the first five years of his/her career in education


Criteria for Nomination:

- Alumni status from the Neag School of Education
- Demonstrated excellence in the award category
- Significant contributions to her/his educational environment
- Professional and/or community service
- Five years or more of service in the award category, **excluding** Outstanding Early Career Professional

Nomination Process:

1. The following materials are required for a completed nomination:

- A personal letter from the individual making the nomination describing the significant qualifications, abilities, characteristics and achievements that make this nominee an outstanding candidate for the award. Please, no self-nominations.
- A copy of the nominee's curriculum vitae or resume.
- Two additional letters of support. Letters beyond two will not be reviewed.
- Optionally, submit any additional supporting documentation that will assist the selection committee in evaluating the nominee's suitability for an award, e.g. publications, previous awards, news articles, etc.

2. Complete [the online nomination form](#)  including the submission of materials mentioned above (electronic submission is preferred).

Please gather ALL materials before completing the nomination form and submitting.

If you have paper-based supporting materials, please send to:

Robyn Wilgis
c/o Neag School of Education
249 Glenbrook Road, U-3064
Storrs, CT 06269-3064

The deadline for nominations and ALL supporting documents is Tuesday, November 10, 2015.

Nominations and materials submitted after the deadline will not be considered.

For questions about the nomination process, please contact Robyn Wilgis at robyn.wilgis@uconn.edu or (860) 486-6044

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 provides the following, with attention to promotion both to associate and to full professor:

- Description of an overall concept of satisfactory performance
- Proposed guidelines detailing sources of evidence for satisfactory performance
- List of sources of supplementary evidence, representing details that may inform PTR recommendations beyond the standard expectations.

Scholarship	
<i>Overall concept of satisfactory performance is linked to the faculty member's program of research and consistent, productive trajectory, with development of a national reputation in the field.</i>	
<i>Associate: Evidence of a developing program of research and a consistent, productive trajectory</i>	<i>Full: Evidence of a program of research and a consistent, productive trajectory contributing to national reputation in the field</i>
<p>Guidelines for review at the point of seeking tenure/promotion to associate:</p> <ul style="list-style-type: none"> ○ Average of at least two peer-reviewed journal articles per year <ul style="list-style-type: none"> ▪ “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: <ul style="list-style-type: none"> ▪ 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. 	<p>Guidelines for review at the point of seeking promotion to full:</p> <ul style="list-style-type: none"> ○ Average of at least two peer-reviewed journal articles per year <ul style="list-style-type: none"> ▪ “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: <ul style="list-style-type: none"> ▪ 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
<i>Supplementary Evidence</i>	
<ul style="list-style-type: none"> - 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 <p><i>Notes</i></p> <ul style="list-style-type: none"> - 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. 	

Grants	
<i>Overall concept of satisfactory performance is linked to the faculty member's development of a substantial program of research with earned funding.</i>	
<i>Associate: Evidence of work toward substantial external funding and development of a program of grant-seeking in support of scholarship and writing</i>	<i>Full: Evidence of work reflecting a program of research that supports scholarship, writing, and national reputation</i>
<p>Guidelines for review at the point of seeking tenure/promotion to associate:</p> <ul style="list-style-type: none"> ○ Led or played major role in at least 2 external grant proposals by the point of seeking tenure <ul style="list-style-type: none"> ▪ Not just listed as “consultant” ▪ Evidence of positive reviews <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ Active, supported grant/contract work over this span <p>NOTE: If a large, multi-year grant is awarded early in the span, this can override the requirement for two proposals</p> <ul style="list-style-type: none"> ○ Evidence of collaboration with colleagues 	<p>Guidelines for review at the point of seeking promotion to full:</p> <ul style="list-style-type: none"> ○ 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
<i>Supplementary Evidence</i>	
<ul style="list-style-type: none"> - 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 <p><i>Notes:</i></p> <ul style="list-style-type: none"> - 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 	

Teaching	
<i>Overall concept of satisfactory performance is linked to the faculty member's quality teaching as demonstrated through varied sources, and evidence of attention to continually improving or strengthening teaching.</i>	
Guidelines for review at the point of seeking tenure/promotion to associate :	Guidelines for review at the point of seeking promotion to full :
<ul style="list-style-type: none"> ○ Fulfilling current departmental/School expectations for teaching load <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ○ Evidence of positive student ratings for teaching <ul style="list-style-type: none"> ▪ 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 <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ Supplementary evidence to support determination of teaching quality, including but not limited to items listed below 	
<i>Supplementary Evidence</i>	
<ul style="list-style-type: none"> - 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 	

Advising	
<i>Overall concept of satisfactory performance is linked to the faculty member's work as major/associate advisor at levels commensurate with program expectations.</i>	
<p>Guidelines for review at the point of seeking tenure/promotion to associate:</p> <p><i>Evidence of serving as major/associate advisor at levels commensurate with program expectations</i></p> <ul style="list-style-type: none"> ○ 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 	<p>Guidelines for review at the point of seeking promotion to full:</p> <p><i>Evidence of serving as major/associate advisor at levels commensurate with program expectations</i></p> <ul style="list-style-type: none"> ○ 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
<i>Supplementary Evidence</i>	
<ul style="list-style-type: none"> - 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 	
*Revisit department guideline for readers to transfer to associate advisor after the proposal defense.	

Service	
<i>Overall concept of satisfactory performance is linked to the faculty member's consistent service and/or leadership within varied contexts within and beyond the university.</i>	
<i>Associate: Evidence of consistent service within varied contexts within and beyond the university</i>	<i>Full: Evidence of consistent service and leadership within varied contexts within and beyond the university, reflecting national reputation</i>
<p>Guidelines for review at the point of seeking tenure/promotion to associate:</p> <ul style="list-style-type: none"> ○ 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 	<p>Guidelines for review at the point of seeking promotion to full:</p> <ul style="list-style-type: none"> ○ Evidence of service on departmental committee/task force/working group in most years <ul style="list-style-type: none"> ▪ 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
<i>Supplementary Evidence</i>	
<ul style="list-style-type: none"> - 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) 	