

Agenda
EPSY Department Meeting
April 5, 2013
9:30 to 11 a.m.
Gentry 142

1. Review March Faculty Meeting Minutes (see attachment)
2. Announcements
 - a. New Faculty Hire: Tamika LaSalle—School Psychology
 - b. Required Compliance Training Reminder (see attachment)
 - c. Student Evaluation of Teaching (April 22-May 3)
 - d. HuskyDM (Report Due May 15) System for Publication Entry (see attachment)
 - e. Proposed Change in Inappropriate Romantic Relationships Policy (see attachment)
 - f. Sabbatical Leave Requests for Spring 2014 Due June 1
 - g. PREPaRE Training May 20-22 (see attachment; Patwa)
 - h. Send list of May Graduates to Cheryl (cheryl.lowe@uconn.edu)
 - i. Summer Consulting/Vacations While on Summer Funding
 - j. Other
3. Committee Issues
 - a. Vote on Proposed Merit Guidelines (see attachment)
 - b. MEA Search Update (Swami)
 - c. Cluster Search Update
 - d. Graduate Faculty Council (Kehle)
 - e. New Academic Plan
 - f. Other
4. Guest Speaker: Assistant Vice Provost for Enrichment Programs and Director, Honors Program Jennifer Lease-Butts (see attachment)
5. Other Issues
 - a. Vote on PTR Documents (see attachments)
 - b. Common Exit Survey and PAR (Yakimowski)
 - c. Program Coordinator Terms
6. Adjourn

EDUCATIONAL PSYCHOLOGY DEPARTMENT FACULTY MEETING MINUTES

March 1, 2013

Attendees: S. Brown, S. Everett, M. Faggella-Luby, J. Goldstein, J. Gubbins, J. Joo, O. Karan, T. Kehle, C. Little, J. Madaus, B. McCoach, N. Olinghouse, S. Patwa, J. Plucker, R. Perusse, J. Rogers, L. Sanetti, H. Swaminathan, D. Siegle, B. Simonsen, M. Welsh, M. Yakimowski, J. Van Heest,

1. Welcome

The meeting commenced at 9:35 am.

1. Changes to the Minutes

There were no corrections to the February meeting minutes. They will stand as approved.

2. Announcements

- a. The University requests each spring that each employee either attend or complete the online Compliance Training. Faculty and staff can either go to the training or do the online quizzes. This needs to be done by May 15th.
- b. For the upcoming academic year, Siegle informed the faculty that a ½ time graduate assistant will be given to each tenure track professor.
- c. The Office of Institutional Research is planning on implementing an electronic SET (Student Evaluation of Teaching) this spring semester. Faculty who wish to use paper instead can opt out of the online system. The University has moved to a 5-point scale from a 10-point scale. Medians will be reported instead of means. A single question will be used to assess an instructor's overall effectiveness, with other questions presented to provide additional feedback for the instructor.
- d. D. Siegle reminded the faculty that everyone needs to input their productivity into Husky DM.
- e. A password will now be necessary for all mobile devices accessing the University email system.
- f. The Provost will be attending the school-wide faculty meeting today to discuss the procedures for going forward with selecting a Dean for the next five years. Dean DeFranco has one more year in his present term.
- g. James Kaufman will be joining the faculty in gifted education this fall.

He will be housed in the Tasker Building.

- h. The new Academic Strategic Plan for Neag School of Education must align with the University's plan. P. Britner is on the committee heading the plan. The Provost hopes to have a draft by May. R. Schwab is chairing the Neag School of Education's plan.**
- i. The scheduling department has made a minor change in the time slots. There will be 15 minutes between classes instead of 10 minutes, which will alter the start times in some of our courses.**

3. Guest Speaker

Maria Martinez from the Academic Achievement Center came to speak to the faculty. Her department services approximately 600 students each year. The Center has been active for 45 years.

4. Committee Issues

- a. The Proposed PTR Guidelines were presented to the faculty to be voted on. S. Brown raised several questions about the document. S. Brown moved to table a decision on the document. M. Faggella-Luby seconded the motion. The document is tabled and will be voted on at the next departmental meeting.**
- b. Directly after the departmental meeting, M. Faggella-Luby requested a meeting with the scholarship committee.**
- c. The cluster searches are presently being conducted. There has been an offer made for the MEA position. There will be two individuals coming to interview for the school psychology position and also there will be interviews for the special education/counseling position.**
- d. The Scholarly Integrity document which was attached to the minutes was encouraged to be read by the faculty. The document was provided by S. Brown.**
- e. No other issues to discuss.**

5. Other Issues

- a. Vote on PTR Document – no action taken on this item.**
- b. No other issues.**

6. Adjournment

Motion to adjourn was proposed by J. Madaus and it was seconded by O. Karan. Meeting adjourned at 11:10 am.

SENT ON BEHALF OF LIZ VITULLO, OFFICE OF AUDIT, COMPLIANCE AND ETHICS.

Annual Compliance Training

Mandatory Annual Compliance Training 2013 for all employees including Faculty and Staff begins on February 15, 2013 in the Dodd Center's Konover Auditorium. Please register for sessions using prodev.uconn.edu

The 2013 Annual Online Compliance Training Program is now available. The deadline to complete training is May 15, 2013.

Training may be accessed through [HuskyCT](#)

Please remember that all questions must be answered correctly to receive proper credit for this year's training.

If you have questions about the training please call Liz Vitullo at 486-2530 or email compliance.training@uconn.edu. Please contact the HELP Center at 486-4357 with any technical questions or difficulties.

Special Payroll and Adjuncts are **not** required by OACE to complete the Annual Compliance Training. However, some Departments require the training, please check with your Department to see if Special Payroll and Adjuncts are required to complete the Training.

Siegle, Del

From: Suresh Nair <Suresh.Nair@business.uconn.edu>
Sent: Monday, March 18, 2013 4:04 PM
Cc: Michael Maczka (MICHAEL.MACZKA@biz.uconn.edu); Alex Delcampo; Liu, Liming
Subject: Need your help with testing PubLoad app to upload publications directly into HuskyDM

Dear colleagues:

Entering publications manually into HuskyDM was a complaint from many faculty members last year.

Taking a cue from Dean Teitelbaum (who created a system to do this last year for his entries), we have now created in-house an application to upload publications and abstracts directly into HuskyDM from citation indexes (thanks to Michael Maczka, first year MBA student from Germany). It is easy to use, we believe, but would like your help in testing it before we roll it out to the rest of the campus community.

Instructions are below in green background, on the webpage, as well as in this 6 minute video <http://www.youtube.com/watch?v=zY7zOvPE40c> (it would help to see the video).

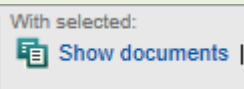
The instructions, in summary, are as follows (**you need to be on campus or login via VPN to access these library citation indexes**):


1. Login to the system through NetID: Please follow <http://tomcattest3.uits.uconn.edu/CitationWeb/selectIndexNetId.jsp?>
2. Choose citation index (Scopus works best). The citation index screen is in a frame on your screen. You will interact with it as if you were using that citation index. For example, for Scopus you would do the following:

First Screen (Make Author Selection): Click the Documents against your name,

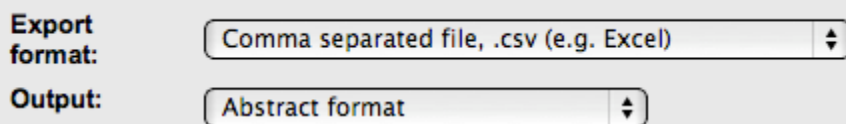


click **Show Documents**



Second Screen (Document Results): Check All All Page or uncheck papers that are not yours. Then click Export  [Export](#)

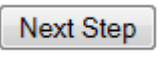
Third Screen (Output: Export, Print, E-mail or Create a Bibliography): Under Export Format choose *Comma Separated File, CSV*. Under Output, choose *Abstract Format*. Then click Export.




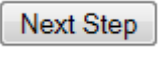
Note: Output may not be complete for non-Scopus documents.

[< Back](#) | [Export](#)

A *Scopus.CSV* file will be created in your default directory for downloads (C:\Users\yourname\Downloads for me).

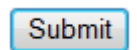
Now click 

3. You now need to select the file you just created, *Scopus.CSV*. Click  and select your file from C:\Users\yourname\Downloads.

Click 

4. Papers that are grayed out are already in HuskyDM. Uncheck any of the remaining papers, if they are not yours.

Click 

5. On the final screen, identify any co-authors from UConn. Click  and **you are done!!!** The whole process should take about 5 minutes.

Let me know if have any problems, or comments about the system.

I thank you in advance for helping us with this important project so the experience of other faculty in using HuskyDM is improved.

Suresh

Suresh Nair, Ph.D.

Interim Associate Vice Provost for Institutional Effectiveness

Office of the Provost

Professor, Ackerman Scholar and Dun & Bradstreet CITI Research Fellow

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[Web page](#); [Web page](#)

**University of Connecticut Policy Against Discrimination, Harassment
and Inappropriate Romantic Relationships**

Statement of Purpose

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 exist 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.

Non-Discrimination

It is the policy of the University to maintain an academic and work environment free from discrimination. Discrimination is contrary to the mission and standards of the University, it diminishes individual dignity, and it impedes equal employment and educational opportunities. The University prohibits discrimination against any community member on the basis of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disabilities, past/present history of a mental disorder), veteran status, prior conviction of a crime (or similar characteristic), workplace hazards to reproductive systems, transgendered status, gender identity or expression, or other factors that cannot lawfully be the basis for employment or academic actions.

Sexual and Discriminatory Harassment

The University will not tolerate discriminatory harassment directed toward any person or group within its community. Harassment consists of offensive behavior directed at an individual or group because of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disability, past/present history of a mental disorder), veteran status, prior conviction of a crime (or similar characteristic), workplace hazards to reproductive systems, transgendered status, gender identity/expression or membership in other protected classes set forth in state or federal law. The University strictly prohibits forcing submission to harassment either explicitly or implicitly a term or condition of an individual's employment, performance appraisal, or evaluation of academic performance, and forbids harassment that has the effect of interfering with an individual's performance or creating a hostile environment. Such behavior is particularly offensive when power imbalances are involved.

Sexual harassment is defined as any unsolicited and unwanted sexual advance, or any other conduct of a sexual nature where: (a) submission to these actions is made either explicitly or implicitly a term or condition of an

individual's employment, performance appraisal, or evaluation of academic performance; or (b) these actions have the effect of interfering with an individual's performance or creating an intimidating, hostile, or offensive environment. State and Federal law protects individuals from harassment or discrimination in connection with employment and all academic, educational, extracurricular, or other athletic programs of a school. This protection extends to conduct that occurs both on and off University property.

Examples of sexual harassment may include unwelcome sexual advances, requests or attempts to extort sexual favors, sexual violence, inappropriate touching, suggestive comments, and public display of pornographic or suggestive calendars, posters, or signs. Acts that do not necessarily involve conduct of a sexual nature but are based on sex or sex-stereotyping and which may include physical aggression, intimidation or hostility are considered sex-based harassment and are similarly prohibited. All forms of sexual and sex-based harassment and discrimination are considered serious offenses by the University.

Reporting Concerns of Discrimination or Harassment

Any person who believes that s/he is being or has been discriminatorily harassed or otherwise subjected to discrimination by a University employee or person doing business with the University because of membership in a protected class is encouraged to contact the Office of Diversity and Equity (ODE), which includes the Title IX Coordinator. ODE is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175; telephone (860) 486-2943; email: ode@uconn.edu. In particular, any person who believes s/he has been sexually harassed or discriminated against by any member of the University community on the basis of his or her sex (gender) is strongly encouraged to contact the University's Title IX Coordinator, Elizabeth Conklin, Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, Telephone: (860) 486-2943, Email: elizabeth.conklin@uconn.edu. The Title IX Coordinator will ensure complaints of this nature are addressed by the appropriate University administrators and will assist complainants in receiving any medical, mental health or other services that may be warranted. The Title IX Coordinator also will facilitate any interim measures that may be necessary during the investigation to protect the complainant in the University setting.

Complaints against students are handled by Community Standards and are governed by the provisions of The Student Code. Therefore, complaints about student misconduct should be reported to Community Standards, Wilbur Cross Building, Room 301, 233 Glenbrook Road, Unit 4119, Storrs, CT 06269-4119; telephone (860) 486-8402; email: community@uconn.edu.

Deans, Directors, Department Heads and Supervisors – Reporting Obligations for Discrimination and Harassment

All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination or harassment. The failure of supervisors at any level to remedy known discrimination or discriminatory harassment violates this policy as seriously as that of the original discriminatory act. As a result, deans, directors, department heads, and supervisors receiving complaints that any University employee or person doing business with the University has engaged in discrimination or discriminatory harassment must alert ODE as to the nature of the incident and refer the inquirer to ODE as soon as it is disclosed or becomes known to the dean, director, department head or supervisor. Deans, directors, department heads, and supervisors receiving complaints that a student (including

graduate students) has engaged in discrimination or discriminatory harassment must alert Community Standards as to the nature of the incident and refer the inquirer to Community Standards as soon as it is disclosed or becomes known to the dean, director, department head or supervisor.

Romantic Relationships

For the purposes of this policy, "Romantic relationships" are defined as dating, sexual and/or any other type of amorous relationship willingly undertaken by the parties.

Instructional/Student Context

All faculty and staff must be aware that Romantic relationships with students are likely to lead to difficulties and have the potential to place faculty and staff at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any Romantic relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative and should be avoided. Faculty and staff engaged in such relationships should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for the student's instruction or evaluation. In the event of a charge of sexual harassment arising from such circumstances, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a professional faculty-student or staff-student power differential existed within the relationship, and the burden of proof that the relationship was in fact consensual will lie with the faculty or staff member.

Undergraduate Students

All members of the faculty and staff are prohibited from entering into a Romantic relationship with any undergraduate student.

Graduate Students

With respect to graduate students (including but not limited to Master's, Law, Doctoral, and any other post-baccalaureate students), all faculty and staff are prohibited from entering into a Romantic relationship with a graduate student actually under that individual's authority. Situations of authority include, but are not limited to: teaching, formal mentoring or advising, supervision of research and employment of a student as a research or teaching assistant, exercising substantial responsibility for grades, honors, or degrees, and considering disciplinary action involving the student.

Students and faculty/staff alike should be aware that entering into a Romantic relationship with any graduate student will limit the faculty or staff member's ability to teach, mentor, advise, direct work, employ and promote the career of the student involved with him or her in a Romantic relationship. Should the faculty member be the only supervisor available in a particular area of study or research, the student may feel compelled to avoid or change the special area of study or research.

Graduate Students in Positions of Authority

Like faculty and staff members, graduate students may be in a position of authority over other students, for example, when serving as a teaching assistant in a course or when supervising other students in research. The power difference inherent in such relationships means that any Romantic relationship between a graduate student and another student over whom they have authority is potentially exploitative and should be avoided. All graduate students currently or previously engaged in a Romantic relationship with another student are prohibited from serving in a position of authority over that student. Graduate students also should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for another student's instruction or evaluation.

Pre-existing Relationships with Any Student

The University recognizes that a Romantic relationship may exist prior to the time a student enrolls at the University or, for Romantic relationships with graduate students, prior to the time the faculty or staff member is placed in a position of authority over the graduate student. The current or prior existence of such a Romantic relationship must be disclosed to the Office of Diversity and Equity and/or the Office of Faculty and Staff Labor Relations by the employee in a position of authority prior to accepting a supervisory role of any type over that student. All faculty and staff currently or previously engaged in a Romantic relationship with a student are prohibited from the following unless effective steps have been taken in conjunction with Labor Relations and the applicable dean or vice president to eliminate any potential conflict of interest in accordance with this policy: teaching; formal mentoring or advising; supervising research; exercising responsibility for grades, honors, or degrees; considering disciplinary action involving the student; or employing the student in any capacity - including but not limited to student employment and internships, work study, or as a research or teaching assistant. Similarly, all graduate students currently or previously engaged in a Romantic relationship with another student are prohibited from serving in a position of authority over that student.

If a Romantic Relationship Occurs with Any Student

If, despite these warnings, a faculty member, staff member, or graduate student becomes involved in a Romantic relationship with a student in violation of this policy, the faculty member, staff member, or graduate student must disclose the relationship as soon as possible to the Office of Diversity and Equity or the Office of Faculty and Staff Labor Relations. In most cases, it will be unlikely that an acceptable resolution to the conflict of interest will be possible, and the relationship will need to be discontinued until the faculty member, staff member, or graduate student no longer has supervisory or other authority over the student.

Employment Context

Romantic relationships between supervisors and their subordinate employees often adversely affect decisions, distort judgment, and undermine morale. Any University employee who participates in supervisory or administrative decisions concerning an employee with whom s/he has or has had a Romantic relationship has a conflict of interest in those situations.

Accordingly, the University prohibits all faculty and staff from pursuing or engaging in Romantic relationships with employees whom they are currently supervising. No supervisor shall initiate or participate in institutional decisions involving a direct benefit or penalty (employment, retention, promotion, tenure, salary, leave of absence, etc.) to a person with whom that individual has or has had a Romantic relationship. The individual in a position of authority can be held accountable for creating a sexually hostile environment and thus should avoid creating a situation that adversely impacts the working environment of others.

If a Romantic Relationship Occurs or has Occurred between a Supervisor and their Subordinate Employee

Any University employee who enters into a Romantic relationship with someone over whom s/he has supervisory, decision-making, oversight, evaluative, or advisory responsibilities must disclose the existence of the relationship as soon as possible to the Office of Diversity and Equity and/or the Office of Faculty and Staff Labor Relations. In consultation with appropriate University administrators, the relevant dean or vice president will determine whether the conflict of interest can be eliminated through termination of the situation of authority. The final determination will be at the sole discretion of the relevant dean or vice president. If the conflict of interest cannot be eliminated, the relationship must be discontinued until the faculty or staff member in a position of authority no longer has supervisory responsibility for the subordinate employee. A supervisor's failure to report the existence of a Romantic relationship with a subordinate employee is a violation of this policy.

Pre-existing Romantic relationships between supervisors and subordinate employees

The University recognizes that a Romantic relationship may exist prior to the time an individual is assigned to a supervisor. Supervisory, decision-making, oversight, evaluative or advisory relationships for someone with whom there exists or has existed a Romantic relationship is unacceptable unless effective steps have been taken to eliminate any potential conflict of interest in accordance with this policy. The current or prior existence of such a relationship must be disclosed by the employee in a position of authority prior to accepting supervision of the subordinate employee to the Office of Diversity and Equity and/or the Office of Faculty and Staff Labor Relations. Working with the Office of Faculty and Staff Labor Relations, the relevant managers will determine whether the conflict of interest can be eliminated through termination of the situation of authority. The final determination will be at the sole discretion of the relevant dean or vice president.

Deans, Directors, Department Heads and Supervisors – Enhanced Reporting Obligations for All Romantic Relationships in Violation of this Policy

Any dean, director, department head or supervisor who is aware or becomes aware of the existence of a Romantic relationship involving any University employee or graduate student with a student or subordinate employee in violation of this policy must alert the Office of Diversity and Equity and/or the Office of Faculty and Staff Labor Relations as to the existence of the relationship as soon as it is disclosed or becomes known to the dean, director, department head or supervisor. The failure of supervisors at any level to report the existence of a prohibited Romantic relationship is a violation of this policy.

Any employee who becomes aware of a Romantic relationship in violation of this policy is encouraged to alert the Office of Diversity and Equity and/or the Office of Faculty and Staff Labor Relations as to the existence of the

relationship. Non-supervisory employees also may choose to utilize the Office of Audit, Compliance and Ethics Anonymous Report Line: (888) 685-2637.

Non-Retaliation

The University encourages individuals to bring forward information and/or complaints about violations of state or federal law, University policy, rules or regulations. Retaliation against any individual who, in good faith, reports or who participates in the investigation of alleged violations is strictly forbidden. For more information, please see the University's Non-Retaliation Policy: <http://policy.uconn.edu/?p=415>

Related University Policies

- Policy Statement: Affirmative Action and Equal Employment Opportunity: <http://policy.uconn.edu/?p=102>
- Non-Retaliation Policy: <http://policy.uconn.edu/?p=415>
- Policy Statement: People With Disabilities: <http://policy.uconn.edu/?p=419>
- Policy on Employment and Contracting for Service of Relatives: <http://policy.uconn.edu/?p=357>
- Code of Conduct (employees): <http://policy.uconn.edu/?p=140>
- Student Conduct Code: http://www.community.uconn.edu/student_code.html
- Title IX Notice: <http://ode.uconn.edu/title/Title%20IX%20Notice%20Oct%202012.pdf>
- Sexual Assault Response Policy: <http://policy.uconn.edu/?p=2139>

Once finalized, many links herein will be hyperlinked ("clickable") on the University Policy website for ease of reference and use.

Attachment A: University Resources

The Office of Diversity and Equity (ODE) and Title IX Coordinator

ODE investigates complaints alleging violations of University Policy against Discrimination, Harassment and Inappropriate Romantic Relationships, and coordinates the University's response to allegations of sex discrimination, sexual harassment, and sexual violence arising under University Policy and Title IX of the Education Amendments Act. ODE also conducts state-mandated and university-mandated diversity and sexual harassment prevention trainings. ODE is located on the first floor of Wood Hall, 241 Glenbrook Road, Unit 4175; Storrs, CT 06269-4175. Phone: (860) 486-2943 / Fax: (860) 486-6771 / E-mail: ode@uconn.edu.

The Office of Faculty and Staff Labor Relations (OSFLR)

OSFLR provides direction and guidance on how to effectively manage relationships with the numerous labor organizations that represent the University's workforce. In close collaboration with Human Resources and the University administration, OSFLR ensures that personnel actions are in compliance with University-specific and statewide collective bargaining agreements. OSFLR actively participates in developing and enforcing workplace policies and procedures and supports the University's ongoing compliance with laws and regulations that govern the employment relationship. OSFLR is located on the Depot Campus in the Brown Building, 9 Walters Avenue, Unit 5075; Storrs, CT 06269-5075. Phone: (860) 486-8724 / Fax: (860) 486-0379. E-mail: laborrelations@uconn.edu

The Office of Community Standards

The Office of Community Standards is responsible for managing "Responsibilities of Community Life: The Student Code," which sets forth the standards for student behavior in the University community. Community Standards is a resource where student conduct is at issue and is located within the Wilbur Cross Building, Room 301, 233 Glenbrook Road, Unit 4119; Storrs, CT 06269-4119. Phone: (860) 486-8402 / Fax: (860) 486-8409 / E-mail: community@uconn.edu.

The Office of Audit, Compliance and Ethics (OACE)

OACE is responsible for promoting a University-wide culture of compliance and ethics, and accepts reports of compliance concerns or requests for advice. Reports can be submitted using the twenty-four hour confidential Reportline – (888) 685-2637. Individuals who report in good faith possible compliance issues will be accorded confidentiality and/or anonymity to the extent possible under the law. OACE is located in the Brown Building, 9 Walters Avenue, Unit 5084; Storrs, CT 06269-5084. Phone: (860) 486-4526 / Fax: (860) 486-4527 / E-mail: reportline@uconn.edu

Attachment B: External Reporting Options

Office for Civil Rights (OCR)

OCR enforces federal laws prohibiting discrimination in programs or activities that receive federal financial assistance from the Department of Education. Boston Office, U.S. Dept. of Education, 5 Post Office Square, 8th Floor; Boston, MA 02109-3921. Phone: (617) 289-0111 / Fax: (617) 289-0150 / TTD: (877) 521-2172. www.ed.gov/ocr

Equal Employment Opportunity Commission (EEOC)

The EEOC enforces federal laws prohibiting employment discrimination because of a person's race, color, religion, sex, national origin, age, or disability. Boston Area Office, John F. Kennedy Federal Building, 475 Government Ctr.; Boston, MA 02203. Phone: (800) 669-4000 / Fax: (617) 565-3196 / TTD: (800) 669-6820. www.eeoc.gov

Connecticut Commission on Human Rights and Opportunities (CHRO)

The CHRO enforces state and federal civil rights laws that ban illegal discrimination in employment, housing, public accommodations, and credit transactions. Administrative Headquarters, 25 Sigourney Street; Hartford, CT 06106. Phone: (800) 477-5737 / Fax: (860) 246-5068 / TTD: (860) 541-3459. www.ct.gov/chro

Attachment C: Proposed Policy Implementation Procedures: Existing Relationships

This will not be part of the final policy. This is tentative language regarding the anticipated implementation process and is subject to change based on negotiations with union leadership.

Any employee already engaged in a Romantic relationship that would be a violation of the new policy has three (3) months from the date of passage by the Board of Trustees of the policy to declare the existence of the relationship as outlined below:

The faculty member, staff member or graduate student in a position of authority must declare the relationship to the Office of Diversity and Equity (ODE) or the Office of Faculty and Staff Labor Relations (OFSLR) as soon as possible upon passage of the policy, but no later than three (3) months from passage by the Board of Trustees. The appropriate dean or vice president, in close collaboration with OFSLR, will consider whether steps can be taken to eliminate or minimize the conflict. All parties will be told that not all conflicts can be eliminated, potentially limiting career or academic options for both of the parties involved in the relationship. OFSLR will document the steps taken and agreement (if any) reached. In the event of a complaint of harassment or a report of the existence of a relationship in violation of this policy after the three month period, no weight will be given to the argument that the relationship existed prior to the enactment of the policy absent a declaration by the employee in a position of authority as outlined herein.

Siegle, Del

From: Info for participants in the Neag School's REA Colloquia Series <NEAG_REA_COLLOQUIA-L@LISTSERV.UCONN.EDU> on behalf of Yakimowski, Mary
<mary.yakimowski@uconn.edu>
Sent: Monday, March 25, 2013 2:25 PM
To: NEAG_REA_COLLOQUIA-L@LISTSERV.UCONN.EDU
Subject: Crisis Prevention
Attachments: PREPaRE 2013 (3).pdf

Greetings –

Join us at the School Crisis Prevention and Preparedness Training – PREPaRE.

UConn's School Psychology Program in conjunction with the Connecticut Association of School Psychologists will be hosting **School Crisis Prevention and Preparedness Training** through the National Association of School Psychologists' **PREPaRE** training curriculum May 20-22 at the Neag School of Education. (Please see flyer attached.)

Trainers are co-authors of the NASP **PREPaRE** School Crisis and Intervention curriculum: Dr. Amanda B. Nickerson Dr. and Melissa Reeves

Training includes two core workshops:

Workshop 1 Crisis Prevention and Preparedness: Comprehensive School Safety Planning (one-day workshop costs \$80 includes materials and lunch)

Workshop 2 Crisis Intervention and Recovery: The Roles of School Based Mental Health Professionals (two-day workshop costs \$100 includes materials and lunch)

Workshops 1 and 2 can be taken separately.

Please go to the website for additional information and registration. The website is: <http://neag.uconn.edu/prepare>.

For additional information, please contact Shamim at Shamim.patwa@uconn.edu.

Mary Yakimowski
Director of Assessment

The University of Connecticut Chapter of



THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS, INC.

1875 Storrs Road
Storrs, Connecticut 06268
Campus Mail: AAUP, U-6028
WWW.UCONNAAUP.ORG
Telephone: (860) 487-0450
Fax: (860) 487-0341

March 22, 2013

Dear Provost Choi, Deans, Department Heads, and Directors:

Per the collective bargaining agreement currently in effect, merit funds will be available for award to faculty. AAUP notes that every school, college and/or department has the responsibility to create its merit review and award processes with meaningful faculty involvement. To account for the fact that merit has not been available for the past two years, the process for 2013 may be different for your areas. Therefore, the AAUP highly recommends that all schools, colleges and departments *consider* the approach described below as a recommended best practice in implementation of their merit processes for 2013.

The 2013 merit pool allocated to the departments should be divided into three equal parts. These funds should then be appropriated consistent with the reviews/recommendations completed in each of the three respective years (2011, 2012 and 2013). For example, if \$9900 was allocated to a department, each year's merit fund from the 2013 allocation is \$3300. The faculty member recommended for merit in one, two, or all three years receives their share of the funds corresponding to that specific year consistent with the recommendation for the same year.

AAUP asks you to consider this approach in the belief that it does not disadvantage the new faculty members or those who were particularly productive in one year versus another. If you have questions, please contact the AAUP office directly at 860-487-0450.

Sincerely,

A handwritten signature in cursive script that reads "E. Carol Polifroni".

E. Carol Polifroni, AAUP President

A handwritten signature in cursive script that reads "Peter Q. Nguyen".

Peter Q. Nguyen, AAUP Director

Educational Psychology Department

University of Connecticut

Annual Report and Merit Procedures

Annual Report: The Provost's Annual Report Forms

Each faculty member is responsible for filing the Provost's Annual Activity Report. The form for filing the Annual Report can be found at <http://huskydm.uconn.edu>. The deadline for completing and submitting this form is **sent annually by the Provost's office to generally coincide with mid-June**. This form is submitted electronically.

Application for Merit: Process and Deadlines

As defined by the AAUP contract, "Merit is for the recognition of noteworthy contributions to one's department, school, campus or college, the University and/or professional discipline through the traditional avenues of teaching, research and service. ... It is recognized that conditions vary within and among departments in terms of individual expectations, and it is agreed that awards at the various levels are designed to recognize individual achievement" (AAUP contract, Article 25).

Within the EPSY Department, the goal of the merit system is to reward faculty members for accomplishments and achievements that significantly strengthen the stature and the reputation of the department within the university as well as at state, national, and international levels. Thus, designations regarding merit awards will be based on the extent to which the faculty member's activities meet and/or exceed this purpose. Since substantial numbers of faculty members have unique sets of negotiated job responsibilities and formal agreements, it is acknowledged that the departmental merit procedures must be sufficiently flexible to make it possible to reward the meritorious activities and accomplishments of each faculty member. Therefore, the merit system allows for evaluation of each faculty member on a case-by-case basis to assess his/her activities and accomplishments that are considered to be above and beyond required expectations (e.g., teaching classes, serving on departmental committees) associated with his/her role.

In order to be eligible for merit, each faculty member must submit the EPSY Merit Request Form; the Educational Psychology Department Criteria for Meritorious Performance will be used to evaluate each faculty member's performance¹. Expectations, both *required* and *additional*, are outlined in the Neag School of Education Guidelines for PTR and Merit. The EPSY

¹ All related documents are appended to this document.

March 01, 2013

Merit Request Form allows for evaluation of performance using the following categories: 0 = no merit, 1 = low merit, 2 = mid-level merit, 3 = high merit². Definitions of each category are as follows:

- **0 = No merit.** Did not meet departmental *requirements* for merit.
 - **1 = Low Merit.** Met *requirements* for EPSY departmental merit.
 - **2 = Mid-Level Merit.** Met *requirements* for departmental merit and also scored above departmental average, based on prior year summary data.
 - **3 = High Merit.** Met *requirements* for EPSY departmental and *additional* merit, scoring above the departmental average based on prior year summary.
- In order to be considered for merit, each faculty member must submit the EPSY Merit Request Form **simultaneously** with the Annual Report, no later than the deadline³. If desired, supporting materials (e.g., a report form from HuskyDM) may also be submitted.
 - When completing the EPSY Merit Request Form, faculty should consult the departmental summary provided by the department chair from the prior year along with the guidelines for the merit rating categories. Ratings should be accompanied with a clear narrative that justifies rating in each category (500 word limit per narrative section). Within the narrative, faculty are encouraged to address focus on diversity, as emphasized within the University's Academic Plan (2009-2014; <http://www.academicplan.uconn.edu>) and action plan developed by the Neag Dean's Council on Diversity. Note that information included on the EPSY Merit Request Form must be consistent with data reported on the Annual Report. For example, articles in press cannot be included.
 - The Department Head will use all submitted materials for each faculty member (Annual Report or HuskyDM data, and EPSY Merit Request Form) to evaluate the record of activities and accomplishments. For each section, the Department Head will indicate his or her rating of each applicant using the same categories: 0 = no merit, 1 = low merit, 2 = mid-level merit, 3 = high merit. All of this information will be integrated to form an overall merit rating for each applicant⁴. To establish monetary value associated with each rating level, the Department Merit pool will be divided into two merit pools: a merit pool for tenure-track faculty and a merit pool for non-tenure track faculty based

² If a category does not apply to the applicant's job position, a rating of not applicable (N/A) should be indicated along with brief explanation.

³ This form contains sections consistent with the merit criteria as outlined in the Neag School of Education Guidelines for PTR and Merit.

⁴ Regardless of your rating on the merit form, to be recommended for Dean/Chancellor's merit, you must be (a) one of the top 10-20% of the faculty in the Neag School and (b) have exemplary performance in at least two areas, one of which is scholarship. Note that these criteria do not discriminate by rank.

March 01, 2013

on their prorated contributions to the EPSY department merit pool. Merit will be allocated from these two pools according to established criteria.

- The Department Head will notify each applicant of his/her merit recommendation by **June 30th** by returning a copy of the completed EPSY Merit Request Form, which will include the overall rating by the Department Head and indication as to whether Dean/Provost's Merit is recommended. The form of notification will be via email. If the faculty member has concerns over the rating he/she received, within 14 calendar days, the faculty member may request a meeting with the Department Head for further discussion regarding the recommendation.
- Final decisions regarding faculty merit recommendations will be forwarded to the Dean by **July 15th**. Those applicants receiving a designation of High Merit will be recommended to the Dean/Provost for consideration for "special merit", assuming all other conditions have been met (e.g. you must be one of the top 10-20% of the EPSY faculty and have exemplary performance in scholarship and one additional area). Applicants have 14 calendar days from the time of the Department Head's submission to the Dean to discuss the recommendation with the Dean.
- The Dean shall review recommendations and then forward his or her own recommendations to the Provost within required timelines. Within 2 weeks of making those recommendations, the Office of the Dean shall compile and make available to the departments an abstract of merit awards.
- At the first faculty meeting in the new academic year, the Department Head will share the Dean's abstract of awards in addition to a summary specific to the EPSY department. The EPSY summary shall minimally include the distribution of faculty members who fell into each of the four merit categories, as well as the range of monetary awards at each merit level. In addition, the Department Head will provide descriptive summary data regarding the accomplishments of overall faculty from the prior year. This information will be disaggregated by rank and tenure status unless results would allow for personal identification. Minimally, this descriptive summary data will include: (a) number of courses taught, (b) overall course rating, (c) number of total publications, (d) number of peer-reviewed publications, (e) advisees graduated by degree, (f) number of major advisees and associate advisees by degree, (g) number of major advisees who are minority by degree, (h) total grant dollars, and (i) committee membership at school, university, and national levels.

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EPSY MERIT REQUEST FORM

Note that this form must be completed for consideration of merit, and must be submitted simultaneously with required Annual Report materials. Prior to completing the form, applicants are strongly encouraged to read the accompanying Annual Report and Merit Procedures.

Name:

Job Title:

Date:

Job Description:

Insert a brief narrative of job description or duties, including clarification as to how all categories of evaluation may or may not apply.

Job Description:

Directions: Using the Educational Psychology Department Guidelines for Merit, consider your accomplishments. For each section, please provide a brief narrative documenting these accomplishments in relation to the criteria. Within the narrative, faculty are encouraged to address focus on diversity, as emphasized within the University's Academic Plan (2009-2014) and action plan developed by the Neag Dean's Council on Diversity. Note that for each section, the **maximum limit is 500 words**. In addition, provide an overall rating of each section using the following guidelines:

N/A = not applicable. Provide a brief rationale.

0 = No merit - Did not meet departmental *requirements* for merit.

1 = Low Merit - Met *requirements* for EPSY departmental merit.

2 = Mid-Level Merit - Met *requirements* for departmental merit and also scored above departmental average, based on prior year summary data.

3 = High Merit - Met *requirements* for EPSY departmental and *additional* merit, scoring above the departmental average based on prior year summary.

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Scholarship

Your Rating:	
Description of Accomplishments:	

Department Head Rating:	
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Teaching

Your Rating:	
Description of Accomplishments:	

Department Head Rating:	
-------------------------	--

Service

Your Rating:	
Description of Accomplishments:	

Department Head Rating:	
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OVERALL MERIT RATING

To be completed by Department Head ONLY. Comments should be included to clarify any discrepancies from self-ratings.

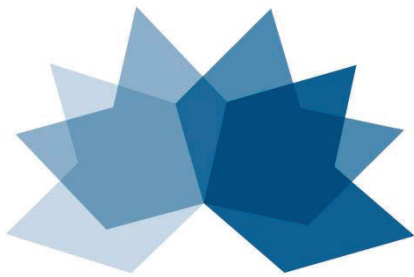
Department Head Rating:	
Recommended for Dean/Provost's Merit?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Description of Rating:	

Appendix. Educational Psychology Department Criteria for Meritorious Performance

Categories*	Required Standards for Departmental Merit Productivity or contributions <i>required</i> for Educational Psychology departmental merit	Additional Criteria for High Merit Substantial productivity or contributions beyond that <i>required</i> for Educational Psychology department merit
Scholarship	<ul style="list-style-type: none"> • Publications significantly in excess of <i>required</i> Specifically (2 or more scholarly publications [i.e., book, book chapter, journal article] at least one of which is a peer-reviewed journal article) 	<p>At least ONE of the following:</p> <ul style="list-style-type: none"> • Exemplary number of and/or valued scholarly publications • Grant/contract productivity as measured by external grants or contracts submitted and/or awarded
Teaching	<p>At least ONE of the following:</p> <ul style="list-style-type: none"> • Outstanding teaching evaluations across the average of graduate courses taught since the last merit report (average of 9.0+) • Outstanding teaching evaluations across the average of undergraduate courses taught since the last merit report (average of 8.5+) 	<p>At least ONE of the following:</p> <ul style="list-style-type: none"> • Superior teaching evaluations, as evidenced using multiple methods of teaching evaluations (sustained effort to improve teaching and use of exemplary methods of teaching that fit the type of class being taught). • Heavy teaching load (More than a 2-2 load, with, for example, large student enrollment and high quality teaching) • Heavy advisement load (undergraduate, or graduate). • Publishing with a student • Teaching innovations (e.g., teaching a new course, developing a teaching innovation).

Service	<p>At least ONE of the following:</p> <ul style="list-style-type: none"> • Extensive service at the Department, School, or University level (Demonstrated participation, not just a member of a committee, or extensive committee involvement) • Exemplary service to your? field (this also is included as an additional criteria—not sure where it should go) 	<p>At least ONE of the following:</p> <ul style="list-style-type: none"> • Exemplary service to the university • Exemplary service to your field • High-level leadership (e.g., editor, or co-editor of a journal, president of a scholarly association, national panels, grant reviewers) • Exemplary administrative performance (in a role making significant improvements) • High level leadership (e.g., program coordinator, chair of committee) • Pro bono professionally related community service (Note: See the criteria link or more specific description that UConn operates as an engaged university)
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*To qualify for merit, an individual must be exemplary in TWO or more areas. However, one of the two areas must be *scholarship*. EPSY Merit Awards will be based on work in the area of scholarship plus either teaching or service.



HONORS and ENRICHMENT PROGRAMS

Presentation to:

Department of Educational Psychology 03/01/13



HONORS PROGRAM

*The **Honors Program** enhances the academic, social, and cultural opportunities at the University of Connecticut to offer the richest possible undergraduate experience.*

Honors First-Year Student Profile

	2012	2011
# Enrolled	429	414
Average SAT (CR+M)	1395	1400
Average HS Rank	96%	95%
In-State/Out-of-State	75%/25%	75%/25%
Female/Male	48%/52%	52%/48%
Valedictorians	27	31
Salutatorians	31	17
University Merit Awards	96%	92%
Advanced Standing		
<i>*began as at least 2nd semester</i>	57%	54%
<i>*began as at least sophomore</i>	23%	21%

Honors Program Enrollment

	2012	2011
TOTAL	1749	1663
<i>Academic Center for Exploratory Studies</i>	130	149
<i>College of Agriculture & Natural Resources</i>	85	80
<i>College of Liberal Arts & Sciences</i>	897	870
<i>School of Business</i>	138	122
<i>School of Business/School of Engineering</i>	4	7
<i>Neag School of Education</i>	32	29
<i>School of Engineering</i>	355	309
<i>School of Fine Arts</i>	34	31
<i>School of Nursing</i>	34	28
<i>School of Pharmacy</i>	40	38



HONORS PROGRAM



HONORS PROGRAM

Honors & University Scholar Graduation

	2012	2011
TOTAL	301	238
<i>University Scholars</i>	33	19
<i>Honors Scholars</i>	268	219



HONORS PROGRAM



HONORS PROGRAMMING & EVENTS

*The **Honors Programming & Events Office** provides support and opportunities to Honors students through meaningful collaborations with colleagues across campus in a variety of offices including Global Programs, Career Services, Community Standards, Counseling and Mental Health Services, the Center for Students with Disabilities, and the Office of First-Year Programs and Learning Communities.*

The Honors Programming & Events Office...

- ❖ **SUPPORTS** 1,007 students living in Honors Learning Communities through an active collaboration with the Department of Residential Life
- ❖ **ADMINISTERS** UNIV1784/Honors First-Year Seminar that serves approximately 430 students.
- ❖ **COLLABORATES** with the Department of Political Science and the Office of Study Abroad (7 DC interns).
- ❖ **PROVIDES** crisis intervention for academic and social issues which challenge our students.
- ❖ **CREATES** a personalized environment for students by developing genuine and invested relationships through both one-on-one and group contact.



UNDERGRADUATE RESEARCH
Enrichment Programs

*The **Office of Undergraduate Research (OUR)** provides research-related opportunities and information to undergraduate students interested in independent or collaborative research with faculty members and research professionals.*



HONORS PROGRAMMING & EVENTS

The OUR distributed \$322,000+ in funding for 2011-12 research & creative activity

- ❖ \$253,000+ funded 65 **SURE** Awards in 2012
- ❖ \$42,000+ for 101 small travel and research materials grants
- ❖ \$20,000 for **SHARE** research apprenticeships in the social sciences & humanities
- ❖ Almost 200 undergraduate researchers participated in Spring 2012 **Frontiers** Exhibition
- ❖ \$40,000 awarded for Spring 2013 **SHARE** apprentices, including an additional \$20,000 for under-represented students



NATIONAL SCHOLARSHIPS
Enrichment Programs

*The **Office of National Scholarships (ONS)** recruits and mentors students to compete for prestigious national and international scholarships, including Rhodes, Marshall, Goldwater and Udall.*

The Office of Undergraduate Research...

- ❖ **WELCOMED** Margaret Lamb as the OUR Director in December
- ❖ **RECEIVED** 91 SURF proposals
- ❖ **REINSTATED** the Life Science Honors Thesis Awards
- ❖ **INTRODUCING** a pilot for UConn IDEA Awards in February

↓
*This program will benefit students who wish to pursue very broadly defined research
or
creative and entrepreneurial activities*



Completed Competition Candidate Assistance

Marshall Scholarship (UK)

- ❖ 6 Nominees
- ❖ Ethan Butler (ENGR '12) – named a Marshall Scholar

Rhodes Scholarship (UK)

- ❖ 4 Nominees

Mitchell Scholarship (Ireland)

- ❖ 2 Nominees



Ongoing Competition Candidate Assistance

National Science Foundation –Graduate Research Fellowship Program

- ❖ **17 Candidates:** 1 alumni, 4 graduate students, and 12 undergraduates

Glamour Top Ten College Women

- ❖ **1 Candidate:** Rebecca D'Angelo was a finalist

National Security Education Program (NSEP) Boren Scholarship

- ❖ **2 Candidates**

Pickering Undergraduate Scholarship (Foreign Affairs)

- ❖ **1 Candidate**

Ongoing Competition Candidate Assistance – (Continued)

Humanity in Action Fellowship

- ❖ **1 Candidate**

Pickering Graduate Fellowship & Rangel Graduate Fellowship

- ❖ **1 Candidate**

Paul & Daisy Soros Fellowship for New Americans

- ❖ **1 Candidate**



ONS Faculty Nominating Committee Assistance

Goldwater Scholarship

- ❖ **4 Candidates** (maximum allowed)
(Faculty Chair: Joanne Conover [PNB] – results pending April 2013)

Truman Scholarship

- ❖ **4 Candidates** (maximum allowed)
(Faculty Chair: Davita Silfen Glasberg [CLAS Assoc. Dean/Sociology] – results pending March 2013)

Carnegie Junior Fellows

- ❖ **1 Candidate** (allowed 2)
(Faculty Chair: Susan Randolph [Economics] – results pending Feb 2013)

Udall Scholarship

- ❖ **2 Candidates** (allowed 6)
(Faculty Chair: Eric Schultz [EEB] – nominations still open, results pending April 2013)

The Office of National Scholarships...

- ❖ **WORKED** with the Office of the Provost & Graduate School to host a consultant to review pre-award support for all students at UConn & draft a plan for expansion of ONS to include pre-award support & scholar development (graduate students and post docs)
- ❖ **ADVISED** numerous students seeking scholarship support for current UConn experience & beyond.
- ❖ **PROMOTED** major scholarships to UConn community through class visits, student meetings, ONS website, flyers & other postings, social media, etc.
- ❖ **ADVERTISED AND ADMINISTERED** competition for Holster First-Year Project grant for Honors Freshman.
- ❖ **HOSTED** 2012 Holster Scholar presentations.

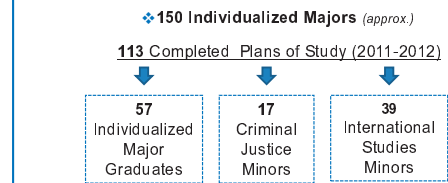




INDIVIDUALIZED & INTERDISCIPLINARY STUDIES
Enrichment Programs

The Individualized and Interdisciplinary Studies Program (IISP) works with undergraduates who wish to design their own majors or pursue interdisciplinary minors (including international studies and criminal justice). Individualized majors are based in the College of Liberal Arts and Sciences or College of Agriculture & Natural Resources, and may draw on courses in other schools and colleges.

❖ Students working with IISP Advisors also worked last year with faculty advisors in 35 Academic Departments across 5 schools and colleges.



INDIVIDUALIZED & INTERDISCIPLINARY STUDIES
Enrichment Programs

- ❖ The largest number of individualized majors are in the Social Sciences.
- ❖ About 30% of individualized major students also complete a second major.
- ❖ The number of majors will remain in the current range...
IISP will continue to focus on improving the quality of our students and their experience.

❖ *The IISP attracts some of UConn's very talented students...*

- ❑ 20-25% are Honors Students
- ❑ Over 30% graduated with Latin Honors (last 2 years)



INDIVIDUALIZED & INTERDISCIPLINARY STUDIES
Enrichment Programs



INDIVIDUALIZED & INTERDISCIPLINARY STUDIES
Enrichment Programs



UNIVERSITY SCHOLAR PROGRAM
Enrichment Programs

The University Scholar Program, is one of the most prestigious and distinguished programs for undergraduates at the University of Connecticut. Graduation as a University Scholar is one of the highest academic honors the University bestows on undergraduate students. No more than 30 University Scholars are selected each year.

All University Scholars engage in intensive, focused research or project work culminating in a high-level piece of scholarship or creative accomplishment.

IN 2012...

19 University Scholars began research and creative projects focused on such areas as:

- ❖ *Development of a Computer Model for Melanoma Metastasis*
- ❖ *Remembering the Holocaust and Combating Indifference: the United States Holocaust Memorial Museum and the Jewish Museum Berlin*
- ❖ *Pre-Implantation Genetic Diagnosis: An Intersection of Science, Ethics, and Policy*

IN 2013...

23 students were selected to begin research projects



UNIVERSITY SCHOLAR PROGRAM
Enrichment Programs

- ❖ 2011 University Scholar, Ethan Butler, was awarded a 2013 Marshall Scholarship.
- ❖ Several University Scholars are among the University's current nominees for national scholarships.



PRE-PROFESSIONAL PROGRAMS
Enrichment Programs

Pre-Law Program

This professional center offers education and services to all UConn students and alumni interested in legal careers as they establish and achieve professional school admission and career goals.



UNIVERSITY SCHOLAR PROGRAM
Enrichment Programs

The **Pre-Law Program** serves all students and alumni interested in a post-graduate legal education through:

- ❖ **Workshops**
- ❖ **One-on-one counseling**
- ❖ **Guest speakers**
- ❖ **Law-related events**



PRE-PROFESSIONAL PROGRAMS
Enrichment Programs

The **Pre-Law Center** coordinates the *Special Program In Law* for high achieving undergraduates.

- ❖ Students in the Special Program in Law have preferred admission to UConn Law School if they successfully complete the program requirements.
 - **50 students** currently participate in the Special Program in Law



PRE-PROFESSIONAL PROGRAMS
Enrichment Programs

LSAT Score Data

153.9
LSAT
National Average
Score

157.2*
LSAT
Average Score:
** Students & Alumni who worked with Pre-Law Center*

154.3*
LSAT
Average Score:
** ALL UConn Students & Alumni who took the LSAT*



PRE-PROFESSIONAL PROGRAMS
Enrichment Programs

Law School Matriculation

- ❖ **70** students who worked with the Pre-Law center matriculated to an ABA-accredited law school (Fall 2011)
- ❖ The UConn Law School enrolled the most UConn graduates, with **17** alumni



PRE-PROFESSIONAL PROGRAMS
Enrichment Programs



PRE-PROFESSIONAL PROGRAMS
Enrichment Programs

Pre-Med & Pre-Dental Program

This professional center offers education and services to all UConn students and alumni interested in medical or dental careers as they establish and achieve professional school admission and career goals.

Pre-Med & Pre-Dental Program Spring 2013 Updates:

- ❖ *An MCAT/DAT review course has been developed*
- ❖ *A workshop series has been designed to acquaint students with all aspects of the professional school application process:*
 - Orientation
 - Personal Statement
 - Secondary Application
 - School Selection
 - Interviewing
 - Mock Admissions



PRE-PROFESSIONAL PROGRAMS
Enrichment Programs

Pre-Med & Pre-Dental Program Spring 2013 Planning:

- ❖ **Spring Visits to UCHC** for Special Programs Medicine and Dentistry Groups
- ❖ **Post Baccalaureate Dinner Session** to provide an opportunity for invited medical/dental school graduates to discuss & share their experiences.
- ❖ **Spring Conference** inviting Admissions Staff from various health profession schools.



PRE-PROFESSIONAL PROGRAMS
Enrichment Programs

Neag School of Education Reappointment, Tenure, and Promotion Documents

History:

Dean DeFranco established a NSOE PTR Procedures Review Committee of the following department representatives:

EDLR: Anysia Mayer

EPSY: Sandy Chafouleas

EKIN: Larry Armstrong

EDCI: David Moss

Representing Non-tenure Track Faculty: Rebecca Eckert

Co-chairs: H. Swaminathan and M.A. Doyle, Co-Chairs

Following their research, which included numerous meetings with faculty at all ranks and in various roles, the Committee presented a draft document to all departments for initial review and reaction about 14 months ago. Department discussions, and written feedback, highlighted very specific areas for further consideration, and each department's suggestions informed the revision process.

In June 2012, the AAUP faculty contract was re-negotiated and signed by President Herbst and P. Nguyen, and this resulted in modifications to the University's procedures (including titles) for non-tenure track faculty members. These changes were also incorporated in the current document to ensure its correspondence with University and Union policies and procedures.

Earlier this semester (Spring 2013), the documents were reviewed by each department, and several edits/revisions were recommended to the discussion detailing the PTR procedures for tenured faculty (no changes have been made to the discussion detailing procedures for non-tenure track faculty members). The Department Heads have discussed the suggested edits and notes for changes, and the attached documents are the final versions of that process.

The faculty is now presented with the final, final document. It is presented in two sections that detail policies and procedures; and, within each department an indication of acceptance of this document by the faculty is requested.

NEAG SCHOOL OF EDUCATION UNIVERSITY OF CONNECTICUT

Policy, Procedures, and Criteria

Re-appointment, Review, and Promotion of Tenure Track Faculty

Adopted by the Neag School Faculty: Month 2013

Overview of the Neag School of Education

The Neag School of Education (NSOE), the professional school of education at the University of Connecticut, is comprised of four departments: Curriculum and Instruction, Educational Leadership, Educational Psychology, and Kinesiology. These departments are responsible for fulfilling the goals of the Neag School of Education and that of the University of Connecticut. As such, the NSOE faculty has diverse responsibilities that include preparing leaders in the field of education, providing service to practitioners, providing service to clients, and conducting research to inform policy and practice. Meeting these responsibilities requires differentiated faculty, including both tenure-track and non-tenure track appointments. Although there is expectation for high achievement and excellence across all appointments within the NSOE, it is acknowledged that the very nature of these appointments precludes the application of a uniform set of rules for reappointment and promotion. The purpose of this document is to provide guidelines for the reappointment, tenure, and promotion of faculty members who hold tenure-track appointments in the Neag School of Education.

Introduction to PTR Procedures

The Neag School of Education endorses the general university criteria of teaching, scholarship, and research as stated in the University Policy on faculty professional responsibilities. According to University policy:

“The University serves as a center for research, dedicated to excellence in higher education, and fulfillment of its land grant status. The University is committed to meeting the educational needs of its undergraduate, graduate, professional and continuing education students, and gives its faculty the means to employ and develop their intellectual

capacity through teaching, research, and interaction with society. Through the integration of teaching, research, and service, the faculty provides an outstanding educational experience for each student. The University serves the state and its citizens in a manner that enhances the social, cultural, and economic well being of its communities. It gives leadership in the pursuit and dissemination of knowledge to all its constituents, recognizing that the continual creation and transmission of knowledge and lifelong learning are essential to Connecticut's future in a global context.” (University Policy: Policy on Faculty Professional Responsibilities, preamble, introduction, effective 1/2/2004, available at <http://www.policy.uconn.edu/>)

The policies and guidelines developed by the NSOE and detailed in this document reflect this University policy.

I. Re-appointment, Tenure, Promotion

In accordance with University of Connecticut policy, the granting of tenure and the promotion of a professor in rank are based in part on an individual's scholarly distinction and promise. Therefore, the evaluation process must confirm that the faculty member has established, and is likely to maintain, a distinguished record of academic achievement that is the foundation of the candidate's national and/or international reputation. It is also expected that the candidate will have distinguished him/herself in teaching and in service to the University, the School, the Department, and the profession.

Evaluations of faculty members at all levels are judged on their merit and in relation to School and University expectations and not in comparison to others in the Department or School with tenure. Within the criteria for earning tenure is recognition of the diverse contexts and disciplines within which scholars in the Neag School are establishing their reputations. It is further noted that: “Specific evidence of superior performance in scholarship and in teaching is of primary importance. As a minimum standard for tenure and/or promotion, there must be

evidence of strong performance in both scholarship and teaching and superior achievement in at least one of these areas. In addition, other contributions to the University will be considered. In individual cases where it is demonstrated that there has been meritorious professional service through which the faculty member has achieved distinction in the profession, such service may also receive significant weight” (University Bylaws, 2011, p. 30). Distinguished service, although an important and required component, will not result in promotion and tenure without the expected performance in teaching and scholarship.

A. Tenure with Promotion to Associate Professor

To be considered for tenure with promotion in rank, a faculty member must have demonstrated research ability through scholarly accomplishments and commitment to ongoing research, have a strong teaching record, and be recognized as a helpful and valued colleague who has conscientiously performed needed service within the academic and professional communities. Only those persons showing promise of continuing achievement in all three areas of research, teaching, and service will be tenured.

Tenure for a new hire in the Neag School of Education with no prior credit in rank is expected to become effective in the fall of the seventh year, and the specific date is indicated in the candidate’s offer letter. The granting of tenure follows the evaluation of the candidate’s application for tenure conducted during the sixth year of service at the University. Therefore, the evaluation process for the tenure decision is initiated at the beginning of the candidate’s sixth year.

For a new hire with no prior credit in rank, promotion from the rank of Assistant to Associate Professor occurs concurrently with the awarding of tenure.

For a new hire with prior service in a tenure track position, the probationary period, and therefore the timing of tenure and promotion, is determined with the Dean at the time of hiring and may be as much as a full probationary period of six years. The probationary period determined and specified in the candidate’s offer letter will be considered the tenure track period.

B. Promotion to Professor

The candidate for promotion to the rank of Professor must have a scholarly record of national/international distinction and a commitment to ongoing research in his/her field. In

addition, he/she must be an effective teacher and advisor and have a record of continuous service to the University, the School, and the profession as a mature scholar. Ordinarily, promotion to the rank of Professor follows a minimum of five years of service in the rank of Associate at this university or elsewhere. The application for promotion to the rank of Full Professor may be submitted in either the fifth year as an Associate or in a subsequent year as determined by the candidate in consultation with the Department Head.

II. Annual Re-Appointment Review

A. Years 1 – 5, Annual, One-Year Reappointments - Prior to Applying for Tenure and Promotion in Rank

The annual, re-appointment review of non-tenured faculty in a tenure track position provides indication of the candidate's progress in meeting expectations for tenure with promotion at the University of Connecticut. The goal of the annual review is to facilitate faculty development and progress, and the content of the PTR forms are cumulative and submitted during the fall semester of each pre-tenure year. During the first, second, fourth, and fifth years, the annual review is conducted within the Neag School of Education. The reviews conducted during the third and sixth years are conducted at both the School and Provost's levels.

For the third year review, in addition to completing the PTR form, candidates will prepare a dossier, or portfolio, that contains the PTR form and a file presenting all supporting documentation organized to reflect the content of the form in the areas of Teaching, Scholarship, and Service. Department Heads will provide specific directions for compiling this file so that it reflects the form and content of the dossier required for the sixth year review (detailed on page 18).

For the sixth year review, candidates must prepare a dossier that contains the completed PTR form and a file containing relevant documentation of the content of the candidate's form in all areas, Teaching, Scholarship, and Service. (See page 18 for specific details.)

III. General Guidelines for Tenure and Promotion

The criteria for earning tenure and promotion are based on understandings of the different contexts and disciplines within which NSOE scholars are establishing their reputations. The criteria for evaluation detailed in this document are offered as guidelines only; each case is considered individually.

Presented below is an overview, or general discussion, of expectations in relation to Teaching, Scholarship, and Service. Following this overview are more specific details of the criteria and evidence required for tenure and promotion reviews.

A. Teaching and Advisement

1. **Effective Teaching and Advisement.** Effective teaching and advising are fundamental responsibilities of each faculty member. Effective teaching involves a number of dimensions, including designing challenging courses, stimulating intellectual curiosity and a sense of inquiry in students, and motivating learners. Important factors for teaching in a research university are the integration of research and teaching, the inclusion of the latest research findings, and the ability to balance theoretical aspects with practical applications.
2. **Indicators/ Evidence Effectiveness.** Superior teaching and academic advisement at all instructional levels are essential criteria in tenure and promotion decisions. The general assessment to be applied is that the faculty member is engaged regularly and effectively in teaching and advisement activities of high quality and significance. The responsibility for the evaluation of teaching performance rests on the academic department of the faculty member. The evaluation of teaching and advising should include formal university evaluations completed by students and evaluations of the Department Head and/or other supervisors or peers who observe the faculty member's teaching and interactions with students and provide written comments following class observations.

B. Scholarship

The University of Connecticut is a research university, and consequently, scholarship is a highly valued factor in awarding tenure and promotion. Scholarship and research are defined as creating and disseminating new knowledge. High quality scholarship makes a significant contribution to the knowledge base that informs policy, practice, teaching, and/or research in a field of study. Faculty members are expected to produce a body of work that reflects a defined and coherent research focus, and it should reflect the candidate's unique contributions. In addition, because of the importance of external funding in promoting research in the School, efforts and success in securing grants, and/or other forms of external funding, are also considered highly important. If funding sources in a given area are limited, it is anticipated that the faculty member will seek collaborative opportunities for grant funding.

1. Scholarly activities may vary across the disciplines represented in the Neag School, i.e., Music Education faculty may differ in scholarly accomplishments from faculty in Educational Psychology; however, peer-reviewed publications appropriate for the candidate's field represent the most important indicators of scholarship. The nature and importance of the candidate's scholarship are considered from both a qualitative and quantitative perspective. Likewise, securing external funding/grants is considered in the context of the candidate's discipline and available opportunities.
2. Indicators/Evidence of Research and Scholarship. The primary indicators of scholarly products include publications of books, monographs, book chapters, textbooks, edited books, papers in scholarly, refereed, professional journals of high quality, peer reviewed conference publications; the development of software, products, or electronically published material reflecting quality scholarship; and distinguished performances in the creative arts. Research grants/external funds solicited and those awarded on the basis of scholarly merit are also considered indications of scholarship.

- a. The quality and influence of a candidates' scholarship is of utmost importance in assessing scholarly potential. The academic reputation of the journal (or other dissemination outlet) is a key indicator of quality and influence, and specific indicators of demonstrable influence may be found in sources such as Scopus, Google Scholar, the Social Sciences Citation Index, PubMed. The assessments of scholarship completed by external reviewers are also important evaluations.
- b. The scholarship must cohere around a distinct area, or related areas, of study, and this work should reflect the candidate's unique contributions. This coherence will be described in the candidate's discussion of scholarly goals and activities (PTR form).
- c. Other evidence of research and scholarship include, but are not limited to: presentations and papers delivered at academic meetings, published conference proceedings, invited presentations for academic audiences, invited book chapters or similar contributions, publications in non-refereed sources serving significant audiences, special awards, or recognition for scholarship or creative productions.
- d. The candidate's report of external funding (proposed and /or secured) will be considered in the context of the candidate's discipline and available opportunities. Grants and external funding resulting from individual and/or collaborative efforts are desired and valued activities.
- e. The cumulative scholarly work should provide evidence that the faculty member is a scholar in his/her field gaining national and/or international recognition. Therefore, the Department Review Committee, the Department Head, the Dean's Advisory Review Committee and the Dean should base their annual reappointment feedback and decision on evidence that the faculty member's scholarly productivity is on a trajectory to attain national prominence within the five year probationary period. This record also serves as evidence of ongoing, probable future scholarly accomplishments.

C. Service

Faculty members who are candidates for promotion should have an established record of commitment to the University, the School, the Department, the profession, and the field through participation in service activities.

1. Service Activities

- a. Service to the University, the School, and the Department is deemed essential to develop and maintain a high quality professional school and premier university. Hence, all faculty members are expected to share responsibilities and perform competently in such functions.
- b. Professional service refers to the contributions that faculty members make to the functions of the professional societies to which they belong and to the profession more broadly. Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies, contributions to the organization and presentation of professional conferences, editorships and the review of manuscripts for an association's publications, review of grant applications, memberships on panels, or the elected member of committees. Service activities that enhance the candidate's national reputation in scholarship include editorial boards and grant review panels.
- c. Service to the field and society involves the application of professional skills and knowledge to benefit communities, schools, related educational agencies, and the public. Relevant public service activities include, but are not limited to: presentations/workshops for educators and related service providers; participation on advisory boards; presentations/workshops for parents or community groups; consultation and technical assistance, performance of clinical activities in related settings (e.g., hospitals and clinics).

2. Indicators/Evidence of Service Contributions.
 - a. Every faculty member is expected to participate in the conduct of his/her department, the Neag School, and the University; in appropriate professional organizations in his/her academic field; and in professional service to schools and other agencies of the community. Evidence of a faculty member's productivity is manifested by the extent to which he/she participates on standing committees at the department, college, and university levels; contributions to professional associations; provides service to the broader field and society.
 - b. The level, frequency and stature of participation will be considered.
 - c. Meritorious professional service through which the candidate has achieved distinction in the profession will serve as evidence of a significant service contribution.

IV. Criteria Applied for Promotion to Associate Professor with Tenure Review

A. Teaching

1. Criteria

- (a) **High quality teaching** as evidenced on university-administered student evaluations of teaching and/or direct observations of instruction by administrators or peers. Student ratings are expected to meet, or exceed, the criteria established for the Neag School of Education faculty (8+ on the current system; benchmarks will be established for the new system once it is operational and results can be reviewed) . The judgment of teaching performance may be flexible and take into account such factors as the type of course and the number of class participants. For example, university studies have revealed that lower evaluations may be expected from large, undergraduate classes (Institute for Teaching and Learning). In the case of a history of low teaching

evaluations, the faculty member should present documentation of steps taken to improve his/her teaching (e.g., working with the Teaching and Learning Center) and show improvement in student ratings over time.

- (b) **Student Advisement.** Faculty members are expected to advise students at all levels. Effectiveness involves the ability of the faculty member to develop collaborative relationships with students, respond to questions and provide information, and help students with a range of academic issues such as developing a plan of study, selecting an advisory committee, negotiating the degree completion process, or applying for an academic job. Faculty members are also expected to chair and direct committees as appropriate for their program (e.g., doctoral, master's, honor's). Department Heads provide evidence of effectiveness in academic advising by seeking feedback from students and by asking faculty members to describe the academic advising they provide students.
- (c) **Teaching Innovation and/or Curriculum Development** activities as appropriate, e.g., original and/or unique innovations to enhance teaching and content in an existing course, the enhanced use of technology, development of new courses, or contributions to the revision of programs (including clinical/patient activities) and related curricula. Evidence of quality in curriculum innovation and development is shown by program or department review of course syllabi and external reviews of programs by experts in the field (e.g., an accrediting body).

2. Candidate's Documentation of Teaching and Advising Performance

Suggested types of evidence the candidate may present include the following.

- (a) The University's formal evaluations of teaching collected over time and presented chronologically.
- (b) Written statement of philosophy of teaching and goals relative to instructional responsibilities with reference to course development and instructional activities, including independent studies, as appropriate (presented in the Provost's PTR form).
- (c) Description of any activities undertaken to enhance instruction.
- (d) Description of any original and/or unique innovations developed to enhance

the delivery, the content, or the evaluation of an existing course; or description of the development of new courses designed to meet the demands in the field or contribute to the revision of programs or curricula.

- (e) Course syllabi with indication of innovations/curricula enhancements, etc.
- (f) Written summaries of observations of teaching conducted by administrators, supervisors, or peers.
- (g) Published materials related to instruction, e.g., instructional strategies, course design, curricula.
- (h) Evidence of special recognition from within or beyond the University for teaching.
- (i) Counts of advisees as indicated on the PTR form; evidence of successful mentoring and advising of advisees, including participation on doctoral committees as the major advisor.
- (j) Evidence of special recognition from the University for outstanding advisement activities.

B. Scholarship

1. Criteria

The primary criterion for assessing scholarship is the contribution made by the candidate to his/her discipline and the development of an emerging national reputation.

(a) Publications. Peer-reviewed publications appropriate for the candidate's discipline are the most important indicators of scholarship. Such publications may include a range of reputable journals or books in the candidate's field. Normal expectations for a faculty member are to produce, on average, two refereed journal articles per year published, or verified in-press, when reviewed for tenure and promotion to Associate Professor (in the sixth year for those hired with no prior service). Co-authored work is valued, and yet, evidence that the candidate is a scholar in his/her own right is important. Such evidence may include single-authored works in highly respected, peer-reviewed sources and/or indication of the candidate's contributions to co-authored research. Faculty research will be evaluated on its quality as well as its quantity. The quality of the journal will be confirmed at the department/program

- level with appropriate indicators identified (Scopus, Google Scholar, the Social Sciences Citation indices, PubMed). The assessment of quality and value of the candidate's scholarship completed by the external reviewers will also be highly regarded indicators.
- (b) **Coherent Focus.** The scholarship must cohere around a distinct area, or related areas, of study and reflect the candidate's unique contributions.
 - (c) **National Prominence/ Scholarly Influence.** Total number of publications notwithstanding, the quality and influence of a candidate's scholarship are of utmost importance in assessing scholarly potential. The academic reputation of the journal, or other dissemination outlet, is a key indicator of quality and impact. In addition, publications (e.g., books, edited books, chapters in influential books, articles in non-refereed sources, etc.) that have documented and significant impact on policy and practice and presentations at reputed national or international conferences constitute evidence of scholarship as well as evidence of both an emerging national reputation and a probable future of scholarly accomplishments.
 - (d) **External Funding.** Research grants/external funds solicited (individually and/or collaboratively), and those awarded on the basis of scholarly merit will also be considered indication of scholarship. The candidate's record of external funding will be considered in the context of the candidate's discipline and available opportunities.
 - (e) **Other.** Other evidence of scholarship includes presentations and papers delivered at academic meetings (refereed), published conference proceedings (refereed) invited presentations for academic audiences, invited book chapters, and special awards or special recognition for scholarship or creative productions.
 - (f) **External Review.** The written evaluations secured by the Department Head from recognized scholars in the field are critical in the assessment of scholarship and national reputation. (Procedures for securing these external reviewers are detailed below.)

2. Candidate's Documentation of Scholarship

- (a) Suggested types of evidence the candidate may present include all categories of Scholarship and Creative Accomplishments included on the Provost's PTR form,

entered in reverse chronological order.

- (b) When compiling a file of scholarship, include one copy of each entry, or publication, organized by category.

C. Service

1. Criteria

Faculty members are expected to engage in service to the Department, the School, and the University, and the profession.

- (a) **Service to the University.** Evaluation of service to the Department, School, and University will include the type of committee, role of the candidate, amount of time serving, and the quality of contributions. Evidence of a faculty member's productivity is manifested by the extent to which he/she participates on standing committees (e.g., the Curriculum Committee) at the department, college, and university levels. The level, frequency and stature of participation will be considered.
- (b) **Service to the Profession.** Evaluation of service to the profession will take into account the type of work, level of commitment, time requirements, and role of the individual. In some cases, service to the profession may be viewed as evidence of an emerging national reputation (e.g., being appointed as an editor or associate editor of a prominent journal).
- (c) **Service to the Field and Society.** Evaluation of service to the field and/or society will account for the type of contribution, time commitments, and contributions resulting from engagement in service activities benefitting entities beyond the university.

2. Candidate's Documentation of Service Contributions

Expected evidence of quality service contributions will include the following.

- (a) Participation as requested on committees at the Department, School, and University levels.
- (b) Contributions to the professional community as evidenced by committee work, conference contributions, editing work, and/or elected offices as appropriate for an individual's professional affiliations.

- (c) Contributions to the professional and public communities beyond the University reflecting the individual's professional expertise.

D. Significant/Diverse Roles

Decisions about promotion to Associate Professor should take into account any special circumstances that may result from the faculty member's role(s) as an administrator/manager of programs in his/her academic area and the demands of these programs. However, this work alone (e.g., administrative responsibilities) will not qualify a faculty member for promotion in the absence of substantial accomplishments in Teaching, Scholarship, and Service as discussed above.

V. Criteria Applied to the Review for Promotion to Professor

In general, promotion to the rank of Professor requires consistent, high levels of performance and productivity in the key areas of Teaching, Scholarship, and Service, as outlined above. The candidate for promotion to the rank of Professor is expected to present evidence that he/she has gained national/international visibility and respect for excellence in scholarship. This will result from a sustained body of scholarly accomplishments and ongoing contributions to the profession.

A. Teaching

Maintain superior teaching and academic advising.

- (a) **High quality teaching** of undergraduate and graduate courses, seminars, or practicums as evidenced on university-administered student evaluations of teaching and/or direct observations of instruction by administrators or peers. Student ratings are expected to consistently meet, or exceed, the criteria established for the Neag School of Education faculty (8+ on the current system; benchmarks will be established for the new system once it is operational and results can be reviewed).
- (b) **Student advisement** that is responsive to and supportive of students at all academic levels will be demonstrated by the Department Head's documentation of feedback from

students as well as from the candidate's description of advising activities. Ordinarily, an additional expectation will be the completion of doctoral students as the major advisor while at this university.

- (c) **Teaching Innovation and/or Curriculum Design** demonstrating commitment to developing current and relevant courses informed by the literature and meeting the needs of the profession. Evidence may include visionary contributions that involve the design of new courses or series of courses, development of on-line courses or programs, or innovations that enhance academic programs.

B. Scholarship

Engaged continually and effectively in scholarly and/or creative activities of distinction, the candidate will be expected to present a body of scholarly accomplishments that represent the achievement of an upward trajectory built upon and extending early career accomplishments. As a result the candidate will have garnered a substantial, respected national/international reputation.

- (a) **Publications.** Scholarly products that are published following rigorous peer-review processes are the most highly valued forms of scholarship in the promotion review process. As a guideline, candidates are expected to publish, on average, two peer-reviewed articles in premier journals, or books in their field, including several that are recognized to have been major contributions to the literature in the candidate's field. The indicators of productivity must provide evidence of the candidate's reputation as an influential, contributing scholar in his/her discipline. Appropriate evidence may include single-authored works in premier outlets and/or indication of his/her unique contributions to collaborative projects.
- (b) **Scholarly Influence.** The scholarly influence of the candidate will be confirmed by written evaluations of scholarship secured by the Department Head from recognized scholars in the candidate's field.
- (c) **External Funding.** The candidate will have secured grant funding and/or external support for research and projects. The candidate's record of external funding will be considered in the context of the candidate's discipline and available opportunities.
- (d) **Other.** Other evidence of scholarship may include presentations and papers delivered at

academic meetings (refereed), published conference proceedings (refereed) invited presentations for academic audiences, invited book chapters, and special awards or special recognition for scholarship or creative productions.

C. Service

Faculty members are expected to have established records of sustained, important service to the Department, the School, the University, the profession, and society. At this level, candidates will be expected to have been actively engaged in a wide range of service activities with more prominent leadership roles in all undertakings (University, School, Department, state, national, international, professional, field based).

D. Significant/Diverse Roles

Decisions about promotion to Professor should take into account any special circumstances that may result from the faculty member's role(s) as an administrator/manager of programs in his/her academic area and the demands of these programs. However, this work alone (e.g., administrative responsibilities) will not qualify a faculty member for promotion to Professor in the absence of substantial accomplishments in Teaching, Scholarship, and Service as discussed above.

Preparation for Review

The preparation for promotion and tenure is described in *University Policy: Policy on Faculty Professional Responsibilities* and the Provost's Office guidelines *Promotion, Tenure, and Reappointment (PTR)*.

Materials for the progress toward tenure are cumulative and submitted yearly in all pre-tenure years.

The third year review is designed to provide a cumulative and comprehensive review of the

faculty member at the beginning of the third year as a way to monitor prospects for success with the tenure process. The primary focus of the third year review is the annual report completed by the faculty member presenting evidence confirming substantial progress in the evaluation criteria (Teaching, Scholarship, Service).

The sixth year review of tenure-track faculty is the tenure/promotion decision year.

The Formal Review Process

Following is an abstracted overview to inform faculty members of the steps and specific committees involved in the annual review process. For a more complete set of procedures and details of the process, see the Provost's website for Promotion, Tenure & Reappointment Procedures (provost.uconn.edu/ptr).

- The candidate completes the University's PTR form and submits this form with supporting documents by the published deadline (established annually by the Provost). These documents become the faculty member's dossier. (See suggestions for this file of materials, below.)
 - The Department Head secures external references in accordance with the Provost's instructions when this is appropriate (i.e., during the tenure and promotion decision year).
 - The faculty member creates a file to display a comprehensive set of materials supporting his/her tenure and/or promotion review. Contents are organized to reflect the faculty member's evidence in Teaching, Scholarship, and Service.
 - The faculty member may add to his/her PTR file at any time during the reviews by the Department Committee and the Dean's Advisory Committee by bringing materials to the Department Head who will inform the committees of new materials in writing; no materials may be removed from the file.
- The PTR form for each individual is reviewed by the Department PTR Advisory Committee, which advises the Department Head on promotion, tenure, and reappointment and submits a letter summarizing the Committee's evaluation and vote on the faculty member's candidacy (for reappointment, tenure, and/or promotion).

- The Department Head completes his/her evaluation and submits the candidate's PTR file and related materials to the Dean's office.
- The Dean's Advisory Council on PTR reviews the faculty member's PTR file and appraises the performance and potential for teaching, scholarship, creative accomplishments, and service of the individual under consideration. The Council's evaluation of each individual is summarized for the Dean in a written report that includes the Council's vote.
- The Dean writes his/her evaluation and submits all necessary forms and supporting documents to the Provost for his/her consideration and final determination.
- The Provost's decisions are communicated to and acted upon by the Board of Trustees annually.
- The University also has a Faculty Review Board that is asked by the Provost to consider individual, specific cases on PTR. The composition and work of the Faculty Review Board is detailed in the Provost's document on PTR.
- The Provost determines specific timelines annually in accordance with the date of presentation to the Board of Trustees.
- Under Connecticut Freedom of Information statutes, candidates have access to their files and to the recommendation letters.

External Letters

Per the Provost's directions, a minimum of four external letters from individuals of national stature in the candidate's area of expertise who do not have a conflict of interest with the candidate (e.g., former mentor, frequent collaborators) are required for those pursuing tenure and/or promotion in rank at any level. The Neag School preference is six external letters.

These letters will be solicited by the Department Head and should be from individuals who hold professorial rank at or above that to which the candidate aspires. In no case should letters be sought from individuals who served as faculty advisors, teachers, or mentors during a candidate's program of graduate or undergraduate study. Per direction from the Provost, the candidate and the Departmental PTR Advisory Committee should each provide the Department Head a list of potential outside reviewers, and the Department Head requests at least half of the

total number of letters from those listed by the candidate. The candidate should not contact potential reviewers directly and should not reveal to the potential reviewers that they have been recommended to the Department Head.

Dossier of Materials

The faculty member's PTR dossier consists of his/her PTR form and all supporting documents. When a candidate prepares a file of supporting materials for the years when tenure and/or promotion decisions are considered, the content will ordinarily consist of documents related to the following:

- Personal Information
 - Candidate's curriculum vita
 - Candidate's written statement
- Teaching
 - University student evaluation reports
 - Special teaching awards
- Scholarship
 - Copies of all published materials listed on the form (books, book chapters, monographs, articles, curriculum materials, etc.)
 - Manuscripts in-press
 - Manuscripts submitted for review or in preparation
- Service
 - Special accomplishments
 - Special projects

Special Policy

The University has an established policy of adjusting the tenure clock for individuals taking a leave for a FMLA-qualifying event (birth, adoption, foster placement of a child; a faculty member's serious illness or injury; a serious illness or injury to the faculty member's child, spouse, or parent). Detail of this policy and the current procedures are found at www.uconn.hr.edu. Candidates are advised to discuss these procedures and related issues with their Department Heads.

NEAG SCHOOL OF EDUCATION UNIVERSITY OF CONNECTICUT

Policy, Procedures, and Criteria

Appointment, Review, and Promotion of Non-Tenure Track Faculty

INTRODUCTION

The contractual specifications for the employment of non-tenure track faculty are detailed in the Collective Bargaining Agreement between the University of Connecticut Board of Trustees and the University of Connecticut Chapter of the AAUP. The Neag School of Education's non-tenure track faculty includes both In-residence staff with the contractual privileges specified in Article 13, Members of the Unit Not in a Tenure Track, and staff members hired with the contractual privileges detailed in Article 26, Temporary Employees (see the Collective Bargaining Agreement).

These individuals are integral to the development and presentation of high quality programs for the preparation of pre-service educators and professionals in education, kinesiology, and physical therapy at both the undergraduate and graduate levels. In addition, they are essential to the development and outreach of the School's premier programs and delivery of special service to the Neag School, to clients (e.g., through the Nayden Clinic), and to school systems with which they liaison (e.g., Professional Development Schools). The guidelines for the appointment, review, and promotion of Non-Tenure Track Faculty reflect the mission of the NSOE.

The purpose of this document is to present the Neag School of Education's evaluation procedures for all non-tenure track faculty. More specifically, this document details the procedures and criteria for non-tenure track faculty to secure both reappointments and promotions.

PROCEDURES AND CRITERIA

Members of the Unit Not in a Tenure Track, Article 13 and Temporary Employees, Article 26

Per Article 13, titles for staff members in non-tenure tracks include

Extension Professor

Lecturer

Academic Assistant

Associate Extension Professor

Assistant Extension Professor

Extension Instructor

Faculty with In-Residence Titles:

Professor in Residence
 Associate Professor In Residence
 Assistant Professor In Residence
 Instructor In Residence

Per Article 26, titles used for temporary, non-tenure track faculty in the NSOE include:

Research Professor	Visiting Professor	
Associate Research Professor	Visiting Associate Professor	
Assistant Research Professor	Visiting Assistant Professor	
Research Instructor	Visiting Instructor	
Clinical Professor	Research Scientist	Research Scholar
Associate Clinical Professor	Associate Research Scientist	Associate Research Scholar
Assistant Clinical Professor	Assistant Research	Assistant Research Scholar
Clinical Instructor	Senior Research Scientist	Senior Research Scholar

Position Descriptions

Members with the ranks of Professor, Associate Professor, Assistant Professor, Instructor, Lecturer:

Non-tenure track employees with these ranks have the contractual privileges detailed in Articles 13 and 26 and are required to complete one probationary year of employment followed by five years of annual review and one-year reappointment. Following this initial six years of annual, one-year reappointments, multi-year appointments are offered, and these are ordinarily reappointments of three to five years. Each faculty member with the rank of Assistant, Associate, or (Full) Professor holds a doctoral degree in an area appropriate for the position and is assignment to a department appropriate for his/her academic and service responsibilities. The individual's rank is based on both years of service and an established record of accomplishments in relation to the position. The term visiting signifies the temporary nature of the position and most often relates to the temporary duration of funding.

An example of the reappointment schedule for all non-tenure track faculty members eligible for more than three years of employment is as follows:

Year 1	2012-2013	Probationary Year
Year 2	2013-2014	1 st Reappointment Year
Year 3	2014-2016	2 nd Reappointment Year
Year 4	2015-2016	3 rd Reappointment Year
Year 5	2016-2017	4 th Reappointment Year
Year 6	2016-2017	5 th Reappointment Year
Year 7	2017	Begin a multi-year appointment (ordinarily 3 to 5 years);

Year 10	2019 -2020	3 years in this example; 2017-2020) Submit papers for review for the next multi-year appointment (3 years in this example)
Year 1	2020	Begin a multi-year reappointment (ordinarily 3 to 5 years; 3 years in this example; 2020-2023)

Clinical Faculty Members

Clinical Instructor: A non-tenure track employee granted the contractual privileges detailed in Articles 13 and 26. Each clinical instructor is expected to complete an initial probationary year of employment followed by five years of annual review and reappointment. Following this initial six years of annual one-year reappointments, a three-year appointment is ordinarily offered. The term clinical faculty identifies the instructors on staff who serve as clinicians at the Nayden Rehabilitation Clinic as well as instructors teaching courses for any other NSOE department. This instructor holds a Master's degree. In most fields in education, the clinical instructor does not hold a terminal degree in an academic area appropriate for the School of Education position.

Assistant/Associate/Full Clinical Professor: A temporary, non-tenure track employee granted the contractual privileges detailed in Articles 13 and 26. Each clinical professor (all ranks) is required to complete an initial probationary year of employment followed by five years of annual review and reappointment. Following this initial six years of one-year appointments, a multi-year appointment is offered, and these are ordinarily for three years. This faculty member holds a doctoral degree in an area appropriate for the position and is assignment to a department appropriate for his/her academic responsibilities. The individual's rank is based on both years of service and an established record of accomplishments in relation to the position. *In general, Clinical faculty (all ranks) most often have defined responsibilities that do not parallel the responsibilities of tenure track faculty.*

Appointment of Non-Tenure Track and Temporary Faculty

At hiring, each non-tenure track faculty member receives written documentation of position responsibilities in a letter of appointment. Because the responsibilities of these faculty members vary greatly from individual to individual and from department to department, the letter of appointment delineates the terms and conditions of the position, the job load, and the expectations of the faculty member. The roles of non-tenure faculty, for example, may include, but are not limited to: research activities; undergraduate and graduate instruction; clinical instruction/education; director of programs; director of field placements for teacher education programs; supervisor of student teaching; internship coordination; physical therapy classroom instruction; physical therapy clinical instruction and service, including patient care. It is noted

that position responsibilities may be modified through an amendment approved by the Dean, the Department Head, and the non-tenure track faculty and attached to the faculty's letter of appointment.

Reappointment in the Neag School of Education

Appointments are renewable depending on successful, formal, ongoing review and available funding. Reviews are conducted according to the University's established PTR schedule and review processes (i.e., at the Department and School levels) as determined by NSOE Dean and Department Heads.

Reviews are conducted annually for the first six years of employment; and thereafter, reviews are conducted to coincide with the renewal of reappointment year.

University Procedures Guiding the Reappointment Process of Non Tenure-Track and Temporary Faculty/Staff

The following policies and procedures guide the Neag School of Education's process for conducting evaluations of non-tenure track faculty.

Annual reappointment reviews of non-tenure track faculty are conducted within the Neag School of Education at the department and school levels.

The Provost does not review the annual reappointment of non-tenure track faculty, except for those faculty members not in the tenure track solely due to immigration restrictions. Formal review of non-tenure track faculty is conducted by the school/college, with reappointment determined by satisfactory performance and the availability of funding. Appointment letters should be issued annually upon confirmation of support for the next fiscal year. (See the Provost's Official Website, [http:// www.provost.uconn.edu/ptr](http://www.provost.uconn.edu/ptr)):

Promotion of Non-tenure Track Faculty Members

The promotion of non-tenure track faculty requires a review and recommendation at all levels including the Provost.

Non-tenure track faculty who are evaluated for promotion and reappointment do so with the understanding that such procedures do not lead to tenure.

Overview of the Reappointment Process

Reviews for reappointment and/or promotion of non-tenure track faculty are based on the *terms of the appointment as indicated in the individual's offer letter*. In general, the criteria for

reappointment reflect expectations that include considerations of teaching, scholarship, service, and administrative duties. The expectations and criteria are adjusted as applicable.

Greater responsibility is given to the Department Heads to work with the individual faculty to develop goals and criteria for advancement within the position. This results from the diverse range of responsibilities and activities observed across the School. For example, many Clinical Professors (all ranks) have primary responsibilities in areas of teaching (i.e., 4 courses per semester), and their reviews should focus more intensely on the criteria for teaching performance. Some Research Professors focus exclusively on activities related to research and may not have teaching responsibilities. Therefore, the evaluation of their performance will focus specifically on research/scholarship with the exclusion of all criteria for teaching. Clinical Instructors provide direct supervision to students giving care to patients (Nayden Clinic) or have productivity expectations while delivering the highest quality care (Nayden Clinic); their evaluations should focus on related criteria.

Although adjustments may be expected for individuals, the following criteria are detailed in relation to teaching, research, service, and administration/management – the broad categories of evaluation considered for tenure track faculty – in order to accommodate the diverse range of job responsibilities assumed by the non-tenure track faculty employed in the Neag School of Education.

One note is that the expectations for scholarship among temporary faculty reflect unique, job-related considerations. For example, it is anticipated that clinical faculty will be engaged most often in scholarship related to practice (defined as professional scholarship) rather than in research conducted to create new knowledge, although temporary faculty may certainly engage in such scholarship.

It is also noted that non-tenure track faculty with teaching loads adjusted to allow for research and service (e.g., a 2 – 2 teaching load) will be evaluated across all areas of responsibility (teaching, scholarship, service).

General Guidelines for the Review of Non-tenure Track Faculty

The following guidelines are intended to serve for both the annual re-appointment reviews and the promotion in rank decisions.

The candidate will follow the process for submission of materials detailed in the Provost's guidelines, *Promotion, Tenure, and Reappointment (PTR) Procedures*, and complete the University's PTR form adhering to the annually posted timelines for submission of materials for each annual review, each multi-year reappointment, and/or a review for promotion in rank.

Reviews include considerations of teaching, scholarship, service, and administrative duties as appropriate to the candidate's job description and responsibilities. Therefore, it is anticipated

that candidates will have varying profiles and perhaps limited performance indicators for areas that are not considered their primary responsibility. Excellence in performing all job responsibilities is expected. The following outline presents general expectations in the areas of teaching, scholarship, service, and administration.

I. TEACHING

Teaching Expectations/Criteria

Effective teaching is a fundamental responsibility of each faculty member assigned teaching responsibilities. Effective teaching involves a number of dimensions, including designing challenging courses, stimulating intellectual curiosity and a sense of inquiry in students, and motivating learners. Important factors for teaching in a research university are the integration of research and teaching, the inclusion of latest research findings, and the ability to balance theoretical aspects with practical applications. Suggested teaching criteria include the following:

- (a) High quality teaching is expected in all contexts, including academic classrooms and clinical settings (e.g., the Nayden Clinic). It is expected that all course related materials (syllabi, grading, etc.) are completed in a timely manner and are consistent with Department and NSOE Standards.
- (b) Student Advisement expectations are set by Department Heads. Non-tenure track faculty with the ranks of Assistant/Associate/Professor may serve on Master's and Ph. D. committees and such appointments must follow the guidelines of the University of Connecticut Graduate School.
- (c) Teaching Innovation and/or Curriculum Development activities as appropriate, e.g., original and/or unique innovations to enhance teaching and content in an existing course, enhanced use of teaching technology, development of new courses, or contributions to the revision of programs (including clinical/patient activities) and related curricula.

Evidence of Teaching Performance and Related Activities

Suggested types of evidence the candidate may present include:

- (a) Formal evaluations of teaching, including university-administered student evaluations of teaching that meet, or exceed, the criteria established for Neag School of Education faculty (overall ratings at or above the School mean) and any direct observations of instruction by peers or administrators. Some adjustments in student evaluation scores (i.e., the numerical score) may be expected for class settings that include large numbers of participants (50+).
- (b) Evidence of the specific nature of teaching activities (seminars, lectures, laboratories, workshops, other) and a written statement detailing teaching philosophy (presented in the formal PTR form).

- (c) Evidence of any steps individuals have taken to improve their instructional effectiveness (e.g., participated in development programs for faculty).
- (d) Description of the integration of any teaching innovations (e.g., technology), development of new courses, or contributions to the revisions of programs.
- (e) Documentation of the dissemination of instructional innovations (e.g., presentations at conferences) or specific materials developed by the individual for the benefit of the program (e.g., new program evaluation forms, a new student handbook, etc.).
- (f) Communications from students regarding courses.
- (g) Nominations and/or conferrals of teaching awards.

II. SCHOLARSHIP

Scholarship Expectations/Criteria

- (a) Contributions that may be regarded as professional scholarship are expected. Professional scholarship is defined as intellectual/creative/scholarly accomplishments and leadership related to the individual's teaching or professional practice (teacher education or physical therapy). Examples include teaching materials, technology, program evaluation reports, technical reports (often data-based), or strategies developed by the individual that make a special contribution to the field. Such products must be accessible to the larger educational/physical therapy community and must have impact on the field.
- (b) Any contributions to grant development, writing, and implementation (given that these are applicable to the mission of the School) are also considered important indicators of scholarship.
- (c) Any contributions to the Neag School that involve any type of data collection and analyses and that result in providing information beneficial in program evaluation (for local and national reports), in seeking student/alumni/faculty input (or satisfaction), or in guiding decision-making.
- (d) The quantity of scholarly products will be impacted by the faculty member's job responsibilities (i.e., teaching 4 courses a semester, assuming extensive clinical supervision, administering program components, etc.). Therefore, a specific number cannot be pre-determined. Rather, progress and promise in scholarship will be judged by the Department Head with input from the Department Review Committee. For those individuals with 2/2 teaching loads, it is expected that the research and scholarship productivity will match the expectations of tenure track faculty.

Evidence of Scholarship

Suggested types of evidence the candidate may present include:

- (a) Publication, or presentation, in either peer or non-peer reviewed outlets/sources:
 - a. Authored/co-authored articles in practitioner or research journals;
 - b. Authored/co-authored textbooks, books, chapters relevant to the job description;
 - c. Peer-reviewed manuscripts published in respected electronic journals, or presented at conferences (including poster presentations);
 - d. Dissemination of materials, methods, or procedures relevant to the job description (e.g., web or video-based);
 - e. Presentations at local, state, national, international conferences;
 - f. Invited presentations;
 - g. Collaborative research and grant writing activities;
 - h. Grant development, or application for external funding opportunities, as appropriate;
 - i. Technical reports.
- (b) Fellowship in a professional organization.

III. SERVICE

Service Expectations/Criteria

The expectations for participation in service at the Clinic, Department, School, and University levels by non-tenure track faculty are circumscribed by the role and responsibilities of each individual and are specified on an individual basis by the Department Head.

- (a) Generally, participation on one committee/working group at the Clinic, Department, School, or University level when requested by an administrator is expected.
- (b) Service to the profession is valued and may include participation on state, regional, or national committees, editorships for journals, peer reviewing activities for conference programs, journal publications, grant reviewing panels, participation on State Department of Education committees, chairing sessions at conferences, and other similar responsibilities.
- (c) Service may also include special support offered to the professional and public community beyond the University. Examples of such activities include special projects with public schools or community outreach.
- (d) Collaborations between non-tenure track faculty and tenure track faculty that produce substantive delivery of service are also valued.

Evidence of Service Contributions

Although dependent upon the position and job responsibilities, expected evidence of quality contributions will include the following:

- (a) Participation as requested on committees/working groups at the Clinical, Department, School, or University level.
- (b) Contributions to the professional community as evidenced by committee work, conference contributions, editing work, and/or elected offices as appropriate for the individual's professional affiliations.
- (c) Contributions to the professional and public communities beyond the University reflecting the individual's professional expertise.

IV. Administrative/Management Responsibilities

Expectations/Criteria for Administrative/Management Responsibilities

The non-tenure track faculty member whose responsibilities include administrative and/or management activities will be evaluated in relation to criteria such as the following. These criteria may be modified on the basis of specific job responsibilities, which may be unique and individual.

- (a) Administration and management of clinical education and instructional initiatives directly tied to academic progress of students.
- (b) Administration and management of clinical/teacher education involving coordination of staff, coordination of activities (teacher education meetings), assignment of staff (student teaching supervisors), supervision of activities (assignment of internships).
- (c) Administration and management of NSOE outreach initiatives or administration and management of grant-related initiatives.
- (d) Contributions to activities related to program reviews, department reviews, and accreditation reviews.

Evidence of Administrative/Management Accomplishments

- (a) Documentation of program/unit activities and accomplishments.
 - a. Reports of clinical and instructional initiatives and impacts on students.

- (b) Development and direction of any procedural activities (e.g., materials assisting schools and supervisors with student teacher placements, evaluation, etc.).
- (c) Documented results of outreach initiatives.
- (d) Specific contributions to program reviews, department reviews, accreditation reviews.

Promotion to the Rank of Associate Professor (Temporary, Non-tenure Track Faculty)

Evaluations at all levels are judged on their merit and in relation to School and University expectations and not in comparison to others in the Department or School. Within the criteria for earning promotion is recognition of the different contexts and disciplines within which the non-tenure track faculty in the Neag School are establishing their reputations.

The individual faculty member being considered for promotion in rank must have served at least six full years in rank to be promoted – with the review usually coming after the fifth year. The review for promotion from Assistant to Associate Professor (Clinical Associate Professor, Associate Extension Professor, Visiting Associate Professor) is expected to occur during the sixth year of university employment; however, it could come during a subsequent year.

In calculating years of service, allowances for leaves of absence are to reflect the University's policies. In some cases faculty with prior, relevant service at another university may be promoted before accruing six full years in rank at the University of Connecticut. This determination is established at the time of hiring.

To be considered, the candidate will complete the Provost's official PTR form, prepare a PTR file as described by the Provost and in consultation with the Department Head, and adhere to the annually posted timeline.

Reviews for promotion of non-tenure track faculty are based on the terms of the appointment. In general, the criteria for promotion include the candidate's cumulative record in relation to the general areas of Teaching, Scholarship, Service, and Administration. The evaluation of each candidate will be guided by careful consideration of *the individual's terms of employment (the primary responsibilities) and the candidate's record in meeting all terms with evidence of productivity and promise.*

The evaluation process will include securing written evaluations/letters from professionals who are appropriate assessors of the candidate's contributions, including field-based practitioners and/or administrators.

While each of the primary areas evaluated have been detailed above (Section 1), an abbreviated outline of criteria follows.

An important consideration for this promotion in rank is evidence of continued productivity and development, and the emergence of national contributions and presence.

Teaching

- High quality teaching as evidenced by formal, university-administered, student evaluations that meet, or exceed, the criteria established for NSOE faculty.
- High quality student advisement and/or supervision as appropriate for the candidate's position and responsibilities (not all are required to serve as advisors).
- Documentation of teaching innovations and/or curriculum development as appropriate for the position and individual's responsibilities. These innovations or development projects are expected to contribute to the profession broadly (regionally or nationally) as evidenced by publication or presentation in appropriate, academic outlets (peer reviewed or other).

Scholarship

- Evidence of professional scholarship, defined as intellectual/creative/scholarly accomplishments and leadership related to the individual's teaching or professional practice. Authorship/co-authorship of articles published in professional, non peer reviewed journals or other academic venues/ outlets.
- Authorship/co-authorship of peer-reviewed manuscripts, grant applications, books, and book chapters in respected publications or outlets (conferences and electronic journals). Peer-reviewed professional presentations (including poster presentations) and invited presentations at national, regional, state, international venues.
- Collaborative research and grant writing activities.
- Any contributions to the Neag School that involve any type of data collection and analyses that result in technical reports or summaries that inform decision-making, including program evaluation activities, and student and alumni surveys.
- Grant development, or application for external funding opportunities as appropriate, and implementation.

The quantity of such products will be impacted by the faculty member's job responsibilities (i.e., teaching 4 courses a semester, assuming extensive clinical supervision, administering program components, etc.). Therefore, a specific number cannot be pre-determined. Rather, progress and promise in scholarship will be judged by the Department Head with input from the Department Review Committee.

Service

- Participation as requested on committees/working groups at the Clinical, Department, School, or University level.

- Contributions to Neag School programs, e.g., development and/or maintenance of clinical opportunities and experiences for Neag students.
- Contributions to the professional and public communities beyond the University reflecting the individuals professional affiliations.
- Contributions to the professional community as evidenced by committee work, conference contributions, editing work, and/or elected offices as appropriate for the individual's professional affiliations.

Administration/Management

- Administration and management of clinical education and instructional initiatives directly tied to academic progress of students.
- Administration and management of clinical/teacher education involving coordination of staff, coordination of activities (teacher education meetings), assignment of staff (student teaching supervisors), supervision of activities (assignment of internships).
- Administration and management of NSOE outreach initiatives.
- Contributions to activities related to program reviews, department reviews, and accreditation reviews.

Promotion in Rank to Professor (Temporary, Non-tenure Track Faculty)

The candidate for promotion to Professor must present an exemplary record of performance in all areas relevant to the candidate's primary area(s) of responsibility. The candidate is expected to demonstrate that he/she has acquired a national reputation, or recognition within the larger educational/professional community, in his/her principal area(s) of responsibility.

Teaching

- The candidate for promotion to Professor must have an established record of excellence in teaching, as evidenced by the range of indicators for teaching and advisement detailed above, over time.
- Documentation of teaching innovations and/or curriculum development must confirm that the candidate's primary focus (e.g., on teaching or clinical practice) and demonstrated excellence (e.g., in teaching or in clinical practice) have resulted in contributions to the profession at a regional/national level.

Scholarship

- The candidate for promotion to Professor must have established a national reputation through scholarly endeavors.
- This may include professional scholarship. Professional scholarship is defined as intellectual/creative/scholarly accomplishments and leadership related to practice (teacher education or physical therapy). This scholarship must be available to the larger educational community and must have impact on the field.

Service

- The candidate for promotion to Professor must have evidence of sustained and ongoing service contributions to the academic, professional, and public communities.

Administration/Management

- (e) Administration and management of clinical education and instructional initiatives directly tied to academic progress of students.
- (f) Administration and management of clinical/teacher education involving coordination of staff, coordination of activities (teacher education meetings), assignment of staff (student teaching supervisors), supervision of activities (assignment of internships).
- (g) Administration and management of NSOE outreach initiatives.
- (h) Contributions to activities related to program reviews, department reviews, and accreditation reviews.

General Guidelines for the Review Process

Annual Review

The process for the annual review is detailed in the Provost's Office guidelines, *Promotion, Tenure, and Reappointment (PTR)* which presents specific procedures and timelines. Following is an abstracted overview to inform faculty members of the steps and specific committees involved in the review process:

- Completion of the University's PTR form by the faculty member and submission of this form with supporting documents by the published deadline (established annually by the Provost). These documents become the faculty member's dossier. The faculty

member's PTR file consists of his or her dossier plus all other written materials.

- The faculty member may add to his/her PTR file at any time by bringing materials to the department head; no materials may be removed from the file.
- The PTR form for each individual is reviewed by the Department PTR Advisory Committee, which advises the Department Head on the reappointment and/or promotion decision and submits a letter summarizing the Committee's evaluation and vote on the faculty member's candidacy (for re-appointment and/or promotion).
- The Department Head completes his/her evaluation and submits the candidate's PTR file and related materials to the Dean's office.
- The Dean's Advisory Council on PTR reviews the faculty member's PTR file and appraises the performance and potential for teaching, scholarship, creative accomplishments, and service of the individual under consideration in relation to the individual's position responsibilities. The Council's evaluation of each individual is summarized for the Dean in a written report that includes the Council's vote.
- The Dean writes his/her evaluation and when/if necessary submits all necessary forms and supporting documents to the Provost.
- Under Connecticut Freedom of Information statues, candidates have access to their files and to recommendation letters.

For Promotion

All steps detailed above pertain to the process and the preparation of materials supporting the candidate's application for promotion in rank. An additional set of materials consisting of supporting documents includes the following:

- Completion of the University's PTR form by the faculty member and submission of this form with supporting documents by the published deadline (established annually by the Provost). These documents become the faculty member's dossier. The faculty member's PTR file consists of his/her dossier plus all other written materials. These materials will ordinarily consist of materials supporting the following areas:
 - Personal
 - Candidate's curriculum vita
 - Candidate's personal statement

- Teaching
 - Students' written evaluations as appropriate
 - Special teaching awards
 - Scholarship
 - Copies of all published materials (books, book chapters, monographs, articles, curriculum materials)
 - Manuscripts in-press
 - Manuscripts submitted for review or in preparation
 - Service
 - Special accomplishments
-
- The Department Head will work with the candidate to identify potential referents (4 to 5) who will be invited to submit letters. The external referents will be chosen in light of the candidate's job responsibilities, and they will be asked to comment on the candidate's performance and contributions.