

Agenda
Department of Educational Psychology
Friday, March 2, 2012
Gentry 142
9:30 – 10:45 a.m.

1. Welcome
2. Changes to the Minutes (Siegle – see attachment)
3. Announcements
 - 3a. Video Project (O’Neil)
 - 3b. Elimination of Graduate Student Extraordinary Expense Program (Siegle– see attachment)
 - 3c. Sixth Year Diploma Names (Siegle– see attachment)
 - 3d. NSoE’s Submission for President’s Research Award (Siegle)
 - 3e. President’s Cluster Hire Initiative (Siegle)
 - 3f. Problems with Email Attachments (Faggella-Luby)
 - 3g. VanHeest election to Senate (Siegle)
 - 3h. CBER Renewal (Siegle)
 - 3i. School Psychology Publication Ranking (Kehle)
 - 3j. Faculty Reporting Form Online at huskydm.uconn.edu (Siegle)
 - 3k. Compliance Training Deadline is May 18 (Siegle—see attachment)
 - 3l. Other
4. Committee Issues
 - 4a. Teacher Education C&I/EPsy Search Update (Siegle)
 - 4b. Special Education Search Update (Simonsen—see attachment for upcoming Research Presentations)
 - 4c. Director of Online Learning Search Update (Brown)
 - 4d. Measurement, Evaluation, and Assessment Search Update (Swaminathan)
 - 4e. Merit Committee Feedback (Brown– see attachment)
 - 4f. Other
5. Other Business
6. Adjournment

CANDIDATE COLLOQUIUM

Neag School of Education, Department of Educational Psychology
Assistant/Associate/Full Professor of Special Education (Search # 2012265)

Gary Troia, PhD, CCC-SLP

Associate Professor of Special Education, Michigan State University

11:00AM-12:00PM, March 2, 2012

Gentry 142

**EDUCATIONAL PSYCHOLOGY DEPARTMENT
FACULTY MEETING MINUTES
February 3, 2012**

Attendees: M. Bray, S. Brown, S. Chafouleas, K. Gavin, J. Gubbins, O. Karan, T. Kehle, C. Little, J. Madaus, B. McCoach, J. O'Neil, R. Perusse, J. Rogers, D. Siegle, B. Simonsen, M. Welsh, M. Young, A. DePalma, C. Rhoads, J. Van Heest, J. Goldstein, T. Defranco

1. Welcome

The meeting commenced at 9:30 am. Jane Rogers was welcomed back from her sabbatical. R. Perusse was not present at the opening of the meeting, but her return from sabbatical was recognized.

2. Changes to the Minutes

There were no changes to the December meeting minutes.

3. Announcements

3a. M. Welsh and M. Faggella-Luby were each recognized for receiving a large grant. M. Welsh explained details about her grant.

3b. The new graduate admission process still continues to be a problem. Del explained how the Hobson and SIS systems work. IT continues to work on the problem that the two systems are having.

3c. The university will have its Compliance Training again this year. Everyone must do the training online or in person. Trainings will be available beginning February 6th.

3d. The President's Research Award application was sent out in December by the Department Head. It is due on February 10th.

3e. T. DeFranco came to the departmental meeting to discuss the President's Cluster Hire Initiative. Dean DeFranco explained at the details concerning the initiative. There will be approximately 270 faculty members hired over the next two years. All ideas concerning this initiative should be given to D. Siegle. The Plan needs to be in the President's office by March 15th.

3f. The Dean's office has between \$50,000 and \$100,000 that they want to share with the faculty. Requests should be made through the department head.

3g. Jonathan Plucker will be here to present a colloquium on February 13th. The topic will be forwarded next week.

Special Education was inquiring about funds to create a brochure for their program. The department head suggested that we create a “generic” brochure for each program. The department head would like each program to work with Shawn Kornegay, our marketing and communication director. Natalie Olinghouse suggested that we review Vanderbilt’s website in order to get some ideas about promoting our programs. Del will take photographs in the classroom and other events for inserts in the brochure.

3h. Dr. Jay Madison will be here on April 20th to present a workshop on “Latent Class Analysis.” Sabina is working on the preparations. He will be presenting all day in the lab.

3i. Dr. Laura Stapleton, who is from the University of Maryland, will be conducting a workshop on “Multilevel Structural Equation Modeling” on April 27th. One must sign up for this event.

3j. May 14 and 15, 2012 there will be a workshop presented by the MEA program. Daniel McCaffrey will be the presenter. Faculty will be required to pay \$250; however, students will pay \$150. D. Siegle indicated that EPSY funds were available for faculty who wished to attend but did not have funding.

3k. T. Kehle described the award he received from the Trainers of School Psychologists. O. Karan informed the faculty that the CACREP accreditation for Counseling Psychology had been submitted and a positive letter was received regarding the submission.

J. Madaus was elected to an office in a CEC Division. .

D. Siegle and B. McCoach will be co-authoring a major journal beginning this fall.

4. Committee Issues

4a. The new Dissertation Proposal Guidelines have been revised. The faculty had several questions. There was a great deal of discussion about the guidelines. Ultimately, the guidelines were approved and passed unanimously.

J. Gubbins thanked the committee and the graduate students for their hard work.

4b. Merit Committee Feedback (Brown)

Discussion was postponed until the March meeting.

4c. The special education search has forty-two applicants. The committee will be reviewing all of the applications this weekend.

4d. Concerning the Director of Online Learning Search, there are 11 candidates. The position has very complex needs.

4e. The MEA committee also has a job search. However, there does not appear to be many applicants. The committee will be meeting soon.

4f. The Teacher Education C&I/EPsy search update

D. Siegle announced EPsy will have one additional search this year. It will be for a joint appointment in EPsy and C&I but housed in EPsy.

5. Other Business

5a. M. Yakimowski was not present at the meeting. Her report was distributed

5b. All Fall sabbaticals requests have been approved.

6. Adjournment

J. Madaus motioned for adjournment. S. Brown seconded the motion.

The meeting adjourned at 11:30 am.

Agenda Item 3b

To: Department Heads

I am writing to inform you that the Executive Committee of the Graduate Faculty Council, at its meeting of 11/2/11, together with the Dean of the Graduate School have agreed upon a plan to close the Doctoral Dissertation Extraordinary Expense Award Program and to roll the resources of that program into the Doctoral Dissertation Fellowship program on a permanent and ongoing basis. There will be no reduction in financial support provided to doctoral students.

The date for the closing of the Extraordinary Expense program will be Friday, March 16, 2012. Any eligible applications received on or before that date will be considered pending the availability of funding. All Extraordinary Expense awards approved previously and those approved between this date and March 16, 2012 will be honored in full through the award end dates indicated on award notices.

This change will result in better administration and utilization of this support money available made available to doctoral students based at Storrs and the regional campuses. This change does not affect programs providing support to Graduate School doctoral students based at the Health Center.

Please direct any questions to thomas.b.peters@uconn.edu .

Many thanks!

Tom

Thomas B. Peters, Ph.D.

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Agenda Item 3c

The following student names will appear as Sixth Year graduates in the commencement program this May. If you have a student who is not on this list, and he or she will be earning a Sixth Year Diploma, contact Joanne (joanne.roberge@uconn.edu) immediately. We have already submitted this list; however, we still have a small timeframe to make corrections.

Ed Tech:

Victoria E. Despres
Emily Ann Fanelli
Danielle Marie Fensore
Toni Fox
Monica Nicole Harned
Rachele Limberakis
Tamarah Klein McCue
Jennifer Leigh Torpey

School Psy:

Kate Moloney Goddard
Jennifer Ortiz
Scott McCarthy
Rose Jaffrey
Sevan Angacian
Kelly Spenard
Kara Wolman
Mallory Bartlett

Gifted:

Darina Fox
Melinda Macca
Brian Zawodniak

Spec. Ed

Elisabeth Werling
Kathryn Dooley

Counseling

None

Agenda Item 4k

Compliance Training Available Online or in Person.

See <http://audit.uconn.edu/training.htm> for additional information

Training must be completed by May 18, 2012

The Office of Audit, Compliance & Ethics (OACE) is happy to announce that the online version of the annual Compliance Training Program is now available. You may access the program and an introductory tutorial at <http://audit.uconn.edu/training.htm> or go directly to the training site in HuskyCT. Your NetID and password are needed for the HuskyCT login at <http://huskyct.uconn.edu>.

The entire program should take approximately 45 minutes to complete. This year, there is no certificate of completion; however once all questions are correctly answered, the OACE will receive an email confirmation that you have completed the training.

Please remember that in order to get credit for completing the training, employees need to answer all 14 quiz questions correctly.

All employees are required to complete annual Compliance Training by May 18, 2012.

Questions regarding the content of the training materials should be directed to the Office of Audit, Compliance & Ethics at 486-2530 or Compliance.Training@uconn.edu. For technical issues, please contact the UITS help desk at 486-HELP.

Agenda Item 4b

CANDIDATE COLLOQUIUM

Neag School of Education, Department of Educational Psychology
Assistant/Associate/Full Professor of Special Education (Search # 2012265)

Gary Troia, PhD, CCC-SLP

Associate Professor of Special Education, Michigan State University

11:00AM-12:00PM, March 2, 2012

Gentry 142



Writing Motivation, Writing Activity, and Writing Performance: How Are They Related?

A convenience sample of 618 children and adolescents in grades 4 through 10 were asked to complete a writing motivation and activity scale and to provide a timed narrative writing sample to permit an examination of the relationships between writing motivation, writing activity, writing performance, and the student characteristics of grade, sex, and teacher judgment of writing ability. We used analyses of variance to compare groups based on grade, sex, and writing ability. We used confirmatory factor analyses and structural equation modeling to identify latent variables within the data and to model paths between latent and exogenous variables, using narrative quality as the outcome measure. Female students and older students wrote qualitatively better fictional stories, as did students with higher levels of writing ability based on teacher judgment. With respect to writing activity, more frequent writing in and out of school was reported by girls, better writers, and younger students. In our path model, grade and sex directly influenced writing activity, while sex, teacher judgment of writing ability, and writing activity directly influenced some aspects of writing motivation. Overall, teacher judgment of writing ability, grade level, and a second-order factor of motivational beliefs each exerted a significant direct positive influence on narrative quality, whereas performance goals exerted a significant direct negative impact on quality. Instructional implications are discussed.

Allison Lombardi, PhD

Postdoctoral Research Associate, University of Oregon

10:30AM-11:30AM, March 7, 2012

Gentry 144



Integrating College and Career Readiness into Secondary and Postsecondary Supports for Students with Disabilities

Dr. Allison Lombardi will present her prior and current research in secondary and postsecondary supports and suggest future directions that emphasize college and career readiness for students with disabilities. She will address the integration of college and career readiness measures within special education transition assessment and planning, as well as first-year support programs for college freshmen.

Todd Haydon, PhD

Assistant Professor, CECH, University of Cincinnati

3:00PM-4:00PM, March 9, 2012

Gentry 144



Using Effective Instructional Delivery to Improve Social and Academic Outcomes for Students with Emotional Disturbance

Because students with or at risk for emotional disturbance (ED) are often off task and disruptive during instructional time, teachers need alternative teaching strategies to generate task engagement and encourage appropriate behaviors. The purpose of this presentation is to demonstrate the positive results of several effective instructional strategies on student academic and behavioral outcomes.

EPSY Department

Annual Report and Merit Procedures

Draft 2/28/12

Committee Members:

Scott W. Brown, Chair

Tutita Casa

Robert Colbert

Michael Faggella-Luby

Tom Kehle

Betsy McCoach

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 activity report can be found on the Provost's website (<http://www.oir.uconn.edu/OIR-Annual-Reports.html>). At a minimum, faculty members must complete the MS Excel Faculty Coding Sheet, but may additionally choose to complete the accompanying Word Faculty Coding Sheet. The deadline for submitting these reports is **set annually by the Provost's office to generally coincide with mid-May**. These forms should be submitted electronically to the Department Head and Administrative Assistant.

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 individual faculty member

and 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 standard expectations (i.e., scholarship, teaching, and service) associated with his/her job description.

- Twice annually, the Educational Psychology department head will distribute the EPSY Annual Report and Merit Procedures Form to each faculty member; Once in September and once in April of each academic year).

- The Neag School of Education Guidelines for PTR and Merit (Note: Criteria for Merit Performance is appended to this document) outline the standard and preferred requirements for merit awards. The EPSY Merit Request Form allows for evaluation of performance using the following categories: 0 = no merit, 1 = low merit, 2 = mid-level merit, 3 = high merit. [Note that if a category does not apply to the applicant's job position, a rating of not applicable (n/a) should be indicated along with a brief explanation.] Definitions of each category are as follows:

- 0 = no merit. Did not meet departmental standard requirements for merit.
- 1 = low merit. Minimally met standard requirements for departmental merit.
- 2 = mid-level merit. Met standard requirements for departmental merit and also scored above departmental average based on prior year summary.
- 3 = high merit. Met requirements for departmental **and** Dean's merit, scoring well above the departmental average based on prior year summary.

- Regardless of your rating on the merit form, to be recommended for Dean/Provost'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 (with one area being scholarship). Note that these criteria do not discriminate by rank.

- Documentation supporting a faculty member's desire to be considered for merit must be submitted **simultaneously** with the UConn

annual report, prior to the deadline. Minimally, the faculty member must complete and submit the EPSY Merit Request Form to be considered for a merit award. Note that this form contains sections consistent with the merit criteria as outlined in the Neag School of Education Guidelines for PTR and Merit.

- When completing the EPSY Merit Request Form, faculty should consult the departmental summary **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).

- An EPSY faculty member meeting the standard requirements for merit can receive additional consideration for merit by addressing diversity issues as emphasized within the University's Academic Plan (2009-2014) and action plan developed by the Neag Dean's Council on Diversity. Attention to diversity may be demonstrated in any one (or all) three categories (as relevant).

- 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 (MS Excel Faculty Coding Sheet, 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 applicant.

- To establish monetary value associated with each rating level, the Educational Psychology Department Merit pool will be divided into two merit pools: (1) A merit pool for tenure-track faculty, and (2) A merit pool for non-tenure track faculty. The respective merit pools will be based on the faculty members associated with each of the two department merit pools. Merit will be allocated to faculty members associated with each of these two pools according to the established standards and criteria.

- The Educational Psychology Department Head will notify each applicant of his/her merit recommendation in writing by the **end of June, also** returning a copy of the completed EPSY Merit Request Form, which will include the overall rating by the Department Head and the EPSY Merit Committee, and an indication as to whether Dean/Chancellor's merit is

recommended. The form of notification will be via email. If desired, within 14 calendar days, merit applicants may ask the Department Head for further discussion regarding the department recommendation.

- Final decisions regarding faculty merit recommendations will be forwarded to the Dean by **mid-July**. Those applicants receiving a designation of 3 (high merit) will be recommended to the Dean/Provost for consideration for special merit, assuming all other conditions have been met: those recommended must be one of the top 10-20% of the faculty and have exemplary performance scholarship and at least 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 two weeks of making those recommendations, the office of the Dean shall compile and make available to the departments an abstract of merit awards, detailing ranges of awards and the number of faculty receiving those 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 a summary of the descriptives regarding the accomplishments of the overall faculty from the prior academic year. This information will be disaggregated by rank and tenure status unless results would allow for personal identification. Minimally, these descriptives 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, state/regional and national levels.

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 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 Neag School of Education Guidelines for PTR and 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 guidelines for merit.
- 1 = Low merit. Met minimum requirements for departmental merit.
- 2 = Mid-level merit. Met requirements for departmental merit and also scored above departmental average based on prior year summary.
- 3 = High merit. Met requirements for departmental and Dean's merit, scoring well above the departmental average based on prior year summary.

Scholarship

| | |
|---------------------------------|--|
| Your Rating: | |
| Description of Accomplishments: | |

| | |
|----------------------|--|
| EPSY Merit Committee | |
|----------------------|--|

| | |
|------------------------------------|--|
| Rating | |
| EPSY Department Head Rating: | |

Teaching

| | |
|---------------------------------|--|
| Your Rating: | |
| Description of Accomplishments: | |

| | |
|---------------------------------|--|
| EPSY Merit Committee Rating | |
| EPSY Department Head Rating: | |

Service

| | |
|---------------------------------|--|
| Your Rating: | |
| Description of Accomplishments: | |

| | |
|---------------------------------|--|
| EPSY Merit Committee rating | |
| EPSY Department Head Rating: | |

OVERALL MERIT RATING

To be completed by Merit Committee and Department Head ONLY.
Comments should be included to clarify any discrepancies from the applicant's ratings.

| | |
|------------------------------------|--|
| EPSY Merit Committee Rating: | |
| Description of Rating: | |

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

DRAFT

Appendix. Criteria for Merit Performance

(as found in the Neag School of Education Guidelines for Merit and Promotion and Tenure)

| | <i>Required for Departmental Merit</i> | <i>Required for Dean's/Chancellor's Merit</i> |
|--------------------|---|---|
| | <p>The Assumption is that the standards are for higher expectations for higher ranks in the merit decisions.</p> <p>Determination of Satisfactory Performance. Demonstrated efforts at collaboration with colleagues. Achievement of initiatives both within and/or across departments, either in Service (committee work), or scholarship (authorship of articles or grants); or leadership of high profile work (editorship of a journal).</p> <p>Scholarship and either teaching or service:</p> | <p>Substantial productivity or contributions well beyond that required for departmental merit. To earn Dean's merit, you must be one of the top 10-20% of the faculty in the Neag School. You must have exemplary performance in at least two areas and one area must be scholarship to be considered for Dean's Merit, See below:</p> |
| Scholarship | <p>Publications significantly in excess of minimum. One top tier journals in your field or area of inquiry. Four (4) or more refereed journal articles that appear to be important contributions as assessed by external evaluators. Of which at least one is data-based (qualitative, mixed-method, or quantitative) and one of which you are first author.</p> <p>Exemplary grant productivity. As measured by grants awarded in excess of \$25K per year direct costs.</p> | <p>Exemplary number and quality of publications; more than 6-8 journal articles and/ chapters, or a combination of a book and articles.</p> <p>Exemplary grant productivity. As measured by grants awarded in excess of \$40K per year direct costs.</p> |
| Teaching | <p>Outstanding teaching evaluations (9.0+). Exemplary student advisement. Student recruitment, as indicated in having students attend our Neag School Because of the work of a faculty member. Nomination for or awarding of a teaching or advising honor. Student assessments of excellent advising at either the undergraduate or graduate level.</p> <p>Especially heavy teaching load. More than 2-2 load, with, for example, large student enrollment & high quality teaching.</p> <p>Especially heavy Ph.D. advisement load. Advising load can be taken into account with full-time versus part-time students, and high quality graduates as measured by student achievement, awards, and employment, in college or university. The intensity of advising fulltime doctoral students may be considered in this area.</p> | <p>Exemplary teaching evaluations, as well as evidence using various methods of assessment (in addition to student ratings) of sustained effort to improve teaching and use of exemplary methods of teaching that fit the type of class being used.</p> |

| | | |
|----------------|---|---|
| Service | Extensive service at the Department, School or University level. High level leadership, not just a member of a committee. Exemplary administrative performance. As a program coordinator, or in another role, making significant improvements. | Exemplary service to the university (multiple committees that are considered important and require time and effort) and exemplary service to your field (editor of a journal, president of a scholarly association). |
|----------------|---|---|

DRAFT