Agenda
EPSY Department Meeting
November 2, 2012
9:30 to 11 a.m.
Gentry 142

1. Review October Faculty Meeting Minutes (see attachment)
2. Announcements
   a. Update on Policy Cluster Hires (Plucker)
   b. Update on Achievement Gap Hires (Siegle; see attachment)
   c. Library Information (F. Defranco; see attachment)
   d. Online Certificate Update (Siegle)
   e. Online Initiatives (Joo; see attachment)
   f. Website Features/Program Brochure (Siegle)
   g. Half-Time GA Proposal (Siegle)
   h. APA Visit (Kehle)
   i. U.S. News and World Report/Climate Survey/Graduate Survey (Yakimowski)
   j. Other
3. Faculty Sharing
   a. GANN (McCoach)
   b. Other
4. Committee Issues
   a. Update on MEA Job Search (MEA Faculty; see attachment)
   b. Other
5. Other Issues
6. Adjourn

EDUCATIONAL PSYCHOLOGY DEPARTMENT
FACULTY MEETING MINUTES
October 5, 2012

Attendees: M. Bray, S. Brown, R. Colbert, M. Coyne, M. Faggella-Luby, K. Gavin, J. Gubbins, O. Karan, T. Kehle, B. McCoach, N. Olinghouse, R. Perusse, L. Sanetti, D. Siegle, B. Simonsen, G. Sugai, M. Welsh, M. Yakimowski, M. Young, C. Rhoads, J. Van Heest, S. Everett, J. Goldstein, A. Lombardi, S. Patwa, S. Ware, and J. Joo

1. <u>Welcome</u>
   The meeting commenced at 9:35 am.
   1a. Jae-Eun Joo, the new Director of Online Courses, was introduced. She comes to us from Harvard University. Sharon Ware was also introduced as a new member of the faculty as a research associate working with M. Coyne.

2. <u>Changes to the Minutes</u>
   There were no corrections to the September meeting minutes. They will stand as submitted.

3. <u>Technology Tips</u>
   D. Siegle arranged to have two Apple representatives attend the departmental meeting to demonstrate a new, free Apple program –iAuthor. Jake Sippel and Edward Courchaine conducted a demonstration on the interactive elements of iAuthor in creating iBooks. Both reps are UConn students and can assist faculty with any of their Apple issues.

4. <u>Announcements</u>
   4a. Summer Session requests need to be sent to the registrar's office the week before Thanksgiving. D. Siegle explained the financial issue with having summer session courses.
   4b. M. Yakimowski discussed the NSoE Assessment Committee and how there should be two to four faculty members from each department. Students are also welcomed to be on the committee. The committee meets once in the fall and again in the spring semester. The committee plans to revisit OATS. On October 11, 2012, there will be a special colloquium. Everyone is welcome to attend.
   4c. Effort reports are still not available. We are waiting for D. Stolzenberg to deliver Fall 2011 and Spring 2012 to the department. When they arrive, faculty will be informed.
   4d. The new Educational Psychology Department website is expected to go

live today. There is a faculty and staff section. Faculty can find previous meeting agendas and all of their attachments on the site. Faculty were asked to submit a list of national offices and publications for 2012 to D. Siegle for inclusion on the website.

4e. The APA Site Visit will be conducted on November 5 & 6, 2012.

4f. Kathy Gavin has been involved with the M^2 (NFS) and M^3 project (JAVITS) since 2002. She presented information about her curriculum writing work for the past 10 years.

4g & h. George Sugai shared his knowledge of what the cluster hires would entail. There could be two hires for C&I, two hires for EDLR, and three hires for EPSY. These hires would be focusing on research. Next Monday, there will be a meeting with all the department heads to discuss these hires. The eighth position would be in public policy which will also involve teaching and advising students. After his explanation, there was a Q&A session.

4i. M. Coyne discussed the CT K-3 Literacy Initiative, which was funded from the legislatures. It is developing a plan to improve student reading. There will be five schools in this project. The schools involved are in New Haven, Meriden, Hartford, Windham and East Hartford. There will be one literacy coach and one interventionist. They have been interviewing and have hired twenty individuals to assist in the project.

4j. The University is hoping to create fourteen online certificate programs this year. Each certificate should have twelve credits. 80% of the monies will come back to the program, department, and school.

4k. C. Lowe wanted to inform the faculty that all orders will require a minimum of 3 days. It is necessary that the request be reviewed before they are processed.

4l. There were no other announcements.

5. <u>Committee Issues</u>

5a. The PTR Committee has completed its task. All the letters have been completed. D. Siegle has meet with everyone going up for renewal or promotion. The materials will be sent to the Dean's office next week. Each year eligible faculty vote on promotion and tenure candidates. C. Lowe has the ballots in her office. Tenured faculty are eligible to vote.

5b. The Sunshine Committee is requesting $40 from each faculty member.

5c. The new dissertation proposal documents are on the website. Faculty should inform their students.

5d. Other – Nothing was reported.

6. <u>Other Business</u>

Nothing was reported.

7. Adjournment

Motion to adjourn was proposed by B. McCoach and seconded by S. Brown. Meeting adjourned at 11:15 am.

DRAFT

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Cluster Hire for Educational Equity, Achievement, and Reform

Version: Nov 1 2012

General Description of the Job

The Neag School of Education invites candidates to apply for tenure-track, faculty scholar positions at the rank of Assistant, Associate, or Full Professor and to join a school-wide effort as a member of a newly formed cross-departmental research cluster devoted to conducting comprehensive high quality research to understand, study, and affect student achievement and achievement-related outcomes, practices, and systems in chronically, under-performing schools and districts. We strongly encourage individuals from diverse backgrounds and Color to apply. The successful candidate will join six or seven other new faculty members from multiple disciplines in leading this endeavor.

We seek a diverse pool of individuals with strong track records of scholarship and professional engagement, a strong desire to work with academic and research colleagues, and a dedication to high productivity, while conducting quantitative research that will have a major focus on student educational equity and its impact on understanding and improving policies, practices, systems, and outcomes for chronically, under-performing schools and districts related to academic and behavior success, behavior support, school climate, and school improvement. Newly-hired faculty will be appointed to one of three departments – Educational Leadership, Curriculum and Instruction, or Educational Psychology – and will work collaboratively in the research cluster to (a) validate interventions, practices, systems, and policies that have meaningful impact on school improvement in chronically, under-performing schools; (b) participate actively in state and federal policy development, decision making, and research; and (c) proactively engage in quantitative research related to improving functions and outcomes in chronically, under-performing schools.

Job Responsibilities may include:

- Apply understandings of issues of diversity, equity, and multiculturalism to scholarship
- Conduct innovative research
- Pursue and secure external funding to advance the study of issues related to educational equity, academic performance, educational policy, and educational practice in an effort to address school improvement and student achievement
- Collaborate with other scholars on large research projects involving multiple perspectives and disciplines

- Teach graduate and/or undergraduate courses as appropriate
- Advise students at all levels
- Serve on university committees
- Provide service to professional organizations

Minimum Qualifications

We seek scholars with earned doctorates in areas relevant to their primary responsibilities (detailed below). Qualified candidates will provide evidence of scholarship emphasizing (a) improvement of student educational equity as related to achievement in chronically under-performing schools; (b) academic performance, school climate and discipline, and/or educational policy, equity, or practice; and (c) quantitative research designs and methodologies. They also should provide evidence or demonstrate potential of success in securing external funding related to the above scholarship. Candidates should have demonstrated success collaborating with faculty members on research projects, securing external funding, and/or developing innovative policies, practices, programs, and/or systems. Minimum qualifications also include evidence of potential to contribute to respective departments through teaching at undergraduate and/or graduate levels, advising students at all levels, and providing service to the university and the professional community.

Curriculum and Instruction: Mathematics Education/Bilingual Education

Preferred Qualifications

Preference will be given to candidates an earned doctorate in mathematics education or bilingual education; three years of teaching experience in K-12 settings; and a demonstrated, research record with a dual emphasis on mathematics education and the education of English language learners. We are particularly interested in candidates who have experience working with underserved populations or studying the relationship between language/mathematics and social inequality; or have experience and expertise in working with emergent bilinguals and/or students for whom English is a second language. Proficiency in a language other than English would be an asset.

Curriculum and Instruction: Literacy Education

Preferred Qualifications

Preference will be given to candidates with earned doctorate and demonstrated commitment to issues of equity in language and literacy education; three years of public school teaching experience; and expertise in one or more of the following areas: preK-8 language and literacy

development, literacy instruction for learners with diverse social and linguistic backgrounds; emergent literacy; literacy assessment; literacy coaching; and/or children's literature.   We are particularly interested in candidates who have experience working with underserved populations or studying the relationship between language/literacy and social inequality; or have experience and expertise in working with students for whom English is a second language.

Educational Leadership: Education Policy

Preferred Qualifications

Preference will be given to candidates with earned doctorate and a demonstrated research focus on urban education or educational equity and familiarity with contemporary K-12 education policy debates. We are particularly interested in candidates who have quantitative strengths in economics, education, sociology, public policy or equivalent areas, strong methodological skills, and the ability to work with large data sets.

Educational Leadership: Organizational Change and School Reform (K-12)

Preferred Qualifications

Preference will be given to candidates with earned doctorate and a research focus on educational leadership and reform, particularly in the context of underserved communities; an organizational systems perspective on studying education leadership and reform; expansive knowledge of public educational systems and the contexts in which they operate; and a theoretically and empirically grounded understanding of the education of high poverty and linguistically diverse students of Color. We are particularly interested in candidates who have successful experience working as an educational leader or change agent in urban or under-resourced education settings and a commitment to studying educational leadership practices and policies as they relate to educational equity.

Educational Psychology: Measurement, Evaluation and Assessment-Large-scale Evaluation of K-12 Schools

Preferred Qualifications

Preference will be given to candidates with earned doctorate in Quantitative Methods, Measurement/Evaluation/Assessment or related field and demonstrated expertise in assessment in the K-12 context with interest and/or experience in issues of educational equity. We are particularly interested in candidates who have expertise in quantitative methodology or measurement (e.g., Meta-Analysis, Cognitive Diagnostic Assessment, Single Case Design, Sampling Methodology and Power Analysis).

Educational Psychology: School Psychology/School Climate

Preferred Qualifications

Preference will be given to candidates with an earned doctorate from an APA Approved School Psychology Program and demonstrated expertise in School Climate, Discipline, Behavior Support, and School-Based Mental Health. We are particularly interested in candidates with experience developing and implementing interventions in K-12 schools that support student learning with a strong emphasis of educational equity with underserved populations.

Educational Psychology: Special Education or Counselor Education

Preferred Qualifications

Preference will be given to candidates with an earned doctorate in special education or counselor education; three years of teaching experience in K-12 settings; and a demonstrated, research record in topics and issues related to disabilities. We are particularly interested in candidates who have interest and experience related to educational equity in the context of chronically, under-performing schools, English language learners, and/or students with learning disabilities and/or behavior disorders. Proficiency in a language other than English would be an asset.

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The UConn Libraries and the Office of the Vice President for Research are pleased to announce that University of Connecticut researchers now have access to Pivot, the most comprehensive search engine for grant funding available on the web, with 26,000 funding opportunities worth an estimated $33 billion:

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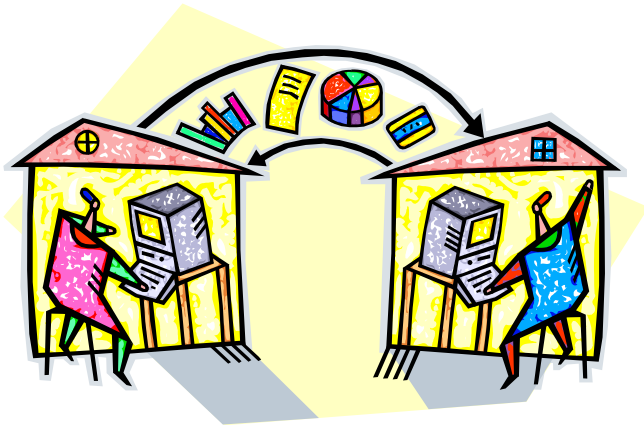
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Interested in exploring

interactive learning environments (ILEs)

for education?

If so, add **EPSY 5240** to your course list this Spring (2013) to learn about current research and development of ILEs in education!

Join our new NEAG Faculty member, Dr. Jae-Eun Joo

on Thursdays, 12:30pm-3:00pm!

(Prerequisites: EPSY5220 & EPSY5510)

Upcoming MEA Search Candidate Talks

Monday, November 5 at 10 a.m. (Gentry 140): Katherine Mason (see details below)
Tuesday, November 6 at 1 p.m. (Gentry 142): Todd Little (see details below)
Monday, November 12 at 10 a.m.: Walter Leite (details to be announced)
November 27 at 11 a.m.: George Englehard (details to be announced)

Professor Katherine Masyn
Harvard University
Monday November 5
Room 140
Time: 10:00 – 11:00

Survival in the 21st Century:
Rewriting Event History with Latent Variables

Abstract
   Survival analysis refers to the general set of statistical methods developed specifically to model the timing of events. The first applications of survival analysis were in the areas of actuarial science and medical science, where "survival" quite literally meant "remaining alive" or, at least, remaining free of disease. It was not long, however, before applications of these models found their way into to social and behavior sciences where, for example, "survival" could mean remaining free of a psychological disorder, remaining sober after completing an alcohol treatment program, or staying a classroom teacher, and survival termination would be marked by first onset of the disorder, first alcohol lapse after treatment, and departure from classroom teaching, respectively.

   In this talk, I will focus on the integration of survival analysis into a latent variable modeling framework. This particular integration offers several advantages including: overcoming some limitations of, and relaxing some potentially untenable assumptions of, more traditional survival analysis; expanding the characterizations of individual differences in survival processes; and facilitating joint modeling of survival time with other concurrent and sequential longitudinal processes. Emphasizing discrete-time event history data, I will present a select set of latent variable reformulations of survival models to illustrate these advantages. Real data examples will be provided that exemplify the substantive utility of these modeling approaches and underscore the promising future of applied survival analysis in the social sciences.

Please make it a point to attend this important talk on how to improve your research design through planned missing data! This should be of interest to all researchers in education.

Professor Todd Little
University of Kansas
Tuesday November 6, 2012
Room 142
Time: 1:00 -2:00

Planned missing data designs for social science research: Use them!

ABSTRACT

I will review the mechanisms of missingness and the modern treatments that should be used to address missing data. Then, I will blow your mind by showing you how planned missing data can provide you with more valid results and greater power than traditional complete case approaches. I'll present some preliminary results from an NSF funded project examining the power and validity of these designs. These designs are sorely underutilized in research across the educational and developmental sciences.