

Agenda
EPSY Department Meeting
October 4, 2013 – 9:30 a.m. to 11 a.m.
Gentry 144

1. Welcome
 - a. Introduction of New Faculty (Jennifer Freeman, James Kaufman, Tamika LaSalle, & Bianca Montrosse-Moorhead)
 - b. Changes in Department Affiliation (Tutita Casa)
 - c. Returns from Sabbatical (Melissa Bray & James O'Neil)
2. Corrections to May Minutes (see attachment)
3. Announcements
 - a. Upcoming Workshops on UConn Grants Process (see attachment)
 - b. Upcoming New York Times Bestseller Speaker (see attachment)
 - c. Changes in Summer Schedule (see attachment)
 - d. Changes in Salary Savings Account Carryover Policy (see attachment)
 - e. Joanne Roberge January Leave
 - f. 312
 - g. Grad and Undergrad Catalogue Changes
 - h. Video Clips
 - i. Merit Summary (see attachment)
 - j. Other
4. Action Items
 - a. Foreign Language Requirement (see attachment)
 - b. Required EPSY Courses / Formation of Advisor Guide Committee (see attachment)
 - c. Other
5. Committees Issues
 - a. May Election Results (see attachment)
 - b. PTR – Tom Kehle
 - c. Faculty Search Updates
 - i. MEA –Swami
 - ii. Online – Scott Brown
 - iii. Special Education – Joe Madaus
 - iv. Counseling – Orv Karan
 - d. Sunshine Committee – Melissa Bray
 - e. Dean's Advisory Committee – Betsy McCoach (see attachment)
 - f. Graduate Faculty Council – Scott Brown
 - g. Strategic Area Advisory Teams – Scott Brown (see attachment)
 - h. Other
6. Other
7. Adjourn

New untenured faculty will meet with the PTR Committee and Department Head at the end of the meeting for a brief PTR orientation.

**EDUCATIONAL PSYCHOLOGY DEPARTMENT
FACULTY MEETING MINUTES
May 3, 2013**

Attendees: S. Brown, R. Colbert, M. Coyne, S. Everett, M. Faggella-Luby, J. Goldstein, J. Gubbins, J. Joo, O. Karan, T. Kehle, C. Little, A. Lombardi, B. McCoach, N. Olinghouse, S. Patwa, R. Perusse, C. Rhoads, J. Rogers, L. Sanetti, D. Siegle, B. Simonsen, H. Swaminathan, J. Van Heest, M. Welsh, M. Yakimowski, M. Young, S. Ware, F. DeFranco

1. Welcome

The meeting commenced at 9:30 am.

There were no changes to the April meeting minutes.

2. First Guest Speaker

Francine DeFranco from the university library was the guest speaker for today's Departmental meeting. She is willing to work with our department to purchase items that we might need. She is also willing to work with the graduate school on our behalf. The library will be conducting workshops on data management. She would also like to create a focus group which would assist with graduate student's dissertations.

T. Kehle mentioned a program – "Safe Assign" which is something that should be purchased.

3. Announcements

- a. L. Sanetti has been promoted to Associate Professor. Congratulations, Lisa.**
- b. Jennifer Freeman has been hired for special education. She is part of the special education cluster hire.**
- c. Compliance Training which is now available in HuskyCT must be completed by May 15th.**
- d. Travel funds needs to be applied for by May 9th. Next year the available date will be May 13th.**
- e. HuskyDM needs to be completed by May 15th. L. Sanetti mentioned that she did not have any issues uploading the information this year.**
- f. Merit requests need to be filled out and forward to D. Siegle by May 15th. Del will be attending a department head training on May 14th concerning merit.**
- g. Del reminded the faculty that anyone working during the summer and is being paid from his or her grant should have a SPAR done.
Consulting Restrictions (see handout) only allowing consulting on the weekends and nights in the summer for faculty 100% on grants in the summer.**

- h. After June 14th, there will no longer be any pay stubs. You will be able to get access through ePay which is part of the CoreCT program.**
- i. M. Yakimowski reminded everyone that the PARS reports are due on May 15th.**

4. Committee Issues

- a. MEA Search will be revised to assistant/associate professor level. The search criteria has been changed. The new search has been approved.**
 - b. Graduate Faculty Council voted on the complaint resolution during its meeting on the investigated termination and dismissal.**
 - c. Concerning the Merit Committee report, Del did receive some feedback. The committee took care of clarification of the scholarship issue. The committee will be removing 9.0. The revisions were accepted unanimously.**
 - d. Committee elections will be handled by D. Siegle this year.**
 - e. No other issues to discuss.**
- 5. Jennifer Lease-Butts was the Guest speaker at the departmental meeting. She conducted a slide presentation.**

Re: Courtesy appointment. The union is creating language to clarify these appointments. With a joint appointment, both departments pay the person's salary. It is not the case for a courtesy appointment, the individuals receives their salary from only one department.

6. Adjourn

**A motion to adjourn was made by B. McCoach. It was seconded by C. Rhoads.
Meeting adjourned at 11:00 a.m.**

Attachment for Item 3a: Upcoming Workshops on UConn Grants Process

- **All Faculty! Workshops on UCONN's Grants Process**

Welcome to the University of Connecticut. The Office of the Vice President for Research (OVPR) plays a central role in the continuing success and development of the faculty's research, scholarship, and creative endeavors and does so through the provision of services in Research Administration and Research Development. Our Research Administration Services include Sponsored Programs Services, Research Compliance Services, and Animal Care Services. We offer a number of workshops and trainings throughout the academic year to assist faculty. We would like to invite you to two very important workshops designed to introduce you to us and to help you navigate our sponsored programs and research compliance services.

The first workshop will provide an overview of how the sponsored projects and grants process works at UConn as well as an introduction to the different compliance areas. The second workshop will be a more detailed introduction to budget development and grant management.

The workshops are scheduled for the following dates and times:

Workshop 1—Sponsored Programs and Research Compliance Services (*please "X" ONE*)

Wednesday, October 9, from 12:00 noon to 2:00 p.m., Whetten Graduate Center, Room 200
Thursday, October 10, from 10:00 a.m. to 12:00 noon, Dodd Research Center, Room 162

Monday, October 14, from 12:00 noon to 2:00 p.m., Whetten Graduate Center, Room 200
Wednesday, October 16, from 10:00 a.m. to 12:00 noon, Whetten Graduate Center, Room 200

Thursday, October 17, from 12:00 noon to 2:00 p.m., Dodd Research Center, Room 162

Workshop 2—Budget Development and Grant Management (*please "X" ONE*)

Wednesday, October 23, from 10:00 a.m. to 12:00 noon, Whetten Graduate Center, Room 200
Thursday, October 24, from 10:00 a.m. to 12:00 noon, Dodd Research Center, Room 162

Monday, October 28, from 12:00 noon to 2:00 p.m., Whetten Graduate Center, Room 200

Please REPLY by email to Laurie Pudlo (laurie.pudlo@uconn.edu) to let us know when you plan to attend. We would like to have an idea of the number of participants in each workshop.

Attachment for Item 3b: Upcoming New York Times Bestseller Speaker

10/7 NY Times Bestseller Paul Tough Lecture

“How Children Succeed: The Hidden Power of Character”

A Conversation with Paul Tough

Monday, October 7, 2013 7:00PM

Student Union Theater

Storrs, Ct

The Leadership Legacy Experience and SUBOG are pleased to host Paul Tough, the bestselling author of *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. Tough will talk about the research that led to his book– the concept that the K–12 education system is failing to teach our children how to be successful individuals. Entering into the debate on the inadequacies of the education system, Tough argues that the qualities that matter most have less to do with intelligence and grades and more to do with character: skills like perseverance, curiosity, conscientiousness, optimism, and self–control.

This event, “Getting Tough on Education”, will be held on Monday, October 7, 2013 at 7:00 pm in the Student Union Theater on the Storrs, CT campus. Aside from his current New York Times best seller, Tough has also written *Whatever It Takes: Geoffrey Canada’s Quest to Change Harlem and America*. Tough is a contributing writer to the New York Times Magazine, where he has written extensively about education, parenting, poverty, and politics, including cover stories on character education, the achievement gap, and the Obama administration’s poverty policies.

Admission to this event is free. All members of the UConn community are welcomed to attend this lecture. The UConn Co–Op will be on hand for book selling, and there will be a book signing immediately following the lecture.

For accommodations, please contact Krista Muise at studentleadership@uconn.edu

For more information on the Leadership Legacy Experience, please visit leadership.uconn.edu

For more information on Paul Tough and his book, please visit cnponline.org

Attachment for Item 3c: Changes in Summer Schedule

Dear Colleagues,

Re our discussion last week, I write to ask for your advice and help. As you know, we have been trying to increase courses offered in the summer for the last two years. In multiple meetings during this time, we have been told that professors and adjunct faculty do not want to teach in the summer because of the schedule. Many have told us that 6 weeks is too long, and some have discussed difficulties with childcare, mileage, and lack of time to do their own research as reasons for opting out of summer teaching. This is one of the many reasons that so many of our students take courses from other colleges and universities in the summer.

In addition to the academic challenges, we have had challenges with housing. For example, the last day of summer session 2 in 2013 was the same day as the freshmen arrived, causing many difficulties for our residential life staff. To address these concerns, we have been carefully reviewing schedules across the country at other major state universities and then considering options.

One option we have is to shorten the time frame for summer classes. If we do this, we believe will encourage more of our faculty to teach in the summer. We also hope to simplify the summer schedule to reduce the number of sessions to three: May Intensive, Summer Session 1, and Summer Session 2. The May intensive session will still run for weeks, but the other two sessions will be reduced from 6 to 5 weeks, thereby having summer sessions end by the middle of August, giving our residential life staff time to get the dorms ready for arriving freshman.

Faculty will be able to teach for either 4 weeks (10.5 hours per week) or 5 weeks, (8.5 hours per week) to meet the number of hours necessary. We are, of course, happy to help our faculty use a combination of face to face instruction combined with some hybrid options, or to teach solely on line. While we believe most faculty will be pleased with this proposed schedule, we also know that some who offer lab sections may have concerns about a reduction of a week from the summer teaching schedule. The following classes offered a lab this past summer and so, we are asking you to enable us to meet with the faculty who teach summer classes in these areas that have labs so we can discuss some options.

Chemistry	Molecular & Cell Biology	Ecology & Evolutionary
Physical Therapy	Physiology & Neurobiology	Biology
Statistics	Biology	Geoscience
Physics	Computer Science	
Art	Engineering	

We thank you for any feedback you have on this and also for your help in contacting the department heads and faculty who teach the classes listed above so we can discuss some options with them about reducing their lab times from 6 to 5 weeks. We have a couple of months to finalize this decision so your help is appreciated. As always, I am willing to meet with Department Heads or faculty who might be affected by these decisions and I thank you for your consideration of this request.

Sally

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Sally M. Reis, Ph.D.

Vice Provost for Academic Affairs

Attachment for Item 3d: Changes in Salary Savings Account Carryover Policy

Notice sent to faculty with salary savings accounts:

Please see the attached memo pertaining to changes in the salary savings carry forward. FY 13 was the last year that Salary Savings balances will be excluded from the 2.5% cap. FY 13 balances will be carried forward to your accounts by the end of this month. As a school we can only carry over about \$450,000. Our Salary Savings balance that will be carried over in September is \$800,000. At the end of this year half of this would go back to the University with the new policy. Please try and use this money for your research, travel, ga's and any other related expenses so you do not lose it.



TO: Thomas DeFranco
FROM: Katrina Spencer
DATE: September 16, 2013
SUBJECT: **FY 2013 University Supported Salary Savings Carry Forward to FY 2014**
NEAG School of Education

The attached reports provide you with salary savings balances that carried forward from FY13. These balances were excluded from the carry forward cap calculation for the last 2 years. Beginning FY14, they will be included as a part of the cap calculation.

If you have any other questions, please feel free to contact your Budget Analyst.

Attachment for Item 3i: Merit Summary

This year we had \$36,639 of department merit to distribute among 27 faculty members. In addition to this merit increase, everyone is eligible for a flat \$716 increase and a 2% increase. Therefore, your final salary reflects the combination of these.

HOW WAS MERIT CALCULATED TO COVER THE THREE YEAR PERIOD?

First, I divided our merit pool (\$36,639) by three. That provided \$12,213 for each of the three years. The Dean's office provided me with a list of the merit amounts that would have been awarded in 2011 under Swami's leadership if merit had been given. I totaled the amount, calculated what percentage of that pool you received, and multiplied that amount by \$12,213.

Second, I took the ratings (1-3) that most of you received last year, calculated your percentage of the pool, and multiplied it by \$12,213.

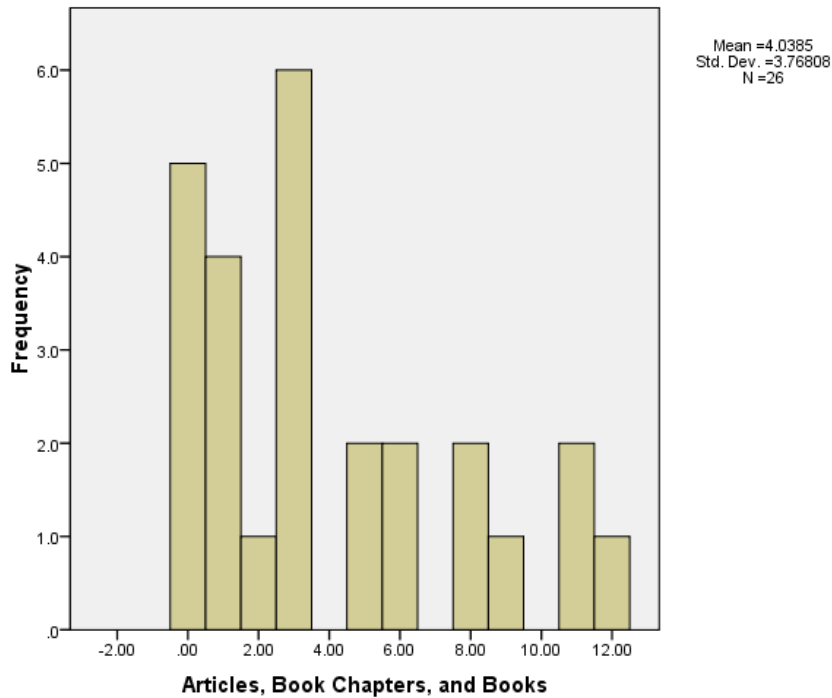
Third, I followed a similar procedure with your rating for this year.

Finally, I totaled the three columns. The union contract stipulates that if merit is to be given, the minimum amount must be \$500. If the total were under 250, I did not award merit. If the total were under \$500, but over \$250, I awarded \$500. The range in merit for EPSY was 0 to \$2134. The mean was \$1347, the standard deviation was \$573. The median was \$1443. This does not include Dean and Provost merit.

HOW WERE RATING CALCUCATED FOR THIS YEAR?

Scholarship

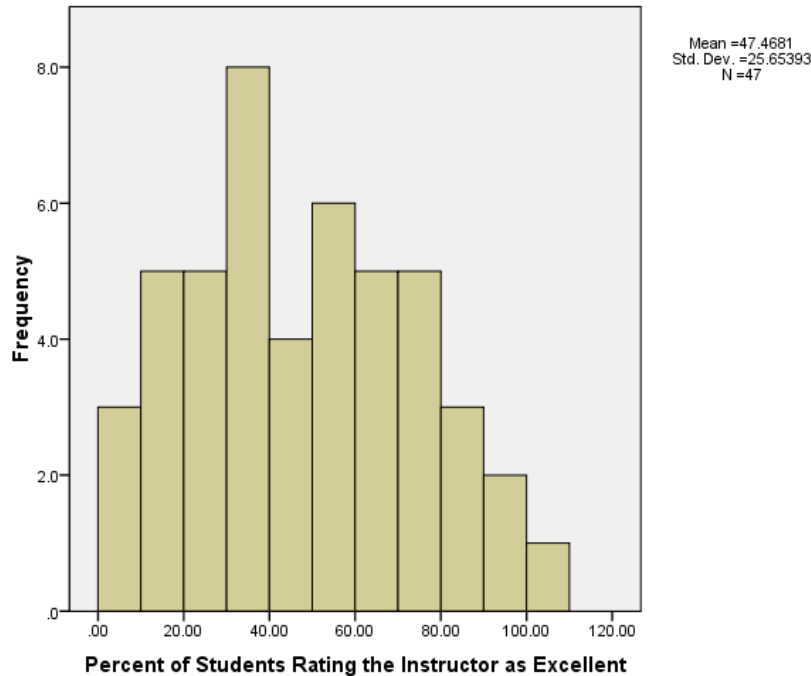
Scholarship is evaluated on publications and grants awarded. The old NSoE publication guidelines required a minimum of 4 or more refereed journal articles with additional criteria for those four publications. As I did last year, I elected to award low merit for 3 total publications, medium merit for 4-5 total publications, and high merit for 6-9 total publications. In-press manuscripts and reprints of previous manuscripts did not count. In press will count when they are published. To count them now would be a double reward. Reprints of articles or chapters were previously considered for merit in their original publication, so counting them a second time would also not be fair.



The old NSoE guideline for grants is quite low (\$25,000 per year direct costs). The guideline notes that \$40,000 is exemplary. Most of the grant productivity exceeded the \$40,000 mark, so most faculty with grants received a medium to high merit rating for grants. For the final merit rating for scholarship, I averaged the two when grants were listed. Averaging the two never decreased someone's merit and in most cases increased it.

Teaching

The NSoE guidelines for teaching include high student evaluations (above 9.0), heavy teaching load, heavy advising load, and exemplary advisement. I started with teaching evaluations. For each class for which a faculty member earned a 9.1 or higher, I awarded one merit rank. For example, if someone had two classes with 9.1 or higher, she received medium merit. Someone with three classes received high merit. However, this system does not take into account outstanding ratings (people do actually receive averages of 10). Therefore, I gave a bonus point for a class rating of 9.8, 9.9, or 10. For example, someone with one rating of 9.8 received a medium merit rating for teaching rather than a low. For spring, an instructor median rating of 5 (on the 1-5 point scale) was the norm. Therefore, I calculated the percentage of students who rated the instructor as excellent. I award one merit rank for each class where the instructor was rated excellent by more than 60% of the students. If the instructor were rated as excellent by more than 80% of the students, I gave an additional point. These ratings were adjusted up for heavy teaching loads, national awards received, and heavy advisement. I adjusted teaching load requirements for those who were bought out with grants. For example, if someone were 25% bought out on a grant and still taught 4 classes, I considered this as a possible overload.



Service

I tried to base service ratings on an estimate of time commitment and, to some extent, prestige. For example, chairing a department search could require more time than sitting on a university task force that met once. However, sitting on a prestigious national panel that only meets once a year, but is high profile, is significant service. Most faculty review for several journals; however, some serve as editors, do special issues, or review for many journals. I relied heavily on your service description on the merit form. However, advising activities, which sometimes appeared in service sections as well as in teaching sections, only counted toward one of these areas.

Overall Rating

I based the overall rating on the average of the three areas. You will have a rating between 0 and 3. For nontenure line faculty, I calculated the average on their job expectations. For example, if the job description included research and service, I used those two categories and divided by 2 rather than 3. The mean overall rating was 2.06. The range was 0-3. The median was 2.17 and the standard deviation was .71.

In some cases there were small discrepancies between the HuskyDM data and the merit form data. I went with the merit form data, but also used the HuskyDM data to supplement decisions and judge above average performance. I emailed individuals when there was a discrepancy and asked them to correct the information in HuskyDM.

Attachment for Item 4a: Foreign Language Requirement

Following up on the conversation this morning... in case you want to do something official at the EPSY level this year. My understanding is that most programs are moving to opt out of the related area/foreign requirement. If you want EPSY to be officially added to the list, then it would require a decision of the faculty and you can notify Lisa Pane to have it added to the catalog list below.

Here is the current catalog content:

Related Area and/or Foreign Language Requirement

For all fields of study except those listed in the following paragraph, satisfactory completion of at least one Related Area or demonstrated reading proficiency of at least one appropriate language other than English is required.

Fields of Study which require neither a related area nor demonstrated reading knowledge of a language other than English currently include: Biomedical Engineering, Biomedical Science, Cell Biology, Chemical Engineering, Chemistry, Civil Engineering, Computer Science and Engineering, Ecology and Evolutionary Biology, Economics, Environmental Engineering, Human Development and Family Studies, Linguistics, Materials Science, Materials Science and Engineering, Molecular and Cell Biology, Pathobiology, Philosophy, Physics, Plant Science, and Political Science.

If a related or supporting area is required, the courses chosen must comprise a coherent unit of advanced (i.e., 4000's level or above) work outside the major field of study (or area of concentration, if appropriate). Course work toward the Related Area normally is taken outside the student's "home" department. The courses must be approved by the advisory committee as a part of the plan of study. With few exceptions, they must be taken at this institution. With the consent of the advisory committee, a three-credit advanced course in mathematics or statistics passed satisfactorily at this institution may fulfill the otherwise six-credit-minimum requirement if the student's preparation contains a suitably advanced prerequisite course (i.e., equivalent to a 4000's level University of Connecticut course) passed satisfactorily at this or another institution (although no course credits will be accepted in transfer).

EDUCATIONAL PSYCHOLOGY DEPARTMENT
FACULTY MEETING MINUTES

MAY 7, 2010

Attendees: M. Bray, S. Brown, T. Casa, S. Chafouleas, R. Colbert, M. Coyne, K. Gavin, J. Gubbins, O. Karan, C. Little, J. Madaus, N. Olinghouse, J. O'Neil, R. Perusse, S. Reis, J. Rogers, L. Sanetti, D. Siegle, B. Simonsen, J. Stephens, G. Sugai, H. Swaminathan, M. Welsh, M. Yakimowski, J. Van Heest, P. Britner

1. Welcoming Remarks

Meeting commenced at 9:35 am.

2. Approval of Minutes

O. Karan motioned to accept the minutes of the April meeting. D. Siegle seconded the motion. The motion passed unanimously.

3. Announcements

a. Merger of Cognition and Instruction/Ed. Technology

H. Swaminathan indicated that merger of Educational Technology and Cognition and Instruction was progressing satisfactorily. The new concentration, Cognition, Instruction, and Learning Technology (CILT) has to be approved by the Graduate School, the Board of Trustees, and by the Board of Higher Education. Y. Rong will assist S. Brown in shepherding the merger through the approval process.

CeGaPP report

S. Brown indicated that he brought the issue of program closings to AAUP and they informed him that this was not a union matter. S. Reis indicated that the CeGaPP report had many errors. S. Brown agreed with S. Reis and suggested that steps be taken to correct the data inaccuracies in the report. H. Swaminathan indicated that he will take this matter up with the Dean.

b. Core Courses

H. Swaminathan reminded the faculty that the department had approved EPSY 309, 313 and 441 and a learning course as core courses. He also indicated this set of core courses should be taken by all students in EPSY unless the faculty votes to revoke this plan. S. Reis noted that students could be exempted from the required courses if they could document that they had taken equivalent courses

S. Brown mentioned that a research ethics course is required by the university as of January 2010. J. Madaus and K. Gavin indicated that NSF require that students working on grants need to have taken an ethics course. S. Brown indicated that his course Research Ethics (EPSY 5540) covers the topic and will meet the University requirement.

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Attachment for Item 5a: May Election Results

Elected to Three Year Program Coordinator Positions (August 2013 to July 2016):

Joe Madaus—Special Education
 D. Betsy McCoach—Measurement, Evaluation, and Assessment
 Catherine Little—Gifted and Talented
 Robert Colbert—Counseling
 Scott Brown—Cognition, Instruction, and Learning Technologies
 Melissa Bray—School Psychology
 Mike Young—Learning Technology

Committee Positions:

COMMITTEE	MEMBERS	TERM EXPIRES
C & C	Natalie Olinghouse	Spring 2014
	Michael Coyne	Spring 2015
<i>Scholarship</i>	<i>Jean Gubbins</i>	<i>Spring 2015</i>
	<i>Lisa Sanetti</i>	<i>Spring 2014</i>
	<i>Megan Welsh</i>	<i>Spring 2014</i>
Honors	Jaci Van Heest	Spring 2015
	Joe Madaus	Spring 2014
	E. Jean Gubbins	Spring 2014
	Catherine Little	Spring 2014
<i>PTR</i>	<i>Scott Brown</i>	<i>Spring 2014</i>
	<i>Jane Rogers</i>	<i>Spring 2015</i>
	<i>Tom Kehle</i>	<i>Spring 2014</i>
	<i>Catherine Little</i>	<i>Spring 2014</i>
Sunshine	Shamim Patwa	Spring 2015
	Melissa Bray	Spring 2014
	Tutita Casa	Spring 2014
<i>Merit</i>	<i>Susannah Everett</i>	<i>Spring 2015</i>
	<i>Scott Brown</i>	<i>Spring 2014</i>
	<i>Betsy McCoach</i>	<i>Spring 2015</i>
	<i>Lisa Sanetti</i>	<i>Spring 2014</i>
PTR Dean's	Jim O'Neil	Spring 2014
Graduate Faculty Council (Elected for Ed. Psy.)	Scott Brown	Spring 2014
Alternate	Tom Kehle	Spring 2014

Attachment for Item 5e: Dean's Advisory Committee

The Neag School of Education is committed to promoting the intellectual curiosity and advancement of its faculty and students. The Dean's Advisory Committee is interested in hearing your ideas of how to best accomplish this.

We are considering having speakers present on topics of interest as a means of engaging faculty and students. Your input will make this

What topics would you like to hear about?

Who would you recommend as speakers?

Within UConn:

Outside of UConn:

Who should plan the events?

_____ A designated committee

_____ Each individual department

_____ Other

What presentation model do you prefer?

_____ Brown bag lunches

_____ Workshop series

_____ Large scale conference

What frequency would you prefer?

_____ More than once per month

_____ Quarterly

_____ Once per month

-----Once per academic year

Attachment for 5g: Strategic Area Advisory Teams

1. Strategic Area Advisory Teams – Vision Statement

Investments in a subset of the following

At this time, the nine general strength areas are (co-chairs in parentheses):

- a. Genetics, Genomics, and Personalized Medicine (Brent Gravely and Larry Silbart)
- b. Advanced Materials and Manufacturing (Jon Goldberg and Diane Burgess)
- c. Brain, Mind, and Cognitive Processes (Tom Van Hoof and JC Beall)
- d. Sustainability and Resilience: Environment and Energy (Bill Ross and Peter Luh)
- e. Public Health and Wellness (Preston Britner and Larry Silbart)
- f. Creativity, Entrepreneurship, and Innovation (Bill Ross and Sally Reis)
- g. Social Justice (Steve Ross and Bethany Berger)
- h. Humanities and the Arts (Anne D'alleva and JC Beall)
- i. Complex Systems and Big Data/Secure Computing (Peter Luh and Dipak Dey)