

Annual Report 2017-18
SCHOOL OF ARTS AND SCIENCES
SUNY Cortland

October 16, 2018

R. Bruce Mattingly, Dean

Vincent DeTuri, Associate Dean

Meghan VanDeuson, Secretary II, Dean's Office

Michele Lella, Secretary I, Associate Dean's Office

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I. Introduction

I am pleased to present the 2017-18 Annual Report for the School of Arts and Sciences. In an effort to align our annual reporting with ongoing assessment and accreditation efforts, we have modified the format of the departmental reports. Department chairs provided progress reports on their ongoing assessments of student learning outcomes, analyzed their budgets and highlighted other significant activities and achievements. All faculty and department chairs submitted their reports through an online platform (Watermark) to facilitate more consistent data collection and better information retrieval. For the first time, this report includes a comprehensive list of faculty publications, presentations and service activities instead of just the number of items reported in each category.

Several significant changes occurred in the dean's office during the year. First, our long-time secretary, Rhonda Moulton, retired in October 2017 after 20 years of service to SUNY Cortland, including 14 years in the Arts and Sciences Dean's Office. In 2015, Rhonda was the recipient of the Chancellor's Award for Excellence in Classified Service. As I said at a reception in her honor, she made Arts and Sciences a better school and helped me (immeasurably) to be a better dean, and I wish her the very best in her retirement. We were very pleased to welcome her successor, Meghan VanDeuson, who joined the office in November 2017. Meghan has quickly learned her new responsibilities, and we are fortunate to have her as part of our team. Associate Dean Jerome O'Callaghan announced his intention to return to the faculty in the Political Science Department at the end of the academic year. Throughout his 13 years in the office, Jerry was widely respected across campus for his outstanding work. I would like to thank him for all of the support that he provided me. Finally, in spring 2018, we received permission to add a part-time Assistant Dean to our staff and were very pleased to welcome Mary McGuire from the Political Science Department into this role.

II. Assessment and Student Learning Outcomes

In 2017-18, all academic departments continued to make progress on developing curriculum maps, assessment methods, and implementing their timetables for the assessment of student learning outcomes (SLOs). The information provided in the departmental annual reports indicates that significant progress has been made. Please refer to Appendix 1 for an overview of the assessment activities completed in each of the academic departments.

In fall 2017, the program review schedule was reorganized so that the various reviews were distributed more uniformly across the seven-year period. Departments scheduled for 2017-18 included Africana Studies, Art and Art History, and Modern Languages. Self study documents were completed in Africana Studies and Modern Languages, although in both cases, the external reviewers' visits were deferred until fall 2018. Art and Art History will be expected to complete their program review in 2018-19, along with Chemistry, English and Geography.

During the year, the dean met with faculty to discuss the results of two program reviews that had been completed in 2016-17: Economics and Anthropology/Archaeology. In both meetings, productive conversations occurred about what had been learned in the program review process as well as next steps for acting on the recommendations provided by the external reviewers.

The Associate Dean's office provided the following information relative to student performance and academic standing from 2017-18:

The data in Tables 1 and 2 below indicate how busy we have been with students who had trouble maintaining good academic standing. Over the last few years, I have examined this raw data in comparison to matching data from prior years. The second table below opens up the bigger picture, using the total A&S student population as a baseline. The percentage of students on probation in 2017-18 is the highest yet. The percentage of students suspended has reached a new high of 4.73%, while the dismissal rate of 0.48% is low relative to the last two years. The gradual climb in the volume of suspended students is an issue to watch in the future. It is also worth noting that the Dean's List group has again passed the 1,000 mark (approximately one third of the A&S student body). The other point to note from Table 2 is that the A&S undergraduate student population (including pre-majors) is above the 3,100 mark – making it 49% of the total undergraduate population. The combined value of the Schools of Education and Professional Studies is 3228 students (2017 data from OIR).

Table 1
School of Arts and Sciences
End of Year Statistics 2017-2018

	Fall 2017	Spring 2018
ACADEMIC WARNING	15	17
ACADEMIC PROBATION (Contract)	145	44
ACADEMIC PROBATION (Continued)	8	7
Subtotal-Probationary Action	153	51
SUSPENSION -- Failed to meet contract	20	34
SUSPENSION -- Others (sem. GPA below 1.01 & cum. below 2.00)	49	44

Subtotal-Suspensions	69	78
ACADEMIC DISMISSAL (failed to meet contract)	6	9
Subtotal Suspensions + Dismissals	75	87
TOTAL STUDENTS IN ACADEMIC DISTRESS*	228	138

*The sum of students on probation or suspended/dismissed. Excludes students on warning.

Table 2
School of Arts and Sciences
Seven-Year Trends in the Undergraduate Population 2011-2018

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
A&S Students*	3105	3115	3095	3088	3183	3136	2990
Probation**	204	170	178	192	158	170	145
<i>% Probation</i>	<i>6.57</i>	<i>5.45</i>	<i>5.75</i>	<i>6.21</i>	<i>4.96</i>	<i>5.42</i>	<i>4.85</i>
Off probation	119	100	138	111	97	85	101
<i>% Off Pro</i>	<i>3.83</i>	<i>3.21</i>	<i>4.45</i>	<i>3.59</i>	<i>3.05</i>	<i>2.71</i>	<i>3.38</i>
Suspension	147	141	132	117	120	108	111
<i>% Suspnsn</i>	<i>4.73</i>	<i>4.52</i>	<i>4.26</i>	<i>3.78</i>	<i>3.77</i>	<i>3.44</i>	<i>3.71</i>
Dismissal	15	18	17	12	13	8	18
<i>% Dismissal</i>	<i>0.48</i>	<i>0.57</i>	<i>0.54</i>	<i>0.39</i>	<i>0.41</i>	<i>0.26</i>	<i>0.6</i>

*Total A&S students – based on Annual Report Data. This number is based on fall enrollment and includes Pre-Majors; it also excludes any double-counting due to dual majors. A small number of Pre-majors are advised in A&S, but all their records are maintained here. Pre-major paperwork, issues, disputes etc. are handled by the Associate Dean of A&S.

** Probation numbers combine fall and spring data. Likewise for suspensions and dismissals.

Table 3
School of Arts and Sciences
Academic Status Changes

Fall 2017 Spring 2018

OFF PROBATION (Made contract)	40	79
READMITS	43	18
REINSTATES	16	21
CHANGE OF STATUS	0	1
DEAN'S LIST	1046	1064

III. Enrollment Trends and Budget Analysis

A review of the data provided by the Office of Institutional Research and Assessment reveals that overall enrollments in Arts and Sciences have continued a recent trend of stability. Key statistics of interest include the following:

- Undergraduate enrollment in Arts and Sciences was 3245 in fall 2017, down only 9 students from the prior year. Enrollment has remained between 3200 and 3300 students over the last six years.
- Under-represented groups made up 27% of the A&S undergraduate enrollment and 18% of our graduate population in fall 2017. Both figures represent slight increases from last year.
- There were 786 undergraduate degrees granted in A&S in 2016-17, 44 more than the previous year.
- Enrollments in some of our larger departments decreased slightly but still remain strong, including Economics which went from 507 students in fall 2017 to 473 in fall 2016. Communication Studies also saw a decrease, from 379 to 322. The Sociology/Anthropology Department grew from 402 to 431, largely due to an increase in the number of Criminology majors, which went from 260 to 288. Philosophy, which had a record high 26 majors in 2016, continued to increase, with 30 in 2017.
- Graduate enrollment in Arts and Sciences decreased from 68 students in fall 2016 to 60 students in fall 2017. The largest graduate program in A&S was the MA in History, with 14 students. An area of potential concern was the MS in Sustainable Energy systems, which enrolled only 7 students, the lowest total since the program's inception in 2013.
- Retention of first-time, full-time A&S undergraduate students at Cortland continued to improve from 75% to 78% but remains below the overall college rate of 80%.

Budget analysis

This year, each department chair provided a brief analysis of their OTPS budgets, and the results indicate that for the most part, current funding levels have provided adequate support for basic departmental functions. With the support of the Vice President for Finance and Management, we have made significant progress in identifying other sources of funding to address unexpected expenses, such as needed repairs for critical equipment. The establishment of the Capital Equipment Replacement Fund has also helped to relieve strain on department budgets.

The Arts and Sciences Dean's Office had \$73,906 in expenditures charged to the state operating budget, and another \$34,953 charged to the Research Foundation account. Major expense categories included the following:

Conference travel	\$66,678	61.3%
Travel related to searches	\$19,782	18.2%
Office supplies, duplicating, mail	\$11,597	10.7%
Dean's office travel	\$ 5,549	5.1%
Other	\$ 5,253	4.8%

IV. Highlights and Major Accomplishments

A. Personnel

New Faculty and Staff (Fall 2017):

Richard Harris, Full-time Lecturer, Africana Studies
Santanu Banerjee, Assistant Professor, Biological Sciences
Wan Jung, Assistant Professor, Communication Studies
Christina Knopf, Assistant Professor, Communication Studies
Christopher Ortega, Assistant Professor, Communication Studies
John Kuzma, Full-time Lecturer, Economics
Caitlin McKillop, Assistant Professor, Economics
Avanti Mukherjee, Assistant Professor, Economics
Cori McKenzie, Assistant Professor, English
Daniel Ratus, Assistant Professor, English
Elizabeth Saur, Visiting Assistant Professor, English
Christopher Badurek, Assistant Professor, Geography
Bekeh Ukelina, Assistant Professor, History
Katelynn Kochalski, Assistant Professor, Mathematics
Eric Edlund, Assistant Professor, Physics
Brian Williams, Assistant Professor, Political Science
Kaitlin Flannery, Assistant Professor, Psychology
Brock Ternes, Visiting Assistant Professor, Sociology/Anthropology

Visiting Faculty, 2017-2018:

Kim Evans, Philosophy
Stephen Clark, Art and Art History
Jacob Carll, Performing Arts
John-Michael Simpson, Sociology/Anthropology

New Classified staff

January 2018; Jeanenne Hall, Secretary 1, Performing Arts
August 2018; Corrina Harvey, Secretary 1, History
January 2018; Patrick McLorn, Secretary 1, Economics
November 2017; Meghan VanDeuson, Secretary 2, Arts and Sciences, Dean's Office

Retirements:

Ter-Jeng Huang, Mathematics
Victoria Boynton, English
Mark Cerosaletti, Modern Languages

Leaves of Absence:

Mechthild Nagel, Philosophy

Faculty Resignations:

Deborah Warnock, Sociology/Anthropology

Sabbatical Leaves:

Fall 2017

Gigi Peterson, History

Charles Heasley, Art and Art History

Louis Gatto, Biological Sciences

Jeffrey Werner, Chemistry

John Hartsock, Communications

Colleen Kattau, Modern Languages

Anne Vittoria, Sociology/Anthropology

Spring 2018

Lisi Krall, Economics

Ibipo Johnston-Anumonwo, Geography

Brett Troyan, History

Luo Xu, History

Timothy Gerhard, Modern Languages

Kimberly Jackson, Psychology

B. Awards and Honors

Samantha Applin, Sociology/Anthropology

- Fine Teaching Development Award, SUNY Cortland Faculty Development Committee. (Spring 2019).

Seth N. Asumah, Africana Studies and Political Science

- Outstanding Faculty Award 2017-2018, Pan African Student Association SUNY Cortland.
- 2017 Outstanding Conference Co-Chair and Plenary Speaker Award, Bi-Annual African Studies Association of Africa (ASAA) Conference, University of Ghana, Legon, West Africa.

Alexandru Balas, International Studies

- Winner of the national Role-Play Negotiation Simulation E-PARCC 2018 Competition for “Model EU- European Council – European Agenda on Migration” co-authored with Andreas Kotelis, 2017 SUNY Cortland Visiting Scholar, International Studies and Clark Center for Global Engagement Scholar-in-Residence and Noam Ebner (Creighton University)
- Tenure-Track Excellence in Teaching Award, Faculty Development Center, SUNY Cortland. (2018).
- Phi Kappa Phi. (2018).
- The 2016 book *The Puzzle of Peace. The Evolution of Peace in the International System* (with Paul Diehl and Gary Goertz), (New York: Oxford University Press, 2016) received one award and was nominated for a second:

- Winner of the 2018 J. David Singer Best Book Award given by the International Studies Association-Midwest
- Finalist (one of seven) for the American Political Science Association's 2017 Woodrow Wilson Foundation Award for the best book on government, politics, or international affairs (out of over 150 books)
- Nominated by a colleague for the 2018 Student Affairs Faculty Connection Award at SUNY Cortland.
- Nominated by a student for the 2018 Excellence in Advisement Award at SUNY Cortland.

Heather Bartlett, English

- Bettering American Poetry Nomination, *Rise Up Review*, for "Resistance," April 2018.
- Nominated for the 2018 Non-Tenure Track Excellence in Teaching Award, SUNY Cortland.

Kathleen Burke, Economics

- SUNY Chancellor's Award for Excellence Teaching. (2018).

Christa Chatfield, Biological Sciences

- Outstanding Achievement in Mentoring Undergraduate Research Award, SUNY Cortland Undergraduate Research Council. (2018).

Maria Andrea Davalos Vallejo, Biological Sciences

- Travel Award - 4th Life Discovery Conference, Ecological Society of America. (2017).

Peter Ducey, Biological Sciences

- Promotion to SUNY Distinguished Teaching Professor, 2018
- Excellence in Academic Advising Award, SUNY Cortland (2017)

Evan Faulkenbury, History

- Atlanta University Center Robert W. Woodruff Library Research Travel Award (2017).

Andrew Fitz-Gibbon, Philosophy

- SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities (2018)
- Honorary Member, The National Society of Leadership and Success, Sigma Alpha Pi. (2018).

Laura Gathagan, History

- Brooks Internationalized Curricular Development Award. (2017).

Herbert Haines, Sociology/Anthropology

- SUNY Chancellor's Award for Excellence in Faculty Service (2018).

Charles Heasley, Art and Art History

- Invited to participate and develop a presentation of hand paper making for the Herbert F Johnson Museum. Funded in part by Cornell University and a grant from the National Endowment for the Humanities. October 2017-March 2018

Moyi Jia, Communication Studies

- Recognized by a Tau Sigma inductee, Cloe King, as a faculty member that has influenced them greatly as they made their transition to SUNY Cortland. Tau Sigma, the National Honor Society for Transfer Students. (2018):

Ibipo Johnston-Anumonwo, Geography and Africana Studies

- Ali A. Mazrui Publication/Book and Educational Activities Award, New York African Studies Association (2018).

Caroline Kaltefleiter, Communication Studies

- SUNY Cortland Community Appreciation Award, Service to the Community, Cortland NY. (2017). Recognized by President Bitterbaum for contributions to the Cortland Community through a four year new media campaign to save the *Wickwire Pool*.

Kathryn Kramer, Art and Art History

- Phi Beta Delta Honor Society . (2018).

Kathleen Lawrence, Communication Studies

- Poem "High Tea" was nominated for a Best of the Net 2017 award by *Highland Park Poetry Press*
- Poem "Just Rosie" was nominated for three awards:
 - Pushcart Prize, Science Fiction and Poetry Association (2017).
 - Rhysling Award, Science Fiction and Poetry Association (2017).
 - Best of the Net 2017, *Eye to the Telescope* (2017).

Yomee Lee, Kinesiology and Africana Studies

- Outstanding Dedication Award, SUNY Cortland Caribbean Student Association. (2018).

Patricia Martinez, Modern Languages

- Honorary Kente Stole recipient, SUNY Cortland. (2018).

Mecke Nagel, Philosophy

- Honorary Member, National Society of Leadership and Success, Sigma Alpha Pi, Faculty Award. (2017).

Jerome O'Callaghan, Arts and Sciences Dean's Office

- Certificate of Appreciation, presented at the June 2018 meeting of the SUNY Arts and Sciences Deans held at SUNY Fredonia for his many years of service as the organizer of those meetings.

Biru Paksha Paul, Economics

- Visiting Scholar and Counsellor for the South Asia Program, Cornell University (2017).

Timothy Phillips, Economics

- Mace Bearer, SUNY Cortland Undergraduate Commencement Ceremony (2018).

Jacylyn Pittsley, English

- Nominee: Non-Tenure Track Excellence in Teaching Award 2017-2018

Andrew Roering, Chemistry

- Excellence in Teaching Award, National Society of Leadership and Success. (2018).

Frank Rossi, Chemistry

- Honors Convocation Mace Bearer, SUNY Cortland. (2018).

Sharon Steadman, Sociology/Anthropology

- Promotion to SUNY Distinguished Professor, 2018

Hasan Stephens, Africana Studies

- Community Impact Award Winner, CNY Business Journal Non-Profit Awards (2018).

Bekeh Ukelina, History

- Won an award for the book, *The Second Colonial Occupation: Development Planning, Agriculture, and the Legacies of British Rule in Nigeria*, New York African(a) Studies Association . (2018).

Sung Yoo, Communication Studies

- Outstanding Research 2017 Top Five Finalist for the paper "Cognitive Benefit for Senders: Examining Anticipatory Elaboration Effects of Political Expression on Social Media," *Journalism and Mass Communication Quarterly*. (2017).

Faculty Promotions effective Fall 2018

Assistant Professor to Associate Professor:

Alexandru Balas, International Studies

Associate Professor to Full Professor:

Biru Paul, Economics

David Kilpatrick, Psychology

Kassim Kone, Sociology/Anthropology

Kevin Sheets, History

Leslie Eaton, Psychology

Lecturer I to Lecturer II

Maureen Smith, Chemistry

Student and Alumni Awards and Honors

Two Arts and Sciences students were recipients of the 2018 SUNY Chancellor's Award for Student Excellence: **Laura Barnstead '17**, Political Science/Professional Writing, and **Eryn Griep**, Criminology/Political Science.

The SUNY Cortland Alumni Association presented awards to four Arts and Sciences alumni in 2018:

- **Jim Benham '67** (Chemistry), Distinguished Alumnus. Benham's expertise in defense electronics made him one of the original Silicon Valley pioneers.
- **Megan Burns '01** (Political Science), Distinguished Alumna. After spending years working in hospital administration, Burns is a health care policy consultant who strives to make health care affordable for all.
- **Thomas Buschatzke '77** (Geology), Distinguished Alumnus. As director of the Arizona Department of Water Resources, Buschatzke keeps the water flowing in one of the most arid regions of the U.S.
- **Alexander Grimm '10** (Adolescence Education: Social Studies), Distinguished Young Alumnus. Grimm teaches global history, social issues and criminal justice and coaches football and lacrosse at Sachem North High School in Ronkonkoma, NY.

Susan MacLaury '68 delivered the keynote address, "Creativity: Lessons Learned Over Three Careers," in Old Main Brown Auditorium at Transformations, our 22nd annual student research and creativity conference.. MacLaury, an Emmy and Oscar-winning executive producer, is the co-founder and executive director of the non-profit film production company Shine Global, Inc. She had previously spent decades in social work and as an associate professor of health at Kean University.

William C. Baerthlein '76, M.D., a physician whose scholarship and expertise on methods for delivering babies has greatly influenced reproductive medicine, became the 17th graduate inducted into the SUNY Cortland Academic Hall of Fame. In addition to his groundbreaking medical research, Baerthlein served as an active or reserve U.S. Navy officer in 14 states and five different countries, delivering more than 3,000 babies during his 33-year career. He has served since 2007 on the Cortland College Foundation Board of Directors, most recently on its finance committee and as liaison to the SUNY Cortland Alumni Association.

Faculty Research and Creative Activity

Arts and Sciences faculty continued to be very active in their disciplines, publishing peer-reviewed scholarly and creative work, making conference presentations, and in many cases, receiving external support for their work. In several cases, faculty received recognition in the form of honors and awards for their scholarly work as noted above. More comprehensive lists of faculty achievements may be found in Appendix 2 (Publications and Creative Activities), Appendix 3 (Presentations) and Appendix 4 (External Grants.)

Faculty Service Activities

In addition to department-level service, faculty in Arts and Sciences continue to provide significant service to the school, the college and the profession. Below we provide an overview of faculty who held key leadership positions as department chairs, program coordinators, and committee chairs. Please refer to Appendix 5 for a more comprehensive list of faculty service activities. Additional details may be found in the individual department and faculty reports.

Department Chairs

Africana Studies
Art and Art History
Biological Sciences

Seth Asumah
Vaughn Randall
Steven Broyles

Chemistry
Communication Studies
Economics
English
Geography
Geology
History
Mathematics
Modern Languages
Performing Arts
Philosophy
Physics
Political Science
Psychology
Sociology/Anthropology

Gregory Phelan
Paul van der Veur
Kathleen Burke
Matthew Lessig
Wendy Miller
David Barclay
Randi Storch
Claus Schubert
Paulo Quaglio
Deena Conley
Andrew Fitz-Gibbon
Moataz Emam
Robert Spitzer
Joshua Peck
Herbert Haines

Adolescence Education Coordinators

English
Mathematics
Modern Languages
TESOL
Sciences
Social Studies

Geoffrey Bender
Mary Gfeller
Codruta Temple
Paulo Quaglio
Rena Janke and Sean Nolan
Amy Schutt

Graduate Coordinators

English (MA)
English (MSED, MAT)
History
Second Language Education (MSED)
Sustainable Energy Systems (MS) Physics

Andrea Harbin
Laura Davies
Kevin Sheets
Paulo Quaglio
Brice Smith

Arts and Sciences Committee Leadership

Chair, A&S Curriculum Committee
Chair, FAH Personnel Committee
Chair, Math/Science Personnel Committee
Chair, SBS Personnel Committee

Li Jin, Geology
Elizabeth (Kim) Stone, English
Christopher McRoberts, Geology
David Kilpatrick, Psychology

College Leadership Positions

Director, SUNY Cortland Honors Program
Director, CGIS

Director, Center for Ethics, Peace and Social Justice
Chair, Faculty Senate
Chair, General Education Committee
Chair, Undergraduate Research Council
Chair, Institutional Animal Care and Use Committee
Director, Campus Writing Programs
Chair, College Writing Committee
Chair, Academic Faculty Affairs Committee

Frank Rossi, Chemistry
Mechthild Nagel, Philosophy (fall 2017)
Sebastian Purcell, Philosophy (spring 2018)
Andrew Fitz-Gibbon, Philosophy
Judith Ouellette, Psychology
Jenn McNamara, Art and Art History
Peter Ducey, Biological Sciences
Mary Beth Voltura, Biological Sciences
Laura Davies, English
Laura Davies, English
Andrew Fitz-Gibbon

Director, Faculty Development Center
Chair, Academic Grievance Tribunal
Chair, Student Conduct Suspension and Review Panel

Robert Darling, Geology
Tim Delaune, Political Science
Rena Janke, Biological Sciences

Building Administrators

Bowers Hall
Dowd Fine Arts Center
Old Main
McDonald Building

Steven Broyles, Biological Sciences
Charles Heasley, Art and Art History
Bruce Mattingly, Arts and Sciences
Leslie Eaton, Psychology

C. Department Highlights

In addition to the highlights reported above, here are some additional noteworthy activities reported by the department chairs during the preceding year:

Africana Studies

- The Department successfully organized Black History Month, which involved 22 different events—lectures, Sandwich Seminars, panel discussions, performances, concerts, and talent shows for SUNY Cortland and the Cortland community in February 2018. The Department collaborated with six departments for these month-whole programming endeavors, including five speakers from other universities and colleges. The President's Office and Institutional Equity and Inclusion Office provided financial support for Black History Month.
- Seth Asumah and Bekeh Ukelina (History) collaborated and sponsored seven students from both departments to complete various research studies and presented them at the New York African Studies Association (NYASA) Annual Conference at Seton Hall University, South Orange, New Jersey in April 2018.

Art and Art History

- Six faculty and staff produced 33 publications and creative activities including one book chapter, one trade publication, one faculty curated national exhibition, one international solo show, one international curated exhibition, four national exhibitions, and two large scale public outdoor commissions.

Biological Sciences

- Department faculty published a record number of manuscripts in peer-reviewed journals in 2017-18.
- Faculty in Biological Sciences were very active in grantsmanship during the 2017-2018 year. Drs. Chatfield and Eierman submitted collaborative grants to New Sea grant Program and NOAA. Dr. Banerjee submitted a proposal to National Science Foundation and learned after the annual reporting period that the research will be funded. Dr. Davalos submitted a proposal to New York State University Transportation Research Center and learned after the annual reporting period that her research will be funded. Dr. Pagano had a productive year and received two grants. Her proposal titled "Engaging the Next Generation STEM Naval Workforce: Using Communities of Practice to Build Teacher Capacity" will be funded through the Office of Naval Research. In addition, her collaborative proposal (Dr. Phelan, Chemistry) was funded by the

National Science Foundation to sponsor a national Robert Noyce Program Conference. Dr. Broyles continues his NSF funded research (Development of genetic and genomic resources for milkweed, *Asclepias syriaca* and *Asclepias curassavica*). This funding hired three SUNY Cortland undergraduate students and provided an opportunity for a fourth student to intern in genomics research at Cornell University.

- Four students in the department received 2017 SUNY Cortland Summer Research Fellowships. In addition, sixteen student presenters participated in Transformations Day session. Nine biology faculty members mentored at least one student in these presentations.
- Tashania Treasure received the David Berger Summer Research Fellowship and worked under the tutelage of Dr. Nelson on the Polyomavirus. Tashania received the Dr. Norman B. Reynolds award for her leadership in the Pre-Medical Club, Peer Tutoring, and excellence in research. Kayla Melshanker (Dr. Conklin) and Megan Edwards (Dr. Chatfield) both wrote research proposals that were fully funded through Beta Beta Beta National Biological Honor Society.

Chemistry

- The SUNY Cortland Student Affiliates of the American Chemical Society had another great year. They continued their traditions of activities to engage the campus and the community. They held National Chemistry Week activities, held a chemistry magic show for a local elementary school, held a science themed Halloween activity on campus, and ran an activity with the Physics Student club.
- Professors Hicks, Phelan and Werner all have active external research grants from federal agencies. These grants also contain funding for research partners at other schools. All of these awards directly support our students as they continue their training. Dr. Phelan worked with Dr. Angela Pagano and Dr. Mary Gfeller to host a regional conference for 75 universities and colleges in the northeast. The event was held in Brooklyn and partnered with the American Museum of Natural History and the Alda Center for Communicating Science in Manhattan to run trainings for in-service and pre-service teachers.
- Dr. Downey spent a tremendous amount of effort and time to teach general chemistry using the Flipped classroom model. Karen worked closely with our graduate assistant, Matthew Martino to develop and deploy learning materials. Our preliminary results indicate that her students scored higher on the national exam relative to other sections but more examination is needed to determine the source(s) of this statistically important improvement.

Communication Studies

- Advising – recent hires of full-time tenure track faculty have brought the average advising loads within the department down to levels more comparable with those of other academic departments. More than 95% of students reported being satisfied or very satisfied with the academic advising provided by our faculty.
- Study Abroad – Twenty-one Communication Studies students took advantage of our study abroad programs. This constitutes about 8% of the total number of Cortland students engaged with the program. The department actively encourages study abroad beginning during major specific sections of COR 101.
- Applied Learning – 158 Communication and Media Studies students took advantage of our internship programs.
- 10 of 11 full-time faculty were actively engaged in scholarship during the 2017-2018 academic term. This included publications, presentations, creative actives, funded and unfunded grant proposals,

and other scholarly activities.

- Curriculum: The department received approval for five new courses and significant revisions to the concentration in Media Production. A new concentration in Popular Culture was approved at the campus level and is awaiting endorsement by SUNY System Administration.
- In the spring semester, the President's Cabinet approved an Institutional Planning and Assessment Committee recommendation to grant funds for the creation of a Presentation Skills One Button Studio. This allocation represents the culmination of a four-year long effort on the part of the department to establish a One Button Studio. The studio will be available to all students and faculty on campus but will primarily serve the needs of the 600 students who take our Fundamentals of Public Speaking course each year. We hope to have the studio up and running for the Fall 2018 academic term and to have it integrated into all sections of Public Speaking by the Spring of 2019.
- Faculty engaged students, faculty and the community in many meaningful ways over the course of the last year. Examples of this include the 4th annual Blackbird Film Festival, continued production of the Digital Divide radio program, and contributions to the upcoming Sesquicentennial celebration.

Economics

- The Economics Department members held their own professional development to enhance their teaching. Katherine Graham led a department book chat which nearly all members of the department attend at least one of the monthly sessions. The department read James M. Lang's book, Small Teaching: Every Day Lessons from the Science of Learning.
- Nearly all the faculty in the Economics Department were productive in the area of scholarship. Department members produced three books, nine journal articles, two book chapters, one book review, a piece in a trade publication, and a technical report. They disseminated their scholarship through 20 presentations at the local, regional, national or international level.
- All but one faculty member in the Economics Department are actively engaged in service. Many of these service activities enhance our current applied learning opportunities. Students have the opportunity to get academic credit for internships, research with professors, teaching assistantships and a departmental study abroad. Additionally, the department offers students an opportunity to participate on the NY College Federal Reserve Bank Challenge Team, work on developing products for not-for-profit agencies within the Cortland Community, and obtain their IRS certification while serving as a volunteer tax preparer for low income residents of Cortland County.

English

- English Department faculty were especially productive in their scholarship during the 2017-18 academic year. The Department's marquee event was the publication of Tyler Bradway's book *Queer Experimental Literature: The Affective Politics of Bad Reading* in Palgrave Macmillan's series Studies in Affect Theory and Literary Criticism. Department faculty also published four articles in refereed journals (Bender, Bradway, Davies, and Ratus) and six book chapters in edited collections (Bradway, Davies (2), Harbin, Leffel, and Stone). English faculty were also active at professional conferences, presenting at sixteen international and national conferences during 2017-18. In addition, English faculty scholarship included four presentations at regional or state conferences, six invited talks and six local presentations.
- Laura Davies, Matt Lessig, and Abby Thomas earned a \$20,000 SUNY Developmental English Learning Community Grant to support the creation of developmental writing courses within

the CPN program. David Franke earned a \$15,000 SEED Invitational Leadership Institute Grant from the National Writing Project to support the Seven Valleys Writing Project's K-12 teacher leadership programs.

- The Department presented the **Distinguished Voices in Literature** lecture series (organized by Heather Bartlett, Tyler Bradway, and John Leffel). In its third year, DVL hosted six events that drew crowds of 100-140 faculty and students to hear four readings by contemporary poets and novelists, as well as two lectures by distinguished scholars in the fields of women, gender and sexuality studies (Amber Jamilla Musser, Washington University) and visual rhetorics and digital humanities (Laurie Gries, University of Colorado). In addition to these vibrant cultural events, two of the writers in this year's DVL series (Jericho Brown and Christine Kitano) conducted writing workshops, each providing twenty interested undergraduates with unique educational opportunities.
- In November, Tyler Bradway and Laura Davies organized and moderated a roundtable discussion for the Cultural and Intellectual Climate Committee on the keyword "margins." The panel featured eight presentations by faculty and students from across the College, as well as one Dean, and was attended by more than 80 members of the College community.
- The English Department hosted three *Works in Progress* panel discussions, designed to engage our undergraduate and graduate majors with ongoing faculty research and current developments in the field of English Studies. Organized by Tyler Bradway, David Franke, and Cori McKenzie, the *Works in Progress* panels included talks by professors Alwes, Bradway, McKenzie, Radus, and two undergraduate English majors.
- Andrea Harbin organized a panel of three undergraduate students to present at the Sigma Tau Delta International Convention in Cincinnati, OH. One of these students, Lauren Whitehead, was awarded an honorable mention for her presentation in Creative Non-Fiction.
- With the support of a Fine Teaching Development Award, Laura Davies established a highly successful partnership between the English Department's AEN program and Homer Junior High School to establish an after-school writing workshop with tutoring provided by AEN majors participating in their teacher education fieldwork experience.

Geography

- The department offered three new courses this academic year, Remote Sensing, Web GIS, and Introduction to GIS for Crime Analysis. The GIS and Crime course was taught as an experiment focused on Criminology majors. While the enrollment was not as high as we expected, the course we received favorably by the students (4.9 CTE) and we are hopeful that more Criminology majors will take advantage of this course in the future. The department also taught two courses that had not been offered in a few years, Programming for GIS and Urban Geography.
- The department received favorable CTE scores and positive comments for both semesters, an average across all faculty of 4.5 in both the fall and spring.
- The department offered a re-worked Learning Community, Our Future World, in the fall with twenty-one students enrolled; all but one were PRE majors. We changed the Learning Community in the hopes of attracting more students and it includes three courses: COR 101, taught by Dr. Miller, Human Geography and Global Development, taught by Dr. Johnston-Anumonwo, and Will the World Provide? taught by Dr. Anderson. Students accompanied majors to Raquette Lake as part of the Learning Community Experience.
- Faculty in the department published two book chapters, one journal article, three conference proceedings, four newsletter items, and maps in the Town of Dryden Farmland

Protection Plan. Three faculty serve on editorial boards and were active reviewers for numerous journals. Members of the department were also active in presentations at local, regional, state, national, and international conferences, identifying twenty-one presentations in their annual reports.

- The faculty submitted eight external grants, with five awarded, two pending, and one declined. The external grants include travel awards (awarded and pending), conference honorarium, a SUNY Innovation in Information Technology Grant which provides funding for purchasing drones and drone data processing equipment to be woven into GIS course materials, and a remote sensing image grant from the Digital Globe Foundation to support research on land cover change in Belize.
- Four department faculty identified 59 on-campus service activities or committees ranging from departmental service, to the Faculty Development Center Committee, the Campus Tree Committee, the Africana Studies Committee, Faculty Senate, the Center for Environmental and Outdoor Education Advisory Committee, the Entrepreneurship Committee, SUNY Diversity Study Abroad Honors Scholarship Committee, the Committee on Committees, the Campus Safety Advisory Committee, and the Nontraditional Student Support Advisory Committee, just to name a few.
- Community service was recognized by all four faculty with fourteen different items listed. Faculty are involved locally/regionally with the Owasco Lake Watershed Association, Great Lakes Southeast Basin Working Group (DEC), Cortland YWCA, Cortland Zonta, the Syracuse City School District Geospatial Technology Advisory Council, Friday Films at Five Filmfest Series, and the Cortland County Planning Board. Finally, the geography faculty excel in professional service, with twenty-one items listed ranging from Presidents and Past Presidents of organizations, the GISP Exam Development Committee, manuscript and grant reviewers, editorial and executive board members, conference and conference session organizers, and AP Human Geography Exam table leaders.

Geology

- In January 2018 our proposal for a new program, Environmental Geoscience (ENVG), was approved by NYSED. This stand-alone major was developed from the former Geology with concentration in Environmental Science program, which will now be deleted. The new program will begin to be offered in Fall 2018 and is one of only two such programs in New York state.
- This past year was the first with our Geology (GLY) program as a licensure-preparation program for the New York profession of Geologist. We were the first program in New York to complete this approval process. In November 2017 the department hosted two speakers, Gene Florentino and Rick Watt from the New York State Council of Professional Geologists, who spoke to our students about the licensure process and careers for geologists in New York.
- Excellent teaching continues to be a hallmark of the Geology Department. This year CTE adjusted mean scores for all but one courses and sections taught by full-time and part-time faculty were at or above 4.0 (n = 34) with 22 scores at or above 4.5.
- The Geology Department has had another productive year of scholarship. Five faculty (David Barclay, Robert Darling, Gayle Gleason, Li Jin, and Christopher McRoberts) have been authors or co-authors this year on a combined total of 12 publications, 13 presentations, 2 research reports, one working paper, and 2 grants. Most notably, Li Jin was a co-author of a paper published in the high-impact international journal *Science* - this multi-institution study used iodine geochemistry to show that increases of oxygen in the upper ocean were key to the evolution of marine life in the early Phanerozoic.

- This year a total of 9 students were mentored in research by faculty (David Barclay, Timothy Conner, Li Jin and Christopher McRoberts) and there were four student presentations from the Geology Department at the Northeastern section meeting of the Geological Society of America in Burlington, VT, in March 2018.
- All faculty have also been active in service for the College, SUNY, professional organizations and the local community. This service includes multiple campus leadership positions: David Barclay was co-chair of the Hoxie Gorge Committee and coordinator of Environmental Science, Robert Darling was director of Faculty Development, Gayle Gleason was chair of the Brauer Field Station Advisory Committee, Li Jin was chair of the Arts and Sciences Curriculum Committee, and Christopher McRoberts was chair of the Math/Science Subschoo! Personnel Committee. In total the Geology faculty reported 64 distinct service positions or activities for this past year.
- In summer 2017 a number of cosmetic improvements were made to some Geology spaces on the third floor of Bowers II. These included painting and refurnishing a student workroom, replacing broken blinds in several rooms, replacing ripped and faded posters, and removing obsolete fixtures and furnishings. Students expressed appreciation for these efforts in the fall and there has been a discernable increase in student usage of these spaces. The Geology Department had two successful Call For Alterations proposals this spring. One was for new lab stools for rooms 333 and 336 in Bowers II and we are hopeful that these will be delivered by the start of the Fall 2018 semester. The other proposal was for the radiators to be repaired and the carpet replaced in the Chairs office and workroom (Bowers 37 and 38) - this work was completed by July 2018 and has greatly improved these two spaces.

History

- The department was fortunate to be working with a talented temporary secretary, Gilda Votra, who brought vibrant energy and a strong work ethic. We were also thrilled to welcome our new faculty member, Bekeh Ukelina, who had a productive first year and transitioned seamlessly into our department.
- The department believes that their new curriculum that includes Public History and Experiential Learning requirements, and an upward employment trend in education hiring will help us continue to increase our enrollments. In 2015, our undergraduates numbered 148; in 2016, 142; and in 2017, 181. Additionally, we have a record number of accepted, paid students for the incoming fall semester (65). Given that we graduated just over 30 students this spring, we are likely to exceed 200 majors in the 2018-19 academic year for the first time since 2014. Our first-year retention rate of 59% in 2017 was above the average for the School of Arts and Sciences (53%), and our retention rate for first-year transfer students (86%) beat the School of Arts and Sciences average of 71% and our own department's prior three-year rates (56% in 2015-16; 31% in 2014-15; and 71% in 2013-14).
- Our department sponsored a SUNY-wide Tuning conference for History Departments in the fall semester where we showcased our program innovations and learned what others are doing with their curriculum and saw how they promote their programs. Our program stood out for its innovation, and our faculty took away new ideas for promoting ourselves to students and the public more generally. We continue to manage our Facebook, Twitter, and webpage presence. This will be the last year of our newsletter coming out in hard copy. We will distribute a digital version starting next academic year.
- The department hosted a fall welcome to freshman at Dr. Sheets and Gathagan's home, took a

cohort of students to Raquette Lake with a group of five faculty to participate in our one-credit experiential learning course, invited students to participate in hiring our new faculty member, and participated in a student-faculty bowling night and senior send off.

- Teaching innovation characterized faculty's approach to the academic year. Amy Schutt organized two brown bag discussions on SOTL teaching methods and put through curricular innovations for our SST program that will begin in the 2018-19 academic year. Faulkenbury and Moranda participated in a pilot introduction to digital humanities course with faculty from the English Department. Storch launched a second CP2 project with Paul van der Veur in Communications Studies. Faulkenbury added field trips to public history. Moranda worked closely with a research fellow to analyze energy and nitrogen consumption by immigrant farmers. Moranda also served as a guest scholar at St. Aloysius College in Mangalore, India, and spent time there developing a new course, "Global History of Tourism" as part of a Rozanne Brooks Award for Internationalizing the Curriculum award. He also collaborated on a team-taught course on the EU. Gathagan taught in a highly successful course with a study abroad component with faculty from the English Department. Bekeh infused digital humanities into his courses.
- History faculty once again demonstrated a strong commitment to scholarly excellence, producing 27 scholarly publications, 39 scholarly presentations, 1 research report, 2 working papers, 18 grants and 12 examples of "other scholarly activity." Behind the numbers is an impressive story of History faculty's success in winning prestigious grants (including three NEH awardees), publishing their work in influential journals and with important academic presses, and all the dedication and effort to present at international, national and regional conference sites.
- Twelve faculty members recorded 97 examples of service at various levels. Thirteen examples involved History faculty as chairs, co-chairs, or project conveners. History faculty have a strong record of activity in their professional organizations, including twenty examples of faculty service to their profession. They also serve at every level of the College and actively within the department. Finally, faculty offered eight examples of leadership in the larger Cortland and Ithaca communities in churches, libraries, city government, and local non-for-profit organizations.
- In the department's exit survey, students reported that our hard work made a difference. Students pointed to the excellence of the full-time faculty, the sense of community we created for our students, and the strong academic training they received.

International Studies

- Prof. Alexandru Balas, together with Andreas Kotelis, 2017 Visiting Instructor in International Studies, SUNY Cortland, and Noam Ebner (Creighton University) published three peer-reviewed European Union role-play simulations which are available for undergraduate and graduate instructors to be used in International Studies, Political Science, and Economics courses. The simulation titled "European Agenda on Migration" was awarded the best negotiation scenario award by the Program for the Advancement of Research on Conflict and Cooperation (E-PARCC) at the Maxwell School of Citizenship and Public Affairs, Syracuse University.
- The students representing SUNY Cortland were awarded the role of the European Union Presidency team for the 2019 SUNYMEU Conference as an acknowledgement of the excellent work they have conducted over the last two years.
- One new IST course, IST329-602/702 Introduction to the European Union (supported by an Erasmus+ Jean Monnet Module grant of 30,000 Euros) was taught for the third time in 2017-2018. It

was team-taught by a group of 6 professors representing 4 departments at SUNY Cortland and 2 professors from overseas, Dr. Andreas Kotelis and Dr. Sanjay Kumar.

- The International Studies Program co-sponsored the participation of 12 SUNY Cortland students in the SUNYMEU conference, January 9-14, 2018. There were 15 university delegations present and Cortland came in second in terms of the size of the delegation with 12 students and 3 teams. This represents a doubling of the number of Cortland students attending this conference from pre-2017 numbers allowing thus more Cortland students to become engaged in real-life/hands-on understanding of EU politics.
- During the 2017-2018 academic year, Dr. Balas worked with 3 IST majors (Brandon Canady, Katera McKay, and Alexandra Cicero) and one IST alumni (Jacob Gosier) to represent SUNY Cortland at the 2nd Annual Maxwell Forum on Current International Affairs, Syracuse University.
- Two IST majors (Maya Zaynetdinova and Taylor Usher-Bood) were accepted in the Global Engagement Program (GEP) for Fall '17. This highly selective program offers a fall semester in NYC to only 20 students. Students take classes/seminars and intern at high profile international organizations in NYC.

Mathematics

- The Placement Exam for MAT 135 that has been administered at Summer Orientation since 2012 has been included as an official prerequisite for MAT 135. It will be offered on the first day of class for the first time in Fall 2018. To allow for easy rescheduling of students, sections of MAT 115 have been scheduled concurrently with each section of MAT 135.
- The Differential Equations course has been renamed to MAT 336 to encourage students to attempt it sooner after taking Calculus II. At the same time, prerequisites were changed to also allow Calculus B as a prerequisite. Perhaps as a direct consequence, enrollment in the course has increased substantially and it is being offered again in the fall and may need to be offered every semester in the future.

Modern Languages

- Department faculty had a productive year in 2017-18, with 7 publications, 14 presentations, and 5 grants. All of the mentioned activities have one thing in common: they are aimed at professional improvement and linked to our teaching. In particular, the department report highlighted the research accomplishments of Chris Gascon, Codruta Temple, Hogli Fan, Donna West and Colleen Kattau.
- Among the many service contributions of the department faculty, Codruta Temple deserves recognition for participation in the SUNY Cortland CAEP task force, which resulted in the College's success in the reaccreditation process. Special credit is also due to two of our full-time lecturers, Patricia Martínez de la Vega Mansilla and Shena Salvato. Paty Martínez has participated in Orientation/Advisement sessions, the Clark Center for Global engagement, the CAEP visit (poster session and interviews with site visitors), and our Data Retreat. In addition to coordinating SUNY Cortland's Second Language Education Conference, she has obtained three grants: "Exploring and Learning about SUNY Cortland through the Arts" (2017), Small Grant Application (2017), and Second Language Educators' Conference (2017). Shena Salvato, among other activities, has presented at SUNY Cortland's Second Language Educators Conference ("Navigating the International Waters of TESOL Professional Development"), received a grant for the Adirondack Getaway (2017) Project in which she participated as organizer and leader, participated in the CAEP visit (poster session and interviews with site visitors), and has taken part in two technology training-related courses/workshops aimed at developing a much-needed

technology course for our undergraduate teacher candidates.

- The Modern Languages department completed its self study document as part of the program review process in 2017-18. The next step will be the external reviewers' visit this coming September.
- The department has seen increased interest in our French program and attributes much of the credit to one of our adjunct French instructors, Ms. Danielle Bouchard-Bihr. Danielle, whose teaching excellence, dedication to her students, and participation in the French curriculum development efforts have been noteworthy.

Philosophy

- Philosophy faculty members continue to offer excellent courses, serve the college and community in a wide array of activities, and produce scholarship and service to their profession of the highest standard. For a small department, we continue to have an impact beyond our size: on campus through our leadership of many committees, the Summer Ethics Institute, and through our leadership of the Center for Ethics, Peace and Social Justice, the Center for Gender and Intercultural Studies, and the Academic Faculty Affairs Committee; and off campus through active engagement in professional and community organizations.
- During the year, the three tenured/tenure-track and one visiting faculty members served on 38 committees, published three books, 7 articles and book chapters, made 14 presentations, and received two grants for \$5,000 each. Dr. Fitz-Gibbon received the Chancellor's Award for Excellence in Scholarship and Creative Activities, and honorary membership of *The National Society of Leadership and Success, Sigma Alpha Pi*. He continued his outreach into Cortland County through the Welcoming Strangers Project, and work with Cortland County Social Services in training careers and caseworkers in nonviolent practice with children in foster care. Dr. Nagel was on Title F leave in the spring working in Europe. She enjoyed a busy spring representing Cortland in Prague and Barcelona, with a number of invited talks, keynotes and subsequent publications. Dr. Purcell engaged students in transformative education in his Learning by Giving class, helping students think through and practice distribution of limited funds to needy causes. Dr. Karkov was on Title F leave this year, visiting at Michigan State University. Dr. Kim Evans was appointed as a Visiting Assistant Professor for the year. We acknowledge the invaluable work of our pool of capable adjuncts: Drs. Daniel Murphy, and Ute Ritz- Deutch, Ms. Karin Howe and Ms. Kaeti Manning.
- During this academic year the number of majors in the program has risen from 31 to 34, and minors from 29 to 42, in either social philosophy or peace and conflict studies. Six majors graduated in May.
- We continue our policy of including gender and diversity perspectives in all our courses, and in our commitment to CGIS (all full-time philosophy faculty members serve on the CGIS board, with Dr. Nagel as Director, and Dr. Purcell Interim Director for spring 2018).

Physics

- For the second year in a row, Dr. Moataz Emam offered a course in the general theory of relativity in the fall of 2017 and another on string theory in the spring of 2018. Dr. Douglas Armstead also offered a course in non-linear dynamics in the fall of 2017 as well as an experimental methods class.
- The department continues to refine the way we offer our introductory non-major sequence PHY 105 and PHY 106 to absorb the increased interest from other departments. Currently we

are engaged in the 'experiment' of teaching these two classes at a capacity of 240 students each. Mr. Sean Nolan has successfully completed a second year of leading the instruction of these classes at this level.

- The SUNY Cortland Planetarium, offered 44 shows with a combined attendance of over 1,200 visitors to a wide variety of college, community, and K-12 groups.
- The Physics and Engineering Student Club had an active year, including a prosthetics project, an astronomy trip to the Adirondacks, and a trip to Darien Lake for the Physics of Roller Coasters, and a day trip to the Corning Museum of Glass. They hosted the Haunted Bowers event which included 10 other academic clubs and Greek life organizations.

Political Science

- The department organized and hosted the visit of Pulitzer Prize-winning investigative reporter and best-selling author David Cay Johnston in September. Johnston has known, interviewed, and written on Donald Trump for over thirty years. He visited a class and gave an evening lecture in the Jacobus Lounge about Trump that attracted an overflow crowd and major attention.
- Two political science majors, Laura Barnstead and Eryn Griep, won the SUNY Chancellor's Award for Student Excellence (out of four Cortland winners). In the 15 years of the award's existence, 19 of the winners have been political science majors.
- This year, we utilized the department Facebook page to a greater degree to promote events, announce awards, graduate school acceptances, and other relevant news and information. This has proven a good way to reach students and alumni. As of June 2018, 122 people have "liked" the page, and 125 follow the page.
- Our department continues to experience steady growth in its pool of majors, which this past year topped 120. This includes 8 Public Administration and Policy B.S. degree majors for this new program, just finishing its second year.
- The department again held our fall meeting of all majors, and our spring Seniors/Honors Luncheon at the Alumni House (funded by a grant from the national political science honors society Pi Sigma Alpha). We continue to distribute to our majors alumni-funded gifts of political science back-packs and carabiners with Political Science Department information imprinted on them as one indicator of our continuing effort to make ours a welcoming and supportive department.
- Our faculty continue to be active on many levels (see attachments). In terms of scholarship, members published one book, three journal articles, and 10 op-ed articles in newspapers. They presented 23 papers/lectures, won three external grants, and were very active in a wide array of service activities, ranging from the campus to international service. Prof. Asumah in particular continued his extraordinary service activities. Prof. McGuire assumed the part-time position of Assistant Dean of Arts and Sciences, having completed her service as director of the Institute for Civic Engagement. Our faculty belong to 21 professional societies and organizations.
- Our exit interview respondents note uniform and overwhelming praise for department office manager Deb Dintino, referring to her as "amazing," "a life saver," "hard working," and "dedicated." Regarding academic advisement, according to the senior exit interviews, 42% rated their advisement experience as excellent, 25% as very good, 17% as good, and the remainder (17%) as "other." None rated it fair or poor. This is a heartening indication that the department is doing a better job with advisement.

Psychology

- During the Fall and Spring terms, 13 faculty worked with a total of 118 undergraduate students in

teaching, research assistantships and internships.

- A minor in Forensic Psychology was proposed, which also includes the creation of two new courses PSY 365: Psychology of Criminal Behavior and PSY 489: Forensic Psychology Seminar. The proposal for the minor and the two new courses were approved by the department during the Spring 2018 semester. The proposal will continue the curriculum review process in Fall 2018 with the anticipated launch date for the program being Fall 2019.
- Drs. Davis, Eaton, Flannery, Foster, Kilpatrick, Lombardo, Lovett, and Peck published thirteen peer-reviewed journal articles, one trade publication and the development of a website created for individuals who invest in emerging artists' work worldwide. Drs. Berzonsky, Collings, Davis, Eaton, Flannery, Kilpatrick, Lovett, and Peck delivered twenty-nine International, National, Regional or Local presentations/workshops.
- Drs. Kaitlin Flannery and Katherine Foster received a SUNY Cortland Faculty Research Program Award. Flannery and her undergraduate research assistant received a SUNY Cortland Undergraduate Summer Research Fellowship. Dr. Joshua Peck and his undergraduate research assistant received the David F. Berger Summer Research Fellowship for their proposed work.
- The majority of psychology faculty members are involved in service to the campus, the community or their profession. All faculty members provided some form of service at the Department level. Twelve out of fifteen faculty report providing service at the college level and five participated in service to the community. Six faculty of the psychology department are significantly involved in service to their respective professions.

Sociology/Anthropology

- Sharon Steadman was appointed to the rank of SUNY Distinguished Professor at the May 12 Commencement ceremonies. Also on May 12, Herb Haines received a Chancellor's Award for Excellence in Faculty Service. Samantha Applin was chosen by the Faculty Development Committee to receive a course reduction in spring of 2019 to develop a flipped approach to teaching Introduction to Sociology.
- Criminology major Eryn Griep was the recipient of a Chancellor's Award for Student Excellence in 2018. Three of our students were recognized at Honors Convocation for their achievements in their respective majors: Anna Gorall (Anthropology Award for Outstanding Academic Achievement), Leah Tidd (Rozanne M. Brooks Sociology Award for Outstanding Academic Achievement), and Stuart Sousa (Criminology Award for Outstanding Academic Achievement). Anna Gorall also received the Delmar C. Palm Award for Exemplary Volunteer Service at the Department's Honors Luncheon on May 3.
- Amanda Halliwell returned as department secretary after completing a leave of absence during 2016-2017.
- The department's internship program, coordinated by Herb Haines, placed three students in agencies during the summer of 2017, 18 during fall 2017, and 25 for the spring 2018 semester.
- Twelve of our majors (six from Sociology, four from Criminology, and one each from Anthropology and Archaeology) studied abroad in eight different countries: Australia, Belize, Germany, Greece, Italy, Spain, Thailand, and the United Kingdom.
- Alteration of the Sociology program moved along during 2017-8. The long-discussed move of the Research Methods sequence (SOC 493 and 494) from the senior-level to the sophomore/junior level (SOC 293 and 294) was completed. There is also departmental agreement to add a more introductory-level non-WI theory course (SOC 292) to the program while retaining the requirement of the existing writing intensive SOC 492 for Sociology majors.

Associate Dean 's Report

Each year the office of the Associate Dean has to address a wide variety of issues raised by students and faculty; most of them resolved to everyone's satisfaction. This year we continued that trend: we processed hundreds of withdrawals, course substitutions, graduation checklists, leaves of absence, permission to transfer forms, and change of grade forms. The typical week in this office includes student appointments covering many topics: internship permissions, study abroad permissions, probation status, fellowship opportunities, student teaching eligibility, grade disputes, late registration requests, and attendance problems. In addition there are numerous committee meetings, "drop-in" appointments and various other opportunities for practicing our problem-solving skills.

The major time commitment in this office is devoted to meetings; committee meetings are inevitable and often have ancillary obligations. More important to the mission of the office is the commitment to student meetings. Looking at the Associate Dean's calendar we can roughly measure the number of students seen. From August 2017 to May 2018 we found the following data: over 340 probation appointments, 160 internship appointments and approximately 100 study abroad appointments. These numbers do not take into account drop-in meetings, urgent consultations, parent phone calls, advice via email, etc. I invest a significant amount of energy in reviewing graduation checklists and following up in those cases where the student's status is murky but graduation is possible. Meeting with students, listening to their concerns and advising them on how best to proceed is the most vital component of our work. For each student on probation I try to arrange 3 meetings per semester, this affords the best opportunity for providing good mentoring.

Everything in our office depends greatly on the dedication, skill and patience of Michele Lella. This has been a very busy year for her as she made a strong commitment to the Associate Dean search committee; this added more meetings, scheduling, and candidate reviews to her workload. In addition Michele took the primary role in scheduling appointments for Assistant Dean Mary McGuire. Working with Mary is a new responsibility that Michele handled very well despite the pressures on her time. In her routine work Michele is quick to help students in need, and assists them in finding the right policies, offices to visit, next steps, etc. She keeps a friendly disposition when talking to students and parents, and she is consistently careful in dealing with our critical letters at the end of the semester (suspensions, etc.). She handles stressful periods (and stressed out students) with great poise. Most importantly she has kept the Associate Dean and the Assistant Dean on task. She has earned very positive performance evaluations. As I move on to other duties I will miss her support, her energy, her humor, and her ability to get so much done despite the daily distractions we encounter.

The full plate of the Associate Dean's routine responsibilities includes:

- Addressing daily student appointments and telephone calls
- Maintaining student records for all Arts and Sciences undergraduates and graduate students
- Maintaining student records for all Pre-majors
- Meeting with students on academic probation to monitor progress
- Addressing parent issues, via email, telephone and sometimes in person
- Conducting *Alpha Delta* scholarship interviews and making recommendations
- Reviewing readmission applications and transcripts
- Disposition of various student requests: late add/drop, course withdrawals, leaves of absence, course overloads, DegreeWorks questions and college withdrawals
- Disposition of faculty requests: course substitutions, change of grade
- Reviewing catalog pages for department and program descriptions
- Reviewing all A&S graduation checklists

- Review/approval of proposals for study abroad
- Review/approval of proposals for CPV400/COM399/ECO401 internships
- Review/approval of requests for time-conflict resolution
- Addressing graduate student concerns (e.g. extensions, probation status, thesis completion, etc.)
- Evaluating midterm estimates and sending warning letters
- Reviewing records of students who left years ago without a degree and are potential readmits
- Evaluating final grades, determining probation contracts, academic suspensions and dismissals
- Preparing appeals materials for the Academic Standing Committee and completing communications related to appeals

Committee membership:

- Ex officio, Arts and Sciences Curriculum Committee
- Ex officio, College Curriculum Review Committee
- Ex officio, Academic Standing Committee
- Ex officio, Graduate Faculty Executive Committee
- Ex officio, Chancellor's Award for Student Excellence Committee
- Academic Hall of Fame Committee (Chair)
- Teacher Education Candidate Review Committee
- Honors Convocation Committee
- Title IX Committee
- CURE Advisory Committee
- Academic Advising Committee
- Midsemester/Early Alert Committee
- Behavior Assessment Team

Other Regular Meetings:

- Associate Deans and Registrar's Group
- Arts and Sciences Chairs' Council

Other Responsibilities:

IDP majors – There was little change in the progress of IDP majors this year. I had 5 students actively working on their proposals: one has graduated, and one is due to graduate in December. The others are making progress slowly.

Graduate Students – I have been responsible for upholding college academic standards (a few probation letters and warnings each semester). I have also been active in warning students about the five-year deadline. In addition I review our records to see which students have been absent for a significant amount of time and should be cataloged as “inactive” in Banner.

Campus Communication -- Michele and I maintained frequent communication with advisors, parents, department chairs, faculty, staff, Health Services, Counseling, Registrar and other offices as required to solve student problems. I routinely publish the minutes of the A&S Curriculum Committee. On behalf of all three Associate Deans I have sent email reminders to the campus community regarding approaching deadlines -- on its face this is minor work but I believe that this kind of effective communication has saved us a lot of labor. I rely more and more on “*Communicate*” to send targeted messages to students and faculty.

Fellowships -- As the campus fellowship advisor, I worked with many good students to encourage them to develop applications regarding research or study abroad. This year, while several students discussed Fulbright proposals with me, only one proposal was completed. Anna Gorall worked very hard on a proposal for a research project in India. Unfortunately her proposal did not win funding.

Appendix I: Student Learning Outcomes

Below is a compilation of the assessment activities conducted by academic departments in 2017-18. In most cases, departments submitted additional file attachments that are not included in this summary overview.

Africana Studies

Student Learning Outcomes:

Students who graduate from SUNY Cortland with a major or minor in Africana Studies/African American Studies will demonstrate proficiency and competence in the areas below.

SLO1. Critical Thinking: Develop abilities and skills in critical thinking, qualitative analysis, critical consciousness, clarity of thought, creative expression, and analytical reasoning in the assessment and interpretation of complex information and knowledge about the cultures, histories, politics, economics and the intersectionality of these variables for Africans, African Americans and Diaspora Africans.

Assessment of SLO 1: Over the past year, the Department utilized Senior Seminar Course Research Papers (AAS 486), Independent Research in African American Studies (AAS 412) Research Papers, and Senior Seminar Course Portfolios as tools for assessment. Each assessment tool has a scale of 1 to 4. 4 denotes exceptional performance in Critical Thinking in the discipline; 3, denotes acceptable performance at college level; 2 denotes some inadequacies in Critical Thinking, and 1 denotes serious deficiencies in Critical Thinking. A comparative analysis was performed for the 2016 vis-a-vis 2017 cohorts. In 2016, one senior scored 4.0 (exceptional performance), one scored 3.0 (acceptable performance in the discipline) and one scored 2.0 (some inadequacies in the discipline). In 2017, four students scored a 4.0 (exceptional performance), one student scored 3.0 (acceptable performance) and three students scored 2.0 (denotes some inadequacies). There were more majors and minors in the 2017 (7 students) cohort than the 2016 cohort (3 students). Nevertheless, the 2017 group performed better for SLO 1.

SLO 2. Field-Specific Knowledge, Theory, Concept and Content: Identify, describe and comprehend the foundation of Africana Studies and the global Black experience as transdisciplinary and interdisciplinary educational and intellectual inquiry and the diversity of theories, precepts and norms that characterize the discipline.

Assessment of SLO 2: Over the past year, the Department utilized Senior Seminar Course Papers (AAS 486), Independent Research in African American Studies (AAS 412) research papers, and course portfolios as tools for measuring field-specific knowledge, theory, concepts and contents. Each assessment tool has a scale of 1 to 4. 4 denotes exceptional performance in Field-Specific Knowledge in the discipline, 3, denotes acceptable performance at college level; 2 denotes some inadequacies in Field-Specific Knowledge, Theory and Content and 1 denotes serious deficiencies. A comparative analysis was performed for the 2016 vis-a-vis 2017 cohorts. In 2016, one senior scored 4.0 (exceptional performance), one scored 3.0 (acceptable performance in the discipline) and one scored 2.0 (some inadequacies in the discipline). In 2017, four students scored a 4.0 (exceptional performance), one student scored 3.0 (acceptable performance) and three students scored 2.0 (denotes some inadequacies). There were more majors and minors in the 2017 (7 students) cohort than the 2016 cohort (3 students). Nevertheless, the 2017 group performed better than the 2016 cohort for SLO 2.

SLO 3 Application of Knowledge to Society and Global Developments: Identify and apply knowledge and skills acquired in Africana Studies and the contributions of Africana people to the development of the Global

North and Global South.

Assessment of SLO 3:

A. **Professional Conferences:** Africana Studies majors and minors (four students) had the opportunity to present their research papers at the *New York African Studies Association (NYASA)* Annual Conference at Seton Hall University, South Orange, New Jersey. The students' research papers and presentations were great contribution to the larger learning society of Africana Studies (society and global development). Among the major and minors who presented their works at the NYASA Conference were Jacob Wright, Devon Sanders, Alliyah Dookie and Kevin Robinson. We received very positive feedback from professionals in the field about how well we are preparing our students in the discipline and for society.

B. **Graduate Outcomes Report:** The *SUNY Cortland Graduate Outcomes Report* of 2016 from Career Services indicated that 50% of the Africana Studies majors are employed and another 50% are continuing with their education in graduate schools. This report is indicative of what graduates in Africana Studies are doing after their educational experience at SUNY Cortland. For a small program, our graduates continue to use the education they acquire at SUNY Cortland and in the program effectively to better society.

SLO 4: Research and Methodology: Demonstrate an understanding of basic research methods in the social sciences and humanities, and illustration how to apply these methods in conducting research, analyze information, interpret data, and solve societal problems, especially ones that directly affect continental Africans, African Americans and the African Diaspora.

Assessment of SLO 4:

Senior Seminar Research Papers (AAS 486), Impendent Research in Africana Studies (AAS 412) Research Papers and Senior Seminar Portfolios: 14 senior seminar, independent research papers and senior seminar portfolios were assessed in the 2018. The same methodology in SLO 1 and SLO 2 was utilized. Interestingly, the students who performed well in the AAS 412 research paper assessment were the same students who did well in the AAS 486 senior seminar research paper assessment and senior seminar portfolios. 30% of the student scores denoted exceptional performance, 60% acceptable performance and 10% denoted some inadequacies. The 2016 scores were: 33.3 % Exceptional, 33.3% Acceptable, and 33.3% Some Inadequacies.

SLO 5: Written and Oral Communication Proficiency: Develop oral and written communication skills, including languages that would enable students to engage effectively in research in the field that would facilitate the promotion of collective and critical consciousness of the people of the Africana world.

Assessment of SLO 5:

In addition to the methodology used in SLO 1 and 2, **specific writing tool** which emphasizes contents, introduction, thesis statement, body of work, conclusion, organization, technical aspect, discipline-specific language ability, and references were measured over 100 points. In the **oral proficiency** aspect, the assessment tool contains **introduction**—clarity in introducing the topic, relatedness to audience, speaker credibility; **body**—organization, support for main points, language effectiveness and connection; **delivery**—eye contacts, mannerisms, gestures, clarity of speech pattern, vocal variety and visual aids. In these measures, one student in 2016 and 4 students in 2017 earned exceptional scores (4.0). One student in 2016 and 2 students in 2017 scored acceptable performance (3.0) and one student each in 2016 and 2017 had performances with some inadequacies (2.0). Overall, most of the students in the program had performances at acceptable discipline and college levels.

SLO 6: Socio-political, Cross-cultural, Civic Engagement, International Awareness and Applied Learning: Analyze, evaluate,

and participate in activities involving multiculturalism, diversity, civic engagement, and international interaction/education as these variables/elements affect and shape the living experiences of Africans, African Americans and people of the African Diaspora in the global village.

Assessment of SLO 6:

AAS Senior Exit Interviews: While our seniors in 2017-2018 have not returned their responses to the exit interview questionnaires yet, the 2016-2017 responses indicate 100% of our students participated in multicultural, diversity and inclusion programs/projects.

100% found the courses relating to the Africana zeitgeist helpful to engage their communities. Civic engagement was meaningful to all the students, yet only one participated in an internship. All of the students expressed interest in studying abroad in Africa but none participated in 2016 and 100% participated in student organizations.

3. Discussion and Analysis of SLO Finding:

The Africana Studies Department, Africana Studies Committee, Faculty Associates and Adjunct Faculty will engage in discussion of the SLO finding of 2016- 2017 and 2017-2018 in the Fall of 2018. The Department was busy with Program Review and was not able to discuss any of the findings above during the past semester.

4. Changes:

Changes to the SLO and other program-related issues will occur (if need be) after our discussion Has taken place and academic program review has been completed.

5. SLO Assessment for 2018-2019:

We will revisit the measuring tools for all the SLO's and decide whether SLO 4 and SLO 5 should be merged.

Art and Art History

The Student Learning Outcomes have been established and will be implemented in the 2018-2019 academic year.

Biological Sciences

Which student learning outcomes did Biological Sciences assess during the 2017-2018 academic year?

The Department Assessment Committee (Chatfield, Eierman, Voltura, and Broyles) examined aspects of the Scientific Process in Biological Sciences I (BIO 201, fall 2017; SLO IIB-introductory level) and Cellular Biology (BIO 210, fall 2017; SLO IIA, mastery level). The data collected for this assessment will be shared for discussion with the department in 2018-2019.

SLO II--Scientific Process

A. *Apply the process of scientific inquiry, formulation and testing of scientific hypotheses, and development of experimental protocols to address biological problems.*

B. *Use quantitative reasoning (e.g., statistics) to analyze and interpret scientific data, and to formulate appropriate conclusions.*

What were the findings of these assessments?

SLO II A. Application of Scientific Process—BIO 210 Fall 2017. Students in biology programs are provided multiple opportunities to gain an understanding of the scientific process through writing assignments.

Introductory level understanding occurs in the first year sequence of BIO 201 and 202 with the expectation that students will apply the scientific process in written assignments in Cellular Biology (BIO 210, 2nd year

students) and Genetics (BIO 312, 2nd and 3rd year students). The BIO 210 rubrics had three assessment categories (In Progress, Capable, and Proficient) for each of eight laboratory report artifacts (Title and Abstract, Introduction, Methods, Results, Discussion, Hypothesis Testing, References, and General Writing). The Assessment Committee selected three artifacts (Discussion, Hypothesis Testing, and General Writing) to evaluate (percentages reflect portion of Bio 210 class (n=69) which scored in each category).

Artifact	In Progress	Capable	Proficient
Discussion	Data is not analyzed appropriately, experimental error not discussed, conclusions lacking 2.9%	Data is discussed but some important points are not addressed, conclusions unclear 14.5%	Thoughtful analysis of data with discussion on sources of error, key conclusions stated clearly 82.6%
Hypothesis Testing	Significant issues with development and testing of hypotheses 4.3%	Incompletely developed hypothesis or issues with hypothesis testing 33.5%	Thoughtful and complete development and testing of hypotheses 52.2%
General Writing	Significant clarity, spelling or grammar issues, errors in section use 8.6%	Some clarity, spelling or grammar issues, minor section use mistakes 40.6%	Easy to read with very minor spelling and grammar issues, sections are correctly used 50.7%

Interpretation: More than 90% of students in BIO 210 have moved past the introductory level and are reinforcing the scientific process concept. Students have continued to develop improved communication skills on applying the scientific process beyond the 201 and 202 curriculum. It is apparent that students need continued work and improvement on general writing skills and developing/communicating hypotheses.

SLO II B. Quantitative Skills—BIO 201 Fall 2017. Student in BIO 201 are exposed to two statistical tests (T-test and Single-Factor Analysis of Variance). There were four laboratory experiments that required the use of the statistical tests (i.e., Introduction to Scientific Method, Mineral nutrition, Photosynthesis, and Transpiration). Students were required to write formal laboratory reports for photosynthesis and transpiration and interpret results from appropriate statistical tests.

The SLO II B-related goals of this course are that BIO 201 students should be able to:

- *understand how observations and past studies lead to new hypotheses;
- *construct or identify valid scientific hypotheses;
- *identify controls, and independent and dependent variables in experiments;
- *propose appropriate statistic tests for determining whether the means and variation for two samples are statistically different;
- *identify appropriate significance levels.

Five multiple choice questions related to these goals were asked on the BIO 201 final exam. Students were not prompted to review/study this information for the final. The intention was to evaluate how well the students retained quantitative skills from the four exercises conducted during the semester. The mean score on the final exam was 72.9 % (C/C-). The percentage of correct answers for each question is provided in the following table (n= 103).

Expectation	% Correct Answer
Understand how observations lead to new hypotheses	82.6%
Identify a valid hypothesis	80.9%

Identify dependent variable	68.0%
Propose appropriate statistical test	52.5%
Identify appropriate significance levels	59.3%

Interpretation: BIO 201 students are proficient in understanding science as a process. More than 80% of the students were able to identify appropriate hypotheses and how observations lead to new hypotheses. Students were less likely to identify dependent (e.g., experimental) variables. This may, in part, be due to the similarity of the terms dependent and independent, and difficulty recalling the meaning of each. Students were much less likely to recall and identify appropriate statistical tests and interpretation of the results. For many of the students, BIO 201 is their first introduction to statistical methods. These results suggest the instructor may wish to create more opportunities for students to interpret statistical tests in lecture and laboratory settings. In addition, we will need to examine how well students develop an understanding of these important quantitative skills in other biology core classes.

How were findings discussed in the Department? What, if any, changes were made?

Discussion on SLO I—Content Knowledge Assessment. In the 2016-2017 academic year, the Assessment Committee collected data on content knowledge from the introductory biology core classes (final exam scores and final grades, BIO 201 and 202) and from graduating seniors (ETA Biology Field Exam).

Final grades and final exam scores for BIO 201 and 202. The Department concludes that at the introductory level, coursework and grades suggests these courses are rigorous and provide appropriate instruction in all content areas. The discussion focused on the meaning of the assessment data. For example, the Committee and the Department agree that we need better pre-assessment artifacts to better understand the background knowledge that Cortland biology students arrive to college with. Comparing pre-and post- assessment data will allow the instructors to better identify content areas in need of additional instruction. Pre-assessment artifacts will be developed by instructors for the introductory sequence in the upcoming year.

ETS Biology Field Test. This standardized exam was administered to 20 seniors in February 2017. The twenty students represented 28% of the 2017 graduating class. The ETS Major Field Test is a standardized test administered across the nation to students in the biological sciences. Students were not encouraged to study for the exam. ETS generates population percentiles for the content areas of (A) cell biology, (B) molecular biology and genetics, (C) organismal biology, and (D) population biology, ecology, and evolution.

Overall, the total mean score for the twenty students was in the 74th percentile. Sixteen of the twenty students scored in the 50th percentile for each content area. Although major GPA was significantly correlated with total score on the ETS Major Field Exam ($r = 0.48$; $P = 0.032$), there was considerable variation in individual performance. For example, one student with a major GPA of 2.99 scored in the top 8% for all students completing the exam, while a second student with a major GPA of 4.07 scored in the 57th percentile. A third student with a 1.91 major GPA scored in the 60th percentile. These data suggests that the majority of students approaching the Cortland minimum major GPA of 2.0 perform well on national standardized tests.

Overall the Department is pleased with the results of the ETS Biology Field Tests, but wishes to continue administering the test to a larger subsample of our graduating seniors.

Which student learning outcomes will be assessed in 2018-2019?

Moving Forward—Assessment 2018-2019. We will continue to evaluate SLO II-Scientific Process and SLO III-

Communication at the mastery level in the upcoming academic year. Specific assessments include mid-term examinations from BIO 412-Ecology (Spring 2019) to assess quantitative reasoning (SLO IIB) and final examination data from BIO 312 (Fall/Spring 2018-2019) to assess mastery of content knowledge (SLO I B and C). Mastery of SLO II-Scientific Process and SLO III-Communication will be further measured by investigation of BIO 312 (Genetics) lab report grades. The Assessment Committee will meet over the summer of 2018 to identify additional assessments and to prepare a report on this past year's assessment data. The data will be presented to the Department in the upcoming academic year.

Moving Forward—Evaluate and Assess the Biology Core Curriculum (this section is most important). For more than three decades, the biology core curriculum has consisted of two semesters of introductory biology, cellular biology, genetics, ecology, and biological literature. In the late 1990's, the Department discussed revisions to the core which resulted only in a name change for the introductory sequences. The time is ripe for a reinvigorated discussion and design of the 21st Century curriculum for a biology program. There are several drivers that make 2018-2019 appropriate for reassessing the curriculum. First, departmental discussions have focused on the need to have (1) a better defined writing program within biology and (2) better classroom access to statistical, bioinformatics, and modeling programs. Second, although the faculty demographics are relatively stable, we have hired five new faculty in the past three years. We do not anticipate more retirements in the next five years. Thus, now is a prime opportunity to make changes that will help guide the department into a more modern era of pedagogy and content instruction. Although our core curriculum has changed little over three decades, it is not very different from curricula at other Colleges and Universities in the U.S. Cell biology, genetics, and ecology have remained the foundational courses for most programs (Cheesman et al., 2007, *Bioscience* 57:516). Our introductory biology course have covered the fundamental core concepts, but have also remained heavy on plant/animal diversity. Fortunately, many of our Student Learning Outcomes are closely aligned with those core concepts and competencies identified by American Association for the Advancement Science (Vision and Change in Biology Undergraduate Education; <http://visionandchange.org/files/2011/03/Revised-Vision-and-Change-Final-Report.pdf>). However, we need to evaluate our program to make sure our students graduate with the skills and competency to work in 21st century biology fields of computational biology, genomics, proteomics, informatics, and systems biology.

Over the next year, the Department will begin a serious evaluation of our curricula in the four majors. We will attempt to better define the objectives and goals of our programs, reorganize core classes, better define Student Learning Outcomes, and hopefully develop more meaningful metrics on the success of our curricula. The time is right for a major overhaul and the faculty is attentive to making changes. The assessment Committee is meeting during summer 2018 to identify methods of generating discussion within the department for evaluating our curricula.

We are hopeful that our discussions will help our department evolve by using evidence-based teaching practices, developing student-centered learning communities, utilizing diverse assessment tools, providing opportunities for authentic open-ended research, and integrating research into lecture and laboratory settings.

Chemistry

The Chemistry Department discussed Student Learning Outcomes numerous times during the academic year. Requests were made to submit data. Not all faculty complied with this request. The department decided not to evaluate the incomplete data sets.

The Chemistry Department will be meeting in August 2018 to discuss what changes are needed to the Student Learning Outcomes and how to ensure better participation from the department.

Communication Studies

Overview

Four Student Learning Outcomes were assessed for both the Communication Studies and New Communication Media programs. In each of the four Student Learning Outcomes assessed, more than 80% of the students were found to have met or exceeded expectations. This is in line with the goal set by the department. The initial round of assessment provided the department with information that that will be used in future to improve the accuracy and reliability of the assessment tools used. The process also provided faculty with the opportunity to discuss important pedagogical issues related to student learning and evaluation.

Detail

Communication and Media Studies at SUNY Cortland aims to provide students with the theoretical knowledge and applied skills to actively engage in the process of human communication and to participate fully in a diverse interdependent and increasingly global society. In order to assess student-learning outcomes, the department has developed eight SLOs in the area of theoretical and technical proficiency, critical thinking, professional skills, and area of specialization. The department has set a goal that at least 80% of students will achieve proficiency in each learning outcome. In accordance with the assessment cycle developed in 2016, four SLOs (SLO_01, 02, 06 and 07) were evaluated during the Fall of 2017. Analysis of the findings was conducted during the Spring of 2018.

Measures

SLO_01 – assessment was conducted in two courses (three sections), COM 100 and COM 301. Measures used in the assessment included individual reflection papers and test question results identified as pertaining directly to the learning outcome being evaluated.

SLO_02 – assessment was conducted in two courses, COM 100 and COM 335. Measures used in the assessment included evaluation of class panel discussion and test question results identified as pertaining directly to the learning outcome being evaluated.

SLO_06 – assessment was conducted in two courses (three sections), COM 100 and COM 301. Measures used in the assessment included evaluation of class panel discussion and test question results identified as pertaining directly to the learning outcome being evaluated.

SLO_07 – assessment was conducted in two courses (three sections), COM 301 and COM 400. Measures used in the assessment included evaluation of class panel discussions, research essays, debate presentation, and test question results identified as pertaining directly to the learning outcome being evaluated.

Assessment Findings

SLO_01 – combined assessment outcomes (N=230) found that 87% of students met or exceeded expectations (62% of the students exceeded expectations, 25% met expectations, 13% did not meet expectations).

SLO_02 – test results were found to provide an overall accuracy rate but were not able to provide a measure of individual SLO attainment and were not considered in the assessment outcome (N=22) found that 90% of students met or exceeded expectations (36% of the students exceeded expectations, 54% met expectations, 13% did not meet expectations).

SLO_06 – test results were found to provide an overall accuracy rate but were not able to provide a measure of individual SLO attainment and were not considered in the assessment outcome (N=56) found that 80% of students met or exceeded expectations (12% of the students exceeded expectations, 68% met expectations, 20% did not meet expectations).

SLO_07 – combined assessment outcomes were not available for this learning outcome because the total number of students being evaluated in one of the sections was not available. Combined assessment for the remaining two sections (N=56) found that 84% of students met or exceeded expectations (21% of the students exceeded expectations, 63% met expectations, 16% did not meet expectations).

Finding per Measure

SLO_01 – Test results provided an overall accuracy rate but were not able to measure individual attainment of the SLO. SLO_02 – Test results provided an overall accuracy rate but were not able to measure individual attainment of the SLO. SLO_06 – Test results provided an overall accuracy rate but were not able to measure individual attainment of the SLO.

Assessment criteria used in relation to the SLO under consideration need to be more clearly defined.

SLO_07 – Assessment criteria need to be more clearly defined in relation to the SLO under consideration.

With regard to the class discussions: a number of the evaluation criteria did not pertain to the SLO. The number of students evaluated in course section are needed to generate a combined outcome for the SLO.

Overall Recommendations

Several shortcomings in the assessment process were identified during this first round of evaluations. The department will review assessment measures early in the fall semester to ensure that they accurately assess student learning in a given area. Particular attention should be paid to addressing the shortcomings listed below.

The assessment criteria used in relation to the SLO under consideration need to be more clearly defined. When using test questions to evaluate SLO attainment, exams should be evaluated only on the basis of the selected questions. When the Scantron is used, the computer center should run the exams a second time to evaluate only the identified questions.

In developing assessment measures, faculty need to ensure that SLO attainment is evaluated solely on the basis of demonstrated knowledge.

Overall Reflection

Overall, the department is satisfied with this first round of assessment. Findings suggest that students are exiting the program with the knowledge and skills identified in the outcomes under review. In each of the Learning Outcomes measured, more than 80% of students met or exceeded expectations. The goal for the department was thus met. The findings also suggest that the courses reviewed during this assessment are *appropriate to the SLO*.

As noted above, several shortcomings in the assessment process were identified during this first round of evaluations. The department is aware of these shortcomings and is taking steps to address them in future assessment efforts.

Action Plan

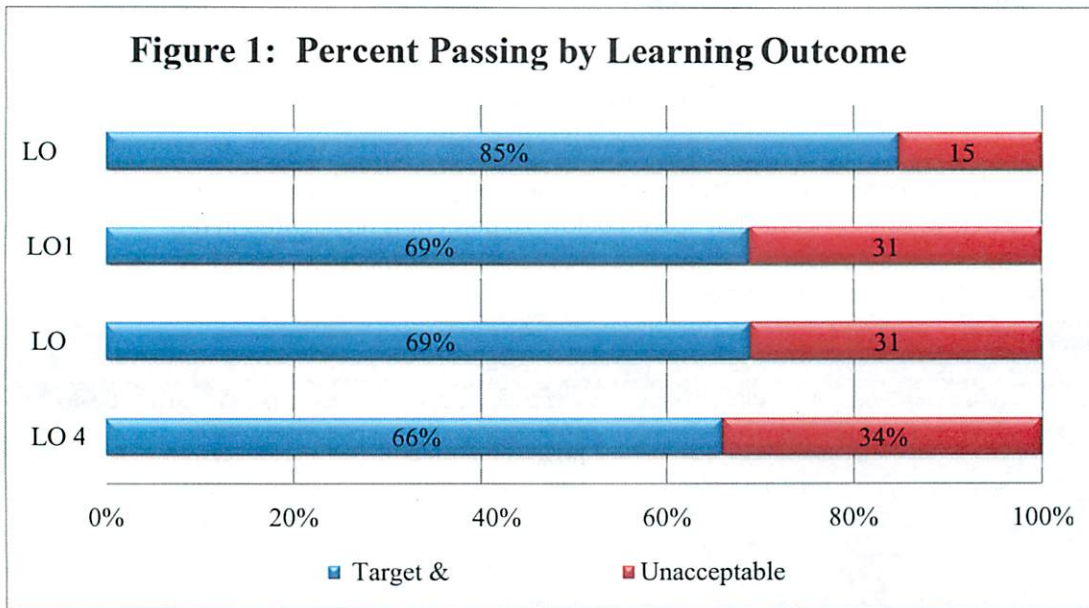
1. In the Fall 2018 term, the department will hold meetings with faculty engaged in the assessment of SLOs 03, 04, 05 (COM), 06 (NCM), and 08 in an effort to ensure that measures adequacy assess these SLOs.
2. The during the Fall semester, the department will review the current SLOs with an eye to reducing the total number of SLOs while ensuring that all essential areas continue to be assessed.
3. During the Fall semester, the department will reevaluate the links between courses and SLOs and attempt to make connections more explicit.

Economics
Student Learning Outcome Assessment

The results of this assessment are based on the results of 102 students completed the assessment. During Spring 2018, 71 students in MGT454: Strategic Management completed this assessment. These results were combined with the 31 students who completed the results in 2015.

This assessment examined 4 learning outcomes: Students who graduate from our department will:

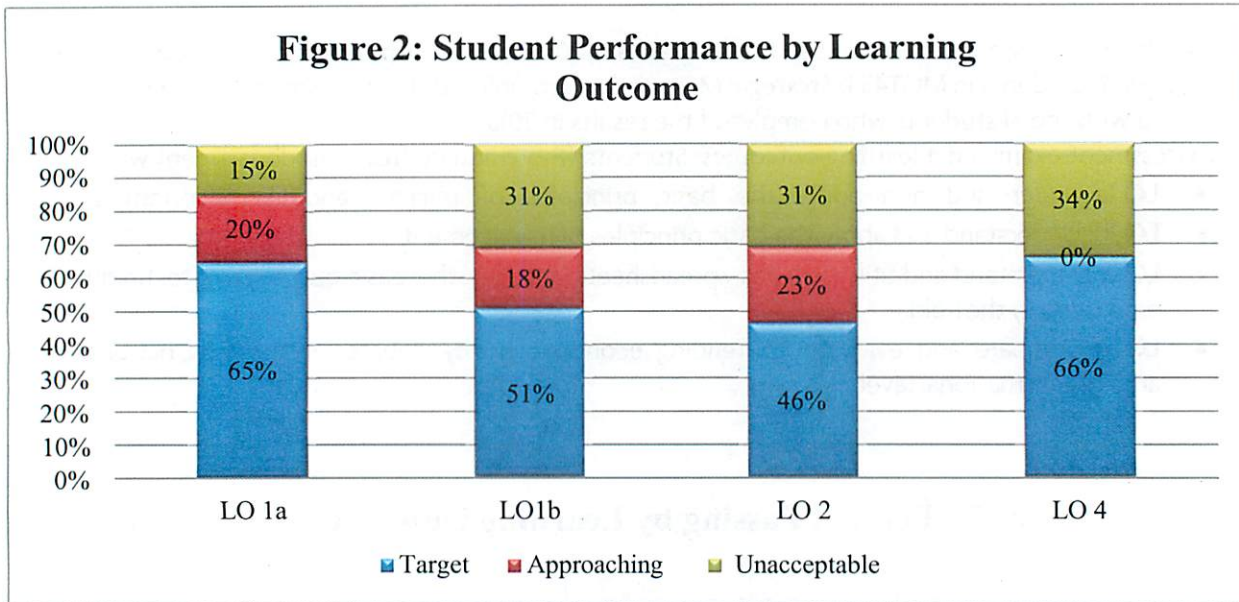
- LO 1a: Understand and apply the basic principles of micro and macroeconomics
- LO 1b: Understand and apply the basic principles of management
- LO 2: Understand and utilize graphs, spreadsheets, and/or other basic quantitative techniques employed in the field
- LO 4: Compare and evaluate contending economic policy debates at the local, national and/or international level



At least 66 percent of the students in the Economics Department were at *Target* or *Approaching* the target for three of the learning outcomes assessed, as depicted in *Figure 1: Percent Passing by Learning Outcome*. Students clearly can apply the basic principles of micro and macroeconomics as 85 percent of the students were at *Target* or *Approaching* the target. Learning outcome 1b and 2 have approximately 70 percent of the students achieving the target or approaching it. The lowest of these was learning outcome 4, current economic policy debates. (Note other tools (e.g. imbedded assessments in QS courses) will be implemented to further assess LO2).

We disaggregated our students' performance into *Target*, *Approaching* and *Unacceptable* in *Figure 2: Student Performance by Learning Outcome*. Learning outcome 2, (Understand and utilize graphs, spreadsheets, and/or other basic quantitative techniques employed in the field) has the lowest percentage of students at *Target*, but the largest portion of students *Approaching* the target. That is, the student's answer was not correct but their logic was slightly flawed as evident by the answer they choose. Across all learning outcomes, less than 70 percent of students achieved *Target*. The largest was in learning

outcome 4. There were no students in *Approaching* the target given that these were measured with true/false questions.



An item analysis of the concepts for each learning outcome is presented in *Table 1: Item Analysis by Learning Outcome* below. Any concept that scored below 70 percent is highlighted in red.

Table 1: Item Analysis by Learning Outcome

	Overall			
	Correct	Target	Approaching	Unacceptable
Learning Outcome 1a: Understand and apply the basic principles of micro and macroeconomics				
Trade Deficit	93%	77%	16%	7%
Laissez-faire	91%	80%	11%	7%
GDP--Keynesian	86%	57%	29%	14%
Supply/demand & price	82%	48%	34%	18%
Perf,Comp vs Monop.	81%	81%	0%	19%
Keynesian vs neoclassical vs Marx	75%	44%	30%	25%
Learning Outcome 1b: Understand and apply the basic principles of management				
Employee-Employer relations	84%	84%	0%	16%
TVM	71%	23%	48%	29%
MGT functions	66%	46%	20%	34%
Economies of scale	55%	50%	5%	45%
Learning Outcome 2: Demonstrate and understand graphs, spreadsheets, and/or other basic quantitative techniques employed in the field				
Marginal Analysis	75%	27%	48%	25%
Shapes of mathematical functions	74%	57%	17%	26%
Interpreting graphs	73%	73%	0%	27%
TVM	71%	23%	48%	29%
Graphs can lie	53%	53%	0%	36%
Learning Outcome 4: Compare and evaluate contending economic policy debates— local, national and/or international				
Currently economic policy—income & wealth inequality	83%	83%	0%	17%
Currently economic policy--govt assistance	67%	67%	0%	33%

Currently economic policy--minimum wage	64%	64%	0%	35%
Currently economic policy--Corporate Taxes	59%	50%	9%	40%
Currently economic policy--hourly wages	58%	58%	0%	42%

Conclusions and Recommendations

While nearly two-thirds of all students are either meeting or approaching the target for all SLOs and for some concepts, nearly three-quarters of students are at or approaching the target, we would like to improve these results. There are two paths to achieve this goal. First is to examine the testing instrument itself. LO4 is currently assessed with T/F questions only and the results from these questions do not provide us with sufficient feedback on student performance. Instead, we feel that developing multiple choice questions will indicate not only those students who meet the target but additionally, students who approach the target. Lastly, the department members should review the instrument to ensure that the questions that are being asked align with the vocabulary phrasing utilized within the courses.

In addition to examining the instrument utilized, the faculty who teach courses that introduce, enforce or master the content for these SLOs will be encouraged to discuss how these concepts/policy issues are approached within their course and possible strategies/techniques to improve outcomes.

English

AEN Assessment Report, 2017-18

1. Which student learning outcomes for your programs did your department assess over the past year (2017-2018)? Over the 2017-18 academic year, the AEN program assessed two SLOs in particular: SLO #2 (Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users) and SLO #4 (Candidates plan instruction and design assessments for composing texts [i.e. oral, written, and visual] to promote learning for all students). Our program assessments centered on our professional block composing process course (AED 408), which, for the first time, was held off site: at a local junior high school. There, our preservice teachers worked one-to-one with high needs students to implement the composition pedagogy they were learning through course content. Preservice teachers thus designed individualized learning programs geared to the specific needs of students they worked with over the course of the spring semester. The preservice teachers completed course projects that asked them to respond to student writing, design writing assignments for Common Core State Standard genres, and construct a variety of writing assessments for those assignments.

2. What were the findings of these assessments? Faculty assessment of preservice teachers' learning in this mini practicum experience indicated many positive results. Preservice teachers demonstrated an enhanced knowledge of the array of writing-specific learning disabilities that can complicate students' learning. Consequently, preservice teachers' diagnostic abilities were notably honed. Through a series of tailored interventions making good use of diagnostic data, our preservice teachers noted students' increased competency in formal and informal writing tasks, even as preservice teachers themselves developed a wide, practical repertoire of strategies to help

students with all components of the composing process that should well support their unfolding professional lives.

3. How were the findings discussed and analyzed within the department?

Student artifacts from AED 408 (lesson plans, rationales, comments on student writing, writing assignments, and writing assessments) were uploaded to Taskstream/Watermark, and these artifacts were evaluated using the rubrics developed by the AEN faculty. Then, the faculty who teach courses in the AEN program discussed and analyzed the assessment findings during the School of Education's Data Retreat on May 15 and during a AEN curriculum committee meeting on June 5.

4. What changes, if any, are you considering or have you implemented based on this analysis?

Here are the changes our faculty are considering based on our discussion and analysis: 1. Continue the partnership at Homer Junior High School and develop more collaboration between the Homer Junior High School teachers and students taking the AED 408 course. 2. Continue the AEN orientation in the fall semester. 3. Consider adding an orientation session to explain alternative certification options students may pursue; 4. Continue discussions for adding a TESOL course to the AEN curriculum; 5. Revise DRFs and rubrics on Taskstream/Watermark; 6. Move fieldwork hours from AED 308 to AED 341; 7. Pursue ways to better support downstate student teachers.

5. Which student learning outcomes for your program will be assessed in the coming year (2018-2019)?

We plan to assess two student learning outcomes during the 2018-2019 school year:

- SLO #5. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
- SLO #6. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

ENG Assessment Report, 2017-18

Section I: Student Learning Outcomes

In April 2016, the English Literature faculty established three learning outcomes that all required classes in the major would address. Assessment would take place in three phases. In the first year the Department will assess ENG 290 Introduction to Literary Study; in year two we will assess ENG 302 Writing about Literature; and in year three we will assess writing from various ENG 400 level courses.

1. Which student learning outcomes for your programs did your department assess over the past year (2017-2018)?

This year, the department assessed all three student learning outcomes in both sections of ENG 290: Introduction to Literary Study. All ENG faculty were invited to participate in the assessment. The Curriculum Committee randomly selected four essays from each of the two sections on ENG 290. Faculty used a holistic scoring method to assess the three student learning objectives in each paper.

2. What were the findings of these assessments?

Outcome 1: Demonstrates strategies of interpretation, including the ability to use critical and theoretical terms, concepts, and methods in relation to a variety of textual forms and other media.

Findings: Students successfully constructed an interpretive argument in their essays, and employed close

reading and textual evidence to support these arguments. Analysis was not very complex or nuanced, sometimes lapsed into summary, and most often did not acknowledge counter-arguments. Essays attended to content but rarely focused on form or language. Use of critical and theoretical concepts was evident but implications were rarely explored.

Outcome 2: The ability to engage with the work of other critics and writers, using and citing such sources effectively. **Findings:** All of the essays engaged with the work of other critics or writers and included a works cited page. Engagement with others' ideas was not always accurate or thorough. The citations on the works cited page were often incomplete or improperly formatted.

Outcome 3: The ability to write a sustained and persuasive interpretive or analytical scholarly argument. **Findings:** The majority of the essays had a thesis that was clearly expressed and arguable, but many theses were basic and obvious. All of the essays used relevant and appropriate content to develop their ideas but this work was not consistent throughout many of the essays. Most essays demonstrated a basic awareness of context, audience, and purpose for the assignment, but a thorough understanding of these was lacking. The language of all of the essays was generally clear, but some errors in grammar or mechanics was evident.

3. How were the findings discussed and analyzed within the department?

The Curriculum Committee held a two-hour meeting to compare holistic grading scores, discuss findings, and plan revisions to the content of ENG 290 for the Fall semester.

4. What changes, if any, are you considering or have you implemented based on this analysis?

Faculty discussed which of these findings might be attributed to the intellectual development level of the students in the classes, and which might be attributed to pedagogical methods. The two faculty who had taught ENG 290 this past year discussed strategies that worked and those that did not. Faculty teaching ENG 290 this coming year will design syllabi, assignments, and classroom activities based on our findings.

5. Which student learning outcomes for your program will be assessed in the coming year (2018-2019)?

The department will assess student learning outcomes in ENG 302 Writing about Literature.

PWR Assessment Report, 2017-18

Overview of the Program

The English Department at SUNY Cortland has three undergraduate majors. This assessment focuses on Professional Writing. We introduce the program and share our targeted assessment of our Student Learning Outcomes in relation to our students' achievements in PWR courses.

Drawing from both the professions and the humanities, Professional Writing challenges students to become more fluent reflective, ethical, and effective writers. The curriculum aims to produce highly literate and adaptive graduates who are both attractive to employers and also able to engage critically with a wide variety of workplace genres, literary and non-literary genres, and responsive to different media, audiences, and situations.

We have linked here the complete [PWR Student Learning Outcomes for Professional Writing](#). Key questions:

1. [Which](#) student learning outcomes ... did your [program] assess over the past year?
2. [What did you find?](#)

3. How were the findings [discussed and analyzed](#) within the department?
4. What [changes](#), if any, are you considering or have you implemented based on this analysis?
5. Which student learning outcomes for your program will be assessed in the coming year (2018-2019)?

We will probably address SLO #1: “Students will be able to compose documents that address purpose, audience, and generic conventions in a variety of contexts.”

For this assessment, we focus on SLO #2:

Students will be able to effectively engage with the writing process through planning, drafting, reviewing, revising, and critiquing documents.

- Students will be able to collaborate to compose, review, and revise documents.
- Students will be able to reflectively analyze and justify the strategies and conventions of their own writing.
- Students will be able to recognize stylistic choices as rhetorical choices in their own and others’ writing.
- Students will be able to establish credibility through developing effective strategies to identify and correspond to conventions of usage.

Source for SLO Data:

We identified the 400-level Senior Seminar in PWR, taught spring 2018 by Dr. Kevin Rutherford, as a productive site to explore this SLO. This cohort of seniors reveals how well their undergraduate PWR coursework has prepared them to “effectively engage with the writing process.” Focusing on the work of four seniors provided us with over 100 documents to draw from for our review.

The structure of Dr. Rutherford’s class required students hone their writing process. It explicitly incorporated a recursive cycle of drafting, reflecting, gathering feedback and revising. There were several parts to this writing and revision process. It is numbered for clarity, but the process students went through was not as linear as this suggests:

- 1) Students were asked to survey their undergraduate writing for pieces of work that they felt were successful but could be revised further, identifying 3-5 specific pieces of writing to revise. A wide variety of genres were elected for review: cover letters, fictional stories, nonfiction, graduate school applications, cultural criticism, and so on.
- 2) Students were to re-read their own material, look for signs of growth, and “reflectively analyze and justify the strategies and conventions of their own writing.”
- 3) Each student wrote a reflective review of each document he or she chose, focusing on its value to the writer and the student’s revision goals for the piece.
- 4) This reflective review was shared and reviewed in workshops—a very public theodolite for surveying their work and sharing the results with others.
- 5) Writing students then posed to their classmates [questions about revision](#) they wanted readers to address — “How can I show emotion rather than tell the reader about emotion” might be a typical

sort of request for feedback.

6) Students received feedback about line-level changes such as the following, with the respondent's emendations in red and strikethroughs preserved. Writers also received from their classmates suggestions for global revision.

It was 6am on Tuesday morning, January 25th 2010 **to be exact** when I was ~~awoken~~-woken up by the sound of my alarm clock going o right next to my head. **That clock seriously had to be** ~~The alarm clock was older~~ than my father if ~~I am~~-I'm remembering correctly, an it had this distinct ring that ran through ~~someone's-entire-being~~, **a person's body** making it impossible for anyone to sleep through it.

7) Finally, students revised their papers, finalizing each for a final portfolio of written work.

Findings:

We were not surprised to find that an “effective” writing process in this class went beyond the usual, rather formulaic “prewrite, write, revise” sequence. The writing process in Dr. Rutherford’s class was adapted to a number of different purposes and genres. Students wrote to assess old documents, wrote to ask questions of their readers, wrote to respon to other writers, and wrote to evaluate the effectiveness of the changes they made in their own documents. They also used revised each piece in their portfolio. The revision process was distributed over a number of different tasks, and several in-process workshops / revisions were often happening simultaneously. This complexity parallels the demands professional writers encounter after graduation.

This class did an exemplary job helping writers “**collaborate to compose, review, and revise documents**” as the SLO specifies. This process was collaborative, not only a personal habit. Writing was distributed over the entire classroom community of writers in Senior Seminar, PWR 497. Students developed their writing process by interaction. The line between editor, reader, and writer blurred to good effect. Revision became more than correcting errors and moved toward directly addressing the needs of both the writer and audience. Writers often came to picture their classmates as partners in the writing process. As student “Talya” writes,

The writing process ... has challenged me for as long as I can remember [and] the revising process ... I didn't find very pleasant. However, I think having opinions and ideas from my classmates that were both concise and consistent helped me [shift] my view on how I was writing.

This is a significant claim, we feel. Her affective relationship with the writing process changed—she came to like it more but more importantly she evaluates the nature of her peers’ comments: they are both “concise and consistent.” This suggests that Talya was at least coming to recognize her readers as being useful to her, even if not fully present yet as a true audience. Her pleasure with getting manageable feedback might have been part of her habit of *contributing* consistently “concise” feedback, too. Writers value finding in others the habits of mind they themselves possess. As she says, her readers are like-minded peers: “I think this process of having fellow students of the same age helping me really strengthened how I saw my own structure and content.”

Students also clearly learned to assess their own work and that of their peers. Several papers required them to reflect on and justify the the strategies and conventions of their own writing. The final reflective paper that students wrote about their own work reveals that most clearly, and [here](#) is an example of one student’s questions, and [here](#) is his bulleted list of what he feels he learned after opening his writing/revision process up to the class.

Another codicil of the SLO is that “Students will be able to recognize stylistic choices as rhetorical

choices in their own and others' writing." Below is an example of where one writer's discussion of a serious illness is presented in the abstract. A details are missing. The reader/editor catches this elision:

Student writer: "He has been fighting an eight-year war with cancer and it seems like he is at the final battle of his Conquest."

Student reader: "Show me."

It's a good point, and probably appropriate for this level of response. But what about "Conquest"? The metaphor is used in a confusing way, suggesting that the sick person is perhaps nearing a conquest over cancer; in fact, the exact opposite seems to be the case, unfortunately. It's not possible to address every detail and phrasing all the time, but this exchange and others like it suggest that students read somewhat impressionistically, not necessarily looking carefully at the working of this figurative language. Readers seem to default to larger schemas; a rule (here it might be "show, don't tell" is aptly applied. But did the complication about "Conquest" (and its unconventional capitalization) get recognized and then shelved for later? It may be that students give figurative language a wide pass. Further conversations might specifically address the difficulty of reading for meaning. To put this in another way, we might look at how we can highlight strategies for students of looking at the phrasing and figuration as they re-read their own writing and the work of others.

Distribution:

This document, representing our findings, has been shared with PWR teachers and will be taken up in the fall. We will look with other teachers at the ways that a sustainable writing process is taught through readings, course structure, and writing practice.

Changes:

Students might need more practice to "identify and correspond to conventions of usage." As editors, they seem hesitant to make suggestions about their own or their peers' phrasing and felicity. Sometimes they will make assertive line-level changes, but it's not clear how well they are able to explain what is behind their suggestion to recast a sentence or use a different word. We also wonder about how far students went in developing a full understanding of their audience. Because they chose papers they felt were successful already, writers may have been slightly hesitant to "reboot" their projects entirely. As Kory writes,

I didn't change all that much to this piece. I felt really good about it from the beginning and received an A+ on the original piece. I did, however take into consideration what my classmates had given me. I feel like a lot of people were like show don't tell to anything that was slightly something that was being told, but I did not want the whole thing to be a flat out description. In my opinion, some things need to be told, not every little thing needs to be said in crazy description.

This is an interesting comment because it suggests that the paper was, in her eyes, already great ("A+). And while she seems to claim to have taken "into consideration of what my classmates" said, she also strongly asserts her opinion, that "some thing need to be told, not every little thing needs to be said in crazy [unnecessary] description." It is both refreshing to see a student resist revision suggestions and take ownership, but also a little concerning to think that the paper was so good it couldn't use more specific language and a stronger plotline. Students might be encouraged to repurpose papers for an entirely new audience or cut down their length by some significant percentage.

It is clear PWR students have developed a strong writing process and use it to collaborate as they write. It

is a recursive process, not a one-time “stage.” This collaborative process is spread over the semester because of the sophisticated structure of this class; as we continue to review this SLO we might bring in other PWR classes and look they structure document circulation over the semester. Seniors in PWR show a facility for reflecting on their own work: they can name goals and revise to meet them. It might be useful to have beginning students in PWR and seniors include each other in the process of writing and revising. A collaborative project between classes might reveal some interesting clues about th writers’ development.

Student writers in the Senior Seminar class have learned to see that style has meaningful effects: word choice, sentence length and organization were identified as either forwarding or inhibiting the writer’s purpose. A larger question to be taken up is how students revise in light of the purpose and audience of their pieces. That is, some of the more creative pieces were very clearly strong expressions of the writer’s internal state, but it was not as clear how the audience was to engage. Values such as “show, don’t tell” and an appeal for “concrete” language are woven through the students’ self- reflections and commentary on others’ writing, but we can continue to help students aim for what comes *after* after inviting readers to be sympathetic with the character/writer. “What does the writer need from this piece of writing?” is always a difficult question, but important. Reading and questioning with an audience in mind are likely to be permanent challenge. Revising to find the point where purpose and audience intersect is, not coincidentally, the focus of [SLO 1 in ou Learning Outcomes](#). Students—all writers—find it difficult to really answer the question “What do readers need and how do I address their concerns as I revise?” In fact, Jamie McKinnon in “Becoming a Rhetor” noted that in the workplac it takes years of work with “a real, variegated audience with real and divergent information needs to develop one’s socia [rhetorical] cognition” (*Writing in the Workplace*, 52). Students in PWR have made a strong start on developing this sort of cognition, and bring to bear a writing process that will serve them well in and after college as adaptable and critical writers.

Geography

The Geography Department assessed our learning outcomes for the Advanced GIS Techniques course (GRY 330), the capstone course in GIS. As part of the work for this course, students are expected to complete a portfolio that captures their work and improvement throughout the course. Materials can include a number of maps displaying a variety of GIS analysis, reports, presentations, and other written elements, all accompanied with a cover letter and resume. Portfolios from 2016 and 2017 were examined. While some assignments remained the same across the two semesters, there were differences. All of the Student Learning Outcomes for the department are represented in this course.

After all artifacts were independently assessed with the rubric, two faculty members compared rankings on final performance measures. Findings indicate the majority of students attain adequate levels of mastery of spatial analysis and visualization with a small number achieving outstanding mastery. Very few students exhibited poor levels of mastery. The specific case studies and examples selected for the course can impact whether a specific learning outcome is covered in the course. In this case, all of them were represented because the instructor chose diverse case studies. This is something that will need to be a focus in the future.

	Rater 1			Rater 2		
	Below	Meets	Exceeds	Below	Meets	Exceeds
SLO 1		100%			100%	
SLO 2		100%			100%	

SLO 3		75%	25%		75%	25%
SLO 4	50%	50%		25%	62.5%	12.5%
SLO 5A		87.5%	12.5%		100%	
SLO 5B			100%			100%
SLO 5C	12.5%	62.5%	25%	12.5%	75%	12.5%
SLO 5D		100%			100%	
SLO 5E			100%			100%
SLO 5F	12.5%	37.5%	50%	12.5%	50%	37.5%

Results from these findings will be used by the department in further evaluating ideal methods for teaching spatial analysis and visualization content in geographic information technology courses as well as in planned departmental review. This assessment was presented as a poster at the SUNY Conference on Instruction and Technology.

Geology

Which student learning outcomes for your programs did your department assess over the past year (2017-2018)?

In 2017-18 we assessed SLOs 1 and 2 for the Geology (GLY) program and SLO 6 for the Adolescence Education: Earth Science (AES) program.

What were the findings of these assessments?

SLO 1 of the GLY program is the "Knowledge" sub-area. We found that 80% of students in the 2013-17 graduating cohort (n = 35) had an overall score that was deemed as fair or better (defined as 7.0 or more on a 10-point scale). These scores were based on instructor-graded final exams in all required upper-level GLY courses in the program. In looking closer at the data we found that scores below this threshold were spread across all of the courses used in the analysis and that no course(s) stood out as having distinctly lower levels of student performance. We are not overly alarmed at this finding of 80% meeting the threshold; geology courses are very content-rich with students expected to understand and recall a lot of new *information each semester*. Most students continue to pass our courses with good to excellent final grades because lower scores on exams are balanced by higher scores in other areas (lab-work, papers and presentations).

SLO 2 of the GLY program is the "Skills" sub-area. We found that 97% of students in the 2013-17 graduating cohort (n = 35) had an overall score that was deemed as fair or better (defined as 7.0 or more on a 10-point scale). These scores were based on instructor-graded lab quizzes and assignments in all required upper-level GLY courses in the program. In looking closer at the data we found that scores below this threshold were spread across almost all of the courses used in the analysis and that one course, GLY 302, stood out as having a somewhat higher incidence of poor student performance.

During discussion of this result the instructor for GLY 302 reported that students taking this course for WRIT credit were generally performing poorly on both lecture exams and lab activities. A follow-up

analysis was then conducted to test this hypothesis using data for all three GLY classes that had both WRIT and non-WRIT students and explicitly testing the question: Is there a difference in SLO performance between WRIT and non-WRIT students? For GLY 302 WRIT students consistently did poorer than non-WRIT students on both SLO 1 and SLO 2, although none of the differences were significant (95% confidence level in a 2-tail t-test); in GLY 367 and GLY 469 there were no consistent patterns. The finding of this consistent pattern in GLY 302 is odd because one of the premises of the WRIT requirement is that writing in the discipline should more deeply engage students in course material and thereby improve their content learning, and we have found the opposite for this course.

SLO 6 of the AES program is the "Content knowledge" sub-area. We found that 100% of students in the 2013-17 graduating cohort (n = 6) had a passing score on the NYS Content Specialty Test (CST) for Earth Science, and that 83% had passed on their first attempt. In looking closer at the data we found that scores in two sub-areas of the CST, Space Systems and Atmospheric Systems, stood out as having a somewhat higher incidences of poor student performance. Content for each of these areas are covered by single courses (respectively, PHY 150/1: Astronomy and GLY 371: Meteorology) and this is different to the other four sub-areas of the Earth Science CST that draw on content covered in two or more courses in the AES program.

We have long-recognized this issue and accordingly increased these course requirements from 3-credit hours to 4-credit hours (in 2007 for GLY 371 and in 2016 for PHY 150/1). But did this help? A follow-up analysis was conducted using data for GLY 371 before (2000-06) and after (2007-15) the switch from 3 to 4 credits and explicitly testing the question: Is there a difference in CST performance since GLY 371 switched to a 4-credit class? The results indicate that CST scores in the Atmospheric Systems sub-area have gone down, not up, since the switch to 4-credits and that the change is significant (95% confidence level in a 2-tail t-test). While this result is disappointing, it mirrors a decline in total and other sub-area scores in the CST during this same period.

From these findings we could infer that the increase of the AES program requirements in astronomy and meteorology from 3-credits to 4-credits was not enough and so these should both become two-course requirements. The strongest sub-area on the CST for our students is Geological Systems, which is where most of the AES coursework is concentrated, so this would seem to be the most rational response. However, the SUNY cap of 126-credits in a program means that we would have to remove something in order to increase the astronomy and/or meteorology and it is hard to see what could be cut. There is currently no easy way forward to address this issue.

How were the findings discussed and analyzed within the department?

The findings from these SLO analyses were discussed over faculty meetings on April 6th and April 20th, 2018. All five tenured/tenure-track faculty participated in the discussions.

The analyses were done by the Department Chair using data provided by the faculty. We have incorporated the gathering of SLO data into our end-of-year activities with all faculty now aware that they need to do both an annual report and an annual submission of SLO data in May or June - this enables the Chair to analyze the data during the Fall semester in preparation for departmental discussion in the Spring semester.

What changes, if any, are you considering or have you implemented based on this analysis?

In the 2018-19 year we will work on refining the instruments used for analysis of SLOs 1 and 2 in the GLY program. This has been our first cycle through the current assessment process and there are some minor differences in the way that data are being gathered in different courses. Instructors will work on these tweaks as part of their normal year-to-year upgrading of course materials.

We are not currently planning any curricular changes to the GLY or AES programs based on this round of SLO analysis. We note that the majority of students in these programs are performing well in these SLOs and, while there are some areas that could be improved, we see no areas of immediate or serious concern.

Which student learning outcomes for your program will be assessed in the coming year (2018-2019)?

We plan to assess SLOs 3 and 4 of the GLY program in 2018-19. These are respectively the sub-areas of "Writing" and "Speaking".

History

The department worked during the academic year to refine our SLO assessments. These assessments were finalized Spring 2018 and implemented in our spring 490, senior research capstone, courses. Final assessments were not submitted until the end of the semester. The department will discuss the results of the assessments at the start of the Fall 2018 semester.

We will assess these same learning outcomes in the Fall 2018 semester.

International Studies

Alexandru Balas, the coordinator of the International Studies Program, submitted the curriculum map, assessment methods, and assessment cycles on August 23, 2016. On May 30, 2017 the International Studies Program received feedback from the Student Learning Outcomes Committee. This feedback was discussed in the first International Studies Faculty Advisory meeting in Fall 2017. The 2012 International Studies Program Review Assessment tools were updated and used for these sections of the program outcome assessment plan. The assessment methods listed in that document for each specific required course include: IST200-Pre-Test; Quizzes, Mid-Term and Final Exams, Papers; Research Presentations, Readings Presentations; Debates, Case Study Analyses, Role-Playing Simulations, Geography Tests; Study Abroad; IST400-Post- Test; Independent Evaluation of IST400 Research Papers.

During the 2017-2018 academic year the International Studies Faculty Advisory Committee chose to assess the following SLOs:

SLO #1: Successful students should be able to identify and reproduce historically based knowledge of global processes that shaped the world over the last 500 years such as world system theories, colonialism, nationalism, the age of 'discoveries', the age of revolutions, the age of empires, political ideologies, modern forms of government, capitalism, the rise of the modern nation-states, Enlightenment, Reformation etc.

and

SLO #4: Successful students should be fluent in one foreign language or have competency in two foreign languages. Students should be able to successfully negotiate cross-cultural contexts.

For SLO#1 the indicators used were a) 50% percent or higher of IST200 and IST400 students at B level or higher in Fall '17 and Spring '18 and b) 50% increase in Assessment Examination Score from IST200 Pre-Test to IST400 Post-Test. The results show that for IST200 – 78% of the students were at B level or higher, for IST400-57% of the students were at B level or higher, but that there has been only a 18% increase in the Assessment Examination Score from the pre- to the post-test. The pre-test score was 6.47 and the post-test score was 7.64 out of 12 questions. It is good that there is an increase of 1.17 but this increase is not as high as expected. This result shows that the students taking IST200 are quite well prepared, but that the added knowledge is not well reflected in the IST400 post-test. **However, based on the grades and the fact that there is an increase in the assessment score, I'd argue that SLO#1 is partially fulfilled with the note that the International Studies Faculty Advisory Committee would need to refine the indicators for this learning outcome.**

For SLO#4 the indicator used was 50% of students at B level or higher. The data was collected in Spring 2018. There were 50 data points for 50 IST students. 30 Students have a B+ or higher, while 11 Students do not have a B+ or higher and 9 students were not counted either because they took the CLEP Language Test or because they have not started the language sequence yet. Based on the data 73% of the students have a B level or higher for SLO#4. **This data shows that SLO#4 is fulfilled.**

The distribution of languages is the following: Spanish (24), French (13), German (5), Arabic (5), Italian (3), and Chinese (2). Please keep in mind that some students may be studying two foreign languages as part of their IST Major Requirement.

These results were only collected in early May 2018 and will be discussed at the first International Studies Faculty Advisory Committee meeting in September 2018.

Mathematics

1. In 2017-18, the Mathematics Department assessed its SLO's 1 and 2. SLO 2 was assessed in two sections of MAT 224 in Fall 2017, and SLO 1 was assessed in two sections of MAT 236 in Spring 2018.
2. Per our assessment plan, findings of SLO assessments will be evaluated in the following academic year. This being the first time we performed these assessments, the findings will be analyzed in 2018-19.
3. No discussion / analysis has happened yet. It is scheduled for 2018-19.
4. See above.
5. The remaining outcomes, SLO 3-5, are scheduled to be assessed in 2018-19, and will be evaluated in the following year, 2019-20.

Modern Languages

1. Which student learning outcomes for your programs did your department assess over the past year (2017-2018)?

To determine the effectiveness of our programs, we assess the extent to which each SLO has been met **every year**, using a variety of assessments. For example, in our French, Spanish, and Adolescence Education

programs, students take a Simulated Oral Proficiency Interview (SOPI) in their SPA 306 and FRE 305 courses, which assesses their interpersonal communication skills. Prior to student teaching, Adolescence Education majors must take the ACTFL Oral Proficiency Interview (OPI), on which they must score at least at the Intermediate High level in order to be eligible to student teach. To graduate, they must score at the Advanced Low level on the OPI. Spanish and French majors will also be required to take the OPI prior to graduation as of fall 2019; however, they will not be required to achieve any particular level of performance in order to graduate. Our goal is to use these data to identify possible areas of improvement in our foreign language majors in general. This decision was made based on the current trend of majors, most of whom comprise the non- education programs.

The attachment labeled *SLOs* lists all of the SLOs for all of our programs. For ease of reference, the attachment labeled *SLOs_Complete* shows the SLOs for each individual program, followed by its individual 'curriculum map,' and assessment methods. The curriculum map shows how the outcomes are mapped out in terms of where they are introduced (I), reinforced (R), emphasized for mastery (E), and assessed (A). The assessment methods link the SLOs to individual courses (or external exam – OPI) and the nature of the assessment instrument (e.g., Learner Language Analysis Project; Case Study; Unit Plan).

2. What were the findings of these assessments?

The results reveal that, overall, our students' performance is satisfactory and that all the programs are successful in achieving their student learning outcomes (see attachment labeled *Assessment_Results*). The assessments administered in the methods block (AED 437 & 438) and during student teaching (AED 439 & 440) show, nonetheless, that students in the Adolescence Education and TESOL programs need to be better prepared to a) differentiate instruction to meet varied learning needs, and b) to include technology in their instruction. To address the first concern, the methods courses have been redesigned to place greater emphasis on differentiation. More specifically, students are introduced to the topic of differentiated instruction earlier in the semester, and practice adapting texts, tasks, and assessments for every lesson plan they write. To address the second area of concern, we are developing a new technology course for students in all of our teacher preparation programs.

3. How were the findings discussed and analyzed within the department?

The results of our assessments are always discussed with our faculty in department meetings, in smaller groups (Adolescence coordinator and Spanish faculty; adolescence coordinator and French faculty; adolescence coordinator, TESOL coordinator, and TESOL faculty), and at our annual data retreat. Typically, these meetings take place at the very beginning of the semesters and after the data from the different assessment instruments are collected.

4. What changes, if any, are you considering or have you implemented based on this analysis?

Answered in # 2 above.

5. Which student learning outcomes for your program will be assessed in the coming year (2018-2019)? As mentioned in # 1 above, we assess all of our SLOs every year.

Philosophy

This year the department completed its initial SLO analysis and began a five year program of assessment of SLOs. This year we looked at SLO #1 and completed an assessment exercise.

Responses were anonymous, students only saying what their major(s) and minor(s) were. Responses were sorted and the department faculty met to analyze the responses from philosophy department majors and minors.

SLO #1 “Judge and Interpret Texts Critically”

Data relate to social philosophy majors and minors in all philosophy classes spring 2018. These completed findings can also be viewed in the attachment linked to this section.

Total number of philosophy majors and minors who took part in the exercise: 51. Each instructor chose a relevant 2-3- page reading and students were given 50 minutes to read, reflect and answer the following questions:

1. What is the general argument of this piece?
2. List the author’s two most important claims.
3. What are the strengths or weaknesses of the argument.

Rubric for measuring SLO:

1. Student failed to grasp the author’s central argument or most important claims. Student is not able to engage the author’s argument in a meaningful way. Student does understand what is being asked of her, however, and is attempting to demonstrate her comprehension of the reading material.
2. Student has a solid grasp of the author’s general argument. The student can follow the author’s line of reasoning but perhaps has trouble understanding some of the author’s more subtle points. The student can locate the author’s main claims, but his or her interpretation is not penetrating. Perhaps there has been some difficulty with time management or with the student’s ability to distinguish central arguments from peripheral ones.

	Failed	Met	Exceeded
PHI 110	0	3	4
PHI 135-001	0	0	2
PHI 135 -002	0	1	0
PHI 140	1	0	0
PHI 202	0	4	6
PHI 205	4	1	0
PHI 240-001	0	9	5
PHI 329-001	0	1	3
PHI 329-002	0	3	4
Totals	5	22	24
Percentage	9.8 failed	43.14 met	47.06 exceeded

3. Student both understands the author’s general argument and is able to follow the argument in its nuanced and complex form. The student has no trouble articulating the author’s stated point of view, locating and communicating the author’s main claims and most salient points, and drawing attention to the argument’s strengths and weaknesses.

Physics

The academic year 2017-2018 has been the first year that the department has collected assessment data using the new format. According to our assessment plan these data will be reviewed and assessed every five years and are as such scheduled for review in the annual report of the academic year 2021-2022. Attached here are the data collected for 2017-2018 for PHY and PEN. The Ad. Ed. programs data are submitted separately for all the sciences by the coordinators of the program.

Assesment data collection for PHY students

Key: I: Outcome introduced, E: outcome emphasized for mastery

SLO 1							
PHY 201 (I)	PHY 202 (I)	PHY 203 (I)	PHY 410 (E)	PHY 420 (E)	PHY 422 (E)	PHY 440 (E)	PHY 450 (E)
0	84	11	75	100	75	43	25

SLO 2					
MAT 135 (I)	MAT 236 (I)	MAT 237 (I)	MAT 272 (R)	MAT 425 (E)	MAT 430 (E)
27	27	50	0	20	36

SLO 3				
CHE 221 (I)	CHE 222 (I)	PHY 201 Lab (I)	PHY 202 Lab (I)	PHY 440 (E)
36	63	50	0	43

SLO 4					
CHE 221 (I)	CHE 222 (I)	PHY 201 Lab (I)	PHY 202 Lab (I)	PHY 420 Essay (E)	PHY 450 Essay (E)
36	63	50	0	67	100

SLO 5	
PHY 410 Pres (E)	PHY 440 (E)
20	43

SLO 6
PHY/MCS 186 (I)
63

Assesment data collection for PHY students
Key: I: Outcome introduced, E: outcome emphasized for mastery

SLO 1						
PHY 201 (I)	PHY 202 (I)	PHY 203 (I)	PHY 410 (E)	PHY 420 (E)	PHY 440 (E)	PHY 450 (E)
50	80	60	100	75	0	0

SLO 2					
MAT 135 (I)	MAT 236 (I)	MAT 237 (I)	MAT 272 (R)	MAT 425 (E)	MAT 430 (E)
40	25	100	75	0	80

SLO 3				
CHE 221 (I)	CHE 222 (I)	PHY 201 Lab (I)	PHY 202 Lab (I)	PHY 440 (E)
50	60	50	0	0

SLO 4					
CHE 221 (I)	CHE 222 (I)	PHY 201 Lab (I)	PHY 202 Lab (I)	PHY 420 Essay (E)	PHY 450 Essay (E)
50	60	50	0	100	100

SLO 5	
PHY 357 (I)	PHY 410 Pres (E)
80	0

SLO 6
PHY/MCS 186 (I)
67

Political Science

The department has four student learning outcomes (SLOs), listed below. All four are assessed this year. Findings are reported below under each SLO.

SLO 1. Acquire substantive knowledge in the field of political science.

- Capstone Paper Assessment. We collected 26 capstone papers written for our capstone courses during Fall 2016-Spring 2017. They were assessed by two faculty members for the extent to which they met SLO 1. Using a 6 point scale where 6=exceeds standard, a 4=meeting standard, and a 1=does not meet standard, the cumulative score was 4.08. This compares with a 4.23 for 2016, 4.09 for 2015, and 4.17 for 2014. The degree of

variation across these four years is only .15, indicating that the department is consistently producing students that, on average, demonstrate the necessary substantive knowledge of political science. Admittedly, 12 of the 26 papers fall below a 4, indicating that we need to continue to emphasize fundamental political science principles in our classes.

SLO 2. Prepare students for subsequent education, professional careers, and citizenship.

Graduate Outcomes Report. This data from Career Services reports that of 19 political science graduates from 2016, 37% are employed in their chosen field, 16% are employed in an unrelated field, and 47% are continuing their education. This last number is the most significant, as it indicates that nearly half of our graduates are in law school or other graduate program, compare with 38% for all Cortland graduates. We are doing a good job in preparing and cultivating students to pursue their education.

Fall Majors' Meeting. The department conducted its annual meeting of all majors this past September.

Attendance was excellent: over 60 students (the previous fall it hit a low of 13). At this meeting, all department faculty were present, and we all spoke about different options available to students after graduation, including paths to employment, Masters programs, and law school, as well as about the important role of internships as preparation and as a bridge to a post-college career.

SLO 3. Acquire the analytical, research, writing, and presentation skills of political science majors.

- Capstone Paper Assessment. The 26 capstone papers were also assessed for this SLO using the same format and faculty as reported in SLO 1. The cumulative score for 2016-17 was 4.10 using the same 6 point scale reported for SLO 1 above. This compares with 4.1 for 2016, 4.28 for 2015, and 4.19 for 2014. The small degree of variation over this period of time again reflects consistency in student competence for analytical, research and writing skills. The vast majority of our courses include substantial writing. Given students that fall below the mean, however, we should not be complacent.

- Majors must complete the WI requirement and the Presentation Skills requirement for graduation. Our capstone courses also have a presentation requirement.

SLO 4. Students will engage in service, leadership, and experiential learning activities.

- Senior Exit Interviews. According to our exit interview survey of seniors (N=12 responses), 75% participated in some kind of internship. This compares with 92% in 2017, 85% in 2016 and 69% in 2015. The variation here is considerable, but this only prompts us to redouble our efforts to inform and encourage our students to do an internship. Even so, it is clear that the great majority of our majors participate in intern opportunities.

- According to our exit interviews, 25% of our seniors participated in some aspect of student governance (student senate, grievance tribunal, JRB, etc.). 92% reported that they were involved with at least one campus club/organization/activity, with most of these students participating in multiple organizations.

- Internship participation. During the 2017-18 academic year, a total of 32 students participated in enrolled internships: POL 480, 482, 483, 484, 485 (this includes juniors and seniors, and may include a couple of students who did an internship in both semesters). The number of student internship participants in 2016-17 was 28.

1. Discussion/analysis of findings. Given that these findings are just now being tabulated and reported, there has been no opportunity to discuss them within the department. We will do so, however, at our first department meeting this fall.

2. Changes. In previous years, we implemented several changes in response to this type of information, including hosting an annual meeting of majors, a spring senior/honors event, addition of questions to the exit interview, the creation of a capstone requirement, and capstone paper assessment. We also began offering a Learning Community for our first year students, "Democracy Matters." We plan to continue these activities,

and will discuss any possible new steps in the fall.

3. All four SLOs will be assessed in 2018-19.

Psychology

The major objective during the 2017-2018 academic year was to focus on the extent to which the Department's student learning objectives are being met. This included:

1. Formulating specific statements for each Student Learning Objective indicating what students will be able to do when the Program's Objectives have been met.
2. Sharing the results of prior assessments with instructors in the major areas of the program (see below) and obtaining their feedback.

Assessment Results

A preliminary pilot testing was undertaken at the end of the **fall 2016** semester. The 36-assessment items were given to 13 graduating senior psychological majors enrolled in PSY 482 Senior Seminar in Psychology. Mean performance on all 36 items was 67.9% (SD = 14.7%). Mean performance on the Content and Methods Subsections were 67.1% (SD = 14.8%) and 68.8% (SD = 17.9%), respectively. At the end of the **spring 2017** semester, the same 36-assessment items were administered to 67 graduating senior psychology majors enrolled in five different sections of PSY 482 Senior Seminar in Psychology. Student performance on all of the items and major sub-tests are presented in Table 1.

Table 1

Summary of Student Performance on the Total Test and The Content and Methods Sub-Tests

Percent Correct	Total Test	Content Sub-Test	Methods Sub-Test
< 51%	16.4%	16.4%	35.8%
51 – 60%	28.9%	14.9%	9.0%
61 – 70%	29.8%	28.4%	32.8%
71 – 80%	16.4%	26.8%	17.9%
> 80%	7.5%	13.4%	4.5%
Mean	61.9%	65.7%	58.0%
SD	11.7%	13.7%	15.0%

Note. Percentages are based on 67 students: e.g., on the Total test 16.4% of the 67 students answered less than 51% of the questions correctly.

3. Getting the instructors' perspectives on the degree to which the departmental program and student learning outcomes are being met by their respective courses.

4. Identifying challenges instructors may face in delivering the program.
5. Identifying additional resources (e.g. materials, assistance; curricular changes; or other) that might help the individual instructors to deliver the program more effectively.

General Summary of Faculty Feedback

Members of the Assessment Committee gathered information from instructors who regularly teach courses in the **Content Groups** (i.e. *Developmental Changes in Behavior and Mental Processes, Learning and Cognition Processes; Biological Bases of Behavior and Mental Processes; and Individual Differences, Personality and Social Processes*) and three of the four **Foundation and Methods Courses** (i.e. *Statistical Methods, Research Methods, and Applying Research Methods in Psychology*). The Assessment Committee did not survey instructors regarding courses in Application of Psychology. This group involves a breadth of specialized areas, with the only unifying feature being that they involve applied areas of psychology. This issue continues to be a challenge for the Assessment Committee, and it will be subject to discussion in the future. The Assessment Committee also did not survey the instructors for the introductory psychology course. Although this course is listed in the **Foundation and Methods Courses**, its function is to provide a broad overview of the field to new majors, prospective majors and minors, and non-majors. Consequently, the challenges inherent in delivering this course are enormous, and deserve attention. A new faculty member will be assuming responsibility for teaching this course, so discussions about this course were postponed.

It appears that most instructors believe that the **Content Groups and Foundation and Methods Courses** are adequately preparing the students for SLO1 and SLO4. There is a need to identify the specific concepts, principles, and theoretical perspectives relevant to SLO1 and formulate and administer instruments to assess the extent to which students actually are able to identify, define, and compare and contrast those concepts, theories, and principles at the completion of the Program. Likewise, the rubrics designed to assess SLO4 and SLO3 needed to be pilot tested and refined and revised before we will be able to assess how well students perform at the completion of the Program. Based on assessment data that the Department has collected, there is concern about student learning relevant to SLO2 and SLO3. Steps were taken in an attempt to bring more uniformity to the PSY 201 and PSY 301 course outlines. Even if these changes are constructive, the focus-group discussions suggest that the breadth of classes that incoming students may bring in (i.e. high school and community college) may continue to be a problem. Discussions with the PSY 404 instructors suggest that the current sequence may not be providing our students sufficient repetition and experience with the basic statistical and methodological concepts to achieve our goals. There is also some concern that our initial expectations may be unrealistic in these domains. These issues warrant department-wide discussion, given that they pertain to the program as a whole. The College Student Learning Outcomes Committee has emphasized the need for us to consider how required courses offered outside of Psychology are related to the Department's SLOs. A majority of instructors who responded to the survey indicated that they believe that required related-areas courses (i.e., Mathematics, Sociology, Philosophy, Biology, and Anthropology) were beneficial to the courses they teach. It would be useful to attempt to identify which concepts, principles, and perspectives in related-areas courses are considered to be relevant to which SLOs so advisors could at least inform students about the order in which related-area courses should be taken, especially ones relevant to foundational courses.

Sociology/Anthropology
Student Learning Outcomes: Anthropology

1. Which student learning outcomes for your programs did your department assess over the past year (2017- 2018)?

Assessment of the Anthropology program is conducted by the Anthropology faculty independently of the Department Assessment Committee. Given that a new colleague will be joining us in the fall of 2018 and that this will allow us to incorporate the previously missing field of biological anthropology, a significant overhaul of the program will begin next year. For this reason, the Anthropology faculty decided to delay beginning a full assessment until that time.

2. What were the findings of these assessments? See item #1 above.

3. How were the findings discussed and analyzed within the department?

See item #1 above. Additionally, the Anthropologists plan to address the need to coordinate our several adjuncts around the SLOs addressed in ANT 102 Introduction to Cultural Anthropology.

4. What changes, if any, are you considering or have you implemented based on this analysis?

See item #3 above. Once our new biological anthropologist is in place in the fall semester, discussions of a major overhaul of the entire Anthropology program will begin.

5. Which student learning outcomes for your program will be assessed in the coming year (2018-2019)? See item #1 above.

Student Learning Outcomes: Archaeology

1. Which student learning outcomes for your programs did your department assess over the past year (2017- 2018)?

As with Anthropology, assessments of the Archaeology program are conducted by the Anthropology faculty independently of the Department Assessment Committee. Assessment results were not available to the chair as of July 13.

2. What were the findings of these assessments? See item #1 above.

3. How were the findings discussed and analyzed within the department?

A full assessment was postponed until the new biological anthropologist can participate in discussions of program revisions. However, the two instructors of ANT 103 Archaeological Principles have decided to work on a new approach to the lab activities for that course.

4. What changes, if any, are you considering or have you implemented based on this analysis?

See item #3 above.

5. Which student learning outcomes for your program will be assessed in the coming year (2018-2019)? See items # 1 and #3 above.

Student Learning Outcomes: Criminology

1. Which student learning outcomes for your programs did your department assess over the past year (2017- 2018)? SLO #1, SLO #2, and SLO #6 were assessed at the end of the academic year.

2. What were the findings of these assessments? SLO #1 (“Students should acquire a solid knowledge base in the discipline of sociology, the discipline from which criminology emerged”) was assessed using senior survey data and a count of sociology electives taken by senior criminology majors by the end of the spring semester. Responding seniors agreed that sociological foundations of criminology were emphasized in the program, and nearly all of the seniors had taken sociology courses beyond the four that are specifically required in their program.

SLO #2 (“Students should develop a theoretical and practical understanding of the causes of, and the range of societal responses to, crime”) was assessed using a random sample of essays from a core criminology course (CRM 463 Criminology) that were evaluated by members of the assessment committee. Results for the sampled students indicate relatively low levels of understanding of biological theories of criminology but rather high levels of understanding of sociological explanations (social disorganization and general strain theories).

SLO #6 (“Students should be prepared through course work and experiential learning for graduate study and/or successful careers in criminology or related fields”) was assessed through senior survey data and the proportion of criminology seniors that had completed internships. Survey data suggested that students felt that preparation for graduate study and immediate employment had both been emphasized by the program, with graduate school preparation receiving slightly greater stress. One third of the senior criminology majors had completed internships, including a few who had completed more than one placement.

3. How were the findings discussed and analyzed within the department?

Since assessment was completed at the end of the academic year, results were not fully compiled until early summer. Therefore, discussion of the findings will occur in the fall.

4. What changes, if any, are you considering or have you implemented based on this analysis?

See item #3 above.

5. Which student learning outcomes for your program will be assessed in the coming year (2018-2019)? SLOs #3 through #5 will be assessed in the spring of 2019.

Student Learning Outcomes: Sociology

1. Which student learning outcomes for your programs did your department assess over the past year (2017- 2018)?

Three Student Learning Objectives for the Sociology program were assessed at the end of the academic year: SLO #1, SLO #2, and SLO #3.

2. What were the findings of these assessments?

SLO #1 ("Students should understand and apply the basic sociological concepts. These include the sociological imagination, social structure, institutions, social stratification, culture, and power") was assessed through senior survey data. Unfortunately, the response rate was unusually low this year; only one of 27 graduating seniors returned the survey, rendering the results relatively useless. Nevertheless, they are attached.

SLO #2 ("Students should understand the role of social structure, culture, and social processes in the causation and amelioration of social problems") was assessed by counting the number of senior sociology majors who had taken a course with a social problems focus. The 27 seniors checked averaged 2.74 such courses and all but one had taken at least one.

SLO #3 ("Students should have a thorough knowledge of the major sociological theories and theorists; important theoretical perspectives including functionalism, the conflict perspective, and symbolic interactionism; important social theorists include C. Wright Mills, Karl Marx, Emile Durkheim, Max Weber, and George Herbert Mead") was assessed through the evaluation of sample of eight final papers from one section of SOC 492 Sociological Theory by two members of the Assessment Committee. The professor who was responsible for teaching the course was not included in this part of the assessment. The average score by the independent readers was 2.25 on a scale of 1 (strong knowledge) through 4 (weak knowledge). A secondary measure was obtained from the senior survey. But no conclusion could be drawn from this method since only one graduating senior responded to the survey.

3. How were the findings discussed and analyzed within the department?

Since assessment was completed at the end of the academic year, results were not fully compiled until early summer. Therefore, discussion of the findings will occur in the fall. The Assessment Committee will also attempt to find ways to increase the response rate for the senior survey.

4. What changes, if any, are you considering or have you implemented based on this analysis?

See #3 above.

5. Which student learning outcomes for your program will be assessed in the coming year (2018-2019)?

The remaining three Student Learning Objectives (SLO #4, SLO #5, and SLO #6) will comprise the next round of assessment for the Sociology program.

Appendix 2. Faculty Publications and Creative Activities

Samantha Applin, Sociology/Anthropology

Journal Article

Savolainen, J., Applin, S., Messner, S., Hughes, L., Lytle, R. & Kivivuori, J. (11/01/2017). Does the Gender Gap in Delinquency Vary by Level of Patriarchy? A Cross-National Comparative Analysis. *Criminology*.

Samuel Avery, Communication Studies

Avery, S. (08/01/2017 - 01/01/2018). *Dirty Old Man*, short film, 2018 Official Selection, Central New York Film Festival, Syracuse, NY

Avery, S. (06/01/2017 - 06/30/2017). *The Marksman*, short film, 2018 Winner: North Country Filmmaker Award—Snowtown Film Festival; 2018 Certificate of Merit (Cinematography) Rochester International Film Festival, Rochester, NY; 2017 Winner: Best NY Short Film, Upstate NY Horror Film Festival, Rochester, NY;

Avery, S. (07/01/2017 - 07/31/2017). *AREA 52*, short film

Christopher Badurek, Geography

Book Chapter

Badurek, C. & French, J. (06/07/2017). Analysis of Impacts of Removing the Fort Loudoun Dam on Upstream Residential Property Values in Tennessee.. Rice, M., and Hernandez, T., *Location Intelligence Research and Applications*. (). Kent, OH, Applied Geography

Journal Article

Badurek, C. (05/16/2018). Evaluation of a GIS Deforestation Model for Monitoring Exurban Growth in the Southern Appalachians.. Evaluation of a GIS Deforestation Model for Monitoring Exurban Growth in the Southern Appalachians.. *Pennsylvania Geographer*. (55, 24-30)

Proceedings

Badurek, C. (09/08/2017). *Assessment of Greenhouse Gas Data Sets across the Data Lifecycle.*, 2017 Meeting of the Geoscience Information Society.

Badurek, C. (09/08/2017). *Research Data Competencies for eScience Use of GIS and Imagery Data in the Geosciences.*, 2017 Meeting of the Geoscience Information Society.

Badurek, C. (11/24/2017). *Use of Web GIS and Satellite Imagery for Teaching Concepts of Uncertainty in Earth Science Data.*, Geological Society of America

Alexandru Balas, International Studies

Other

Balas, A., Kotelis, A. & Ebner, N. (11/16/2017). 3) *Council of the European Union – European Parliament – European Commission Simulation “Anti-Terrorism EU Legislation” Role-Play Negotiation & Mediation*, Washington, D.C., European Union Delegation in the United States of America

Balas, A., Kotelis, A. & Ebner, N. (11/16/2017). *Council of the European Union Simulation “Negotiation Mandate for a Free Trade Agreement (FTA) with Tradeland” Role-Play Negotiation*, Washington, D.C., European Union Delegation in the United States of America

Balas, A., Kotelis, A. & Ebner, N. (11/16/2017). *European Council Simulation “European Agenda on Migration”*, Washington, D.C., European Union Delegation to the United States of America

Santanu Banerjee, Biological Sciences

Journal Article

Banerjee, S. (03/29/2018). Tall, Gata2a, and Gata3 Have Distinct Functions in the Development of V2b and Cerebrospinal Fluid-Contacting KA Spinal Neurons. Tall, Gata2a, and Gata3 Have Distinct Functions in the Development of V2b and Cerebrospinal Fluid-Contacting KA Spinal Neurons. *Tall, Gata2a, and Gata3 Have Distinct Functions in the Development of V2b and Cerebrospinal Fluid-Contacting KA Spinal Neurons.*

David Barclay, Geology

Proceedings

Barclay, D., Muller, O. & Young, R. (10/06/2017). *Exploring the surficial geology and hydrology of Alfred NY*, New York State Geological Association 89th Annual Meeting Field Trip Guidebook

Research Report

Barclay, D. (2017). Tree-ring analysis of the Girdwood intertidal forest beds, Alaska, US Geological Survey.

Martine Barnaby, Art and Art History

Barnaby, M. (Artist). (08/13/2017 - 10/18/2017). *Common Thread* Art. Maine, New York, Nanticoke Valley Historical Society

Heather Bartlett, English

Poetry

Bartlett, H. (02/01/2018). *Eve*, Lambda Literary Poetry Spotlight.
Bartlett, H. (09/01/2017). *Resistance*, Rise Up Review.

Fiction

Bartlett, H. (06/01/2017). *How to Choose*, Los Angeles Review.

Geoffrey Bender, English

Journal Article

Bender, G. (01/01/2018). "Recomposing Werther". *Image and Text*, University of Pretoria, South Africa

Poetry

Bender, G. (01/01/2018). "*If Your Waist, Wrapped in the Universe*," "*Revenant*," "*Frog*"; Chiron Review, St. John, Kansas

Howard Botwinick, Economics

Book

Botwinick, H. (11/01/2017). *Persistent Inequalities: Wage Disparity Under Capitalist Competition*, Leiden, The Netherlands, Brill

Kathleen Burke, Economics

Journal Article

Graham, K. & Burke, K. (05/01/2018). Students' Perceived Areas for Improvement in an Online Learning Environment. Students' Perceived Areas for Improvement in an Online Learning Environment. *International Journal of Process Education*.

Technical report

Burke, K. & Pasquarello, N. (06/01/2017). *Gender Climate Review: A Three Year Analysis*, SUNY Cortland

Jacob Carll, Performing Arts

Carll, J. (07/01/2017 - 07/28/2017). *Footloose*, Music Director, Sharon Playhouse, Sharon, Connecticut

Carll, J. (Music Director). (07/31/2017 - 08/26/2017). *West Side Story*, Music Director. White Plains Performing Arts Center, White Plains, New York

Jessica Carrick-Hagenbarth, Economics

Book Chapter

Carrick-Hagenbarth, J. (11/03/2017). Conflicts of Interest in Research. Deborah C. Poff and Alex C. Michalos, *Encyclopedia of Business and Professional Ethics* (). , Springer International Publishing

Christa Chatfield, Biological Sciences

Journal Article

Shek, R., Dattmore, D., Stives, D., Jackson, A., Chatfield, C., Hicks, K. & French, J. (11/30/2017). Structural and Functional Basis for Targeting Campylobacter jejuni Agmatine Deiminase To Overcome Antibiotic Resistance. . Structural and Functional Basis for Targeting Campylobacter jejuni Agmatine Deiminase To Overcome Antibiotic Resistance. . *Biochemistry*.

Peterson, C., Sauer, C. & Chatfield, C. (02/21/2018). The Extracellular Polymeric Substances of Legionella pneumophila Biofilms Contain Amyloid Structures. The Extracellular Polymeric Substances of Legionella pneumophila Biofilms Contain Amyloid Structures. *Current Microbiology*.

Stephen Clark, Art and Art History

Clark, S. (05/04/2018 - 05/18/2018). *Seen and Unseen: New Paintings by Stephen Alexander Clark*, Solo Art Exhibition, The Mariea Brown and Raymond Loft Galleries, Chenango Arts Council, Norwich, NY.

Deena Conley, Performing Arts

Conley, D. (Director, Dialect Coach). (10/05/2017 - 10/08/2017). *Kindertransport* by Diane Samuels Theater. Cortland, New York

Conley, D. (Dialect Coach). (12/01/2017 - 12/10/2017). *Little Women*, book by Hartley, lyrics by Hubbard, and score by Oler Theater. Cortland, New York

Conley, D. (Dialect Coach). (02/21/2018 - 02/25/2018). *Top Girls* by Caryl Churchill Theater. Cortland, New York

Conley, D. (Dialect Coach). (04/13/2018 - 04/22/2018). *9 to 5*, book by Resnick, Score and Lyrics by Parton Theater. Cortland, New York

Anna Curtis, Sociology/Anthropology

Book Chapter

Curtis, A. (02/21/2018). Paternity and the Paradigms of Possibility: Comparing Two Fatherhood Programs in American Prisons. Matthew Maycock and Kate Hunt, *New Perspectives on Prison Masculinities* (). , Palgrave Macmillan Publishers

Theresa Curtis, Biological Sciences

Journal Article

Curtis, T., Hannett, J., Harman, R., Puopolo, N. & Van de Walle, G. (04/13/2018). The secretome of adipose-derived

mesenchymal stem cells protects SH-SY5Y cells from arsenic-induced toxicity, independent of a neuron-like differentiation mechanism. . The secretome of adipose-derived mesenchymal stem cells protects SH-SY5Y cells from arsenic-induced toxicity, independent of a neuron-like differentiation mechanism. . *Neurotoxicology*. (67, 54-64)

Flavia Dantas, Economics

Journal Article

Wray, L., Kelton, S., Tcherneva, P., Fullwiler, S. & Dantas, F. (03/23/2018). Guaranteed Jobs through a Public Service Employment Program . Guaranteed Jobs through a Public Service Employment Program . *Policy Note Levy Economics Institute of Bard College*.

Research Report

Wray, L., Dantas, F., Fullwiler, S., Tcherneva, P. & Kelton, S. (2018). Public Service Employment: A Path to Full Employment. Levy Institute.

Robert Darling, Geology

Note/Abstract

Siron, C., Thompson, J., Baker, T., Darling, R. & Dipple, G. (10/24/2017). *Evidence for a complex, multi-phase and zoned Oligo-Miocene magmatic-hydrothermal system within the Straton Fault Zone, Northern Greece*, Geological Society of America

Darling, R., Lupulescu, M. & Chairenzelli, J. (03/19/2018). *Rare earth element composition of apatite, zircon, and monazite, and U-Pb zircon age of, the Port Leyden Nelsonite, Western Adirondack highlands, NY*, Geological Society of America

Maria Andrea Davalos Vallejo, Biological Sciences

Journal Article

Blossey, B., Davalos , A., Simmons, W. & Ding, J. (04/28/2018). A proposal to use plant demographic data to assess potential weed biological control agents impacts on non-target plant populations.. *BioControl* .

Blossey, B., Davalos, A. & Nuzzo, V. (07/22/2017). An indicator approach to capture impacts of white-tailed deer and other ungulates in the presence of multiple associated stressor. *AoB PLANTS*. (9, 5,)

Nuzzo, V., Davalos, A. & Blossey, B. (06/08/2017). Assessing plant community composition fails to capture impacts of white-tailed deer on native and invasive plant species. *AoB PLANTS*. (9, 4,)

Blossey, B., Nuzzo, V. & Davalos , A. (10/27/2017). Climate and rapid local adaptation as drivers of seed bank dynamics of *Alliaria petiolata* (garlic mustard) in North America. *Journal of Ecology*. (105, 1485-1495)

Chang, C., Johnston, M., Görres, J., Davalos, A., McHugh, D. & Szlavecz, K. (10/30/2017). Co-invasion of three Asian earthworms, *Metaphire hilgendorfi*, *Amyntas agrestis* and *Amyntas tokioensis* in the USA. *Biological Invasions*. (20, 843-848)

Quirion, B., Simek, Z., Davalos, A. & Blossey, B. (07/17/2017). Management of invasive *Phragmites australis* in the Adirondacks: a cautionary tale about prospects of eradication. *Biological Invasions*. (20, 59-73)

Laura Davies, English

Instructor's Manual

Davies, Laura J. "Command and Collaboration: Leading as a New WPA." *WPAs in Transition*. Eds. Courtney Adams Wooten, Jacob Babb, and Brian Ray. Logan, UT: Utah State University Press, 2018, pp. 188-203.

Davies, Laura J. "Grief and the New WPA." *WPA: Writing Program Administration* 40.2 (Spring 2017): 40-51.

Journal Article

Davies, Laura J. "Getting to the Root of the Problem: Preventing Plagiarism by Teaching Reading as a Process." *What Is College Reading? Exploring Reading in Every Discipline*. Eds. Alice Horning, Cynthia Haller, and Deb Gollnitz. WAC Clearinghouse/University Press of Colorado, 2017, pp. 161-182.

Karen Davis, Psychology

Journal Article

Lovett, B. & Davis, K. (12/01/2017). Adult ADHD assessment: An integrated clinical-forensic perspective, *Professional Psychology: Research and Practice*.

Ben DeLee, History

Journal Article

DeLee, B. (01/01/2018). "The Byzantine Politics of Byzantine Mysticism". *English Language Notes*, Vol 56, Issue 2, 245-250.

Leslie Eaton, Psychology

Website

Hagar, H., Bajaj, S., Nahas, D., May, K., Eaton, L. & Schrock, R. (10/12/2017). *Curatious.com*

Kim Evans, Philosophy

Book

Evans, K. (11/15/2017). *One Foot in the Finite: Melville's Realism Reclaimed*, Evanston, Illinois, Northwestern University Press

Evan Faulkenbury, History

Journal Article

Faulkenbury, E. (04/01/2018). "Monroe is Hell: Voter Purges, Registration Drives, and the Civil Rights Movement in Ouachita Parish, Louisiana". *Louisiana History*.

Faulkenbury, E. (Podcast Creator/Producer). (08/01/2016 - 05/01/2017). *The So What? Question podcast*.

Faulkenbury, E. (Creator/Admin). (08/01/2016 - 05/31/2028). *Cortland Public History website*.

Terry Fitzgerald, Biological Sciences

Fitzgerald, T. (2018). Final Report to UDSA - APHIS: Trail marking pheromone of *Cactoblastis cactorum*.

Andrew Fitz-Gibbon, Philosophy

Book

Fitz-Gibbon, A. (11/01/2017). *The Fragility of Tolerant Pluralism*, New York, Palgrave Macmillan

Book Chapter

Fitz-Gibbon, A. (11/01/2017). *Becoming Nonviolent: Sociobiological, Psychological and Spiritual Perspectives*. . Andrew Fiala, *The Routledge Handbook of Pacifism and Nonviolence*. New York, Routledge

Kaitlin Flannery, Psychology

Journal Article

Vannucci, A., Flannery, K. & Ohannessian, C. (04/25/2018). Age-Varying Associations Between Coping and Depressive Symptoms Throughout Adolescence and Emerging Adulthood. *Development and Psychopathology*.

Vannucci, A., Ohannessian, C., Flannery, K., De Los Reyes, A. & Liu, S. (03/23/2018). Associations Between Friend conflict and affective states in the daily lives of adolescents. *Journal of Adolescence*. (65, 155-166)

Kaminer, Y., Ohannessian, C., McKay, J., Burke, R. & Flannery, K. (07/31/2017). Goal Commitment Predicts Treatment Outcomes for Adolescents with Alcohol Use Disorder. *Addictive Behaviors*. (76, 122-128)

Galica, V., Vannucci, A., Flannery, K. & Ohannessian, C. (07/01/2017). Social Media Use and Conduct Behavior Problems in Emerging Adults. *Cyberpsychology, Behavior, and Social Networking*. (20, 7, 448-452)

Flannery, K., Vannucci, A. & Ohannessian, C. (09/29/2017). Using Time Varying Effect Modeling to Examine Age-Varying Gender Differences in the Use of Coping Strategies Throughout Adolescence and Emerging Adulthood. *Journal of Adolescent Health*. (62, S27-S34)

Katherine Foster, Psychology

Journal Article

VanderDrift, L., Vanable, P., Bonafide, K., Brown, J., Bostwick, R. & Carey, M. (07/27/2017). Using actor-partner interdependence modeling to understand HPV vaccine acceptance. *Plos One*.

Christopher Gascon, Modern Languages

Journal Article

Gascón, C. (07/24/2017). "Virués's Theater of the Grotesque: Interrogating La gran Semíramis from Roman Chronicle to the New York Stage." *Bulletin of the Comediantes*. (69, 1, 45-62)

Book Chapter

Gascón, C. (10/17/2017). "Estética neobarroca en el teatro barroco representado en Nueva York." Esther Fernández, Alejandro García-Reidy y José Miguel Martínez Torrejón, *El teatro clásico en su(s) cultura(s): de los Siglos de Oro al siglo XXI* (401-417). New York, Hispanic Seminary of Medieval Studies

Laura Gathagan, History

Journal Article

Gathagan, L. (12/01/2017). "'You conquer countless enemies, even as a maiden:' The Conqueror's daughter and dynastic rule at La Trinité, Caen," *History*. (102, 5, 19)

Book

Pohl, B., Gathagan, L., Gasper, G., Vaughn, S., Hicks, L., Brenner, E. ... & Allen, R. (01/01/2018). *A Companion to the Abbey of Le Bec in the Middle Ages*, Leiden, Brill

Edited Book

Gathagan, L. & North, W. (11/30/2017). *Editor, Haskins Society Journal Volume 28*, Woodbridge, Suffolk, Boydell Press

Louis Gatto, Biological Sciences

Journal Article

Gatto, L. (05/01/2018). The role of high airway pressure and dynamic strain on ventilator induced lung injury in a heterogeneous acute lung injury model. *Intensive Care Medicine Experimental*.

Gayle Gleason, Geology

Gleason, G. (2018). Structural Geology of West Property - Ravenna Quarry, Lafarge Holcum Inc.

Alan Haight, Economics

Journal Article

Haight, A. (12/13/2017). The Piketty-Kaldor Paradox of Growth:Reply to Medlen. The Piketty-Kaldor Paradox of Growth:Reply to Medlen. *Journal of Post Keynesian Economics*. (40, 4, 636-637)

Katherine Hicks, Chemistry

Journal Article

Hicks, K., Shek, R., Dattmore, D., Stives, D., Jackson, A., Chatfield, C. & French, J. (12/26/2017). Structural and Functional Basis for Targeting *Campylobacter jejuni* Agmatine Deiminase To Overcome Antibiotic Resistance. *Biochemistry*. (56, 51, 6734-6742)

Li Jin, Geology

Journal Article

Khan, S., Sinha, R., Whitehead, P., Sarkar, S., Jin, L. & Futter, M. (04/09/2018). Flows and sediment dynamics in the Ganga river under present and future climate scenarios. *Hydrological Sciences Journal*.

Gutchess, K., Jin, L., Ledesma, J., Crossman, J., Kelleher, C., Lautz, L. & Lu, Z. (12/27/2017). Long-term climatic and anthropogenic impact on stream water salinity in New York State: INCA simulations offer cautious optimism. *Environmental Science and Technology*.

Jin, L., Whitehead, P., Appeaning Addo, K., Amisigo, B., Macadam, I., Janes, T. ... & Rodda, H. (05/14/2018). Modeling future flows of the Volta River system: Impacts of climate change and socio-economic changes. *Science of the Total Environment*.

Whitehead, P., Jin, L., Macadam, I., Janes, T., Sarkar, S. & Rodda, H. (05/05/2018). Modelling impacts of climate change and socio-economic change on the Ganga, Brahmaputra, Meghna, Hooghly and Mahanadi river systems in India and Bangladesh. *Science of the Total Environment*.

Jin, L., Whitehead, P., Rodda, H., Macadam, I. & Sarkar, S. (05/12/2018). Simulating climate change and socio-economic change impacts on flows and water quality in the Mahanadi River system, India. *Science of the Total Environment*.

Wan Jung, Communication Studies

Journal Article

Rhee, E. & Jung, W. (04/16/2018). Brand familiarity as a moderating factor in the ad and brand attitude relationship and advertising appeals.. *Journal of Marketing Communications*.

Jung, W., Chung, M. & Rhee, E. (06/01/2017). The effects of attractiveness and source expertise on online health sites. *Health Communication*.

Caroline Kaltefleiter

Kaltefleiter, C., Alexander, K., Carubia, N. & DiDonna, S. (Special Report Broadcast: Executive Producer). (04/27/2018). "Self Deprecating Humor and Cyberbullying Special Radio Broadcast" Cortland, New York, 90.5 FM WSUC-FM

David Kilpatrick, Psychology

Magazine or Trade Publication

Kilpatrick, D. (11/01/2017). *Do you know which indicators explain intervention effectiveness most reliably?*, Baltimore, MD, International Dyslexia Association

Christina Knopf, Communication Studies

Book Chapter

Knopf, C. (04/01/2018). Marvel's Shamrock: Haunted heroine, working woman, guardian of the galaxy. M. DiPaolo , *Working class comic book heroes: Class conflict and populist politics in comics* (206-225). Jackson, MS, University Press of Mississippi

Kassim Kone, Sociology/Anthropology

Journal Article

Kone, K. (03/01/2018). "The Soninke in Ancient West African History." Oxford Research Encyclopedia of African History.

John Leffel, English

Journal Article

Leffel, J. (01/01/2017). "Conjugal Excursions, at Home and Abroad, in Jane Austen's "Juvenilia" and Sanditon," in Robert Clark, ed., *Jane Austen's Geographies*, (London and New York: Routledge, 2017), 28-51.

John Lombardo, Psychology

Journal Article

Lombardo, J. & Peck, J. (05/01/2018). Effects of exposure to polychlorinated biphenyls during different periods of development on ethanol consumption by male and female rats, *Environmental Pollution* 236, 334-342.

Benjamin Lovett, Psychology

Journal Article

Lovett, B. & Davis, K. (12/01/2017). Adult ADHD assessment: An integrated clinical-forensic perspective, *Professional Psychology: Research and Practice*.

Mary McGuire, Political Science

Newspaper Op-Ed

McGuire, M. (04/29/2018). Theta Tau Videos do not Constitute Protected Free Speech: Syracuse University is Free to Enforce its Code of Conduct. *Syracuse Post Standard*.

Brendan McQuade, Sociology/Anthropology

Book Chapter

McQuade, B. (09/23/2017). (Anti)systemic Movements: Hegemony, the Passive Revolution and (Counter)revolutions. Roberto Patricio Korzeniewicz, *The World-System as Unit of Analysis* (). , Routledge

Christopher McRoberts, Geology

Journal Article

Nagel-Myers, J., McRoberts, C. & LaPointe, C. (04/16/2018). Ecophenotypic variability during times of evolutionary stasis in Middle Devonian Actinopteria (Bivalvia, Pterioidea) from New York. *Journal of Paleontology*.

Wendy Miller, Geography

Miller, W. (2017). Town of Dryden Farmland Protection Plan.

Scott Moranda, History

Moranda, S. (2017). An Environmental History of the Trout Brook Watershed in Cortland County, Cortland County Soil and Water Conservation District

Avanti Mukherjee, Economics

Mukherjee, A. (2018). What can Time Use Methodology tell us about Women's Work in Rural India? Foundation for Agrarian Studies, India

Mecke Nagel, Philosophy

Other

Nagel, M. (12/01/2017). "Iris Marion Young." *The Wiley-Blackwell Encyclopedia of Social Theory*

Christian Nelson, Biological Sciences

Journal Article

Mayberry, C., Nelson, C. & Maginnis, M. (08/01/2017). JC Polyomavirus Attachment and Entry: Potential Sites for PML Therapeutics, *Current Clinical Microbiology Reports*.

Scott Oldfield, Art and Art History

Other

Oldfield, S. (09/15/2017). *SUNY Cortland Red Dragon*, United States, SUNY Cortland

Angela Pagano, Biological Sciences

Journal Article

Pagano, A. & Titus, J. (12/01/2017). *Carbon dioxide and submersed macrophytes in lakes: linking functional ecology to community composition*, *Ecology* 98, 3096-3105.

Biru Paksha Paul, Economics

Book

Paul, B. (06/06/2018). *Analyzing Socioeconomic Issues through Arguments*, Dhaka, Bangladesh, Anyaprokahs

Joshua Peck, Psychology

Journal Article

Lombardo, J. & Peck, J. (05/01/2018). Effects of exposure to polychlorinated biphenyls during different periods of development on ethanol consumption by male and female rats, *Environmental Pollution* 236, 334-342.

Gregory Phelan, Chemistry

Patents

Ice-phobic substrates and coatings and methods for their preparation and use (2018). 9,856,408

Flame Retardants (2017). 9,834,726

Method and composition for managing dag on hair (2017). 9,789,054

Light weight structural materials (2017). 9,771,468

Sebastian Purcell, Philosophy

Other

Purcell, S. & Vitale, S. (05/04/2018). *21st Century Socialism: Concepts and Visions - Guest Editors Introduction*

Monograph

Purcell, S. (05/04/2018). *Liberation Politics as a (New) Socialist Politics*

Book Chapter

Purcell, S. (05/11/2018). Confucius and the Aztecs on the Mean.

Vaughn Randall, Art and Art History

Randall, V. (08/15/2017 - 08/15/2100). *800 Year Mistake*. Three iron and porcelain works on permanent exhibition at the San Bao Ceramic Art Museum, Jingdezhen, China

Randall, V. (Sculptor). (04/15/2018 - 04/15/2100). *Window to the World*, Sculpture on permanent display in town square, Clarksville, Tennessee

Randall, V. (Sculptor). (04/28/2018 - 06/30/2018). *Ferrous Wheel* Art. Eighth ICCCIA Steering Committee Exhibition, Scranton, Pennsylvania

Randall, V. (Sculptor). (05/30/2018 - 06/02/2018). *Behind the Conference* Art. Celebration of current and previous ICCCIA conference chairs, Scranton, Pennsylvania

Randall, V. (Curator). (05/30/2018 - 12/15/2018). *Liquid Earth* Art. Hope Horn Gallery, University of Scranton, Scranton, Pennsylvania

Claus Schubert, Mathematics

Journal Article

Schubert, C. & Leep, D. (03/01/2018). Intersections of maximal subspaces of zeros of two quadratic forms. *Annals of Combinatorics*.

Robert Spitzer

Book

Spitzer, R. (01/01/2018). *The Politics of Gun Control*, New York, Routledge

Journal Article

Spitzer, R. (10/04/2017). "Gun Law History in the United States and Second Amendment Rights". *Law and Contemporary Problems*, vol. 80, 2 (2017). (80, 2, 55-83)

Newspaper Op-Ed

Spitzer, R. (10/03/2017). "Americans Used to Be Good at Gun Control. What Happened?" *New York Times*.

Spitzer, R. (10/08/2017). "An American Standoff". *New York Daily News*.

Spitzer, R. (08/16/2017). "Armed Private Militias like Charlottesville's Offend the Founding Fathers' Intent". *New York Daily News*.

Spitzer, R. (05/08/2018). "Here's What Trump Doesn't Know about Knives, Guns and Murder". *The Washington Post*.

Spitzer, R. (03/05/2018). "How to Keep the Deadliest Guns Out of Dangerous Hands". *New York Daily News*.

Spitzer, R. (02/15/2018). "Laws We Used to Have on the Books Could Have Prevented the Florida School Shooting." *Washington Post*.

Spitzer, R. (08/20/2017). "Private Militias and Gun Rights". *Syracuse Post Standard*.

Spitzer, R. (02/23/2018). "The NRA's Journey from Marksmanship to Political Brinkmanship. *The Conversation*.

Spitzer, R. (03/11/2018). "You Can Report a Bad Driver; Why Not an Angry Gun Owner?" *Syracuse Post Standard*.

Sharon Steadman, Sociology/Anthropology

Edited Book

Steadman, S. & McMahon, G. (10/18/2017). *The Archaeology of Anatolia: Recent Discoveries (2015-2016)*, Newcastle Upon Tyne, Cambridge Scholars Publishing

Book Chapter

Steadman, S. & McMahon, G. (10/18/2017). The 2015-2016 Seasons at Çadır Höyük on the North Central Anatolian Plateau. Sharon R Steadman and Gregory McMahon, *The Archaeology of Anatolia: Recent Discoveries (2015-2016)*. Newcastle Upon Tyne, Cambridge Scholars Publishing

Journal Article

Steadman, S., Serifoğlu, T., Selover, S., Hackley, L., Yildirim, B., Lauricella, A. ... & Cassis, M. (02/14/2018). Recent Discoveries (2015-2016) at Çadır Höyük on the Anatolian North Central Plateau. *Recent Discoveries (2015-2016) at Çadır Höyük on the Anatolian North Central Plateau. Anatolica.* (43, 203-250)

Magazine or Trade Publication

Steadman, S. & Hackley, L. (08/16/2017). *Tarih Öncesi ana Çağlarda Dolu Yerleşme Düzeni ve Toplumsal Yapılanma" (Spatial Organization and Social Complexity in Prehistoric Anatolian Settlements)*, Istanbul Turkey, Aktuel Arkeoloji (Turkey)

Proceedings

McMahon, G., Şerifoğlu, T. & Steadman, S. (03/15/2018). *Orta Anadolu Platosu'ndaki Çadır Höyük'te 2016 Kazı Sezonu Sonuçları*, Ankara, Turkey, Kültür ve Turizm Bakanlığı

Randi Storch, History

Journal Article

Storch, R. (04/01/2018). "More than a Trophy for Womankind: Rabbi Stephen S. Wise and the Struggle for Suffrage in New York State". *New York History.* (98, 3-4, 397-421)

Other

Storch, R. (08/01/2018). "Calling All Labor Historians: A New Resource to Tell Labor's Story", Labor Online, Labor and Working Class History Association

Storch, R. (09/01/2017). *Mapping Red Chicago*, University of Washington, History Department

Codruta Temple, Modern Languages

Journal Article

Temple, C. & Doerr, H. (01/01/2018). How do teachers develop and enact a disciplinary view of literacy in mathematics? *Journal of Adolescent & Adult Literacy*, 61(5), 483-488.

Bekeh Ukelina, History

Book

Ukelina, B. (08/15/2017). *The Second Colonial Occupation: Development Planning, Agriculture, and the Legacies of British Rule in Nigeria*, Lanham, MD, Lexington Books

Paul Van der Veur, Communication Studies

Van der Veur, P. (3D Modeler). (01/29/2018 - 06/01/2018). *3D Model of SUNY Cortland Buildings: Old Main, Dowd Fine Arts Center, Miller Building, Bowers Hall, Brockway Hall, Student Life Center*. SUNY Cortland Sesquicentennial Planning Committee

Van der Veur, P. (3D Modeler). (01/29/2018 - 06/01/2018). *Interactive 3D Model of SUNY Cortland Campus*, SUNY Cortland Sesquicentennial Planning Committee

Anne Vittoria, Sociology/Anthropology

Book

Vittoria, A. (05/31/2018). *Into a World Apart: An Ethnography of Care Work and Dementia*, Nashville, TN, Vanderbilt University Press

Jeffrey Werner, Chemistry

Journal Article

Spirito, C., Daly, S., Werner, J. & Angenent, L. (03/02/2018). Redundancy in Anaerobic Digestion Microbiomes during Disturbances by the Antibiotic Monensin. *Applied and Environmental Microbiology*. (84, e02692-17)

Brian Williams, Political Science

Journal Article

Williams, B. & Indridason, I. (04/01/2018). Luck of the Draw? Members' Bills and Electoral Connection. *Political Science Research and Methods*. (6, 2, 211-227)

Williams, B. (01/31/2018). States as Instruments of Anarchism. *Theory In Action*. (11, 1, 17-44)

Mark Worrell, Sociology/Anthropology

Book Chapter

Worrell, M. & Krier, D. (09/01/2017). "The Sacred and the Profane in the General Formula for Capital, or, Saving Marx's Theory of the Commodity from Marxism." *The Social Ontology of Capitalism*, Palgrave, 75-119.

Worrell, M. & Krier, D. (09/01/2017). "The Social Ontology of Capital: An Introduction." *The Social Ontology of Capitalism*, Palgrave, 1-11.

Worrell, M. (09/01/2017). "The Social Psychology of Authority." *Handbook of Critical Theory*, Palgrave, 463-480.

Journal Article

Worrell, M. & Krier, D. (09/01/2018). "Atopia Awaits! A Critical Sociological Analysis of Marx's Political Imaginary." *Critical Sociology* 44(2): 213-239.

Worrell, M. & Krier, D. (09/01/2017). "The Organic Composition of the Big Mother." *Continental Thought & Theory* 1(4): 636-652.

Worrell, M. & Krier, D. (09/01/2018). "Totems, Fetishes, and Enchanted Modernity: Hegelian Marxism Confronts Idolatry." *Logos* 17(1).

Lan Ye, Communication Studies

Journal Article

Ye, L. & Ki, E. (02/01/2018). Impact of message convergence on organizational reputation: An examination of organizational crisis communication on Facebook. *Corporate Reputation Review*. (21, 1, 1-8)

Ye, L. & Cheong, Y. (09/13/2017). Using Facebook efficiently: Assessing the impact of organizational Facebook activities on organizational reputation. *Corporate Communications: An International Journal*. (22, 4, 440-454)

Tiantian Zheng, Sociology/Anthropology

Journal Article

Zheng, T. (03/15/2018). Human Trafficking. Human Trafficking. *Journal of Historical Archaeology & Anthropological Sciences*. (3, 2, 187-194)

Appendix 3. Faculty Presentations

Anne Adams, Africana Studies

Adams, A. (01/26/2018). *"Challenges in Translations of Zora Neale Hurstons novel Their Eyes Were Watching God"*. Symposium of annual Zora Neale Hurston Festival, Eatonville, FL

Adams, A. (09/21/2017). *Transnational Feminism in Chimamanda Adichie's Fiction Writings*. SUNY Cortland's "Inclusion" (Cultural and Intellectual Climate Committee) (CICC)

Adams, A. (06/14/2017). *"Pros and Cons of Publishing in an Online Journal"*. African Literature Association

Scott Anderson, Geography

Anderson, S. (04/19/2018). *Auburn and Seneca Falls, Historical Comparison*. Book Club Discussion Series

Samantha Applin, Sociology/Anthropology

Simpson, J. & Applin, S. (11/16/2017). *Reevaluating the Effects of State-Level Self-Defense Changes on Crime and Justifiable Homicide*. Annual Meeting of the American Society of Criminology.

Seth N. Asumah, Africana Studies

Asumah, S. (05/25/2018). *Germany and the European Union's Compact with Africa (Keynote and Panelist)*. Africa Day, Hamburg, Germany

Asumah, S. (04/07/2018). *U.S. Immigration Policy and the Politics of Exclusion: Seeing More than an African Immigrant*. New York African Studies Association (NYASA) Conference

Asumah, S. (11/30/2017). *Engaging Race, Diversity and the Politics of Difference: Rethinking Hetero-patriarchy, Hegemony and Dealing with Difficult Dialogues on College Campuses*. SUNY Diversity Conference 2017

Asumah, S. (10/12/2017). *African Agency in International Relations*. African Studies Association of Africa (ASAA)

Asumah, S. (10/12/2017). *Africa: Rethinking Democratic Consolidation and Development (Plenary Keynote)*. African Studies Association of Africa (ASAA)

Asumah, S. (08/11/2017). *Business and Socio-Political Partnership between Africans and Germans*. Africa GreenTec Conference, Hamburg/Berlin, Germany

Samuel Avery, Communication Studies

Avery, S. & Ficarra, J. (09/06/2017). *Northside: The Politics of Community Inclusion*. International Association for Research on Service Learning and Community Engagement (IARSLCE)

Christoper Badurek, Geography

Badurek, C. (05/31/2018). *GIS and Land Use and Land Cover Data Resources for the Chenango Watershed, NY.. B-WET Watershed Symposium, Cornell University, Ithaca, NY, May 31, 2018.*

Badurek, C. (05/24/2018). *Developing Data Literacy Competencies in STEM Disciplines using Web GIS Resources.* . SUNY Conference on Instruction & Technology, Cortland, NY, May 24, 2018.

Badurek, C. & Miller, W. (05/23/2018). *Assessment Methods for Courses Integrating Geographic Information Technologies.* SUNY Conference on Instruction & Technology, Cortland, NY, May 23, 2018.

Badurek, C. & Homer, A. (04/10/2018). *Assessment of Land Use and Land Cover Classification Methods for the Chenango Watershed, NY.* Genesee Finger Lakes GIS Conference, Pittsford, NY, April 10, 2018.

Badurek, C. (11/17/2017). *GIS Modeling of the Invasive Species Purple Loosestrife and Japanese Stilt Grass.* Finger Lakes Institute Research Conference, Geneva, NY, Nov. 17, 2017.

Badurek, C. (10/24/2017). *Use of Web GIS and Satellite Imagery for Teaching Concepts of Uncertainty in Earth Science Data.* Geological Society of America (GSA) Annual Meeting, Seattle, WA, Oct. 22-25, 2017.

Badurek, C. (10/18/2017). *R-based GIS Modeling of Invasive Plants along the Appalachian Trail.* NYGeoCon, New York State GIS Association Conference, Lake Placid, NY, October 18-19, 2017.

Badurek, C. (10/18/2017). *Impacts of Exurban Housing Development on Forested Land Cover of the Southern Appalachians.* NYGeoCon, NY State GIS Association Conference, Lake Placid, NY, October 18-19, 2017.

Alexandru Balas, International Studies

Balas, A. (06/29/2018). • *“Romania’s Contributions to Peace Operations. Comparative Study with other Central and Eastern European EU Member-States”.* Society for Romanian Studies

Balas, A. (04/30/2018). *“Lessons about Genocide from the United Nations”.* Seven Valleys New Tech Academy

Balas, A., Duncan, J. & Ross, T. (03/16/2018). *“Successes and Failures: Campus-Wide COIL Mapping”.* 12th Annual Collaborative Online International Learning (COIL) Conference

Balas, A. (03/07/2018). *“The Impact of Major World Conflicts on Individuals”.* Seven Valleys New Tech Academy

Balas, A., Diehl, P., Kadera, K., Vasquez, J. & McLoughlin-Mitchell, S. (11/17/2017). *Roundtable in Honor of Best Book Award Winner, “The Puzzle of Peace: The Evolution of Peace in the International System”.* International Studies Association-Midwest

Balas, A. & Kotelis, A. (10/30/2017). *“Cross-Cultural Negotiations - COILing Negotiation Skills Around the World”.* Global Learning Conference: Transcending Boundaries through COIL, 11th Annual Collaborative Online International Learning (COIL) Conference

Balas, A. (08/02/2017). *Getting the Most Out of your Graduate Studies in U.S.: Tips from an OSF Alumni.* Open Society Foundations, Pre-Departure Summer School, Syracuse University

Santanu Banerjee, Biological Sciences

Banerjee, S. (04/14/2018). *Neuronal development.* CNY zebrafish meeting 2018

David Barclay, Geology

Haeussler, P. & Barclay, D. (05/16/2018). *Tree-ring dating of the penultimate great Alaska earthquake to the winter of 1029-1030 CE* Seismology of the Americas meeting

Barclay, D. (03/19/2018). *Deglacial ice margins in the Finger Lakes region of central New York.* Geological Society of America - NE section meeting

Smith, R., Badamo, T., Barclay, D., Cruper, D. & Weltner, R. (03/19/2018). *Water quality monitoring in the south shore estuaries of Long Island, New York.* Geological Society of America - NE section meeting

Barclay, D. (02/27/2018). *Kame of Thrones: the Cortland landscape and its Ice Age origins.* Science & Suds talk series

Barclay, D. (01/21/2018). *Hidden landscape features on the Finger Lakes and Cayuga trails*. Cayuga Trails Club annual meeting

Martine Barnaby, Art and Art History

Barnaby, M. (09/10/2017). *Common Thread Artist Talk*. Nanticoke Valley Historical Society

Heather Bartlett, English

Bartlett, H. (05/01/2018). *From Writer to Published Writer: Navigating the Ins and Outs of Submissions*. Spring Writes Literary Festival

Bartlett, H. (03/01/2018). *Teaching Descriptive Writing through the Language of Film..* Writing Matters Conference

Bartlett, H. (09/01/2017). *Making Changes: Revising a First-Year Writing Curriculum within a Teaching Community*. SUNY Council on Writing, Onondaga Community College

Bartlett, H. (07/01/2017). *The Craft of Poetry*. Binghamton Summer College, Binghamton University

Bartlett, H. (05/01/2018 - 05/31/2018). *Works-in-Progress Reading*, Featured poet, Spring Writers Literary Festival. Ithaca, New York

Geoffrey Bender, English

Bender, G. & McKenzie, C. (10/17/2018). *"Harnessing the Power of YA Literature to Teach Close Reading Skills"*. New York State English Council fall conference

Bender, G. (08/10/2018). *"Modernist Prolepsis, Productive Irreconcilability, and the Thingly Lyric Object"*. Modernism Today: MSA19 conference

Bender, G. (08/10/2018). *"We Touch the Thing, The Thing Touches Back: H.D. and the Agency of Objects"*. Modernism Today: MSA19 conference

Bender, G. (04/13/2018). *"Modernist Poetics and the Question of the Thing Itself"*. Northeast Modern Language Association spring conference

Bender, G. (04/13/2018). *"H.D.'s Rose"*. Northeast Modern Language Association spring conference

Michael Berzonsky, Psychology

Berzonsky, M. & Topolewska-Siedzik, E. (07/17/2018). *Personality metatraits and cognitive functioning*. European Conference on Personality,

Kathleen Burke, Economics

Burke, K., Graham, K. & Scognamiglio, J. (05/23/2018). *Online Teaching Observations: A Rubric to Assess Faculty Teaching*. SUNY Conference on Instruction and Technology

Christa Chatfield, Biological Sciences

Ola, A., Aragona, B. & Chatfield, C. (06/24/2017). *Taxonomy of a Spirosoma-like bacterial isolate #209 from Cortland, NY tap water*. Northeastern Microbiology meeting: Physiology, Ecology and Taxonomy.

Stephen Clark, Art and Art History

Clark, S. (05/04/2018). *Artist Talk Seen and Unseen: New Paintings by Stephen Alexander Clark*. Artist Talk

Patricia Conklin, Biological Sciences

Melshenker, K. & Conklin, P. (04/13/2018). *The use of DivIVA to confirm the interaction between two Arabidopsis proteins (GME and VTC3) involved in the synthesis of ascorbic acid in plants.*. Northeast Region-1 Conference TriBeta

Anna Curtis, Sociology/Anthropology

Curtis, A. & Kocijanski, M. (08/13/2017). *"Lesbianing together": Images of incarcerated women in Orange is the New Black.*. American Sociological Association Annual Meeting

Flavia Dantas, Economics

Dantas, F. (06/19/2018). *Full Employment: Are we There Yet?*. 6th Cross-Border Post-Keynesian Conference

Robert Darling, Geology

Darling, R. (04/05/2018). *Cristobalite, stretched quartz and melt inclusions in Adirondack Garnet*. K. Douglas Nelson Earth Sciences Lecture Series, Earth Science Department, Syracuse University

Maria Andrea Davalos Vallejo, Biological Sciences

Davalos, A., Blosey, B., Simmons, W. & Ding, J. (07/23/2018). *A demographic approach to assess target and non-target impacts of weed biocontrol agents: applications for Trapa natans (water chestnut)*. North American Congress for Conservation Biology (NACCB)

Collings, J., Dombroskie, L. & Davalos, A. (07/23/2018). *Assessment of Cynanchum rossicum Management in State Parks*. North American Congress for Conservation Biology (NACCB)

Davalos, A. (06/22/2017). *Invasive plants, earthworms and deer: relationships among major forest stressors*. Department Seminar, Department of Natural Resources, Cornell University

Laura Davies, English

Davies, L. (06/01/2018). *International Federation for the Teaching of English Conference*. "Back to School: A School-University Partnership to Prepare Future Writing Teachers."

Davies, L. (05/01/2018). *"Rhetorical Reading Processes in the Sciences."*. Invited talk at Kingsborough Community College

Davies, L., McNamara, J., Stern, L. & Van Der Karr, C. (04/01/2018). *"Developing a Shared Language of Assessment."* Assessment Network of New York Annual Conference.

Davies, L. (03/01/2018). *"Family Matters: Bringing Parents into the Writing Process."* Writing Matters V Conference, Seven Valleys Writing Project.

Davies, L. (01/01/2018). *"Teaching the Fragments: English Education, Democracy, and Digital Media."* Modern Language Association Annual Convention

Davies, L. (10/01/2017). *"Who Owns This Church: Feminist Methods of Protest and Lay Catholic Activism."* Feminisms and Rhetorics Biennial Conference.

Davies, L., Rutherford, K., Bartlett, H., Emerson, T., Hernandez, M. & Jackson, J. (09/01/2017). *"Making Changes: Revising a First-Year Writing Curriculum within a Teaching Community."* SUNY Council on Writing.

Davies, L. (08/01/2017). *"The Spaces for Conversation for CCR Graduate Students."* CCR 20th Anniversary

Community Day. Department of Writing and Rhetoric.

Davies, L. (06/01/2017). *"Advocacy Assignments: The Work of the Micro-curriculum in Teacher Preparation Program."* Council on English Education Summer Conference

Stephanie Decker, Sociology/Anthropology

Decker, S. (02/21/2018). *"Torture: Strategies, Effects, and the Human Toll."* Lecture Series: The Culture of Human Rights and Realities

Tim Delaune, Political Science

Delaune, T. (03/29/2018). *Can an Unelected US House Speaker Constitutionally Ascend to the Presidency?*. Western Political Science Association 2018 Annual Meeting

Ben DeLee, History

DeLee, B. (10/06/2017). *"Occupied Space: Colonial and Post-Colonial Theory in the Late Byzantine Period"*. 43rd Annual Byzantine Studies Conference

DeLee, B. (09/26/2017). *"From Heresy to Infidel: the Clash of Islam and Christianity in the Early Medieval Mediterranean,"*. Cultures, Hopes and Conflicts.

David Dickerson, Mathematics

Dickerson, D. (11/03/2017). *Alternative Construction Tools*. Annual Fall Conference of the Association of Mathematics Teachers of New York State

Karen Downey, Chemistry

Downey, K. (08/01/2018). *Flipping out: Groupwork and individual learning in a general chemistry course*. 25th Biennial Conference on Chemical Education

Peter Ducey, Biological Sciences

Ducey, P. (05/30/2018). *Evolution and Medicine Workshop: part 1*. Master Teacher Program Workshop

Eric Edlund, Physics

Edlund, E. & Porkolab, M. (07/05/2018). *Observations of electron-driven Alfvén eigenmodes in Wendelstein 7-X*. European Physics Society

Edlund, E., Porkolab, M., Grulke, O., von Stechow, A. & Böttger, L. (04/17/2018). *Overview of the Wendelstein 7-X phase contrast imaging diagnostic and results from the OPI.2a campaign*. 2018 High Temperature Plasma Diagnostics Conference

Edlund, E., Porkolab, M., Grulke, O., von Stechow, A. & Bottger, L. (10/31/2017). *First Results from the Wendelstein 7-X Phase Contrast Imaging Diagnostic*. American Physical Society Division of Plasma Physics (APS-DPP)

Laura Eierman, Biological Sciences

Lee, B., Emerson, K. & Eierman, L. (11/08/2017). *The effects of modern restoration techniques on genetic variability in Crassostrea Virginica, The Eastern Oyster.* 24th Biennial Conference Coastal and Estuarine Research Federation

Laccetti, K., Eierman, L. & Kaplan, J. (10/25/2017). *Interspecies tactile behavior between Atlantic bottlenose dolphins (Tursiops truncatus) and Atlantic spotted dolphins (Stenella frontalis) in Bimini, The Bahamas*. 22nd Biennial Conference on the Biology of Marine Mammals

Hongli Fan, Modern Languages

Fan, H. (11/03/2017). *The power of sustained silent reading*. NYSTESOL conference

Andrew Fitz-Gibbon, Philosophy

Fitz-Gibbon, A. & Fitz-Gibbon, J. (05/11/2018). *Second hand Shock Syndrome*. AFFCNY Annual Conference

Fitz-Gibbon, A. & Fitz-Gibbon, J. (05/11/2018). *Caring for Ourselves as We Care for Others*. AFFCNY Annual Conference

Fitz-Gibbon, A. & Fitz-Gibbon, J. (09/06/2017). *Welcoming Strangers*. Cortland County Social Services

Kaitlin Flannery, Psychology

Logan, S., Levitskiy, A., Melnyk, K. & Flannery, K. (04/20/2018). *When does schoolwork suffer? Assessing the associations between characteristics of friendships that dissolve and academic performance in adolescence*. SUNY Undergraduate Research Conference

Ohannessian, C., Vannucci, A., Flannery, K., Lincoln, C., Tring, A. & Guite, J. (04/14/2018). *Self-competence and depressive symptoms in middle-to-late adolescence: Disentangling the temporal relationship using cross-lagged models*. Biennial Conference of the Society for Research on Adolescence

Flannery, K. & Smith, R. (04/13/2018). *Breaking up with a friend is hard to do: Youths' reactions to friendship dissolution precipitated by conflict and lack of support*. Biennial Conference of the Society for Research on Adolescence

Vannucci, A., Ohannessian, C., Flannery, K., De Los Reyes, A. & Liu, S. (04/13/2018). *Associations between friend conflict and affective states in the daily lives of adolescents*. Biennial Conference of the Society for Research on Adolescence

Vannucci, A., Ohannessian, C., Flannery, K. & Gagnon, S. (10/13/2017). *Disentangling the Temporal Relationship Between Body Image Dissatisfaction and Anxiety Symptoms in Adolescents Using Cross-Lagged Models*. Biennial meeting of the Society for the Study of Human Development

Bachoy, D., Flannery, K. & Ohannessian, C. (10/06/2017). *Associations between marijuana use and time spent playing different types of video games alone and with others*. Biennial meeting of the Society for the Study of Human Development

David Franke, English

Franke, D. (11/18/2018). *Teachers as Writers*. National Council of Teachers of English, 2018

Christopher Gascon, Modern Languages

Gascon, C. (04/13/2018). *Convention at the Service of the Unconventional: Magis Theater Company's 2017 Production, Calderon's Two Dreams.* April 12-14, 2018. Association for Hispanic Classical Theater (AHCT) Symposium, El Paso, TX.

Laura Gathagan, History

Gathagan, L. (01/19/2018). *"Employing manly deeds": female abbatial authority at Holy Trinity, Caen.* Bristol, UK January 18-19, 2019. The Medieval Abbot: Expectations and Reality,

Gathagan, L., Cooper, T., Ellis, C. & Sargent, A. (07/06/2017). *Chaired panel "Interaction, Identity, and Space in the Irish Sea, 700-1100, I: Interactions and Identities"*. International Medieval Congress, Leeds, UK

Gathagan, L., Berkhofer, R., Insley, C., Karn, N. & Power, D. (07/05/2017). *Participant "Cartularies as History, History in Cartularies: A Round Table Discussion"*. International Medieval Congress, Leeds, UK

Gathagan, L. (05/14/2017). *'Urban Identity as "translation": the development of Caen in the eleventh and twelfth centuries'*. International Medieval Congress

Gathagan, L., Bobrycki, S. & Byrne, P. (05/13/2017). *Session chair and commentator "New Voices in Medieval History II"*. International Medieval Congress

Mary Gfeller, Mathematics

Gfeller, M. & Roat, J. (11/04/2017). *Geogebra, Math and Optical Illusions*. 67th Annual Conference of the Association of Mathematics Teachers of New York State, Buffalo, NY

Phillip Gipson, Mathematics

Gipson, P. (09/24/2017). *Equivalent Representations of Toeplitz Algebras*. AMS Southeastern Sectional Meeting

Katherine Graham, Economics

Burke, K., Graham, K. & Scognamiglio, J. (05/23/2018). *Online Teaching Observations: A Rubric to Assess Faculty Teaching*. SUNY Conference on Instructional Technology.

Alan Haight, Economics

Haight, A. (06/19/2017). *Graphing Piketty*. Sixth Cross-Border Post-Keynesian Conference, Buffalo State College, Buffalo, NY

Andrea Harbin, English

Harbin, A. (05/10/2018). *"Teaching and Research: Encouraging Creative Cross-Pollination in the Classroom"*. 53rd International Congress on Medieval Studies

Harbin, A., Whitehead, L. & McKasty, P. (03/24/2018). *"The Fault in our Ads"*. Sigma Tau Delta Convention 2018

Charles Heasley, Art and Art History

Heasley, C. (05/01/2018). *Lines of Inquiry, Learning from Rembrandt's Etchings*. Exhibition at Cornell University

Moyi Jia, Communication Studies

Jia, M. & Kang, D. (11/16/2018). *Communicating Social Support to Enhance Student Emotional Wellness: Exploring Supportive Message Sources, Types, and Effectiveness*. National Communication Association

Jia, M. & Cheng, J. (11/16/2017). *The effect of supervisor nonverbal communication on subordinate workplace emotion: Biological sex, types of nonverbal codes, and susceptibility of emotional contagion*. 103rd Annual Convention of National Communication Association

Li Jin, Geology

Gutchess, K., Jin, L., Kelleher, C., Ledford, S., Lautz, L. & Lu, Z. (03/19/2018). *Modeling future nitrogen dynamics in Chesapeake bay headwaters*. Northeastern Geological Society of America Annual Meeting

May, A., Smith, R., Parody, B., Gutchess, K. & Jin, L. (03/18/2018). *Hydrogeological and anthropogenic controls on spatial and temporal variations in groundwater chemistry in a glaciated-aquifer system in Cortland, New York*. Northeastern Geological Society of America Annual Meeting

Jin, L., Edmunds, W., Lu, Z. & Ma, J. (10/23/2017). *Groundwater recharge and water-rock interaction from unsaturated Badain Jaran desert*. Geological Society of America Annual Meeting

Gutchess, K., Jin, L., Ledesma, J., Crossman, J., Kelleher, C., Lautz, L. & Lu, Z. (10/23/2017). *Long-term INCA simulations favor climatic over anthropogenic impacts on a reduction of stream water salinity in New York State*. Geological Society of America Annual Meeting

Ibipo Johnston-Anumonwo, Geography and Africana Studies

Johnston-Anumonwo, I. (05/04/2018). *Bridging Gender and Race in an Academic Career*. Women Working Together Speaker Presentations

Johnston-Anumonwo, I. (04/14/2018). *Place Matters: A Comparative Analysis of Transnational African Migrants' Experiences*. New York African Studies Association conference

Johnston-Anumonwo, I. (04/13/2018). *Difference and Mentoring in Feminist Geography*. American Association of Geographers conference

Johnston-Anumonwo, I. (04/12/2018). *Contemporary Migration and Settlement Experiences of Africans across Geographical Contexts*. American Association of Geographers conference

Johnston-Anumonwo, I. (03/30/2018). *A Gendered Agenda for African Development: Insights from Feminist Geography*. African Studies Research Forum Conference

Johnston-Anumonwo, I. (03/30/2018). *Appraisal of Mazrui's Interdisciplinary Contributions to African Development: Retrospect and Prospect*. African Studies Research Forum Conference

Johnston-Anumonwo, I. (02/27/2018). *Cultural Considerations and Challenges for Women in Africa*. Zonta of Cortland Business Meeting

Johnston-Anumonwo, I. (12/15/2017). *Geographic Perspective on Contemporary Transnational Migration of Africans*. Association of Global South Studies conference

Johnston-Anumonwo, I. (11/30/2017). *Engaging Diversity in General Education Courses: Pedagogic Resources and Approaches*. SUNY Diversity Conference

Johnston-Anumonwo, I. (10/13/2017). *In Transit, In Limbo: Transnational Migration across Africa to Europe and North America*. Association of African Studies of Africa Conference

Caroline Kaltefleiter, Communication Studies

Kaltefleiter, C. (06/13/2018). *"Making Responsible (Social) Media."* League of Women Voters Annual Awards Ceremony, Cortland NY

Kaltefleiter, C. (06/01/2018). *"Anarchy Action, & Revolutionary Critical Pedagogy for Girls in Neoliberal Times"*. North American Anarchist Association, Montreal CA

Kaltefleiter, C. (04/21/2018). *"Women in Film Presentation Moderator and Discussant"*. Blackbird Film Festival

Kaltefleiter, C. (03/08/2018). *"Juno and Ladybird: Cultivating Liberated Girlhood with the #MeToo Movement"*. Park School of Communication, Ithaca College, Ithaca NY

Colleen Kattau, Modern Languages

Kattau, C. (06/23/2018). *The Working Class Spirit of Latin American Women Folksingers*. Great Labor Arts Exchange

Kattau, C. (04/24/2018). *Art Activism in the Americas*. Event Series: Music and Activism

Kattau, C. (03/28/2018). *Latin American Nueva Canción*. Event: Syracuse Symposium (College of Arts and Sciences)

David Kilpatrick, Psychology

Kilpatrick, D. (11/08/2017). *How the Phonology of Speech is Foundational to Instant Word Recognition*. International Dyslexia Association Annual Conference

Kilpatrick, D. (09/01/2017). *Professional Development Workshops on Reading Development and Reading Difficulties*. Various

Kilpatrick, D. (07/14/2017). *Further Evidence for the Phonemic Proficiency Hypothesis of Orthographic Learning: An Investigation with First through Third Grade Typically Developing Students*. Society for the Scientific Study of Reading Conference

Denise Knight, English

Knight, D. (06/22/2018). *Charlotte Perkins Gilman and the Green Diaspora*. Transatlantic Women III Conference

Knight, D. (11/15/2017). *When the Cure is Worse than the Disease: An Overview of Gilman's 'The Yellow Wall-Paper'*. The Yellow Wall-Paper." Tully High School

Christina Knopf, Communication Studies

Knopf, C. (03/28/2018). *Graphic epistles and epistle graphics: Of war letters and comics*. Popular Culture Association conference

Knopf, C. (11/19/2017). *I'm with h†m to make Star City great again: Arrow's mimetic mayoral campaign*. National Communication Association annual convention

Knopf, C. (11/18/2017). *Legacies of colonialism and race in presidential steampunk superhero comics*. National Communication Association annual convention

Knopf, C. (11/15/2017). *Studying horrific political communication and monstrous politicians: What can communication scholars offer to the study of horror, and What meanings are emerging in contemporary representations of monstrosity?* National Communication Association pre-conference

Katelynn Kochalski, Mathematics

Gromoll, H. & Kochalski, K. (04/30/2018). *Fluid limits and the batched processor sharing model*. Cornell Probability Seminar

Biermann, J., Bridgers, L., Haunsperger, D., Kochalski, K. & Wilcox, E. (04/21/2018). *Discussing a New Inclusion-Exclusion Principle: Just Include*. MAA Seaway Conference

Kochalski, K. (03/13/2018). *Some Applications in Queueing Theory*. University of Virginia Mathematics Seminar

Kochalski, K. (02/26/2018). *Some Applications in Queueing Theory*. Ithaca College Mathematics Seminar

Kochalski, K. (11/03/2017). *Some Applications in Queueing Theory*. Creighton University Mathematics Seminar

Kassim Kone, Sociology/Anthropology

Kone, K. (08/02/2017). *Littérature Orale, histoires et questions ethniques/Oral Literature and Ethnic Questions*. Dixième Congrès International des Études Mandé

Kone, K. (08/02/2017). *Language archaïques et système mnémoniques dans l'usage quotidiens des langues mandingues, dans les chansons et dans l'histoire orale/Archaic Language and Mnemonic Devices in Mande Speech, Songs, and Oral History*. Dixième Congrès International des Études Mandé Mandé, International University of Grand Bassam

Kone, K. (07/30/2017). *Humanités africaines, universités africaines et production du savoir*. Jour 3-Journée de la Renaissance Africaines. Conférence Africaine des Humanités

Kone, K. (04/15/2017). "An Exclusive Mande Blacksmith Musical Genre: The Jamara". African Art Symposium in Honor of Professor Patrick McNaughton's Retirement from Indiana University

Kone, K. (04/07/2017). *France's Military Policy in the Sahel*. Symposium on Security and Political Stability in the Sahel

Lisi Krall, Economics

Krall, L. (03/12/2018). *The altered economic order put in motion with agriculture*. Ecosphere studies seminar

Krall, L. (01/17/2018). *Sustainability and the Evolution of Capitalism*. St Aloysius College, MBA (Beeri Campus)

Krall, L. (01/16/2018). *Climate justice*. Karnataka Theological Research Institute

Krall, L. (01/10/2018). *The Evolution of Capitalism and the Challenge of Sustainability*. St Aloysius College

Krall, L. (01/03/2018). *The Changing Status of Women in the US Economy*. St Aloysius College

Kathleen Lawrence, Communication Studies

Lawrence, K. (04/21/2018). *Provided Introduction to "Women in Film"*. Blackbird Film Festival/ Special Panel on "Women in Film"

Yomee Lee, Kinesiology and Africana Studies

Lee, Y. (12/27/2017). *Exploring Diversity Through Human Movement*. Yonsei University

John Leffel, English

Leffel, J. (08/10/2017). "Romantic 'Speculators,'" North American Society for the Study of Romanticism (NASSR) Annual Conference.

Leffel, J. (03/25/2017). "Sanditon and Speculation," Jane Austen & the Arts: A Bicentenary Conference, SUNY Plattsburgh.

Benjamin Lovett, Psychology

Lovett, B. & Nelson, J. (08/01/2018). *Data discrepancies and poor symptom validity in ADHD evaluations of college students*. Presented at the annual meeting of the American Psychological Association

Lovett, B. (05/01/2018). "Testing Accommodations: From Research to Practice." Winsor School

Lovett, B. (04/01/2018). "Accommodations Practice Based in Accommodations Research." Rodeph Sholom School

Lovett, B., Carter, L. & Porto, A. (03/01/2018). *Predictors of timed test performance in students with disabilities*. Eastern Psychological Association convention

Lovett, B., Spenceley, L., Wood, L. & Marshall, E. (02/01/2018). *Assessment of effort: WJ IV COG clusters as embedded validity indicators*. Convention of the National Association of School Psychologists

Lovett, B. (12/01/2017). *"Test Anxiety and the ADA."* National Board of Medical Examiners

Lovett, B. (10/01/2017). *"Speededness: What is it Good For?"* Time Limits and Testing Conference

Noralyn Masselink, English

Masselink, N. (05/24/2018). *"Professional Writing Workshop"*. Byrne Dairy

Masselink, N. (02/02/2018). *"GUM (Grammar, Usage, Mechanics) in the ELA Classroom,"* Professional Development Workshop. Ithaca High School

Masselink, N. (10/03/2017). *Poetry Reading*. Cortland Free Library.

Bruce Mattingly, Arts and Sciences

Lizka, J., Kasper, B., Mattingly, B. & Van Slyke-Briggs, K. (01/27/2018). *The Common Problem Project*. Association of American Colleges and Universities annual meeting

Mattingly, B., Bixel, P. & Vallance, B. (11/04/2017). *Models for Interdisciplinary Teaching and Learning*. Council of Colleges of Arts and Sciences Annual Meeting

Mary McGuire, Political Science

McGuire, M. (04/12/2018). *Using Common Problem Pedagogy in the Political Science Classroom*. Midwest Political Science Association

McGuire, M. (09/28/2017). *The History of Constitutional Conventions in New York State*. SUNY Oswego Forum on New York's Constitutional Convention Vote

Cori McKenzie, English

McKenzie, C. (08/01/2018). *Lightning Strikes: Mobilizing Affect in Justice Oriented Literature Instruction*. Affect Inquiry/Making Space

McKenzie, C. (08/01/2018). *Lightning Strikes and Jolts of Affect: Using Non-representational Theory to Reimagine the Relationship Between Literature Instruction and Social Change*. Literacy Research Association annual conference

McKenzie, C. & Bender, G. (08/01/2018). *Harnessing the Power of YA Literature to Teach Close Reading Skills*. New York State English Council

McKenzie, C. & Bradway, T. (04/11/2018). *Are We "Post-Critical"?*. SUNY Cortland English Department's Works in Progress Series

McKenzie, C. & Jarvie, S. (12/01/2017). *Moving Toward the Promise of Meaningful and Ethical Literacy Pedagogy: A Critique of Critical Literacy Practices*. Literacy Research Association annual conference

Caitlin McKillop, Economics

McKillop, C., McKillop, H. & Leonard, T. (10/02/2017). *Persistence of High School Peer Association: The Impact of Adolescent Friendships on Substance Abuse*. Improving Population Health: Now, Across People's Lives and Across Generations to Come

Jennifer McNamara, Art and Art History

McNamara, J., Davies, L., Stern, L. & Van der Karr, C. (04/19/2018). *Developing a Shared Language of Assessment*. Assessment Network of New York Annual Conference

Christopher McRoberts, Geology

Censullo, S. & McRoberts, C. (03/18/2018). *Morphometric analysis on the evolution and heterochrony in the Middle and Late Ordovician olenid trilobites *Triarthrus beckii* and *Triarthrus eatoni* from New York*. Geological Society of America, Northeastern Meeting

Davidson, G. & McRoberts, C. (03/18/2018). *Latitudinal biodiversity gradients for late-Paleozoic and early Mesozoic synapsids*. Geological Society of America, Northeastern Meeting

McRoberts, C. (02/10/2018). *End-Triassic Mass Extinction*. Science Teachers of New York Workshop

Wendy Miller, Geography

Badurek, C. & Miller, W. (05/23/2018). *Assessment Methods for Courses Integrating Geographic Information Technologies - Poster*. SUNY Conference on Instruction and Technology (CIT)

Scott Moranda, History

Moranda, S. (05/05/2018). *Lime Hollow History Walk - A Guided Interpretative Tour*. Lime Hollow 25th Anniversary Celebration

Moranda, S. (03/21/2018). *Lime Hollow's History: Historical Interpretation to Cultivate Cortland's Land Ethic*. Board Meeting -- Lime Hollow Center for Nature and Culture

Moranda, S. (01/17/2018). *Ecotourism and Social Justice*. Public Lecture -- Karnataka Theological Research Institute

Moranda, S. (01/16/2018). *A Critical History of Environmentalism*. Public Lecture -- Besant College for Women, Mangalore, India

Moranda, S. (01/05/2018). *German Foresters and other Civil Servants in the British Raj up to World War One*. International World War One Conference at St. Aloysius College, Mangalore, India

Moranda, S. (09/30/2017). *Rethinking the Introductory Survey Course*. New York State Tuning Conference (2017, hosted by SUNY Cortland's History Department)

Moranda, S. (07/26/2017). *Lime Hollow's History*. Cortland Historical Society's Lunchtime Speaker Series

Moranda, S. (06/29/2017). *German-American Conservative Utopian Villages: A Bio-Ethical Challenge to Late 19th Century Anglo-American Capitalism?*. European Society for Environmental History

Avanti Mukherjee, Economics

Mukherjee, A. (06/19/2018). *Do Mothers care less for daughters? Insights from the Indian Time Use Survey*. 27th annual conference of International Association for Feminist Economists (IAFFE),

Mecke Nagel, Philosophy

Nagel, M. (11/18/2017). *"Ludic Ubuntu in the Search for Transformative Justice."* African Studies Association

Nagel, M. (10/19/2017). *"Primacy and Power: Foucault on the Counter-Conduct and the Toul Prison Revolt"* SPEP Conference

Nagel, M. (10/07/2017). *"Troubling Justice: Towards a Ludic Ubuntu Ethics."* FEAST Conference

Christian Nelson, Biological Sciences

Treasure, T. & Nelson, C. (06/23/2017). *Inhibition of JC Polyomavirus Infection by Antiviral Compounds.* NorthEastern Microbiologists: Physiology, Ecology and Taxonomy

Christopher Ortega, Communication Studies

Ortega, C. (05/18/2018). *Perceptions of Video Game Marketing: Third-Person Effect and First Amendment Protection.* Global Communication Association

Angela Pagano, Biological Sciences

Pagano, A. & Conner, T. (11/01/2017). *Strengthening Teaching & Learning Using the Lesson Study Model.* 122nd Annual Science Teachers Association of NYS Conference

Tom Pasquarello, Political Science

Pasquarello, T. (10/11/2017). *New York's Constitutional Convention: Dangerous and Unnecessary.* Indivisible Cortland County

Biru Paksha Paul, Economics

Paul, B. & Islam, R. (08/09/2017). *Estimating Potential Growth for Bangladesh.* Special Seminar on Growth

Joshua Peck, Psychology

Peck, J. (05/23/2018). *E-Learning Opportunities in Anatomy, Connectivity, and Morphology using Neuromorpho.org and the Allen Brain Atlas to Augment Undergraduate Neuroscience Education.* SUNY Conference on Instruction & Technology (CIT, 2018)

Peck, J., Hernandez, J. & Carroll, J. (04/20/2018). *The Effect of Environmental Enrichment on Ethanol Consumption in Adolescent Female Rats.* SUNY Undergraduate Research Conference at Oneonta

Gigi Peterson, History

Peterson, G. (11/16/2017). *"Socialism and Solidarity in Seattle: Chilean Exiles Make History"*. International Conference on Political Science from the South." University of Havana, Cuba

Peterson, G. (06/25/2017). *Bridging Mexico and Seattle: A History of Seattle's Ship Scalpers Union Mural.* Labor and Working Class History Association annual conference

Peterson, G. (06/23/2017). *Chilean Exile Activists in Seattle: Solidarity Across Bord.* Labor and Working Class History Association annual conference

Gregory Phelan, Chemistry

Phelan, G. (07/20/2017). *Managing Scholarship Service Obligations and Granting Exemptions.* Noyce Annual Meeting

Phelan, G. (07/20/2017). *Marketing Your Noyce Program Online: A Study of 113 Noyce Websites.* 2018 Noyce Annual Meeting

Jaroslava Prihodova, Art and Art History

Artists as Innovators: Celebrating Three Decades of NYSCA/NYFA Fellowships exhibition at the annual SUNY Council of Museum and Gallery Professionals conference at Syracuse, NY, Apr 12-13. 2018.

Presentation about SUNY Cortland at the American Center in Prague, Czech Republic, Jun 2018

Sebastian Purcell, Philosophy

Purcell, S. (04/21/2018). *Was Lonergan an Anthropocentrist?*. 33rd West Coast Methods Institute

Purcell, S. (03/29/2018). *On What there 'is': The Aztec Approach to Existence and Causation*. 92nd annual meeting of the Pacific Division of the American Philosophical Association

Purcell, S. (02/24/2018). *Liberation Philosophy and Climate Justice*. 115th annual meeting of the Central Division of the American Philosophical Association

Purcell, S. (10/06/2017). *World and Imaginary: Paul Ricoeur and Charles Taylor on Social Reality*. 12th annual meeting of the Society for Ricoeur Studies

Daniel Radus, English

Radus, D. (03/02/2018). *"Birchbark Bibles: Indigenous Media and the Politics of Religion."*. Society of Early Americanists Special Topics Conference

Radus, D. (11/11/2017). *Roundtable on "Indigenous Times and their Political Lessons."*. American Studies Association Annual Conference

Vaughn Randall, Art and Art History

Randall, V. (10/28/2017). *Visiting Artist Lecture*. Alfred University

Randall, V. (05/29/2018 - 05/30/2019). *ICCCIA Outdoor Sculpture Exhibition Art*. Scranton, Pennsylvania

Jolie Roat, Mathematics

Roat, J. & Gfeller, M. (11/04/2017). *Geogebra, Math, and Optical Illusions*. AMTNYS Fall Conference

Andrew Roering, Chemistry

Roering, A., Korich, A., Silver, S. & Mondloch, J. (03/18/2018). *Using Instagram as a tool to help undergraduate students in chemistry*. American Chemical Society National Meeting

Kevin Rutherford, English

Rutherford, K. (05/31/2018). *What about the Bots? Nonhuman Actors in the Digital Public Sphere*. Rhetoric Society of America conference

Shena Salvato, Modern Languages

Salvato, S. (09/23/2017). *Navigating the International Waters of TESOL Professional Development*. SUNY Cortland Second Language Educators Conference

Amy Schutt, History

Schutt, A. (06/20/2017). *"Migration Patterns of Youth in the 18th Century"*. Cortland County Genealogical Society

Myung Song, Mathematics

Song, M. (07/31/2017). *Synthesizing Correlations by Numerical Likelihood Approach with Applications*. Joint Statistical Meeting

Robert Spitzer, Political Science

Spitzer, R. (05/23/2018). *"American Gun Law History"*. Tompkins County League of Women Voters

Spitzer, R. (04/17/2018). *"Gun Laws, History, and the Second Amendment: What Does the Constitution Allow?"* Clemson University invited lecture

Spitzer, R. (04/07/2018). *"Gun Policy and Schools After Parkland"* SUNY Student Assembly Annual Conference

Spitzer, R. (10/20/2017). *"Gun Studies Symposium Keynote"* Symposium on Gun Studies, University of Arizona, Tucson

Spitzer, R. (09/21/2017). *"Guns across America"* Invited Lecture, Ithaca College

Sharon Steadman, Sociology/Anthropology

Steadman, S., McMahon, G. & Ross, J. (11/17/2017). *Recent Investigations at Çadır Höyük on the North Central Anatolian Plateau*. American Schools of Oriental Research

Hackley, L., Yildirim, B. & Steadman, S. (11/16/2017). *Sanctifying the House: Child Burial in Prehistoric Anatolia*. American Schools of Oriental Research

Steadman, S. (10/27/2017). *From Sun to Mountain: Changing Beliefs at Çadır Höyük in Central Anatolia*. 5th Eurasian Archaeology Conference

Elizabeth Kim Stone, English

Stone, E. (05/25/2018). *"Coming of Age as Transcorporeal Object: Necropolitical Ecologies in Helon Habila's Oil on Water"*. African Literature Association Conference

Randi Storch, History

Storch, R. (03/11/2018). *How Did We Get Here? A Brief History of the Backlash Against Unions*. Indivisible Cortland County, Invited Speaker

Storch, R. (01/05/2018). *"History Department Enrollment Strategies at SUNY Cortland"*. American Historical Association

Storch, R. (09/29/2017). *Commentator, "We Didn't Know We Were Making History: The UAW Women's Auxiliaries and the Flint General Motors Sit-Down Strike, 1936-1937"*. The Upstate New York Modern U.S. History Workshop

Brett Troyan, History

Troyan, B. (05/14/2018). *"Remembering Colombia's civil war: a multiplicity of narratives and the search for a collective memory"*. Presented at Cambridge University Center for Latin American Studies, Cambridge

Troyan, B. (04/06/2018). *"Memories of Marxism and the Colombian Indigenous Movement"*. European History Social Conference, Belfast, United Kingdom

Troyan, B. (11/01/2017). *Territorios: vehiculos para la paz? Una historia colombiana de paz, esperanza, y identidad/ Territories: a vehicle for peace? A Colombian story of peace, hope, and identity.* *Third International Colloquium of Contemporary Thought for Doctoral students/ Dinámicas Territoriales Contemporaneas y retos globales.* Third International Colloquium of Contemporary Thought for Doctoral students/ Dinámicas Territoriales Contemporaneas y retos globales

Troyan, B. (09/01/2017). *Impact and Legacy of Marxism on ethnic movements in Andean Colombia. Presented at the Radical Americas Conference*. UCL, London

Bekeh Ukelina, History

Ukelina, B. (10/13/2018). *Out of Africa: African Migrations and the Legacies of Colonialism and Neoliberal Economic Policies*. African Studies Association of African 2nd Biennial Conference

Ukelina, B. (04/14/2018). *The Miseducation of the African Child: Migration and the Legacies of the Colonial School System in Nigeria*. New York African(a) Studies Association

Ukelina, B. (02/22/2018). *Resuscitating Empire: Development and Decolonization in Late Colonial Africa*. Martin Atangana African and African American Public Lecture Series

Ukelina, B. (11/03/2017). *British Agricultural Development Policy in Nigeria: Contradictions and Conflicts*. North American Conference on British Studies Annual Meeting

Jeffrey Werner, Chemistry

Werner, J. (07/19/2018). *Writing a Research Statement for a Primarily Undergraduate Institution*. Invited to Lead a Workshop in the Academic Job Search Series, Cornell University Graduate School

Werner, J., Spirito, C., Agler, M. & Angenent, L. (07/03/2017). *Assembly and analysis of metagenomic time series from microbial communities producing medium chain fatty acids*. Invited Talk at the Max Planck Institute, Tübingen Germany

Werner, J., Allen, M., Cole, N., Peifer, A., Britton, S. & Benziger, P. (06/24/2017). *The Amazing Simplicity of the Hops Flower Microbiome*. NEMPET 2017 Regional Conference in Blue Mountain Lake, NY

Donna West, Modern Languages

West, D. (04/01/2018). *Magic as formation and deformation: From the desk of Maritain and Peirce*. 97th Annual Meeting of the Central States Anthropological Society

West, D. (03/01/2018). *Potency within the sign versus thirdness within the felt Interpretant: Maritain's versus Peirce's semiotic*. Conference of the American Maritain Association.

West, D. (10/01/2017). *Early enactments as submissions toward self-control: Peirce's Ten-fold Division of Signs*. 42nd Annual Conference of the Semiotic Society of America

West, D. (07/01/2017). *Fashioning Episodes Through Virtual Habit: The Efficacy of Pre-lived Experience*. 2017 Aquinas Leadership Institute

West, D. (06/01/2017). *Glimpses into Peircean Event Imaging: Episode-Simulation as a Scaffold for Right-Guessing*. Master Lecture presented at the 13th World Congress of Semiotics

West, D. (06/01/2017). *Peirce's Legacy to Living and Non-living Systems: Deely's Last Word*. 13th World Congress of Semiotics

West, D. (06/01/2017). *Index as Gatekeeper toward Dialogic Reasoning: Peirce and Beyond*. 10th Conference of the Nordic Association of Semiotic Studies,

Brian Williams, Political Science

Williams, B. (08/30/2018). *Democratization and Polarization in Belgium*. American Political Science Association

Williams, B. (06/08/2018). *County Ballot Measures and Voter Turnout in Florida*. State Politics and Policy Conference

Williams, B. (06/02/2018). *Anarchism and Democracy: A Synthetic Approach*. North American Anarchist Studies

Network

Williams, B. (04/14/2018). *Coalition Agreement and Party Unity in the British House of Commons*. New York State Political Science Association

Williams, B. (04/07/2018). *Coalition Agreement and Party Unity in the British House of Commons*. Midwest Political Science Association

Benjamin Wilson, Economics

Wilson, B. (04/06/2018). *The Struggle for Life: A Darwinian Narrative of Surplus Value in the Adirondacks*. Money on the Left: Word, Image, Praxis

Wilson, B. & Green, M. (09/22/2017). *Pedagogy and Heterodox Economics*. Modern Monetary Theory Economics for a New Progressive Era

Wilson, B. (09/22/2017). *Practical Applications of GIS to Regional Health Disparities: An MMT Approach*. Modern Money Theory Economics for a New Progressive Era

Wilson, B. & Grey, R. (04/08/2017). *Re-imagining Digital Currency: Connecting Universities to Communities for a Green Economy*. Money on the Left: Word, Image, Praxis

Mark Worrell, Sociology/Anthropology

Worrell, M. (10/06/2017). "*Circus Maximus: The Search for Eccentricity in Goethe's Faust*." Symposium for New Directions in Critical Social Theory

Worrell, M. (08/11/2017). "*We are but mad North-by-Northwest: Shakespeare, Marx, and Durkheim*." Society and Self mini-conference

Tiantian Zheng, Sociology/Anthropology

Zheng, T. (04/03/2018). *Intimate Partner Violence and Resistant Strategies in China*. Society for Applied Anthropology, Annual Conference, Philadelphia

Zheng, T. (09/22/2017). *Political Economy and Cultural History of Spousal Violence in China*. New York Association of Asian Studies, Annual Conference, Hobart and William Smith Colleges

Appendix 4. External Grants

Samuel Avery, Communication Studies

Blackbird Film Festival, Cortland Country Convention and Visitor Bureau (2018). (\$2,000)

Christoper Badurek, Geography

Integrating UAS Data and GIS into STEM and Social Science Education, Innovation in Information Technology Grants (IITG), State University of New York (2018). (\$9,700)

GISP Exam Development Committee Travel Award, GIS Certification Institute (2018). (\$800)

Land Use Land Cover Change Analysis on Ambergris Caye, Belize. Digital Globe Foundation (2018). (\$1,500)

Alexandru Balas, International Studies

European Union Erasmus+ Jean Monnet Module (2015-2018) (2018).

European Union Model EU Role-Play Simulations (2017).

Santanu Banerjee, Biological Sciences

Specification of Excitatory Fates in the Spinal Cord, National Science Foundation (2018). IOS-1755340 , (\$137,000)

David Barclay, Geology

Tree-ring analysis of the intertidal forest beds at Girdwood, Alaska, US Geological Survey (2017). (\$5,000)

Steven Broyles, Biological Sciences

Development of genetic and genomic resources for milkweed, *Asclepias syriaca* and *Asclepias curassavica*, National Science Foundation (2017).

Ben DeLee, History

National Endowment in the Humanities grant to attend Summer Institute, Migration and Empire: the Roman Experience from Marcus Aurelius to Muhammad, (2017). (\$3,000)

Tytus Summer Residency Fellowship, University of Cincinnati Department of Classics (2017).

Eric Edlund, Physics

Phase Contrast Imaging for Wendelstein 7-X, US Department of Energy (2018).

Evan Faulkenbury, History

Atlanta University Center Robert W. Woodruff Library Research Travel Award (2017).

David Franke, English

National Writing Project. 2017-2018 SEED Invitational Leadership Institute Grant. Teacher Leadership Grant for Public Schools, (2017). (\$15,000)

Mary Gfeller, Mathematics

Gfeller, M., Phelan, G., Pagano, A., *SUNY Cortland Noyce Scholarship Program Phase II*, National Science Foundation (2017). 1540746,

Li Jin, Geology

The fate and impact of halogens in dynamic water environment, Unprecedented Success and Excellence (CUSE) Grant Program, Syracuse University (2018). (\$29,940)

Bruce Mattingly, Arts and Sciences

Mattingly, B. and Broyles, S., *Collaborative Research: The Common Problem Pedagogy Project (2017)*. National Science Foundation 1712203, (\$93,552)

Wendy Miller, Geography

The Institute of Geospatial and Drone Technology, New York State – Cortland Downtown Revitalization Project (2017).

Angela Pagano, Biological Sciences

Pagano, A., Phelan, G., Gonsavles, L., Noyce Northeast Regional Conferences III, National Science Foundation 1747527, (\$1,624,254), (2017).

Gregory Phelan, Chemistry

Pagano, A., Phelan, G., Gonsavles, L., Noyce Northeast Regional Conferences III, National Science Foundation 1747527, (\$1,624,254), (2017).

Jaroslava Prihodova, Art and Art History

SUNY Conversation in the Disciplines Grant, \$3,000 (2018).

Sebastian Purcell, Philosophy

Learning by Giving Grant, The Learning By Giving Foundation (2018). (\$5,000)

Kevin Sheets, History

Sheets, K. and Storch, R. *Common Ground: Americans and Their Land During the Gilded Age and Progressive Era*, National Endowment for the Humanities (2018). (\$195,406)

Randi Storch, History

Sheets, K. and Storch, R. *Common Ground: Americans and Their Land During the Gilded Age and Progressive Era*, National Endowment for the Humanities (2018). (\$195,406)

Brian Williams

Pilot Research Grant, University of West Florida, (2017). (\$25,000)

Appendix 5. Faculty Service Activities

This section summarizes the major contributions in service made by the faculty in the School of Arts and Sciences. Because of space considerations, the focus is on service at the school and college level, as well as significant professional and community service. We do not wish to minimize the importance of department-level service activities. These are included in the academic department annual reports as well as the individual faculty annual reports.

Anne Adams, Africana Studies

- National Planning Committee of annual Zora Neale Hurston Festival (07/01/2017 - Present)

Karla Alwes, English

- Editor, UUP's Cortland Cause newsletter (01/01/1990 - Present)
- Speaker, Take Back the Night March (01/01/1993 - Present)
- Member, Cortland Community for Peace (01/01/1991 - Present)

Scott Anderson, Geography

- Member, Faculty Development Committee (01/01/2016 - Present)
- Chair, Subcommittee on Sustainability, Center for Environmental and Outdoor Education, (05/01/2018 - Present)
- Member, Subschool Personnel Committee (01/01/2016 - Present)
- Liaison, Institute for the Advancement of Geospatial Technology (01/01/2018 - 01/01/2019)
- Member and Past President, Phi Kappa Phi Honor Society (01/01/2010 - Present)
- Member, Owasco Watershed Lake Association (05/01/2015 - Present)

Samantha Applin, Sociology

- Senator, SUNY Cortland Faculty Senate (09/15/2017 - 12/01/2017)
- Adult Literacy Tutor, Tompkins Learning Community (12/01/2017 - Present)

Douglas Armstead, Physics

- Advisor, Battery Sizing Advisory Group, National Renewable Energy Laboratory project (02/12/2018 - Present)

Seth N. Asumah

- African Region Expert, Fulbright-Hays National Screening Committee (02/27/2017 - Present)
- African Region Expert, Boren Fellowship/ NSA/ and Institute Of International Education National Screening Committee (12/20/2017 - Present)
- Diaspora Chair, African Studies Association of Africa (ASAA) Executive Committee (10/10/2016 - Present)
- Vice President for Publication, New York African Studies Association (NYASA) (06/01/2017 - Present)
- International Consultant, Immigration, Migration, and Integration Council (IMIC) (06/01/2017 - Present)
- Member, New York African Studies Association (NYASA) Executive Board (06/01/2017 - Present)
- Assistant Editor, Wagadu: Journal for Gender and Transnational Women's Studies (06/01/2017 - Present)
- Diversity and Inclusion Consultant, SUNY Diversity Conference Committee (11/01/2016 - Present)
- Member and Faculty Lead Line Marshal, SUNY Cortland Commencement Committee (06/01/2017 - Present)
- Founding Member, Kente Celebration Committee (06/01/2017 - Present)
- Executive Committee Member, Center for Gender and Intercultural Studies (CGIS) (06/01/2017 - Present)
- Member for Africa Region, Clark Center for Global Engagement (06/01/2017 - Present)
- Member, SUNY Distinguished Academy (06/01/2017 - Present)

- Faculty Advisor, Black Student Union (06/01/2017 - Present)
- Faculty Advisor, Know Your Roots-Africana Studies Association (06/01/2017 - Present)
- Faculty Advisor, Pan African Student Association (PASA) (06/01/2017 - Present)

Samuel Avery, Communication Studies

- Faculty Justice, Student Conduct Office (09/01/2017 - Present)

Christoper Badurek, Geography

- Member, GIS Education Committee, NYSGISA (11/21/2017 - Present)
- Member, GISP Exam Development Committee, GISCI (03/10/2014 - Present)
- Co-Chair, NYS GIS Conference Committee, NYSGISA (04/26/2018 - Present)
- Journal Reviewer, Natural Hazards Review (7 manuscripts) (06/01/2017 - 05/31/2018)
- Journal Reviewer, Development in Practice (1 manuscript) (06/01/2017 - 05/31/2018)
- Journal Reviewer, Revista Polytechnica (1 manuscript) (06/01/2017 - 05/31/2018)
- Journal Reviewer, Southeastern Geographer (1 manuscript) (06/01/2017 - 05/31/2018)
- Grant Reviewer, SUNY Innovation in Information Technology Grants, (02/01/2018 - 05/01/2018)
- Member, Conference Organization Committee, Geological Society of America (05/02/2016 - Present)
- Member, Executive Board, Geoscience Information Society (02/01/2017 - Present)
- President, Geoscience Information Society (08/01/2017 - Present)
- Conference Organizer, Geoscience Information Society (01/01/2018 - Present)
- Conference Session Organizer and Chair, Geological Society of America (01/02/2017 - 11/24/2017)
- Journal Reviewer, Journal of Geography (1 manuscript) (06/01/2017 - 05/31/2018)
- Member, University Entrepreneurship Committee, SUNY Cortland (10/10/2017 - Present)
- Member, University Campus Tree Committee, SUNY Cortland (01/08/2018 - Present)
- Member, University Voting Project, Center for Public Engagement, SUNY Cortland (01/16/2018 - Present)
- Member, Start Talking Science Public Science Conference Committee (07/12/2016 - Present)
- Reviewer, Sigma Xi Student Research Poster Contest (8 presentations) (04/04/2016 - Present)
- Member, Great Lakes Southeast Basin Working Group, NYS Department of Environmental Conservation (11/24/2017 - Present)
- Applicant Reviewer & Interviewer, Environmental Leadership Program (01/10/2018 - 03/30/2018)
- Member, Bay Watershed Education and Training (B-WET) Group (05/02/2018 - Present)

Alexandru Balas, International Studies

- Coordinator, International Studies (08/26/2013 - Present)
- Director, Clark Center for Global Engagement (08/26/2013 - Present)
- Faculty Advisor, Model United Nations Club (08/28/2017 - 05/11/2018)

David Barclay, Geology

- Coordinator, Environmental Science (01/01/2016 - Present)
- Co-chair, Hoxie Gorge Committee (08/01/2011 - Present)
- Member, Institutional Planning and Assessment Committee (02/19/2016 - Present)
- Floor Marshall, Commencement (05/12/2018 - 05/12/2018)
- Member, Lime Hollow Nature Center - Board of Directors (09/18/2013 - Present)

Julie Barclay, Geology

- Member, Lime Hollow Board of Directors (06/01/2017 - Present)
- Member, Cortland YMCA Board of Directors (05/08/2018 - Present)

Martine Barnaby, Art and Art History

- Member, Arts and Sciences Curriculum Committee (09/01/2017 - 05/11/2018)
- Member, Transformations Committee (09/01/2017 - 05/11/2018)
- Facilitator, Pre-College Art Program (06/01/2017 - Present)

Heather Bartlett, English

- Editor, Crystallize Review (01/01/2017 - Present)
- Co-Director, SUNY Cortland's visiting writers series, Distinguished Voices in Literature (01/01/2016 - Present)
- Member, Cultural and Intellectual Climate Committee (01/01/2016 - Present)
- Member, Composition Steering Committee (01/01/2017 - Present)
- Member, Women's, Gender and Sexuality Studies program (01/01/2015 - Present)

Geoffrey Bender, English

- Member, Teacher Education Council (01/01/2017 - Present)
- Member, CAEP Data Team (01/01/2017 - Present)
- Member, Adolescence Education Council (01/01/2016 - Present)
- Advisor, SUNY Cortland English Education Club (01/01/2016 - Present)
- Member, Field Education Advisory Committee (01/01/2015 - Present)
- Interviewer, CURE Program Interviews (04/06/2018 - 04/06/2018)
- Director, SUNY Cortland English Academy (01/01/2016 - Present)

Michael Berzonsky, Psychology

- Member, Institutional Review Board (08/01/2017 - 06/01/2018)
- Member, Committee on Publications, International Society for Research on Identity (09/01/2017 - Present)
- Editorial Board Member, Journal of Early Adolescence (01/01/1981 - Present)
- Editorial Board Member, Identity: An International Journal of Theory and Research (01/01/1999 - Present)
- Editorial Board Member, Pakistan Journal of Psychological Research (01/01/2008 - Present)
- Editorial Board Member, Psychologia Rozwojowa [Developmental Psychology] (01/01/2011 - Present)
- Editorial Board Member, Polskie Forum Psychologiczne [Polish Psychological Journal] (01/01/2012 - Present)

Tyler Bradway, English

- Co-Director, Distinguished Voices in Literature Speaker Series (08/21/2017 - 05/11/2018)
- Member, Honors Program Council (08/21/2017 - Present)
- Member, LGBTQ Faculty Committee (08/01/2014 - Present)
- Faculty Advisor, Sigma Tau Delta, Epsilon Chi (01/01/2017 - Present)

Steven Broyles, Biological Sciences

- Chair, Tree Advisory Committee (08/01/2012 - Present)
- Faculty Justice, Student Conduct Justice (09/01/2012 - Present)
- Advisor, Biology Club (09/01/2010 - Present)
- Property Administrator, Hoxie Gorge Administrator (09/01/2016 - Present)
- Member, Center for Outdoor and Environmental Education (09/01/2016 - Present)
- Facilitator, New York State Master Teacher Workshop at Raquette Lake (07/24/2017 - 07/25/2017)
- Member, CEOE Assistant Director Search Committee (01/01/2018 - 03/30/2018)
- Invited Speaker on Climate Change-Milkweed Biology--Monarch butterflies, Central NY Youth Climate Summit--Homer NY (10/28/2017)

Kathleen Burke, Economics

- Co-Chair, Gender Policy and Initiatives Committee (08/28/2017 - Present)
- Member, Student Conduct Appeals 2 (08/28/2017 - Present)
- Member, Live In Cortland (08/28/2017 - Present)
- Member, Institutional Resources Advisory Council (08/28/2017 - Present)
- Member, COR 101 Advisory Committee (08/28/2017 - Present)
- Member, Search Committee Vice President for Finance and Management (08/28/2017 - Present)
- Member, State Employee Federated Appeal Committee (08/28/2017 - Present)
- Editor in Chief, International Journal of Process Education (08/28/2017 - Present)

Jessica Carrick-Hagenbarth, Economics

- Faculty Advisor, Jiu Jitsu Club (01/22/2018 - Present)
- Member, Africana Studies Committee (11/01/2017 - Present)

Christa Chatfield, Biological Sciences

- Member, Cultural and Intellectual Climate committee (01/19/2015 - Present)
- Faculty Advisor, Tribeta Honor Society (08/27/2012 - Present)
- Co-director, Bowers Hall Microscope Facility (08/25/2014 - Present)
- Member, Medical Director Search Committee (08/24/2017 - 12/20/2017)
- Member, Premedical Advisory Committee (01/01/2017 - Present)
- Organizer, Bowers Summer Coffee hour (06/02/2017 - 07/28/2017)
- Member, Academic Advising Committee (02/22/2013 - Present)
- Board member, Northeastern Microbiologists: Physiology, Taxonomy and Ecology meeting (06/26/2015 - Present)
- Interviewer, Master Teacher Program Interviews (06/10/2017 - 06/16/2017 and 4/28/2018)
- Member of Environmental working group, Indivisible Cortland County (09/16/2017 - Present)

Raymond Collings, Psychology

- Member, Non-Traditional Student Support Advisory Committee (09/04/2013 - Present)
- Member, Disability Resources Advisory Committee (10/27/2017 - Present)

Patricia Conklin, Biological Sciences

- Peer Reviewer, Journal of Experimental Botany (12/12/2017 - 12/12/2017)
- Peer reviewer, Journal of Experimental Botany (03/13/2018 - 03/13/2018)
- Member, Transformations Committee (06/01/2017 - Present)
- Member, Honorary Degree Committee (06/01/2017 - Present)
- Member, College Research Committee (06/01/2017 - Present)
- Volunteer dog handler/owner, Paws for Stress Relief (12/13/2017 and 05/08/2018)

Anna Curtis, Sociology/Anthropology

- Senator, SUNY Cortland Faculty Senate (01/30/2018 - Present)

Theresa Curtis, Biological Sciences

- Chair, Pre-Medical Advisory Committee (08/29/2016 - Present)
- Faculty Advisor, Pre-Medical Club (08/24/2009 - Present)
- Member, Honors Program Advisory Council (08/29/2016 - Present)
- Member, International Programs Coordinator Search Committee (05/01/2018 - Present)

Flavia Dantas, Economics

- Academic Advisor/Director, Federal Reserve Bank College Challenge Advisor (09/01/2012 - Present)

Robert Darling, Geology

- Director of Faculty Development (08/22/2017 - 06/29/2018)
- Member, Subcommittee on Stewardship, Center for Environmental & Outdoor Ed. Committee (08/28/2017 - 05/11/2018)
- Member, Brauer Advisory Committee (08/28/2017 - 05/11/2018)
- Floor Marshall, 2018 undergraduate commencement ceremonies (05/12/2018 - 05/12/2018)
- Member, Teaching Awards Committee (02/19/2018 - 05/16/2018)

Maria Andrea Davalos Vallejo, Biological Sciences

- Member, College Research Committee (05/02/2018)
- Naturalist, earthworm identification team, BioBlitz sponsored by the School of Integrative Plant Sciences, Cornell University and The Cayuga Nature Center. (09/09/2017)
- Presenter, Growing Season Summary, NYS Parks & Recreation display table (08/15/2017)
- Presenter, "Phragmites australis: Current Research and Experiments in Control Strategies for Wetland Habitat Recovery" (02/21/2018), webinar sponsored by the Association of Wetland Managers
- "Earthworm Invasions: Impacts & Management" (03/01/2018 - 03/01/2018) Webinar sponsored New York Invasive Species Institute
- Management of Invasive Phragmites australis in the Adirondacks: a Cautionary Tale about Prospects of Eradication (10/25/2017 - 10/25/2017) Part of "The Great Lakes Phragmites Collaborative" webinar series.
- Presenter, Master gardener training: invasive earthworms, Cornell Cooperative Extension training program for master gardeners. (04/26/2018)
- Reviewer (06/01/2017 - Present). Reviewed five manuscripts submitted to the following journals: *Ecology and Evolution*, *Northeastern Naturalist*, *Biology Quarterly Review* and *Biological Invasions*

Laura Davies, English

- Member, Conference on College Composition and Communication Chairs' Memorial Scholarship Selection Committee (01/01/2017 - Present)
- Reviewer, Voices from the Middle. National Council of Teachers of English (01/01/2016 - Present)
- Reviewer, Teachers, Profs, Parents: Writers Who Care. Commission for Writing Teacher Education (01/01/2015 - Present)
- Reviewer, National Council of Teachers of English SPA CAEP Reviewer for Secondary English Education Programs. (01/01/2016 - Present)
- Member, UUP Teacher Education Task Force. United University Professionals. (01/01/2017 - Present)
Member, Site-Based Team, Mott Road Elementary School (01/01/2016 – Present)
- Organizer, Central Regional Faculty Workshop for the SUNY Developmental English Learning Community. (04/01/2018)
- Member, Educational Policy Committee, Faculty Senate (01/01/2017 - Present)
- Member, Teacher Education Council (01/01/2015 - Present)
- Chair, Composition Program Steering Committee (01/01/2017 - Present)

Karen Davis, Psychology

- Member, University Committee on Teaching Effectiveness (09/01/2016 - Present)
- Reviewer, American Psychology-Law Society Conference Submissions (10/06/2017)

Stephanie Decker, Sociology/Anthropology

- Member, Project for Eastern and Central Europe (02/01/2018 - Present)
- Member, Sexual Orientation, Gender Identity and Expression (01/01/2015 - Present)
- Faculty Advisor, Criminology Club (09/01/2016 - Present)
- Faculty Advisor, Sociology Club (09/01/2017 - Present)

Tim Delaune, Political Science

- Founding Member, Political Theory Reading Group (12/08/2015 - Present)
- Member, Education Policy Committee (09/01/2014 - Present)
- Chair, Academic Grievance Tribunal (09/01/2014 - Present)

Ben DeLee, History

- Chair, Program Committee Byzantine Studies Conference (01/01/2017 - Present)
- Chair, Individual Development Award Committee (01/01/2017 - Present)
- Member, Sexual Orientation, Gender Identity, and Expression Committee (01/01/2016 - Present)
- Volunteer, Big Brother Big Sister Ithaca (01/01/2018 - Present)

David Dickerson, Mathematics

- Panelist and HS Geometry Specialist, Mathematics Content Advisory Panel (01/01/2012 - Present)
- Interviewer, SUNY Cortland Noyce Scholarship Program(04/28/2018)
- Content Specialist, New York State Education Department - Rangefinding (08/07/2017 - 08/10/2017)
- Participant, CAEP site visit (04/09/2018)
- Participant, CAEP - Data Retreat (05/15/2018)
- Participant, Binghamton University Calculus Collaboration (05/22/2018)
- Participant, Student Teacher Evaluation Workshop (08/30/2017)
- Participant, Lafayette School District - Big Picture School Appreciation Breakfast (05/24/2018)

Jeremiah Donovan, Art and Art History

- Member, Campus Access Control Committee (08/21/2017 - Present)
- Member, International Studies Committee (08/21/2017 - 05/11/2018)
- Facilitator, hands-on art workshop for Homer, Groton, and Cortland High School students and teachers, as well as SUNY Cortland students and faculty (08/21/2017 - 05/11/2018)

Karen Downey, Chemistry

- Member, Arts and Sciences Personnel committee--math and science subcommittee (09/01/2017 - Present)
- Member, College Writing Committee (09/01/2017 - Present)
- Faculty Advisor, Chemistry Department Student Club (11/03/2017 - 04/13/2018)

Peter Ducey, Biological Sciences

- Keynote speaker, SUNY Cortland Honors Convocation (04/21/2018)
- Director, Undergraduate Research Council (06/01/2017 - Present)
- Member, Master Teacher Advisory Board (05/01/2014 - Present)
- Member, Science Symposium Committee (05/01/2016 - Present)
- Member, SUNY Distinguished Academy (03/22/2018 - Present)

Leslie Eaton, Psychology

- Member, SUNY Cortland Premedical/Dental Advisory Committee (09/01/2017 - Present)
- Program Evaluator, Welcoming Strangers Project at SUNY Cortland (09/01/2017 - Present)
- Building Administrator, McDonald Building (01/03/2011 - Present)
- Program Evaluator, Cortland County Department of Family Services (03/01/2018 - Present)

Moataz Emam, Physics

- Member, Academic faculty Affairs Committee (08/21/2017 - Present)
- Faculty Liaison, SUNY Cortland-Naval Undersea Warfare Center partnership (08/21/2017 - 05/15/2018)
- Member, Bowers Museum Committee (08/21/2017 - 05/15/2018)
- Co-advisor, Physics and Engineering Students' Club (08/21/2017 - Present)

Hongli Fan, Modern Languages

- Member, Fine Arts and Humanities Subschool Personnel Committee (08/14/2017 - Present)

Evan Faulkenbury, History

- Convener, Digital Humanities Working Group (03/01/2017 - Present)
- Member, Africana Studies Committee (08/01/2016 - Present)
- Member, College Archives Steering Committee (10/01/2017 - Present)
- Member, Preserving College History Committee (01/01/2017 - 05/01/2017)
- Archivist, Homer Congregational Church Archives (01/01/2018 - Present)
- Member, 1890 House Museum Board (04/01/2017 - 02/01/2018)
- Member, Cortland County Hall of Fame Selection Committee (03/01/2017 - 03/02/2017)
- Member, Digital Media Group and Facebook co-editor - National Council on Public History (09/01/2017 - Present)
- Member, Publications Committee, Oral History Association (11/01/2017 - Present)
- Member, Program Committee, Oral History Association (06/01/2017 - 06/02/2017)
- Referee, Oral History Review (journal) (02/01/2018 - 05/18/2018)

Andrew Fitz-Gibbon, Philosophy

- Abbot, The Lindisfarne Community (01/01/2008 - Present)
- Member, Cortland Regional Medical Center Biomedical Ethics Committee (01/01/2009 - Present)
- Member, Cortland Regional Medical Center Ethics Review Board (01/01/2009 - Present)
- Chair, Academic Faculty Affairs Committee (09/01/2010 - Present)
- Member, Faculty Senate Steering Committee (09/01/2010 - Present)
- Senator, University Faculty Senate (09/01/2017 - Present)
- Member, University Faculty Senate Ethics Committee (09/01/2013 - Present)
- Facilitator, Summer Ethics Institute (05/15/2018 - Present)
- Director, Center for Ethics Peace and Social Justice (09/01/2008 - Present)
- Chair, Religious Studies Committee (09/01/2008 - Present)
- Editor, Social Philosophy Series, Brill Academic Publishers (09/01/2009 - Present)
- National Editorial Board Member, Philosophical Practice (09/01/2009 - Present)
- Peer review reader, Brill Philosophy of Peace Series (01/01/2008 - Present)
- Editorial Board and peer review reader, Acorn: journal of the Gandhi King Society (09/01/2008 - Present)

Kaitlin Flannery, Psychology

- Peer reviewer for seven different manuscripts in four different journals (06/19/2017 - Present)

Katherine Foster, Psychology

- Chair, Faculty Senate Committee on Teaching Effectiveness (11/01/2016 - Present)

David Franke, English

- Member, College Writing Committee (01/01/2017 - Present)
- Member, Faculty Writing Group (01/01/2017 - Present)
- Director, Seven Valleys Writing Project (01/01/2017 - Present)
- Organizer, Writing Matters Conference at SUNY Cortland. (01/01/2017 - Present)

Andrew Funk, Biological Sciences

- Member, Chemical Hygiene Committee (08/20/2017 - Present)
- Member, Laboratory and Studio Operations Safety Committee (08/20/2017 - Present)
- Member, Institutional Animal Care and Use Committee (08/20/2017 - Present)
- Member, College Chemical Management Committee (08/20/2017 - Present)

Christopher Gascon, Modern Languages

- Member, Faculty Committee for Inclusive Practices (FCIP) (11/11/2016 - 06/30/2017)
- Member, Committee for Culturally Responsive Teaching (CRT) (03/21/2018 - Present)
- Secretary and Board Member, Association for Hispanic Classical Theater (AHCT), Inc. (03/28/2011 - Present)
- Chair, Professional Ethics Committee, Association for Hispanic Classical Theater (06/01/2017 - Present)

Laura Gathagan, History

- Member, Arts and Sciences Curriculum Committee (08/29/2016 - 05/01/2018)
- Member, Cultural and Intellectual Climate Committee (08/24/2015 - Present)
- Faculty Advisor, History Club (08/28/2017 - Present)
- External Reviewer for promotion candidate, Missouri Western State University (09/04/2017 - 10/17/2018)
- President, Church Council, St. Luke Lutheran Church (09/01/2015 - Present)
- Board Member, Chair of Nominating Committee Cortland Free Library (09/01/2015 - 12/29/2017)

Louis Gatto, Biological Sciences

- Member, Tobacco Advisory Committee (05/01/2016 - Present)
- Member, Student Health Advisory Committee (05/01/2016 - Present)

Timothy Gerhard, Modern Languages

- Interpreter, Homer Elementary School (09/04/2017 - Present)

Mary Gfeller

- Member, CAEP Steering Committee (08/28/2017 - 05/18/2018)
- Member, CAEP Case Study Group (08/29/2016 - 05/18/2018)
- Coordinator, Adolescence Education--Mathematics Program (08/28/2017 - 05/18/2018)
- Member, Adolescence Education Council (08/28/2017 - 05/18/2018)
- Member, Teacher Education Council (08/28/2017 - 05/18/2018)
- Treasurer, Phi Kappa Phi, Cortland Chapter (08/28/2017 - 05/18/2018)

Phillip Gipson, Mathematics

- Member, College Curriculum Review Committee (05/03/2017 - Present)
- Faculty Advisor, Asian Cultural and Media Experience (ACME) Student Club (11/17/2015 - Present)
- Volunteer, Midnight Breakfast (08/31/2015 - Present)
- Interviewer, New York State Master Teacher Program (08/12/2016 - Present)

Gayle Gleason, Geology

- Member, Student Conduct Appeals Committee (09/01/2003 - Present)
- Chair, Brauer Field Station Advisory Committee (03/01/2017 - Present)

Katherine Graham, Economics

- Academic Advisor, Men's Varsity Hockey Team (09/01/2017 - 05/15/2018)

Alan Haight, Economics

- Member, Arts and Sciences Curriculum Committee (09/05/2017 - Present)
- Referee, Journal of Keynesian Economics (02/18/2018 - 05/08/2018)

Herbert Haines, Sociology/Anthropology

- Member, Academic Faculty Affairs Committee (08/30/2016 - Present)
- Faculty Representative, Campus Safety Advisory Committee (08/30/2017 - Present)
- Senator, SUNY Cortland Faculty Senate (08/30/2016 - Present)
- Member, Catholic Charities of Cortland County, Board of Directors (05/01/2012 - Present)
- Member, Social Sciences Advisory Board, Tompkins-Cortland Community College (02/01/2014 - Present)

Andrea Harbin, English

- Graduate Coordinator, Master of Arts in English Program (05/14/2018 - Present)
- Member, College Research Committee (01/01/2014 - Present)
- Member, Teaching Awards Committee (01/01/2016 - Present)
- Member, Cultural and Intellectual Climate Committee (01/01/2014 - Present)
- Faculty Advisor, Sigma Tau Delta English Honor Society (01/01/2018 - Present)
- Member, Council for the Accreditation of Educator Preparation (CAEP) Site Visit (01/01/2018 - Present)
- Participant, CAEP Data Retreat (01/01/2018 - Present)
- Mentor, Society for Medieval Feminist Scholarship (01/01/2018 - Present)

Richard Harris, Africana Studies

- Member, Africana Studies Committee (08/28/2017 - Present)

Charles Heasley, Art and Art History

- Member, Center for Outdoor Education Sub-Committee (01/01/2015 - Present)
- Building Administrator, Dowd Fine Arts (01/01/2000 - Present)
- Member, Faculty Development Committee (01/01/2016 - Present)

Katherine Hicks, Chemistry

- Co-advisor, Chemistry Club (06/01/2017 - Present)
- Member, Hall of Fame Committee (06/01/2017 - Present)
- Member, Pre-Medical Committee (06/01/2017 - Present)

Kimberly Jackson, Psychology

- Member, Institutional Review Board (06/01/2017 - 12/08/2017)

Rena Janke, Biological Sciences

- Member, Teacher Education Council (09/01/2000 - Present)
- Member, Adolescence Education Council (09/01/2000 - Present)
- Member, Teacher Education Candidate Review Committee (TECRC) (09/01/2002 - Present)
- Chair, Student Conduct Office--Level II Appeals Committee (09/01/2005 - Present)
- Student Line Marshal, Undergraduate Commencement-Ceremonies 2 and 3 (05/12/2018)

Moyi Jia, Communication Studies

- Marshal, Graduate Student Commencement 2018 (05/11/2018)
- Reviewer, Emotions Network (EMONET) Conference (03/01/2018 - 05/16/2018)

Li Jin, Geology

- Chair, Arts & Sciences School Curriculum Committee (08/28/2017 - 05/11/2018)
- Member, Committee on Committees (06/01/2017 - 05/11/2018)
- Member, Master Teacher Program Advisory Committee (08/26/2013 - Present)
- Marshall, Honor's Convocation (04/22/2017)
- Interviewer, Master Teacher Program (06/10/2017)
- Member, Doctoral defense committee, Earth Sciences Department, Syracuse University (06/01/2017 - 04/09/2018)
- External reviewer, Geochemistry program, SUNY Oswego (04/27/2018 - 04/27/2018)
- Reviewer (12 articles) for *Environmental Science and Technology*, *Journal of Hydrology*, *Science of the Total Environment*, *Hydrological Processes*, *Journal of the Air & Waste Management Association*, *Water and Climate*. (06/01/2017 - Present)
- Grant proposal reviewer for Natural Environment Research Council (NERC) (06/01/2017 - Present)

Ibipo Johnston-Anumonwo, Geography and Africana Studies

- Editorial Board Member, African Geographical Review (AAG Journal) (06/01/2017 - Present)
- Assistant Editor, WAGADU: A Journal of Transnational Women's and Gender Studies (06/01/2017 - Present)
- Expert Commentator, ETS AP Human Geography Exam (03/16/2018 - 03/26/2018)
- Member, By-Laws Review Committee, AAG Africa Specialty Group (09/11/2017 - 04/11/2018)
- Member, Africana Studies Committee (06/01/2017 - Present)
- Member, International Studies Advisory Faculty (06/01/2017 - Present)
- Floor Marshall at two commencement ceremonies (05/12/2018)
- Reviewer, SUNY Diversity Study Abroad Honors Scholarship Committee (09/13/2017 - 10/05/2017)
- Lead Facilitator, Pre Majors First Year Summer Orientation Advisement Sessions (06/15/2017 - 07/14/2017)
- Member, Cortland YWCA Emeritae Board (06/01/2017 - Present)
- Member, Cortland Zonta Scholarship, Awards, & Service Committees (06/01/2017 - Present)
- Organizer, Career Fair, Cortland YWCA/SUNY Cortland Girls Day Out Committee (06/01/2017 - 03/31/2018)

Isa Jubran, Mathematics

- Member, Math-Science Subschool Personnel Committee (09/01/2016 - 05/15/2018)
- Member, Graduate Faculty Executive Committee (09/01/2017 - 05/15/2018)

Caroline Kaltefleiter, Communication Studies

- Faculty Advisor, WSUC-FM Radio Station (08/23/2012 - Present)

Colleen Kattau, Modern Languages

- Member, Latin American and Latino Studies Committee(08/15/2017 - Present)
- Member, Green Ambassadors (03/01/2018 - Present)
- Member, Center for Ethics, Peace and Social Justice (08/01/2015 - Present)
- Faculty Advisor, Spanish Club (08/15/2016 - Present)

David Kilpatrick, Psychology

- Chair, Social and Behavioral Sciences Sub-school Personnel Committee (09/01/2017 - 05/01/2018)
- Presenter, Free Professional Development Workshops for Teachers: October 4, 2017 Split Rock Elementary, West Genesee Central School District, Camillus, NY. January 26, 2018 Holy Family School, Syracuse, NY. April 9, 2018 Cortland City School District, consult with Jeff Craig, director of curriculum, Cortland, NY. May 9, 2018 Palmer Elementary, Baldwinsville Central School District, Baldwinsville, NY. Two-hour presentation.

Melvyn King, Psychology

- Member, Orientation Planning Committee (08/21/2017 - Present)

Denise Knight, English

- Judge, Community Arts Challenge, Poetry Category, Center for the Arts, Homer, NY (12/01/2017 - 12/02/2017)
- Member, College Teaching Awards Committee(01/01/2018 - Present)
- Editorial Board Member, *American Literary Realism* (01/01/2003 - Present)
- Board of Editors, Studies in American Literary Realism and Naturalism series (01/01/2005 - Present)

Christina Knopf, Communication Studies

- Faculty Advisor, Men's Lacrosse Club (09/01/2017 - 05/31/2018)
- Coordinator, Presentation Skills Committee (08/28/2017 - Present)
- Reviewer, National Communication Association (NCA) Political Communication Interest Group (04/10/2018 - 04/30/2018)
- Reviewer, NCA American Studies Interest Group (04/10/2018 - 05/03/2018)

Katelynn Kochalski, Mathematics

- Exhibitor, USA Science and Engineering Festival (04/06/2018 - 04/08/2018)
- Member, Educational Policy Committee (04/01/2018 - Present)

Kassim Kone, Sociology/Anthropology

- Muslim Chaplin, Interfaith Center (09/01/2017 - Present)

Kathryn Kramer, Art and Art History

- Member, President's Delegation to Cuba (01/01/2017 - Present)
- Member, Gender Policies and Initiative Council, (01/01/2009 - Present)
- Member, Honorary Degree Committee (01/01/2002 - Present)
- Member, Fine Arts and Humanities Sub-School Personnel Committee (01/01/2016 - Present)

Kathleen Lawrence, Communication Studies

- Vice Chair, Faculty Senate (09/12/2017 - 05/13/2018)
- Member, CCRC--College Curriculum Review Committee (09/06/2017 - Present)
- Member, Applied Learning Classroom Ad Hoc Committee (01/22/2018 - Present)

- Mace Bearer, Graduate Commencement Ceremony (05/11/2018)
- Member, Teaching Awards Committee (04/01/2018 - Present)
- Member, Committee on Committees (10/03/2017 - Present)

Yomee Lee, Kinesiology and Africana Studies

- Member, Africana Studies Committee (09/02/2017 - 05/12/2018)
- Director, Africana Dance Ensemble (09/01/2017 - Present)

John Leffel, English

- Member, Cultural and Intellectual Climate Committee (CICC) (01/01/2016 - Present)
- Co-Director, SUNY Cortland Distinguished Voices in Literature (DVL) Speaker Series (01/01/2017 - Present)
- MA Coordinator English Department (01/01/2017 - 08/31/2017)

Matthew Lessig, English

- Member, Arts & Sciences Dean's Secretary Search Committee (08/21/2017 - 12/15/2017)
- Administrative Lead, SUNY Developmental English Innovation Grant (01/01/2017 - Present)

John Lombardo, Psychology

- Member, Physicians Health Committee at Cortland Regional Medical Center (08/21/2017 - Present)

Benjamin Lovett, Psychology

- Member, College Writing Committee (09/01/2017 - Present)
- Editorial Board Member, Journal of Psychoeducational Assessment (09/01/2007 - Present)

Patricia Martinez, Modern Languages

- Member, Clark Center for Global Engagement (08/28/2017 - 05/09/2018)
- Interpreter for Cuban presenter (10/25/2017 - 10/26/2017)
- Member, Kente Committee (08/28/2017 - 05/07/2018)
- Participant, CAEP accreditation site visit (04/08/2018 - 04/09/2018)
- Student Line Marshall, SUNY Cortland Undergraduate Commencement, three ceremonies (05/12/2018)
- Participant, CAEP Data Retreat (05/15/2018)
- Member, Papalia Award Committee (05/11/2018 - 06/04/2018)

Noralyn Masselink, English

- Faculty Advisor, B.A.S.I.C. student organization (08/21/2017 - Present)

Ellie McDowell-Loudan, Sociology/Anthropology

- Recording Secretary, Central New York Native American Studies Consortium (01/01/2018 - Present)
- Co-Coordinator, Native American Studies Minor Program (01/01/2018 - Present)

Mary McGuire, Political Science

- Member, Academic Grievance Tribunal (09/01/2017 - Present)
- Member, Education Policy Committee (09/01/2017 - Present)
- Member, Social and Behavioral Sciences Subschool Personnel Committee (01/01/2018 - Present)
- Assistant Dean, School of Arts and Sciences (01/22/2018 - Present)
- Member, Felony Review Committee (05/21/2018 - Present)

Cori McKenzie, English

- Member, Ad Hoc Committee on Student Teaching Satisfaction Surveys (02/01/2018 - 04/30/2018)
- Reviewer, Study Abroad Scholarship Applications (03/01/2018 - Present)
- Invited reviewer, Literacy Research Association annual conference (03/01/2018 - Present)
- Reviewer, *English Teaching Practice and Critique*. (01/01/2017 - Present)

Jennifer McNamara, Art and Art History

- Senator, SUNY Cortland Faculty Senate (08/21/2017 - Present)
- Member, Institutional Planning and Assessment Committee (08/21/2017 - Present)
- Chair, General Education Committee (08/21/2017 - Present)
- Member, Honors Program Advisory Committee (08/21/2017 - Present)
- Faculty Advisor, SUNY Cortland Kickline (08/21/2017 - Present)
- Member, Entrepreneurial Minor Committee (08/21/2017 - Present)
- Developer, Summer Youth Program Learning Initiative (08/21/2017 - Present)
- Juror, Handweaver's Guild of America 2018 Scholarship Program (08/21/2017 - Present)

Brendan McQuade, Sociology

- Member, Outstanding Article Award Committee, Section on Marxist Sociology, American Sociological Association, (01/01/2018 - 08/13/2018)
- Member, Democratic Socialists of America, Ithaca Chapter (11/21/2016 - Present)

Christopher McRoberts, Geology

- Member, SUNY Distinguished Professor Review Committee (12/01/2017 - 02/01/2018)
- Member, SUNY Chancellor's Award for Scholarship and Creative Activities Review Committee (12/01/2017 - 02/01/2018)
- Curator, Bowers Hall Science Museum (06/01/2017 - 05/31/2018)
- Member, SUNY Cortland's Electronic Communications Advisory Group (06/01/2017 - 05/31/2018)
- Chair, Science and Math Subschool Personnel Committee (09/01/2017 - 05/31/2018)
- Member, SUNY Cortland Undergraduate Research Council (06/01/2017 - 05/31/2018)
- Editor, *Albertiana* (06/01/2017 - 05/31/2018)
- Secretary General and webmaster, IUGS Subcommittee on Triassic Stratigraphy (06/01/2017 - 05/31/2018)
- Reviewer, *Palaios* (02/08/2018 - 06/08/2018)
- Reviewer, *Acta Palaeontologica Polônia* (03/08/2018 - 04/03/2018)
- Reviewer, *Palaeontologische Zeitschrift* (12/15/2017 - 01/09/2018)

Wendy Miller, Geography

- Member, International Journal of Process Education Editorial Board (01/01/2012 - Present)
- Secretary, Cortland County Planning Board (01/01/2010 - Present)
- Member, Syracuse City School District Geospatial Technology Advisory Council (10/23/2017 - Present)
- GIS Advisor, Village of Homer Water and Sewer (05/01/2017 - Present)
- GIS Advisor, Cortland County Health Department (05/01/2017 - Present)
- Member, Campus Safety Advisory Committee (01/01/2009 - Present)
- Senator, SUNY Cortland Faculty Senate (08/31/2009 - Present)
- Member, Search Committee for Arts and Sciences Dean's Secretary 2 (09/28/2017 - 11/01/2018)
- Member, Search Committee for the Coordinator of Cortland's First Year Experience Course (01/11/2018 - 03/30/2018)
- Member, Search Committee for the Assistant/Associate Director of HR/Affirmative Action Officer (12/04/2017 - 03/19/2018)

- Member, Committee on Committees (09/20/2017 - Present)
- Member, Non-Traditional Student Support Advisory Committee (01/01/2014 - Present)
- Coordinator of school representation, Drones over Downtown - Syracuse (08/15/2017 - 08/30/2017)
- Participant, SUNY Cortland partnership with NuAir (08/31/2017 - Present)
- Participant, SUNY Cortland partnership with the Naval Undersea Warfare Center (08/01/2017 - Present)
- Participant, SUNY Cortland partnership with the FBI (08/01/2017 - Present)

Scott Moranda, History

- Co-Coordinator, Environmental Studies Network, German Studies Association (05/01/2016 - 01/31/2018)
- Member, Advisory Board for the Journal of Tourism History (01/01/2017 - Present)
- Member, Honors Program Advisory Council (09/01/2014 - Present)
- Coordinator, Project for Eastern and Central Europe (09/01/2015 - Present)
- Member, New York State Tuning Conference Organizing Committee (01/01/2017 - 11/01/2017)
- Member, International Studies Advisory Council (09/01/2008 - Present)
- Member, International Studies Personnel Committee (02/01/2018 - 05/01/2018)
- Member, Clark Center for Global Engagement Steering Committee (05/01/2016 - Present)

Mecke Nagel, Philosophy

- Member, Interdisciplinary Journal for the Study of the Sahel Editorial Board (01/01/2017 - Present)
- Director, Center for Gender and Intercultural Studies (01/01/2018 - Present)
- Faculty Advisor, Social Philosophy Club (01/01/2018 - Present)
- Chair, Fulda University Consortium (01/01/2018 - Present)
- Member, Gospel Choir Scholarship Committee (01/01/2018 - Present)
- Member, Fine Arts and Humanities SubschooL Personnel Committee (01/01/2018 - Present)
- Member, Clark Center Subcommittee on International Students, Scholars, & Partnerships (01/01/2018 - Present)
- Founding Member, Sophia's Garden (01/01/2018 - Present)

Christian Nelson, Biological Sciences

- Member, Pre-medical Advisory Committee (09/01/2017 - Present)
- Member, Arts and Sciences Professional Learning Team at SUNY Cortland (09/01/2017 - Present)
- Review Editor, *Frontiers in Cellular Infection and Microbiology* (06/20/2017 - Present)
- Ad Hoc Reviewer, *PLOS Pathogens* (04/10/2017 - 04/24/2017)

Sean Nolan, Physics

- Director, SUNY Cortland Planetarium (08/25/2014 - Present)
- Co-Coordinator, Adolescence Education: Science 7 - 12 Program (09/01/2015 - Present)

Jerome O'Callaghan, Arts and Sciences Dean's Office

- External reviewer for a tenure review case for a faculty member at Drexel University.

Michie Odle, Psychology

- Member, College Wide Scholarship Committee (08/31/2017 - Present)

Christopher Ortega, Communication Studies and Africana Studies

- Member, Africana Studies Associate Faculty (08/28/2017 - Present)
- Marshal, Undergraduate Commencement (05/12/2018)

- Reviewer, National Communication Association Conference, Mass Communication Division (08/01/2010 - Present)

Judith Ouellette, Psychology

- Chair, Faculty Senate (05/22/2017 - 05/14/2018)
- Temporary Chair, Teaching Awards Committee (02/05/2018 - Present)
- Member, Graduate Faculty Executive Committee (08/29/2016 - 08/20/2018)
- Member, SOGIE (08/24/1998 - Present)
- Chapter Advisor, Psi Chi (02/13/2012 - Present)

Angela Pagano, Biological Sciences

- Member, New York State Education Department Clinical Practice Workgroup (08/01/2017 - Present)
- Member, New York State Education Department Professional Learning Team (08/01/2017 - Present)
- Member, Advisory Board, New York State Master Teacher Program (08/01/2013 - Present)
- Member, SUNY Cortland Associate Dean Search Committee (01/01/2018 - Present)

Syed Pasha, Communication Studies

- Member, Search Committee for HR (08/25/2017 - 05/31/2018)

Tom Pasquarello, Political Science

- Marshal, Academic Convocation (08/27/2017)
- Faculty Line Marshal, Undergraduate Commencement (05/12/2018)
- Member, Center for Environmental and Outdoor Education (06/01/2017 - Present)
- Member, GE 5 Assessment Committee (01/29/2018 - Present)
- Coordinator, Democracy Matters Learning Community (01/01/2017 - Present)
- President, Belize Zoo and Neo-tropical Conservancy (501c3) (10/01/2017 - Present)

Biru Paksha Paul, Economics

- Member, Social and Behavioral Sciences Sub-School Personnel Committee (09/01/2017 - Present)

Joshua Peck, Psychology

- Member, College Curriculum Review Committee (08/29/2016 - Present)
- Member, Institutional Animal Care and Use Committee (08/24/2015 - Present)
- Drug addiction research consultant, United States Army Reserves (05/25/1998 - Present)

Gigi Peterson, History

- Member, Transformations Committee (01/31/2003 - Present)
- Member, Clark Center for Global Engagement (01/31/2003 - Present)
- Member, Cuba Working Group (03/06/2017 - Present)
- Member, Latino and Latin American Studies Committee (09/29/2003 - Present)
- Member, Teacher Education Council (09/10/2003 - Present)
- Participant, CAEP accreditation visit (04/09/2018)
- Chapter Advisor, Phi Alpha Theta, Nu Omicron Chapter (01/29/2018 - Present)

Gregory Phelan, Chemistry

- Volunteer, St. Mary's School (09/01/2017 - Present)

- Volunteer, Girls on the Run (04/01/2018 - Present)
- Speaker, Homer and BOCES Career Day (03/28/2018 - 03/28/2018)
- Member, Off Boarding Committee (06/01/2017 - 05/31/2018)
- Member, Extended Learning Advisory Committee (06/01/2017 - 05/31/2018)
- Member, Information Resources Advisory Committee (06/01/2017 - 05/31/2018)
- Member, Makerspace Development Committee (06/01/2017 - 05/31/2018)
- Member, Entrepreneurship Initiatives (06/01/2017 - 05/31/2018)
- Member, Active Learning Classroom Committee (04/01/2018 - 05/31/2018)
- Member, Midwest Noyce Regional Conference Advisory Board (06/01/2017 - 05/31/2018)
- Grant Review Panelist, National Science Foundation (09/01/2017 - 11/30/2018)

Timothy Phillips, Economics

- Member, Student Affairs Committee (08/28/2017 - 05/31/2018)
- Member, Academic Hall of Fame Committee (08/28/2017 - 05/31/2018)

Jaclyn Pittsley, English

- Member, Lecturer Review Committee (01/01/2014 - Present)
- Member, COR 101 Advisory Committee (01/01/2006 - Present)
- Mentor, CPN Mentor Program (01/01/2017 - Present)
- Assisting Editor, Rhet Dragons Editorial Group (05/14/2018 - Present)
- UUP Officer for Contingents (01/01/2009 - Present)
- Co-Chair, UUP Contingent Employment Committee (01/01/2015 - Present)

Susanne Polley, Economics

- Member, Social and Behavioral Sciences Sub-school Committee (03/01/2018 - 03/31/2018)
- Faculty Justice, Student Conduct Office (08/23/2017 - Present)
- Member, St. Anthony's Altar Society (09/07/2017 - Present)

Robert Ponterio, Modern Languages

- Co-Moderator, FLTEACH (08/21/2017 - Present)

Sebastian Purcell, Philosophy

- Member, Arts and Sciences Curriculum Committee (08/24/2015 - Present)
- Associate Director (fall 2017), Interim Director (spring 2018), Center for Gender and Intercultural Studies
- Treasurer, Center for Ethics, Peace and Social Justice (08/29/2011 - Present)
- Member, Honors Program Council (08/24/2015 - Present)
- Member, Institutional Review Board (08/27/2012 - Present)
- Coordinator, Latino and Latin American Studies (08/29/2016 - Present)
- Member, President's Council on Inclusive Excellence (01/15/2018 - Present)
- Member, American Philosophical Association Committee on Hispanics (08/28/2017 - Present)
- Member, Radical Philosophy Association Program Committee (04/25/2016 - Present)
- Treasurer, Society for Ricoeur Studies (08/28/2017 - Present)

Paulo Quaglio, Modern Languages

- Coordinator, dual-diploma TESOL program (Cortland-Anadolu, Turkey) (08/01/2009 - Present)
- Co-coordinator, Second Language Educators Conference (08/01/2010 - Present)
- Member, Teacher Education Council (TEC) (08/01/2013 - Present)

- Member, Adolescence Education Council (AEC) (08/01/2013 - Present)

Daniel Radus, English

- Member, Center for Gender and Intercultural Studies (01/01/2017 – Present)
- Co-coordinator, Native American Studies Program (01/01/2017 - Present)

Vaughn Randall, Art and Art History

- Director and Co-chair, International Conference on Contemporary Cast Iron Art (05/28/2018 - 06/06/2018)
- Member, Undergraduate Research Council (01/30/2018 - Present)

Susan Rayl, Kinesiology and Africana Studies

- Member, Africana Studies Program Committee (09/01/2000 - Present)

Jolie Roat, Mathematics

- Member, Student Learning Outcomes Committee (01/15/2015 - Present)
- Member, Arts and Sciences Curriculum Committee (09/01/2017 - Present)
- Member, Student Affairs Committee (09/01/2017 - Present)
- Interviewer, NYS Master Teacher Program Interviews (04/28/2018)

Andrew Roering, Chemistry

- Co-advisor, Chemistry Club (08/31/2017 - Present)

Lewis Rosengarten, Educational Opportunity Program and Africana Studies

- Member, President's Council on Inclusive Excellence (01/22/2018 - Present)
- Member, Africana Studies Program Committee

Frank Rossi, Chemistry

- Member, General Education Committee (09/01/2016 - Present)
- Member, Alumni/Undergraduate Science Symposium Organization Committee (02/01/2017 - Present)
- Co-Chair, Associate Dean Search Committee (03/28/2018 - Present)
- Chair, Honors Program Advisory Council (08/28/2017 - Present)
- Member, Pre-Med Advisory Committee (08/28/2017 - Present)
- External Reviewer, Department of Chemistry, St. Anselm College (08/15/2018 - 10/01/2018)
- Committee Member and Author, ACS Exams Institute- 2020 Organic Chemistry Exam (03/10/2018 - Present)
- Interviewer, NYS Master Teachers Program (04/28/2018 - 04/28/2018)

Kevin Rutherford, English

- Member, College Writing Committee (01/01/2017 - Present)
- Member, Digital Humanities Working Group (01/01/2017 - Present)

Shena Salvato, Modern Languages

- Member, Professional Learning Team, Arts & Sciences (10/26/2017 - Present)
- Organizer, Adirondack Getaway (10/13/2017 - 10/15/2017)
- Member, International Programs Coordinator Search Committee (05/08/2018 - Present)

- Participant, CAEP Site Visit (04/08/2018 – 04/09/2018)

Claus Schubert, Mathematics

- Senator, SUNY Cortland Faculty Senate (08/21/2017 - Present)

Amy Schutt, History

- Member, Adolescence Education Council (08/27/2012 - 05/31/2018)
- Member, Teacher Education Council (08/31/2009 - 05/31/2018)
- Coordinator, Adolescence Education: Social Studies Program (08/15/2012 - 05/31/2018)
- Referee, Journal of Moravian History (02/01/2018 - 03/29/2018)

Kevin Sheets, History

- Member, General Education Committee(08/28/2015 - Present)
- Member, Graduate Faculty Executive Committee (08/28/2015 - Present)
- Co-chair, Associate Dean of Arts and Sciences Search Committee (04/01/2018 - Present)
- President, Cortland County Historical Society (01/01/2018 - Present)
- Program Reviewer, Lock Haven University History Department (04/01/2018 - Present)

Myung Song, Mathematics

- Member, SUNY Cortland Faculty Senate (09/01/2017 - Present)

Robert Spitzer, Political Science

- Editor, Presidential Briefing Book Series, Routledge (05/01/2014 - Present)
- Book Series Editor, American Constitutionalism (09/01/1998 - Present)
- Panelist, Ivory Tower Show, WCNY TV, Syracuse (09/20/2002 - Present)
- Expert commentator for over 200 media appearances/interviews (06/01/2017 - 05/31/2018)
- Board Member, National Governing Council of Pi Sigma Alpha. (09/01/2014 - Present)
- Administrative law judge, Cortland, Tompkins, and Chenango County Boards of Health. (04/01/1994 - Present)
- Member, Excellence in Scholarship and Creative Activities Nominating Committee (10/05/2017 - 02/06/2018)
- Member, College Risk Management Committee. (09/01/2015 - Present)
- Member, SUNY Distinguished Academy (05/01/2014 - Present)
- Faculty Advisor, Cortland Zeta Delta Chapter of Pi Sigma Alpha (09/01/1999 - Present)

Sharon Steadman, Sociology/Anthropology

- Board Member, Journal of Eastern Mediterranean Archaeology and Heritage Studies (06/01/2012 - Present)
- Member, Clark Center for Global Engagement Steering Committee (08/30/2017 - Present)
- Chair, International Studies Personnel Committee (08/30/2017 - 05/15/2018)
- Director, Rozanne Brooks Ethnographic Museum (08/30/2017 - Present)
- Member, Asian and Middle Eastern Studies Committee (08/30/2017 - Present)
- Coordinator, World First Learning Community (08/30/2017 - 12/21/2017)

Hasan Stephens, Africana Studies

- Founder and Executive Director, Good Life Philanthropic Youth Foundation, Inc. (06/01/2017 - Present)

Elizabeth Kim Stone, English

- Member, Habitat for Humanity-Women Build (01/01/2017 - Present)
- Member, General Education Committee (01/01/2016 - Present)
- Member, President's Council on Inclusive Excellence (01/01/2017 - Present)
- Member, Fine Arts and Sciences Sub-School Personnel Committee (01/01/2017 - Present)
- Referee, Journal of Commonwealth Literature (01/01/2005 - Present)
- Referee, Hypatia: A Journal of Feminist Philosophy (01/01/2006 - Present)
- Consultant Reader, ARIEL: A Review of International English Literature (01/01/2013 - Present)

Randi Storch, History

- Member, Teaching History Editorial Board, Member (07/01/2017 - 06/01/2018)
- Committee Member, Labor and Working Class History Association, Teaching Resources (07/01/2017 - 06/30/2018)
- Member, Board of Contributing Editors, LAWCHA (05/01/2018 - 05/01/2021)
- Reviewer, University of Michigan Press (01/01/2018 - 05/16/2018)
- Member, Historians of American Communism, Executive Council (09/04/2017 - 06/29/2018)
- Member, Active Learning Classroom Space Committee (05/10/2018 - Present)
- Faculty mentor, Common Problem Pedagogy (08/30/2017 - 05/31/2018)
- Co-Chair, Sesquicentennial Committee (05/16/2017 - 09/14/2017)
- Member, Sesquicentennial Committee (09/15/2017 - 07/01/2019)
- Member, Sesquicentennial Committee Grant Sub-Committee (09/21/2017 - 04/06/2018)
- Chair, Live In Cortland Committee (08/01/2017 - 06/29/2018)
- Reader, Honors Convocation (04/20/2018)
- Reader, Undergraduate Commencement (05/12/2018)
- Reader, Graduate Commencement (05/11/2018)
- Grievance Officer, UUP (07/02/2017 - 06/29/2018)
- Member, UUP, Executive Board (07/02/2017 - 06/29/2018)
- Member, Cortland Free Library Board of Trustees (07/02/2017 - 06/29/2018)
- Member, City of Cortland, Housing Committee (07/02/2017 - 06/29/2018)

John Straneva, Biological Sciences

- Member, Premedical Advisory Committee (06/01/2017 - 04/30/2018)
- Member, College Institutional Animal Care and Use Committee (IACUC) (06/01/2017 - Present)

Codruta Temple, Modern Languages

- Member, SUNY Cortland CAEP task force (08/01/2016 - Present)
- Member, Adolescence Education Council, School of Arts and Sciences (08/01/2017 - Present)
- Member, SUNY Cortland Teacher Education Council (08/01/2017 - Present)
- Member, SUNY Cortland Teacher Education Council Steering Committee (08/01/2017 - Present)
- Reviewer, Journal of Adolescent and Adult Literacy (06/01/2017 - Present)

Brett Troyan, History

- Member, Arts and Sciences Sub-school Personnel committee (08/01/2017 - Present)
- Latino and Latin American Studies Committee (08/01/2017 - Present)

Bekeh Ukelina, History

- Member, Africana Studies Committee (09/01/2017 - Present)
- Co-chair, Ad-hoc Committee on Active Learning Classrooms (04/01/2018 - Present)
- Secretary, New York African(a) Studies Association (05/01/2018 - Present)

- Member, Wagadu Editorial Board (11/02/2017 - Present)

Paul Van der Veur, Communication Studies

- Reader, Mandela Washington Fellowship for Young African Leaders (11/01/2017 - 12/17/2018)
- Consultant, Entrepreneurship Minor (11/20/2017 - 12/01/2017)
- Program Coordinator, Cinema Studies (08/25/2008 - Present)
- Member, Africana Studies Program Committee (08/25/2002 - Present)
- Marshal, Convocation (04/18/2018 - 05/12/2018)
- Member, Transfer Credit Evaluator Search Committee (04/09/2018 - Present)
- Member, Orientation Advisory Committee (08/28/2017 - Present)
- Chair, Presentation Skills Committee (08/27/2012 - Present)

Anne Vittoria, Sociology/Anthropology

- Member, Honors program committee (02/01/2018 - Present)

MaryBeth Voltura, Biological Sciences

- Member, Academic Standing Committee (08/01/2008 - Present)
- Chair, Institutional Animal Care and Use Committee (08/20/2000 - Present)

Jeffrey Werner, Chemistry

- Member, Center for Outdoor and Environmental Education Advisory Committee (02/06/2012 - Present)
- Facilitator, Arts & Sciences PBL Professional Learning Team (08/28/2017 - Present)
- Chair, Discover Cayuga Lake Advisory Board (07/11/2011 - Present)
- Trustee, Board of Trustees for Northeastern Microbiologists: Physiology, Ecology & Taxonomy (06/26/2016 - Present)

Donna West, Modern Languages

- Member, All-College Scholarship Committee member (01/01/2018 - Present)
- Member, Campus Safety Advisory Committee member (01/01/2017 - Present)
- Member, Women's Studies Committee (01/01/2014 - Present)
- Senator, SUNY Cortland Faculty Senate (01/01/2010 - Present)
- Member, Disability Studies Institute Board member (01/01/2008 - Present)
- Member, Center for Gender and Intercultural Studies Board (01/01/2008 - Present)
- Member, Latino and Latin American Studies Program committee (01/01/2008 - Present)
- Reviewer, The SSA Annual yearbook series (01/01/2015 - Present)
- Reviewer, Dialogue: Canadian Philosophical Review (01/01/2018 - Present)
- Member, Standing Committee on Issues of Disability in the Profession, Modern Language Association (01/01/2015 - Present)
- Member, International Editorial Board, Public Journal of Semiotics (01/01/2016 - Present)
- Peer Reviewer, Journal of Cognitive Semiotics (01/01/2017 - Present)
- Director, Special Interest Group for Empirical Semiotics, Semiotic Society of America (01/01/2013 - Present)
- Reviewer, Linguistik Online (01/01/2012 - Present)
- Board Member and Consultant in Empirical Semiotics, American Semiotics Research Institute (01/01/2011 - present)
- Reviewer, Applied Psycholinguistics (01/01/2011 - Present)
- Reviewer, Hispania (01/01/2009 - Present)
- Member, Patient and Family Advisory Council, Cortland Regional Medical Center (01/01/2017 - Present)
- Member, NYS Attorney for the Child, Cortland County Panel (01/01/2004 - Present)

- Member, Pilot Guide Dog Board (01/01/2018 - Present)

Brian Williams, Political Science

- Member, Honors Review Committee (01/31/2018 - 02/26/2018)

Benjamin Wilson, Economics

- Member, Cortland Food Project Steering Committee (01/02/2017 - Present)
- Member, EPA Local Foods, Local Places Technical Assistance Steering Committee (06/05/2018 - 06/03/2019)
- Economic Advisor, Institute for Civic Engagement (09/01/2017 - Present)
- Member, Cultural and Intellectual Climate Committee (08/22/2016 - Present)
- Area Activist, UUP (08/21/2017 - Present)

Ben Wodi, Health

- Member, International Studies Personnel Committee (01/01/2014 - Present)

Mark Worrell, Sociology/Anthropology

- Associate Editor, Critical Sociology (01/01/2017 - 12/31/2018)
- Co-Founder, Symposium for New Directions in Critical Social Theory (01/01/2017 - 12/31/2018)
- Member, Education Board Fast Capitalism (01/01/2017 - 12/31/2018)

Luo Xu, History

- Member, Asian and Middle Eastern Committee (09/01/1998 - Present)
- Member, International Studies Program Advisory Faculty (09/01/2013 - Present)
- Faculty tour leader, "One culture, two systems": Students summer study tour to China and Taiwan (06/01/2017 - 06/21/2017)

Lan Ye, Communication Studies

- Reviewer, Association for Education in Journalism and Mass Communication (04/09/2018 - 05/01/2018)
- Reviewer, International Journal of Strategic Communication (10/03/2017 - 11/12/2017)
- Reviewer, Journal of Applied Communication Research (07/03/2017 - 07/30/2017)

Tiantian Zheng, Sociology/Anthropology

- Chair, Asian/Middle Eastern Studies Committee (08/30/2017 - Present)
- Member, CGIS Advisory Board (08/29/2017 - Present)
- Member, Community Health Major Advisory Board, Health Department (08/30/2017 - Present)
- Member, Center for Ethics, Peace and Social Justice Advisory Council (08/30/2017 - Present)
- Member, Wagadu Editorial Board (01/01/2007 - Present)
- Member, Ubuntu Committee (08/30/2017 - Present)
- Member, Social and Behavioral Sciences Sub-School Personnel Committee (08/29/2017 - 04/30/2018)
- Member, Chinese Society for Women's Studies Executive Board (05/01/2017 - Present)
- Member, China Health Action Executive Board (05/01/2016 - Present)
- Member, New York Association of Asian Studies Executive Board (01/01/2010 - Present)
- Chair, New York Association of Asian Studies Marleigh Grayer Ryan Prize Committee (01/01/2012 - Present)
- Reviewer, Australia Research Council (01/01/2013 - Present)
- Member, Asian Social Science Journal Editorial Board (01/01/2013 - Present)
- Member, International Journal of Culture and History International Editorial Board (01/01/2013 - Present)

- **Dissertation Examiner, Department of Anthropology, Hebrew University of Jerusalem, Israel (08/31/2017 - 10/18/2017)**