Georgia Southwestern State University  
FY2017 Annual Report

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SECTION 1
STATE OF THE SCHOOL/COLLEGE/UNIT

The mission of the Department of Psychology and Sociology is: “Faculty members of the Department of Psychology and Sociology at Georgia Southwestern State University challenge students to think critically about behavioral, mental, and social processes, and to develop the knowledge and skills for a variety of post-baccalaureate alternatives. These objectives are implemented via a rigorous curriculum that focuses on the application of scientific thinking, respect for the diversity of human experiences, and understanding of how psychology and sociology contribute to the improvement of the human condition.”

In the fall of 2017, the Department of Psychology and Sociology had 205 majors (124 in psychology; 38 in sociology, and 43 in criminal justice), ten full-time faculty and one half-time staff. We offer four degrees; the B.A. in Psychology, B.S. in Psychology, B.S. in Sociology, and B.S. in Criminal Justice. In addition, the department offers and administers an 18-hour undergraduate Certificate in Criminal Justice. An 18-hour undergraduate Certificate in Social Justice begins in the fall of 2017.

Retention
The 1-Year Retention of First-time freshmen from the fall 2015 semester to the fall 2016 semester (most recent data available) is shown in the table below.

<table>
<thead>
<tr>
<th>Retention</th>
<th>Fall 2015, Total Students Enrolled</th>
<th>Fall 2016, Total Students Retained</th>
<th>Percentage of Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>13</td>
<td>11</td>
<td>84.62%</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>16</td>
<td>80%</td>
</tr>
</tbody>
</table>
Georgia Southwestern FY 2017 ANNUAL REPORT

UNIT: Department of Psychology and Sociology

Graduation Rates of Fall 2010 Cohort

The 4-year, 5-year and 6-year graduation rates are shown in the table below. NOTE: The rates for the B.S. in Psychology and B.A. in Psychology are combined.

<table>
<thead>
<tr>
<th>Major</th>
<th>Students’ Last Enrolled Term</th>
<th>4-year Rate</th>
<th>5-year Rate</th>
<th>6-year Rate</th>
<th>Total Graduated in 6 Years</th>
<th>Students who did not graduate in 6 years, but were enrolled at least one term during FA14-FA15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>25</td>
<td>42</td>
<td>10</td>
<td>8</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>23.81%</td>
<td>19.05%</td>
<td>7.14%</td>
<td>50.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.76%</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12.50%</td>
<td>37.50%</td>
<td>0.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12/50%</td>
</tr>
</tbody>
</table>

Use of Budget Resources

The total budget for the department is $690,242.00. As illustrated in the table below, the majority of the budget is for personnel costs. The department received a reduction in budget for the 2015-2016 academic year. Despite an extremely conservative approach to budget expenditures, the department exceeded the budget line for Travel, Operating Supplies & Expenses. Given the increase in faculty size and the requirement for travel and financial resources to support scholarship and teaching, a substantial increase in the departmental budget is warranted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Budgeted</th>
<th>Expended</th>
<th>Remainder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$627,447.00</td>
<td>$628,103.77</td>
<td>-$656.77</td>
</tr>
<tr>
<td>Operating Supplies &amp; Expenses</td>
<td>$14,797.00</td>
<td>$14,007.72</td>
<td>$789.28</td>
</tr>
<tr>
<td>Travel</td>
<td>$2,000.00</td>
<td>$2,278.87</td>
<td>-$278.87</td>
</tr>
<tr>
<td>Total</td>
<td>$644,244.00</td>
<td>$644,390.36</td>
<td>-$146.36</td>
</tr>
</tbody>
</table>
SECTION 2
ANNUAL ASSESSMENT SUMMARY

B.A. and B.S. in Psychology Assessment Plan (Year Two, 2017-2018)

Unless otherwise noted, all outcomes are based on the American Psychological Association Guidelines for the Undergraduate Psychology Major (version 2.0, Fall 2013). This assessment plan has been revised to reflect suggestions received from the assessment plan review in Spring 2017.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1. Students will recall and recognize major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Direct: Area Concentration Achievement Test (ACAT) scores will measure content knowledge of the discipline.</td>
<td>ACAT data will be compiled once per year by the instructor of the Seminar in Psychology course (PSYC 4450), where this test is administered; data will be reviewed every two years by departmental faculty.</td>
<td>Our target is for 50% of our seniors to score at or above the 50th percentile on the ACAT (overall score). We feel this is a reasonable target to start with given our limited faculty resources and unpredictable student skills and trajectories.</td>
</tr>
<tr>
<td>Goal 2. Students will use scientific reasoning, critical thinking, and understanding of research methodology to solve problems.</td>
<td>Direct: (a) Pre-post measures of statistical and research methodology knowledge given to students enrolled in PSYC 3301, Psychological Statistics, and PSYC 4431, Experimental Psychology, will assess student knowledge of these content areas as well as how exposure the course material affects this knowledge. (b) ACAT scores on subscales measuring statistics and research methodology will also measure student knowledge of these content areas. (c) A critical thinking assessment (method/instrument to be determined) will evaluate students’ critical thinking abilities.</td>
<td>Direct: (a) Measures of statistical and research methodology knowledge will be developed in-house and administered to students enrolled in PSYC 3301, PSYC 4431, and PSYC 4497. These courses will be assessed in a rotating fashion every third year. Results will be reviewed by departmental faculty during that assessment year. (b) ACAT data will be reviewed by departmental faculty during that assessment year. (c) We do not yet have a critical thinking target in mind because we do not yet have an identified measure for assessing this outcome.</td>
<td>Direct: (a) Our target is for our students to show at least 20% improvement in their pre-post performance on in-house measures of statistics and research methodology. (b) We also aim for 50% of our seniors to score at or above the 50th percentile on the ACAT subscales addressing statistics and research methodology. (c) We do not yet have a critical thinking target in mind because we do not yet have an identified measure for assessing this outcome.</td>
</tr>
</tbody>
</table>

Indirect: Regarding graded assignments and projects, our target is for 80% of our students to score a C or better on the graded assignments/presentations being assessed. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories.
## Outcomes

<table>
<thead>
<tr>
<th>Goal 3. Students will demonstrate knowledge and application of ethical standards as well as awareness of diversity and global issues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Measures</strong></td>
</tr>
<tr>
<td>4431 will examine how well students have learned and can apply the material presented in these courses. (b) B.A. students’ grades on independent research projects in PSYC 4497 (Senior Research I) will also be examined to investigate how well students can write APA-formatted papers describing the methodology and results of research studies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 4. Students will communicate effectively in written, oral, and interpersonal formats.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Measures</strong></td>
</tr>
<tr>
<td>Indirect: (a) Graded writing assignments and/or oral presentation grades in courses will assess the quality of student communication. (b) B.A. students’ grades on independent research projects in PSYC 4497 will also be examined to assess quality of writing (and possibly other types of communication as appropriate).</td>
</tr>
</tbody>
</table>
Outcomes | Outcome Measures | Review of Outcome Data | Outcome Target
---|---|---|---
Goal 5. Students will apply psychological content and skills to career goals and will develop meaningful professional direction for life after graduation. | Indirect: A survey of seniors and/or recent alumni will determine their perceptions of career and graduate school preparation received during their education. | Data will be reviewed by departmental faculty after one year of data collection. A second year of data collection may be implemented if we feel we need more information. | We do not have a target in mind because our current intention is to gather data for formulating more specific goals.

B.S. in Sociology Assessment Plan (Year Two, 2017-2018)
This assessment plan has been revised to reflect suggestions received from the assessment plan review in Spring 2017.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
</table>
Goal 1: Students will show familiarity with the major concepts and theoretical perspectives in Sociology. | Direct: ETS Major Field Test in Sociology | ETS data will be compiled once per year by the instructor of the Seminar in Sociology course (SOCI 4450), where this test is administered; data will be reviewed every two years by departmental faculty. | Our target is for 50% of our students to score at or above the 50th percentile on the ETS (overall score). We feel this is a reasonable target to start with given our limited faculty resources and unpredictable student skills and trajectories. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories. |

Goal 2: Students will understand and apply basic research methods in Sociology, including research design, sampling, and survey construction. | Direct: Scores on Research Methods and Statistics subsection of the ETS Exam. Indirect: Final grades in Methods of Social Research course (SOCI 4440). | ETS data will be compiled once per year by the instructor of the Seminar in Sociology course (SOCI 4450), where this test is administered; data will be reviewed every year by departmental faculty. Final grades in the Methods of Social Research course (SOCI 4440) will be compiled by the course instructor and evaluated every year by | Our target is for 50% of our students to score at or above the 50th percentile on the ETS subscales addressing research methodology and statistics. Our target is for 80% of our students in the Research Methodology course to score a C or better. We feel these are reasonable targets to start...
Goal 3: Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate, and inferential statistical tools.

<table>
<thead>
<tr>
<th>Direct: Scores on Research Methods and Statistics subsection of the ETS Exam.</th>
<th>ETS data will be compiled once per year by the instructor of the Seminar in Sociology course (SOCI 4450), where this test is administered; data will be reviewed every year by departmental faculty.</th>
<th>Our target is for 50% of our students to score at or above the 50th percentile on the ETS subscales addressing research methodology and statistics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect: Final grades in Sociological Statistics course (SOCI 3331).</td>
<td>Final grades in the Sociological Statistics course (SOCI 3331) will be compiled by the course instructor and evaluated every year by departmental faculty.</td>
<td>We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories.</td>
</tr>
</tbody>
</table>

Goal 4: Students will exhibit critical thinking skills in Sociology and the ability to apply the scientific method to social issues and problems.

| Direct: Scores on the Critical Thinking subsection of the ETS Exam. | ETS data will be compiled once per year by the instructor of the Seminar in Sociology course (SOCI 4450), where this test is administered; data will be reviewed every year by departmental faculty. | Our target is for 80% of our students to score at or above the 50th percentile on the ETS subscales addressing critical thinking. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories. |

Goal 5: Students will effectively communicate in a variety of formats including the ASA writing style, leading class discussion, and presenting the results of research.

| Indirect: (a) Scores on papers from the Seminar in Sociology course (SOCI 4450) that requires ASA format. (b) Scores on oral presentations from the Senior Seminar course. | (a) Grades for papers from the Seminar in Sociology course (SOCI 4450). (b) Grades for oral presentations from the Seminar in Sociology course (SOCI 4450). Grades will be compiled by the instructor of the Seminar in Sociology course (SOCI 4450) and data will be reviewed every year by departmental faculty. | Our target is for 80% of our students in the Senior Seminar course to score a C or better. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories. |

Goal 6: The Sociology Program will prepare students for careers and/or graduate school.

| Indirect: Survey of seniors and/or recent alumni to determine their perceptions of career and graduate school preparation | Data will be reviewed by departmental faculty after one year of data collection. A second year of data collection may be | We do not have a target in mind because our current intention is to gather data for formulating more |

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**Page 7**
B.S. in Criminal Justice

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate mastery of the essential content of the criminology core curriculum</td>
<td>Indirect: Capstone Portfolio Project incorporating elements from Criminology, Research, and Criminal Justice Courses. Portfolio assessed with rubric.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>80% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice</td>
<td>Indirect: Critical Analysis portion of Capstone Portfolio Project assessed by rubric.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of essential elements of academic and professional writing</td>
<td>Indirect: Capstone Portfolio Project assessed with written communication rubric that emphasizes ability to integrate theory with practical examples, organization, and mechanical-grammatical correctness.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of academic and professional research and scholarship</td>
<td>Indirect: Research Project in Criminal Justice Research Methodology assessed using rubric emphasizing the understanding of Criminal Justice methodology and conventions of CJ discourse.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of professional and ethical values in the criminal justice field</td>
<td>Indirect: Ethics Examination in Capstone course.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score at an acceptable level or above on Ethics Examination.</td>
</tr>
</tbody>
</table>
SECTION 3
SUMMARY OF FACULTY-STAFF ACCOMPLISHMENTS
1 JULY 2016-30 JUN 2017

Marianna Baykina, Ph. D.
Department of Psychology & Sociology
Georgia Southwestern State University
Americus, GA 31709
marianna.baykina@gsu.edu

EDUCATION
Doctorate of Philosophy in Educational Psychology (December 2008)
Texas Tech University – Lubbock, TX
Master’s of Art in Psychology (August 2000)
San José State University – San José, CA

RELEVANT PROFESSIONAL EXPERIENCE

Classes Taught
Abnormal Psychology
Introductory Psychology
Psychology of Personality
Theories & Methods of Counseling
Psychological Testing

Work History
2016 – current Assistant Professor                     Georgia Southwestern State University
2015 – 2016   Visiting Assistant Professor               Eastern Oregon University
2011 – 2015   Program Developer & Manager                 Foundation for the Advancement of Sports
                             Among Handicapped Children, Russia

Service
2017 – current  Affordable Learning Georgia Grant, Round Ten
2017- current  Committee for Academic Affairs
2017- current  Independent Reviewer, Interdisciplinary Journal for Undergraduate Research

2016-2017   Student Affairs Committee, Georgia Southwestern State University
CURRENT PAPERS

Baykina, M. *Global precedence effect within different domains and formation of representational structures*. Manuscript in preparation. Poster to be submitted to present at APS meeting, May 2018.

Baykina, M. *Field independence and formation of representational structures within different domains*. Manuscript in preparation. Poster to be submitted to present at APS meeting, May 2018.

Baykina, M. Using movies as assignments to target critical thinking skills within a context of a specific course. Manuscript in preparation. Poster to be submitted to present at SoTL conference, April 2018.

Membership in Professional Organizations:

The Jean Piaget Society

Joseph A. Comeau
joseph.comeau@gsu.edu
Georgia Southwestern State University
Department of Psychology and Sociology
800 GSW Drive, Americus, Georgia 31709

EDUCATION
2012 Ph.D., Sociology, University of North Texas
2008 M.Ed., Educational Leadership, Northern Arizona University
2006 B.S., Organizational Sociology, Grand Canyon University

EMPLOYMENT AND POSITIONS
2013 – Present Assistant Professor of Sociology, Department of Psychology and Sociology, Georgia Southwestern State University

PUBLICATIONS

SERVICE AND MENTORING
2017 – Present Principal investigator, “Attitudes of African Americans toward Back the Blue.” An empirical research project in Americus, Georgia, involving faculty and students from Georgia Southwestern State University.
2017 New faculty mentor for Dr. MC Whitlock, Department of Psychology and Sociology, Georgia Southwestern State University.
2016 – 2017 Member, Search Committee for sociology faculty position, Department of Psychology and Sociology, Georgia Southwestern State University.
2017 Presenter and Panelist for a discussion of the film “Poverty Inc.” A Windows to the World event hosted by the Georgia Southwestern State University chapter of Enactus.
2016 – 2017 Chair, Strategic Planning Subcommittee (a subcommittee of the Institutional Effectiveness Committee), Georgia Southwestern State University.
2016 – Present Member, Council on Diversity, Georgia Southwestern State University.
2015 – Present Chair, Panorama Panel Discussion Series Planning Committee, Georgia Southwestern State University.
2015 – Present Member, Institutional Effectiveness Committee, Georgia Southwestern State University.
2015 – Present Organizer, Junior Faculty Teaching Circle, Georgia Southwestern State University.
2015 – Present Member, Strategic Planning Steering Committee, Georgia Southwestern State University.
2015 – 2017 Member, International Programs Advisory Council, Georgia Southwestern State University.

Ellen Margaret Cotter, Ph.D.
Department of Psychology and Sociology
Georgia Southwestern State University
800 GSW State University Drive
Americus, GA 31709-4693
Voice: (229) 931-2267; Fax: (229) 931-2315
E-mail: ellen.cotter@gsw.edu

Professional and Research Experience

2010 – date Professor, Department of Psychology and Sociology, Georgia Southwestern State University
2003 – 2009 Associate Professor, Department of Psychology and Sociology, Georgia Southwestern State University
1999 – 2003 Assistant Professor, Department of Psychology and Sociology, Georgia Southwestern State University

Courses Taught

PSYC 2103 – Human Growth and Development
PSYC 3308 – Psychosocial Aspects of Aging
UNIT: Department of Psychology and Sociology

PSYC 3320 – Child Psychology
PSYC 4414 – Psychology of Language
PSYC 4395 – Theory and Research in Caregiving
PSYC 4450 – Seminar in Psychology

**Committee Memberships**
UNIV 1000 – The GSW Experience

**Publications**

**Conference Presentations**

**Editorial, Review, and Scholarly Activities**
2015 – date Ad Hoc Reviewer, Journal of Aging Research
2013 – date Ad Hoc Reviewer, Current Psychology
2011 – date Ad Hoc Reviewer, *Psi Chi Journal of Undergraduate Research*
2010 – date Ad Hoc Textbook Reviewer, Pearson
2008 – date Ad Hoc Reviewer, *Journal of General Psychology*
2005 – date Reader, Advanced Placement Psychology Exam
2003 – date Ad Hoc Textbook Reviewer, Wadsworth

2016 Search committee, Care Consultation/Projects Specialist position, Rosalynn Carter Institute

2016 Search committee, Operation Family Caregiver position, Rosalynn Carter Institute

**Community Activities**
2017 – date Member, Americus Sumter High School Band Boosters
2014 – 2016 Parent Teacher Organization, Sumter County Middle School
2013 – 2016 Member, Sumter Players Board of Directors
2013 – date Volunteer, Sumter Players
Professional Organizations

2007 – date Society for the Teaching of Psychology
1993 – date Association for Psychological Science (formerly American Psychological Society)

Honors and Awards

2017 Governor’s Teaching Fellows Program

Gary Dale Fisk, Ph.D.

CONTACT INFORMATION
Georgia Southwestern State University
Department of Psychology and Sociology
800 Georgia Southwestern State University Drive
Americus, GA 31709
Phone: 229-931-2296; fax: 229-931-2315; Email: gary.fisk@gsu.edu

POSITIONS HELD

2011 – present Professor of Psychology
Georgia Southwestern State University

2005 - 2010 Associate Professor of Psychology (with tenure)
Georgia Southwestern State University, Americus, Georgia

2000 - 2004 Assistant Professor of Psychology
Georgia Southwestern State University, Americus, Georgia

1997 - 2000 Assistant Professor of Psychology
Gordon College, Barnesville, Georgia

1995 - 1997 Postdoctoral Research Fellow (fellowship support from NIH)
The University of Alabama at Birmingham

1992 - 1995 Predoctoral Research Fellow (fellowship support from NIMH)
The University of Alabama at Birmingham

1989 - 1992 Research Assistant
The University of Alabama at Birmingham

EDUCATION
Ph.D., University of Alabama at Birmingham (Birmingham, Alabama)
Psychology - Behavioral neuroscience specialization
Cumulative GPA: 3.87
Phi Kappa Phi Honor Society

B.A., Cum Laude, Luther College (Decorah, Iowa)
Majors in Psychology and Anthropology
Dean's List for five semesters
Cumulative GPA: 3.59

PROFESSIONAL ORGANIZATIONS
Psychonomic Society
Phi Kappa Phi Honor Society

AWARDS
Faculty Excellence in Scholarship Award (2017)

TEACHING
Introduction to Psychology
Psychological Statistics
Sensation - Perception
Biopsychology
Human Growth and Development

COLLEGE SERVICE
Instructional Technology Advisory Committee, (2013 – 2014; 2016-present)
IT Steering Committee (2014 - present)
IT Compliance Committee (2014 - present)
Georgia Digital Innovations faculty representative
IT Steering committee (2016 to present)

PUBLICATIONS
University of North Georgia Press, Dahlonega, Georgia


PRESENTATIONS


Charles M. Huffman, Ph.D.

Georgia Southwestern State University  
Department of Psychology and Sociology  
800 Georgia Southwestern State University Drive  
Americus, GA 31709  
(229) 931-2316  
Charles.huffman@gsu.edu

**Professional Experience**

2011-present Chair, Department of Psychology and Sociology  
2012-present Professor of Psychology  
2011-present Director, Prior Learning Assessment Program

**Teaching**

Summer 2016  
Mass Media Influences in Psychology  
Social Psychology

Fall 2016  
Introduction to Psychology  
Sport Psychology  
History & Systems of Psychology

Spring 2017  
Cognitive Psychology  
History & Systems of Psychology
Georgia Southwestern

UNIT: Department of Psychology and Sociology

Grants

Affordable Learning Georgia Grant, PI, $10,600
Awarded in June, 2016

Service

Director, Prior Learning Assessment Program
President’s Council
Athletic Committee
Program Committee, Southeastern Psychological Association
Manuscript Reviewer, Current Psychology
Manuscript Reviewer, Annual Meeting of the Southeastern Psychological Association
Advisor for 38 Psychology Majors

Scholarship

Huffman, C.M. (2017, March). Behavioral economics and student decision making.
   Poster presented at the 63rd Annual Meeting of the Southeastern Psychological
   Association, Atlanta, GA.

Professional Memberships

American Psychological Association—Division Two
Association for Psychological Science
Southeastern Psychological Association
Southern Society of Philosophy and Psychology
Psi Chi, National Honor Society in Psychology

Leigh Laughlin, MA, MS, CPD
GSW Criminal Justice eMajor Liaison
Academic Lead/Advisor
Lecturer in Criminal Justice and Sociology

TEACHING, 2016-17

CRJU 1100: Introduction to Criminal Justice (Summer 2017)
CRJU 2100: Introduction to Law Enforcement (Fall 2016, Summer 2017)
CRJU 3100: Criminal Law (Fall 2016)
Georgia Southwestern

UNIT: Department of Psychology and Sociology

CRJU 3110: Criminal Procedure (Spring 2017)
CRJU 3400: Juvenile Delinquency and Justice (Spring 2016, Spring 2017)
CRJU 3500: Criminal Investigation I (Summer 2016)
CRJU 3501: Criminal Investigation II (Spring 2017)
CRJU 4300: Community Corrections (Summer 2017)
SOCI 2293: Sociology of Family (Spring 2017)
SOCI 2293: Sociology of Family - Honors (Spring 2017)
SOCI 3350: Criminology (Fall 2016)
SOCI 4350: Family Violence (Fall 2016)
SOCI 4445: Deviant Social Behavior (Spring 2017)

SCHOLARSHIP, 2016-17

Doctor of Philosophy in Criminal Justice, Behavioral Science Concentration (Fall 2016-Present)
School of Justice and Human Services, Nova Southeastern University

Master of Science in Law Enforcement Intelligence and Analysis (Fall 2016)
School of Criminal Justice, Michigan State University

CPTED Professional Designation from the National Institute of Crime Prevention (Spring 2017)

Training course “Protecting Human Research Participants” through the National Institute of Health (NIH) Office of Extramural Research (certification no. 2126942) (Fall 2016)

eMajor Certification for Online Instructors with the University System of Georgia (Fall 2016)

Course Development

Subject Matter Expert for development of CRJU 3501: Criminal Investigations II (Fall 2016)
Subject Matter Expert for development of CRJU 3810: Victimology (Spring 2017)
Developed Framework for CRJU 4000: Internship in Criminal Justice (Summer 2017)
Developed Prior Learning Assessment for CRJU 3501: Criminal Investigations II (Fall 2016)
Developed Prior Learning Assessment for CRJU 3810: Victimology (Spring 2017)

Presentations

Video Game Music
Dr. Mark Laughlin and Leigh Laughlin
Conference on Meaningful Living and Learning in a Digital World.
Augusta, Georgia
August, 2016

National Training Webinar on Domestic Violence
Rosalynn Carter Institute for Caregiving
Americus, Georgia
May, 2017
UNIT: Department of Psychology and Sociology

Professional Memberships
Member of the American Society of Criminology
Member of the Humanities Education and Research Association (HERA)
Associate Member of the ACFE (Association of Certified Fraud Examiners)

Misc
Featured in The Breeze (Volume 4, issue 4, Fall 2016) for work with CPTED

SERVICE, 2016-17

Institutional Review Board Member (Fall 2016, Spring 2017)
  Reviewed Study on Undergraduate Students’ Performance on Conceptual and Procedural Problems in the Calculus Sequence (Dr. Kailash Ghimire)
  Reviewed Doctor of Athletic Trainings Clinical Outcomes (Lucas Bianco)
  Reviewed National Survey of Student Engagement (NSSE) (Dr. Lisa Cooper)

New Faculty Training & Orientation Teaching Circle Member (Fall 2016)

Mentor for GSW Women’s Basketball Team (Fall 2016)
  Met with student athlete one hour per week to provide guidance and support

Served as GSW Representative in eMajor Criminal Justice recruitment webinar (Fall 2016)

Conducted 9 supplemental instruction study sessions to assist students (Fall 2016, Spring 2017)

Participated in ‘Use Your Noodle’ food drive (Fall 2016)

Recruitment
Crisp County Regional Youth Detention Center (RYDC)
  Curtis Mathis, Director
Schley County High School
  Melissa Price, Guidance Counselor
Ft. Benning Education Center
  Kristin Wright, Army Continuing Education System Guidance Counselor
Jamie MacLennan, Ph.D.

Department of Psychology and Sociology
800 GSW University Dr.
Americus, GA 31709
Phone: (229) 931-2314
Fax: (229) 931-2315
Jamie.maclennan@gsw.edu

EDUCATION

Ph.D. Sociology, magna cum laude
Rutgers University, 2005
Dissertation: Solitude and Sociability: Social Processes among Appalachian Trail Long Distance Hikers
Qualifying Examination: Environmental Sociology
Certification: Human Dimensions of Environmental Change

M.A. Sociology, summa cum laude
Rutgers University, 2002
Thesis: The Variable Nature of Environmental Concern

B.A. Sociology, magna cum laude
Rowan University, 1997

TEACHING EXPERIENCE

Associate Professor of Sociology
Georgia Southwestern State University, (2013- present)

Full responsibility for creating content, developing lectures, administering examinations, and grading. Provided academic advising to 20 students / term. Initiated, designed and conducted Sociology department’s first online course offerings. Taught 4 sections of 25 undergraduates per term. Designed & conducted a Senior Seminar in Sociology for 15 of Sociology majors per year.

Invited Talks


GRANTS

2017 Faculty Instructional Grant $2,500
2016 Affordable Learning Georgia Grant $5,000

SERVICE HIGHLIGHTS

Chair, Psychology and Sociology Search Committee (2010 and 2017)
Assessment Coordinator, B.S. in Sociology program (2010- present)
Senator, Faculty Senate (2014 - present)
Fellow, Center for Chinese Bie-Modern Studies (2017)
Founder & Faculty Advisor, Alpha Kappa Delta International Sociology Honors Society (2011-present)
Faculty Affairs Committee (2015 - 2017)

Student Affairs Committee (present)

Judy Orton Grissett, Ph.D.

EDUCATION

Ph.D. Educational Psychology, Georgia State University, 2013, with dual-certificates in Quantitative Research in Education and Qualitative Research in Education, Georgia State University, 2013
M.S. Educational Psychology, Georgia State University, 2010
B.S. Psychology (*magna cum laude*), Georgia Southwestern State University, 2005

PROFESSIONAL CREDENTIALS

Selected Awards and Honors
2016 Professor of the Year, Georgia Southwestern State University
2016 Featured Advocate, University System of Georgia Affordable Learning Georgia

Selected Fellowships and Scholarships
2017-2018 Service Learning Faculty Learning Community, University System of Georgia
2016-2017 Scholarship of Teaching and Learning Fellowship, University System of Georgia
2015-2017 Open Educational Resource Research Fellowship, Open Education Group

External Grant Awards
2017 University System of Georgia Textbook Transformation Grant for Open Educational Resources for Cross-Cultural Psychology course, *Project Lead* ($10,800)

University Internal Grant Awards
2017 Georgia Southwestern State University Faculty Development Grant for 2017 GERA conference travel ($250)
2016 Georgia Southwestern State University Faculty Development Grant for NVIVO Qualitative Coding Software ($280)
Recent Courses Taught
PSYC 1101-- Introduction to Psychology, 2013-
PSYC 2103 (online)-- Human Growth and Development, 2015-
PSYC 3331-- Introduction to Psychological Testing, 2014-
PSYC 3350 (online)-- Health Psychology, 2015-
PSYC 4431-- Experimental Psychology, 2015-
PSYC 4497-- Senior Research I, 2014-
SOCI 4492-- Sociology Internship, 2014-

SCHOLARSHIP

(Italicized name denotes student author.)

Refereed Articles


Articles In-Press


Selected Conference Presentations


Orton Grissett, J. (2017, October). *Lessons learned from using open educational resources in an online health psychology course.* Paper accepted to the 42nd Annual Meeting of the Georgia Educational Research Association, Augusta, GA.

Orton Grissett, J. (2017, October). *Open educational resources: A primer and review of implementation at one institution.* Paper accepted to the 42nd Annual Meeting of the Georgia Educational Research Association, Augusta, GA.


Carrion, C., Orton Grissett, J., & rosenstein, d.l. (2016, August). *Experiences for children to learn about nature at a community garden: An ethnographic case study.* In M. D. Renken (Chair) *Conceptualizations of Nature.* Symposium presented at the annual meeting of the American Psychological Association, Denver, CO.

**SERVICE**

2017 Georgia Educational Research Association, Conference Proposal Reviewer
2017- Perspectives in Learning, Journal Reviewer
2017 Moderator, Career Services Teaching Circle, Georgia Southwestern State University
2017 Moderator, Open Educational Resources Teaching Circle, Georgia Southwestern State University
2017 Committee Chair, University and Alumni Affairs Committee, Georgia Southwestern State University
2015-2016 Committee Chair, Scholarship and Financial Aid Committee, Georgia Southwestern State University
2014- Campus Champion, Affordable Learning Georgia

**LaVerne G. Worthy, Ph.D.**

Professor of Psychology

**Teaching**

Human Sexuality
Introduction to Psychology
Principles of Behavior Modification
Psychology as a Natural Science
Theories of Learning
Theories of Personal Relationships

Service

Athletics Committee, August 2015 to present.
Program Changes: Certificate in Social Justice was approved in May 2017.

Personnel Changes: An Assistant Professor in Sociology position was filled.

Recruiting and Retention: Two Affordable Learning Georgia Textbook Transformation Grants ($16,800 & $14,800) were awarded to departmental faculty members. A reduction in textbook costs is perceived by the department as a recruiting and retention effort.