PERSONNEL ACTION FORM

Name: Jose Ortiz Title: Assistant Professor

Department: Foundations and Social Advocacy Date: 3/5/26

Action(s) under review (check each that apply)

X Reappointment

☐ Continuing appointment

☐ Promotion in academic rank (i.e. Inst to asst, asst to assoc., assoc. to professor)

☐ Full-time Lecturer (FTL) advancement (i.e. FTL I to II, II-III, or III to IV)

Date of initial appointment to SUNY Cortland: 9/1/2020

Date of present rank: 3/5/26

PLEASE NOTE: FTL's have specific criteria to be considered in review for re-appointment and advancement. This criteria is identified in the FTL MOU. Sections below not identified as required criteria for FTL's are noted as such. Candidates may, at their discretion, provide evidence to support that section, but failure to do so shall not be a deficiency.

I. Mastery of subject matter *(Not required for FTL's):*

A. Formal Preparation:

Highest Degree: PhD
Year: 2020
Institution: University of Colorado Boulder
Major Area: Educational Foundations, Policy and Practice

B. Status of Degree: Candidates currently completing a doctorate or other terminal degree should provide a description of progress to date and expected date of completion.

C. Licenses, honors, awards, certifications and other examples of recognition related to subject area:

- Cortland Applied Learning Practitioners (CALP) Democracy Engagement Fellowship (2025-2026)
- Certificate of Appreciation (5 years of Outstanding Service) - United University Professions (2025)
- Faculty Fellowship - American Association of Hispanics in Higher Education (2024-2025)
- Faculty Research Program Award - State University of New York at Cortland (2024-2025)
- Transfer Advocate - State University of New York at Cortland (2024)
- Red Dragon Recognition - State University of New York at Cortland (2022)

- PRODiG Fellowship - State University of New York (2020-2022)

II. Effectiveness in teaching:

A. List courses regularly taught at Cortland since initial appointment (pre-tenure) or last promotion.

- EDU 471: Foundations of Modern Education (Spring 2021; Spring 2022; Fall 2023)
- FSA 100: Urban Education (Spring 2023; Spring 2024; Spring 2025)
- FSA 103: Gender, Race and Class Issues in Education (Fall 2020; Spring 2021; Fall 2021; Fall 2022; Spring 2023; Fall 2023; Spring 2024; Fall 2024; Fall 2025; Spring 2026)
- FSA 129: Testimonio as a Reflective Tool to Inform Anti-Racist Practices (Developed Asynchronous Course – Fall 2021)
- FSA 400: Foundations of Education: The School in American Society (Fall 2021; Fall 2024; Fall 2025)
- FSA 525: Urban Teaching and Schooling (Summer 2024)
- FSA 580: Identity, Schooling, and Society (Summer 2025; Spring 2026)
- FSA 651: Understanding and Conducting Educational Research (Spring 2022; Spring 2023; Spring 2024; Spring 2025)
- FSA 652: Master's Project TSD 1-6 (Spring 2025; Summer 2025)
- FSA 653: Master's Project TSD 7-12 (Spring 2025)

B. Describe new teaching materials developed and/or any different methods employed since initial appointment (pre-tenure) or last promotion.

I actively aim to provide students with in-class resources to support their learning and success in the classroom. Recuring strategies used include:

- *Referring to and discussing current day events in the classroom.* I regularly reference current day events that take part in society (especially events concerning teaching, learning, and schools) and lead discussions around students' role as future teachers. I believe that establishing a connection between what is being learned in the classroom and events happening in society, brings a sense of relevancy to students and emphasizes the important role of teachers in society. My aim is for students to leave my classroom knowing that the topics discussed in class are not only relevant within a university setting, but that they are also applicable in their everyday experience out in society. For example, when discussing attacks on Critical Race Theory in U.S. education, I brought to class a list of banned books students probably read at some point in their K-12 education. Having students reflect on the list helped spark a conversation on why it is that books like *Harry Potter* are now seen as controversial by some school districts across the nation.
- *Letting students' questions guide the conversation.* Starting Fall 2022, I began incorporating a question component to every class I taught. At the end of the first day of lecture, I hand students a blank white notecard for them to write and submit a question they have after 1) reading the weekly readings and/or 2) listening to the first lecture of the week. I then go back to my office and read through students'

questions. I often choose 3-4 questions focus on and start the second class of the week by projecting students' questions on the board. As a class reflection activity, students pick one, two, or all question to discuss in small groups. After a few minutes, I redirect focus from small group to whole group discussion and ask each group to share what they discussed. This activity not only gives students the chance to reflect on questions their undergruate peers were asking, but it also provided me an opportunity to assess what students were thinking and how they were understanding the material being taught in class. This activity also informs what main points I must clarify during the second lecture of the week.

- *Using technology to reinforce learning and concepts in the classroom*. I have continued to include activities in the classroom where students use the internet to complete an in-class activity. As can be seen in my course artifacts on my online portfolio, some of the activities used include: Kahoot, NPR – School Money, and the CNN US Racial and Ethnic Makeup Map. Kahoot provides an opportunity for students to participate electronically in a fun and engaging manner. Using Kahoot in the classroom is especially useful in fostering student participation from those students who rarely talk during class. The NPR and CNN webpages provide students with an opportunity to access map data they can use to not only examine their own communities, but to also get a sense of the racial and social economic makeup of communities across the United States. Using online resources provides students with a hands-on and interactive way of broadening their perspective beyond the classroom.
- Using applied [experiential] learning to strengthen students' civic discourse skills to address causes of school-society challenges. At the end of every semester, I reflect on ways to create a more welcoming classroom space where undergraduate students are not deterred from sharing their lived experiences and perspectives. In class, I present the historical and contemporary causes of today's education issues. I emphasize how social issues directly influence school-related issues. Poverty, for example, is an issue that manifests itself at the social level. However, poverty still manages to impact a student's schooling experience. As such, I emphasize the need for educators to get involved in the policy- and decision-making process. By answering reflection questions during class, undergraduate students have engaged in civic discourse, brainstorming ways teachers can advocate for better social policies that will directly address those education-related issues we explored during class. In these polarizing times, it is essential to implement effective teaching strategies that will allow me to disseminate knowledge and facilitate classroom conversations in a way that is not unsettling for undergraduate students. Training future teachers who will profoundly impact students' lives is already reason enough to improve my teaching practice. With the ongoing social and political issues severely impacting society today, I need to ensure that I am effectively preparing undergraduate students to engage in civic discourse as they proceed to become participating members of U.S. society once graduating from college. With the Cortland Applied Learning Practitioners (CALP) Democracy Engagement Fellowship (awarded Spring 2025), I will continue enhancing my teaching strategies to create a critical and solution-focused classroom environment.

C. Provide evidence of accomplishments of teaching in your portfolio. Examples of the types of evidence ordinarily considered appropriate are provided in Chapter 220.07.E of the SUNY Cortland Handbook.

- Transfer Advocate – supporting transfer and non-trad students.
- Nominated for the Tenure Track Excellence in Teaching Award (withdrew)

D. Describe role as an academic advisor and include any information deemed important in measuring the quality of advisement. *(Not required for FTL's)*

- I currently advise 26 undergraduate students who are in the Inclusive Childhood Education major. Since Fall 2022, I have actively gotten to know my advisees either by communicating with them via email or by scheduling the periodic in-person semester check in to put together a class schedule for the upcoming semester. I usually make it a central goal to ask advisees how they are doing, not only academically, but socially and emotionally as well. Doing an overall check in of my advisees' well-being helps identify potential areas of need students may be experiencing. Thus, knowing if my advisees are struggling, gives me the opportunity to connect them with campus resources that will best help them thrive at SUNY Cortland. Artifacts can be found on my online portfolio.

III. Scholarly ability: *(Not required for FTL's):*

A. Bibliography of manuscripts either published or accepted for publication since initial appointment (pre-tenure) or last promotion: Indicate the name of the publication and the date published (or anticipated publication date) under each of the following headings.

a. books or monographs
   - Yerdon, M.B., Ducett, K., Stinson, C. Finlayson, B, & **Ortiz, J.** (TBD). What's the *Real* Cost of Collateral Damage? Chapter submitted for inclusion in upcoming book *Social Studies and Universal Design for Learning: Making Social Studies Accessible for All.*
   - Ortiz, J. (2024). Fostering Social and Emotional Bonds through Indigenous Storytelling. *Decolonizing Classroom Management – A Critical Examination of the Cultural Assumptions and Norms in Traditional Practices*, 119.

b. articles in refereed journals
   - **Ortiz, J.** & Stinson, C. (Accepted – anticipated publication date: June 2026). Reconceptualizing In Lak'ech: CERF vs. State of California and the Appropriation of Spiritual Learning. *Ethnic Studies Pedagogies*, *4*(1).
   - **Ortiz, J.** (2025). The Potential Role of In Lak'ech and the Nahui Ollin in Nurturing Social Emotional Learning. *Ethnic Studies Pedagogies* journal, Volume 3, Issue 1.

- **Ortiz, J.** (2025). Using Testimonios to Enhance Social Emotional Learning Skills for High School Latina/o/x Students. *Association of Mexican American Educators*.

c. articles in non-refereed journals
d. manuscripts submitted but not accepted for publication
e. book reviews
f. op-ed pieces
g. creative writing, including poems, short stories, etc.
h. other

B. Bibliography of manuscripts published before initial appointment (pre-tenure) or last promotion: List in the order given in A.

- Lopez, E. J., & Ortiz, J. (2019). Promoting Transformative Learning for Chicana/o and Latina/o High School Youth. *Journal of Latinos and Education*, 1-15.

C. List of conference presentations made since initial appointment (pre-tenure) or last promotion. Indicate the name of the conference and the date of the presentation under each of the following headings:

a. invited presentations or keynote addresses

- **Ortiz, J.** (2024, July). EOP Tutor/Faculty Reflection. Speech on behalf of tutors and faculty from the Early Opportunity Program.
- **Ortiz, J.** (2023, March). Early Career Faculty Panel. Invited panel conversation with CU Boulder graduate students from the Center for Teaching & Learning.
- **Ortiz, J.** (2021, March). Alumni Panel. Invited panel conversation at the annual American Association of Hispanics in Higher Education conference.
- **Ortiz, J.** (2023, November). UUP DEI Panel. Invited sandwich seminar presentation at SUNY Cortland.
- **Ortiz, J.** (2021, April). Lessons learned during a year of COVID. Invited workshop presentation at SUNY Cortland.
- **Ortiz, J.** (2021, April). Racial Inclusiveness Student Forum. Facilitated forum exploring results of SUNY Cortland climate survey.

b. contributed talks at refereed conferences

National

- **Ortiz, J.** (2026, April). *State University of New York (SUNY) Journal of the Scholarship of Engagement (JoSE).* Invited to give a journal talk at the upcoming American Educational Research Association Conference.
- Stinson, C. & **Ortiz, J.** (2026, April). *Grit, Resilience, and Settler Colonial Logics: A Critical Systematic Review of SEL.* Invited to present at the upcoming American Educational Research Association Conference.
- Malone, L., **Ortiz, J.**, Green, M., Timberlake, M., & Ashton, J. (2025, October). *Classroom Management Remediation and Reparation: Decolonizing Practices in Teacher Education Preparation.* Presented at the American Educational Studies Association Conference.

- **Ortiz, J.** & Stinson, C. (2025, October). *A Post-Colonial Critique of SEL Interventions for Latiné Youth.* Presented at the American Educational Studies Association Conference.
- Stinson, C. & **Ortiz, J.** (2025, October). *Unsettling Colonial Logics in SEL: Engaging Testimonios and Community to (re)Politicize Latiné Youth Experiences and Knowledge.* Presented at the C&P, SOMEPSO, & CORYMI International Congress.
- **Ortiz, J.** (2024, April). *Ethnic Studies as its own form of SEL.* Invited to present at the Ethnic Studies in Education Conference (Canceled).
- **Ortiz, J.** (2023, November). *Emphasizing the Emotional Impact of Ethnic Studies on Latinx Students*. Presented at the annual Association for Ethnic Studies conference.
- **Ortiz, J.** (2023, November). *Fostering Social and Emotional Bonds through Indigenous Storytelling.* Presented at the annual Association for Ethnic Studies conference.
- Somerville, K. & **Ortiz, J.** (2023, April). The Promotion of Social Reproduction Through Social and Emotional Learning in U.S. Schools. Invited to present at the annual American Educational Research Association conference.
- **Ortiz, J.** & Somerville, K. (2022, October). Social and Emotional Learning as White Property: Expanding Critical Perspectives to Confront Anti-Blackness. Presented at the annual Critical Race Studies in Education Association conference.
- **Ortiz, J.** (2022, April). The Potential Role of In Lak'ech and the Nahui Ollin in Fostering Social Emotional Learning. Presented at the annual American Educational Research Association conference.
- **Ortiz, J.** (2022, April). Using Testimonios to Explore the Role Social and Political Structures Have in Shaping Emotions. Presented at the annual American Educational Research Association conference.

Local

- Stinson, C. & **Ortiz, J.** (2025, May). *Contextualizing Migration Policy & Support for Students in Our Campus Community.* Seminar presentation at SUNY Cortland's 2025 Teaching and Learning Conference.
- Suarez, J., **Ortiz, J.**, Applin, S., Page, J., & Silvis, D. (2025, May). *Identify your discipline's relationship to civic discourse.* Session at SUNY Cortland's 2025 Teaching and Learning Conference.
- Hidalgo, O. & **Ortiz, J.** (2024, September). United States and Latin America, two diverse societies united through language, art, advocacy and history. Workshop presentation at SUNY Cortland's Virginia Levine Second Language Educators Conference.
- **Ortiz, J.** (2023, November). SEL in U.S. Schools. Sandwich seminar presentation at SUNY Cortland.
- **Ortiz, J.** (2021, September). Exploring the History and Use of Testimonios as a Tool for Social Change. Invited sandwich seminar presentation at SUNY Cortland.

c. poster presentations at refereed conferences
d. contributed talks at non-refereed conferences
e. poster presentations at non-refereed conferences
f. other

D. List of conference presentations made before initial appointment (pre-tenure) or last promotion. List in the order given in C.

- **Ortiz, J.** & López, E. (2020, April). *Using Testimonios to Enhance Social Emotional Learning Skills with High School Latina/o Students.* Invited to present at the annual American Educational Research Association conference.
- **Ortiz, J.** & López, E. (2020, April). *Promoting Transformative Learning through an Exploration of how Social and Political Structures Shape Emotions*. Invited to present at the annual American Educational Research Association conference.
- **Ortiz, J.**, López, E., Moreno-Romero, C. (2020, April). *Exploring the Role Indigenous Spirituality and Philosophies can have on Students' Educational Aspirations.* Invited to present at the annual National Association for Chicana and Chicano Studies conference.
- Ruiz-Martinez, M. & **Ortiz, J.** (2020, April). *Analyzing the Impact UndocuAlly Trainings have at an Institution of Higher Education in the Western United States.* Invited to present at the annual National Association for Chicana and Chicano Studies conference.
- **Ortiz, J.** (2020, March). *Reflection through testimonios: A way for Latina/o/x students to collectively explore, understand, and contextualize their emotions.* Invited to present at the annual American Association of Hispanics in Higher Education conference.
- Castaneda, H., Stuesse, A., Gomberg-Munoz, R., Melo, M.A., **Ortiz, J.**, & Ruiz-Martinez, M. (2019, May). *Politically-Engaged Scholars and Service with/for Undocumented Campus Communities*. Presentation at the bi-annual SANA+SUNTA Spring conference.
- **Ortiz, J.** & Tayne, K. (2018, April). *Understanding Preservice Teachers' Experiences and Trajectories Working With Children in a Nontraditional Learning Environment*. Presentation at the annual American Educational Research Association conference.
- López, E. & **Ortiz, J.** (2018, April). *Exploring Mexican and Mexican American Youth Empowerment in a Social Justice Summer Enrichment Program: A Case Study Approach*. Presentation at the annual American Educational Research Association conference.
- **Ortiz, J.** (2017, October). *Understanding the Science Retention Program's Role in Retaining Latina/o Undergraduate Students in the Sciences*. Presentation at the annual Society for Advancement of Chicanos/Hispanics and Native Americans in Science conference.
- **Ortiz, J.** (2017, June). *A Critical Analysis of the Research Pertaining to Issues of Retention for Latina/o Undergraduate Students in the Sciences*. Presentation at the annual Critical Race Studies in Education Association conference.

E. Research in Progress:

- **Ortiz, J.** "Why do we only talk about the bad stuff when it comes to race in the U.S.?:" Discussing Race and Equity Issues with Undergraduate Students as an Emotionally Intelligent Negotiator. [Unpublished Manuscript]. *Journal of the Scholarship of Teaching and Learning*.

- **Ortiz, J.** Emphasizing the Emotional Impact of Ethnic Studies on Latiné Students. [Unpublished Manuscript]. *Ethnic Studies Review.*
- **Ortiz, J.** & Stinson, C. A post-colonial critique of SEL interventions for Latiné youth. [Unpublished Manuscript]. *Journal of Latinos and Education.*
- Stinson, C. & **Ortiz, J.** Unsettling colonial logics in SEL: Engaging testimonios and community to (re)politicize Latiné youth experiences and knowledge. [Unpublished Manuscript]. *Qualitative Inquiry*.

F. External Grants

a. awarded
b. pending
c. not funded

G. Artistic and creative work since initial appointment (pre-tenure) or last promotion. This section may include musical or theatrical performances, exhibitions of artwork, audio or video production activities. For each item, include performance or exhibition date(s), venue, and if applicable, evidence of peer-review (e.g. juried exhibition, official selection at film festival)

H. Artistic and creative work <u>before</u> initial appointment (pre-tenure) or last promotion. Use the same guidelines provided in F.

I. Other scholarly or creative activity:

Internal Grants

a. Awarded
   - Rood, C.E., Stinson, C., Jung, E., & **Ortiz, J.** (2024). SUNY Cortland Faculty Research Program. Awarded: $3000.
   - **Ortiz, J.** (2024). SUNY Cortland NYS/UUP Individual Development Award. Awarded: $601.20
b. Pending
   - **Ortiz, J.** (2026). SUNY Cortland Small Grant Award.
   - **Ortiz, J.** (2026). SUNY Cortland NYS/UUP Individual Development Award.
c. not funded
   - **Ortiz, J.** (2024). SUNY Cortland Small Grant Award.

IV. Service *(Service required for FTL's is limited to within the department consistent with the departmental personnel policies)*:

List below your service activities since initial appointment (pre-tenure) or last promotion. Provide evidence of accomplishments of service in your portfolio. Examples of appropriate evidence include artifacts such as a letter from a committee chair detailing your contribution to the committee.

A. Committees chaired (department, school, college, SUNY)

a. Committee name
b. Dates of service
c. Frequency of meeting
d. Committee output/impact
e. Evidence

Committee #1

- Latino, Latin American & Caribbean Studies Minor (LLACS) Coordinator and Chair
- July 2025-present
- Bi-weekly meetings for putting together the Cortland Latinx Festival and SUNY Cortland Latiné Heritage Month (July-October). Meetings for committee once a month (November-present).
- The City of Cortland and SUNY Cortland experienced Latiné culture and heritage through the scheduling of events and performances by local Latiné groups
- See portfolio for evidence

Committee #2

- Academic Grievance Tribunal
- August 2024-May 2025
- Frequency of meetings was based on number of cases brought forward involving a violation of academic integrity. Meetings ranged from once a month to four meetings a week.
- Maintain academic integrity on campus
- See portfolio for evidence

B. Committees served on (department, school, college, SUNY):

a. Committee name
b. Dates of service
c. Frequency of meetings
d. Faculty member's role
e. Committee output/impact
f. Evidence

Committee #1

a. Faculty Senate
b. May 2025-present
c. Bi-weekly
d. Senator
e. Discuss matters impacting the SUNY Cortland community
f. See portfolio for appointment letter

Committee #2

a. SUNY Journal of the Scholarship of Engagement
b. October 2025-present
c. Monthly
d. Reviewer
e. JoSE is an online peer-reviewed academic journal that provides current and future K-16 educators with evidence-based theory of, and methods and justification for, applied (experiential) learning as it relates to students' career- and civic-readiness
f. See portfolio for evidence

Committee #3

a. La Familia Latina
b. April 2025-present
c. Bi-weekly
d. Advisor
e. Educate SUNY Cortland students about Latino culture
f. See portfolio for evidence

Committee #4

a. C.U.R.E. Program Scholarship Review Committee
b. January 2025-present
c. 2 months per year
d. Member
e. Review applications and recommend students to be a part of C.U.R.E.
f. See portfolio for evidence

Committee #5

a. FSA Curriculum Committee
b. September 2024-present
c. Bi-weekly
d. Member
e. Review, propose, and enact curriculum changes within the FSA department to meet changing NYS education standards and promote an inclusive experience for P-12 grade students
f. See portfolio for evidence

Committee #6

a. UUP DEI Committee
b. November 2023-present
c. Monthly
d. Member
e. Find ways to promote DEI initiatives among the UUP community at SUNY Cortland
f. See portfolio for evidence

Committee #7

a. Academic Grievance Tribunal
b. October 2023-present
c. Frequency of meetings was based on number of cases brought forward involving a violation of academic integrity. Meetings ranged from once a month to four meetings a week.
d. Elected member
e. Review cases involving academic integrity between faculty and students. Maintain academic integrity on campus.
f. See portfolio for evidence

Committee #8

a. Ritmo Latino
b. August 2023-present
c. Monthly
d. Advisor
e. Support the Ritmo Latino student dance group as they hold events on campus and perform in competitions
f. See portfolio for evidence

Committee #9

a. TEDxSUNYCortland Committee
b. August 2023-present
c. 3 months per year
d. Reviewer
e. Review TED talk submissions and recommend presenters for the annual TEDxSUNYCortland event
f. See portfolio for evidence

Committee #10

a. Civic Engagement Scholarship Committee
b. August 2022-present
c. 2 months per year
d. Member
e. Review scholarship applications and award one scholarship to student who has demonstrated civic engagement on campus
f. See portfolio for evidence

Committee #11

a. SOE Scholarship Committee
b. September 2021-present
c. 2 months per year
d. Member (2021-2025) & Subcommittee Chair (2025-present)
e. Review scholarship applications and award various scholarships to students
f. See portfolio for evidence

C. List offices held in faculty governance or in the bargaining units:

a. Office held in Faculty Senate other than standing committee chair or in UUP
b. Dates of service
c. Significant accomplishment
d. Evidence

D. Describe any administrative responsibilities (including departmental administrative responsibility):

a. Title or role
b. Dates of service
c. Significant accomplishment
d. Evidence

E. Describe work with students undertaken in addition to the formal teacher-student relationship:

a. Title or role
b. Dates of service
c. Significant accomplishment
d. Evidence

F. Professional Service:

a. Professional organization
b. Title or role
c. Dates of service
d. Significant accomplishment
e. Evidence of contribution

Committee #1

a. American Association of Hispanics in Higher Education (AAHHE)
b. Evaluator, Reviewer, and Member
c. September 2020-present
d. Review fellowship applications to support Latiné faculty and students' professional development. I also review conference proposals and recommend presenters for the annual AAHHE conference
e. See portfolio for evidence

Committee #2

a. American Educational Research Association (AERA)
b. Session chair and reviewer
c. August 2021-present
d. Review conference proposals and recommend presenters for the annual AERA conference. Also chair presentations during the AERA conference

e. See portfolio for evidence

G. Community Service

a. Community organization
b. Title or role
c. Dates of service
d. Significant accomplishment
e. Evidence of contribution

V. Continuing growth *(Not required for FTL's)*:

A. List membership in professional organizations:

- American Association of Hispanics in Higher Education, Inc. (AAHHE), 2020-present
- American Educational Research Association (AERA), Division G, 2016-present
- American Educational Studies Association (AESA), 2025
- TELACU Education Foundation, 2009-present

B. List professional meetings attended in the last three years:

- American Educational Studies Association (AESA) Annual Meeting, Albuquerque, NM, presenter, October 2025
- C&P, SOMEPSO, & CORYMI International Congress, Mexico City, MX, presenter, October 2025
- American Educational Research Association (AERA) Annual Meeting, Chicago, IL, attendee, April 2024
- Association for Ethnic Studies (AES) Annual Meeting, Washington D.C., attendee and presenter, November 2023
- American Educational Research Association (AERA) Annual Meeting, Chicago, IL, attendee and presenter, April 2023

C. Describe other professional activities which contribute to growth:

- Civics Education in K-12, attendee, November 2025
- EOP Summer Institute, lecturer, 2023-present
- Intergroup Dialogue Retreat, invited attendee, May 2024
- Safe Zone Workshop, attendee, September 2022
- SUNY Faculty Development Conference: Teaching & Learning for Student Success, attendee, October 2020