

**San Francisco State University**  
ACADEMIC PROGRAM REVIEW SELF-STUDY

MASTER of ARTS PROGRAM in HUMAN SEXUALITY STUDIES

June 2007

The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

\_\_\_\_\_  
Department Chair, Gilbert Herdt

\_\_\_\_\_  
Date

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Table 1

Timeline for completion of Sixth Cycle Program Review Process  
 (Assumes 4 months/semester: Sep-Dec for Fall, Feb-May for Spring)

First Semester				Second Semester				Third Semester			
Month				Month				Month			
1	2	3	4	5	6	7	8	9	10	11	12
Self-Study Preparation and Approval – Selection of External Reviewers											
			External Reviewer Site Visit								
				External Reviewer Report Received							
				Response to External Reviewer report by unit and dean							
						APRC interview of unit faculty and dean					
								Drafting of Concluding Action Memorandum by APCR			

## **1.0 EXECUTIVE SUMMARY**

### **1.1 Brief History of Program**

In the United States, sexuality studies is not a single discipline (e.g., such as anthropology) but a field of interdisciplinary knowledge, theory, methodology, and policy concerns spanning the social, biological, health, and policy sciences. The evolution of the field over the past century has been fraught with controversy, including the basic issue of whether sexuality is a science at all. Thus, the field has developed unevenly and is not equally represented in all disciplines. The critical work of Dr Alfred Kinsey, famed zoologist who published the first national survey studies of sexual behavior in the US (1949-1952), brought the new field to the attention of the public. Kinsey founded the first Institute on sexuality and reproductive health in 1947. The Kinsey Institute was specifically not allowed to offer courses or degrees in sexuality—a situation which continues to this day. It remained for other universities some years later, including SFSU, to open the first courses and degrees in this area.

The constitution of Human Sexuality Studies at San Francisco State University since the late 1970s reflects this larger historical and intellectual trend. Courses in gay and lesbian literature began to be taught at SFSU in 1972 by Professor Jim Brogan of the English Department, followed several years later by a biology of sex course (precursor to Biology 330) taught by Professor Bernie Goldstein of the Biology Department, under whose leadership the undergraduate teaching mission was shaped. Gradually, Human Sexuality courses were introduced in other colleges. They were created during a time of growing discontent with the way in which sexuality was taught in American colleges. As interest grew, a Minor in Human Sexuality Studies was formally created in 1982. Later, as additional interest in gay, lesbian, and bisexual studies grew among faculty and students alike, a second Minor was created, designated Minor in LGB Studies (amended formally in 2005 to include “Transgender,” thus becoming LGBT). Over this period, Human Sexuality courses also became a significant component of the General Education Segment III cluster, under the leadership of Human Sexuality Studies.

The College of Behavioral and Social Sciences (BSS), in particular, saw demand from students for courses that helped them explore sexuality and gender roles, and respond to challenges posed by the women’s and gay and lesbian movements in the 1960s and 1970s. During this period a variety of new courses were created, including HMSX 400, “Variations in Human Sexuality,” conceived by Professor John DeCecco, which quickly became a popular

large-enrollment general education course. BSS has remained the home of Human Sexuality Studies through the decades; our core faculty shares a commitment to the social and behavioral understanding of sexuality in the large education and research arenas of sexual development and education, sexual health, sexual literacy and sexual policy.

In 1996, under the leadership of Professor John P. DeCecco of the Psychology Department, a major review of the Program's capacity and future was conducted. This review recommended the creation of a new, full-time position of "director" of Human Sexuality Studies, to carry forward the teaching, research, and community-service mandate. In 1997, Dr. Gilbert Herdt, an internationally-known anthropologist (then, a Full Professor of Human Development and former Chair of the Committee on Human Development at the University of Chicago) was hired, arriving in fall of 1998. Dr. Herdt was charged by the Provost and BSS Dean Kassiola with implementing the recommendation to create a Master of Arts in Human Sexuality (HMSX).

As part of his vision statement, Dr. Herdt was asked to address the creation of a Master of Arts in Human Sexuality Studies, which had previously been applied for through the CSU system, and turned down, for reasons unclear to the SFSU faculty. Dr Herdt proposed creating a nationally recognized graduate program focused on research and policy. He also committed the Program to the creation of a research institute that would be supported through extramural grants, building the capacity of the Program, and enhancing the productivity of faculty and students as SFSU. Initially, Dr. Herdt was faced with a lack of an office space in the HSS building (which houses BSS), no administrator, and few resources for the Program's growth and development. Eventually, however, in 1999, the Program was provided two offices in Burke Hall (BH 333 and BH 227), to house Dr. Herdt and future faculty. A full time administrator position, supported for 5 years from Ford grants, was finally created by the College of BSS in 2006. To this day, all Program faculties and the full-time Administrative Assistant are housed in these two offices.

Dr. Herdt began to meet faculty from allied departments and colleges and soon organized a series of national conferences to draw national academic attention to the Program; the first conference was held in early November 1998, and was called "Kinsey at 50"—a celebration of the 50<sup>th</sup> anniversary of Alfred Kinsey's first book, *Human Sexuality in the Male* (1948). Through the support of BSS Dean Kassiola, a panel of 11 experts from all areas of Human Sexuality spoke to more than a hundred individuals. In the spring, 1999, a second major international conference, on "The Analysis of Homophobia," was held at Seven Hills Conference Center with support from the Nathan Trust, the SFSU Centennial committee, and a private donor. This conference resulted in a major research monograph and new international attention for the Program. A third conference, also innovative and unique: "Sexuality and Disability," was hosted in spring 2000, with support from the Wenner-Gren Foundation and the World Institute on Disability, drew approximately 250 people from around

the world. The inspiration generated from this conference on disability provided the motivation for another conference on sexuality and disability co-sponsored by HMSX a year later. Feedback has shown that these conferences on sexuality and disability were milestones in building this area of research and advocacy in ways that have had a lasting effect in how we understand the sexuality of people with disabilities. In 2002-03, two smaller workshop-type events were hosted; an Institute-wide convening of nine researchers, most of them from SFSU, who wrote new and original research papers on issues of sexual inequality, published formally in 2006 as Sexual Inequalities and Social Justice (edited by N. Teunis and G. Herdt, University of California Press); and a two-day convocation of national and international authorities on issues of sexual health, held at the Romberg Tiburon Center, that resulted in major journal articles for publication in *Sexuality Research and Social Policy : Journal of the NSRC* (published online by the University of California Press for the NSRC). Those articles have helped establish the reputation of the Journal in the field. Finally in 2004, the Program and the National Sexuality Resource Center co-hosted our largest conference to date: "Sexual Rights and Moral Panics," held on the SFSU campus, with approximately 275 participants from 34 countries, many of whom were attracted to the event by the *International Association for the Study of Sexuality, Culture and Society*—which co-sponsored the event. The Ford Foundation provided major funding to Asst. Professor Niels Teunis of our faculty to support this conference. The resulting book of original plenary articles has been edited by G. Herdt and has been submitted for publication to the University of California Press. In sum, the Program and Institute have successfully utilized the mechanism of hosting conferences to expose to a global audience our research and teaching program at San Francisco State University.

Though the Program in Human Sexuality Studies has a long and rich history at SFSU, it has a very young Master of Arts degree (beginning in 2002), which is unique not only in the CSU, but in California public universities and those of the United States as a whole. The Program has a large undergraduate presence in the general education curriculum but does not offer an undergraduate major. Today the Program is becoming increasingly known nationally and internationally through its Institute on Sexuality, Inequality and Health, composed of the National Sexuality Resource Center (NSRC) and the Center for Research on Gender and Sexuality (CRGS), which have been successful in obtaining significant external funding for some years. The Program is unusual in having some characteristics of a PhD training program which are embedded in a research training and policy institute off campus, a global electronic platform through the NSRC, linked to three other centers globally (Africa, Asia, and South America), an annual Summer Institute on Sexuality that attracts students from around the world, and one of the top five peer-reviewed journals in the field (*Sexuality Research and Social Policy*).

We see the field of sexuality studies continuing to grow by great strides in the 21<sup>st</sup>

century in response to decades of poor sex education and poor government programs, as well as an increasingly sophisticated population that demands good sexual health and positive sexual relationships and pleasure across the course of life. We believe that our Program, situated in San Francisco, is uniquely positioned to make a vital contribution to these needs in the coming decades. Appropriately, in autumn 2007 the University will reclassify the Program as the Department of Sexuality Studies.

Prior to 1998, Human Sexuality Studies had no regular structure for holding faculty meetings. In 1998, Dr Herdt, with colleagues throughout the University, formed an “Executive Committee” of interdisciplinary faculty from various departments. This group met once a month until 2005. They helped shape the MA program, created several graduate courses (e.g., HMSX 701, and HMSX 800), oversaw the expansion of the undergraduate program and provided a vision for faculty recruitment. (See Appendix A)

In 2000, Dr Herdt received the first of many grants from the Ford Foundation, for the creation of a faculty research program, and an annual Summer Institute on Sexuality, Society and Health This began the long relationship between the Program and the Ford Foundation that continues to the present. This grant allowed us to found the above-mentioned Institute on Sexuality, Inequality, and Health officially at SFSU, as a sponsored research organization (SRO) in 2000. In 2000-2001, the Program began to recruit a series of high profile teaching and research faculty, beginning with Rafael Díaz, PhD, a developmental psychologist, as a full professor; Dr. Díaz subsequently was recruited to become Director of the Cesar Chavez Center in the College of Ethnic Studies and left the Program.

External funding has enabled the Program to build capacity and conduct national outreach work. The first center of the Institute, the National Sexuality Resource Center (NSRC), was founded in 2002 with a new core grant from Ford Foundation, which continues to this day. In Spring 2002, the CSU officially approved the MA Program in Human Sexuality Studies; the first cohort of graduate students was nationally recruited and admitted in the fall 2003. With support from the central administration and the Dean of BSS, we opened the NSRC center in summer 2002 at the corner of 16<sup>th</sup> St. and Mission. In January, 2004, the Center for Research on Gender and Sexuality (CRGS) opened with Dr. Deborah Tolman as its founding director. At its inception, the CRGS was anchored by federal and foundation grants made to Dr. Tolman, with the goal of training and mentoring junior faculty to secure external funding to support and extend their research programs.

Today the Institute houses a body of faculty, full time staff, and graduate and undergraduate assistants numbering some 35 people. Beginning in 2001, faculty appointments have included: Assistant Professor Niels F. Teunis, an anthropologist; Professor Amy Sueyoshi, a historian (.25 time, shared with Ethnic Studies); Full Professor Deborah Tolman, a developmental psychologist who replaced Professor Diaz; Assistant Professor Rita Melendez,

a sociologist; and most recently, Assistant Professor Héctor Carrillo, an expert in public health and sexuality.

Since 2003 HMSX has admitted cohorts of approximately 15 students per year, with a general focus on research training in the social and behavioral sciences through theory, methodology, and policy understanding. In fall 2006 the program had graduated 29 MAs successfully and its number of applicants and graduates continues to grow, and in 2006, one in six applicants were accepted from around the U.S. The FTE from undergraduate and graduate teaching is at an all time high, as noted below in **Table 3**.

Over the course of the past eight years there have been several areas of conflict in the growth and development of the Program that merit mention. During the first year of Dr. Herdt's tenure at SFSU, a significant difference of direction in the Program emerged in faculty meetings, centered on the conflict between research and teaching emphases. Several senior faculty members, led by Dr. DeCecco, favored a teaching focus, and feared a loss of support from the central administration if the Program placed too much emphasis upon research. Dr. Herdt advocated that research should always be combined with teaching in a teacher-scholar model so that teaching and research mutually strengthen each other if kept in balance. It was also argued that teaching and research were not mutually exclusive, and that the Program needed to provide support for the new and incoming junior faculty who had to conduct research in order to meet the intensifying criteria of tenure and promotion at the University and within the Program as it gains prominence. Dr. DeCecco subsequently disengaged and eventually retired, in spite of efforts to keep him actively involved. The generational shift in the hiring of new faculty has seen a major change regarding this conflict, as the younger faculty typically accept pro forma the importance of research in the education and advancement missions of the Program and SFSU.

Another related area of conflict had to do with the perception, whether rightly or wrongly, that some of the large-section, GE Segment III courses, up to 1998/99, were not intellectually rigorous or did not require sufficient writing to meet the standards of the University. The central administration voiced concern as well. With the appointment, in 2004, of a highly trained and competent lecturer Ivy Chen to teach HMSX 320, Sexuality and Relationships, and with the agreement of Professor Christopher Carrington from the Sociology Department to teach HMSX 400—the issue has been resolved.

Another less significant conflict has had to do with the role of biology and biological training in the Graduate Studies program. The concern has been over whether graduate students ought to have more training in the biological side of the human sexuality. It should be noted, as observed numerous times in the history of the field of sexuality, that this concern reflects a long standing controversy over whether social constructionism or biological determination were hegemonic in the field. With the retirements of Dr. Norma McCoy of the

Psychology Department, well known for her biological psychology research, and the retirement of Anne Auleb, a long term active lecturer who taught BIO 330, a core pre-requisite, and a faculty member deeply involved with the Program, a gap in the area of biopsychosocial sexuality has emerged. We are notably short handed in the teaching of reproductive health and the area in particular of reproductive development and decision making, as these issues have evolved in the field of sexuality.

A final issue that has been resolved has to do with our historic relationship to Women Studies. Several senior administration and faculty leaders in the late 1990s raised concerns about the nature of the Program and the lack of a substantive relationship with Women Studies. Historically, these two Programs had an uneven relationship that had suffered from the lack of substantive research and teaching collaborations, in spite of very significant cross-listed course offerings. Dr. Herdt recruited a prominent feminist sexuality researcher to the Program at the Full Professor level, Dr. Deborah Tolman. With this appointment and outreach to Women's Studies, this relationship has dramatically improved. Today HMSX enjoys a warm and meaningful relationship with Women Studies, as represented by the participation of Dr. Deborah Cohler in our Program, who is now a very active and important member of our Graduate Studies Committee.

It is notable that during the end of the 1990s and beginning of the 21<sup>st</sup> century—two major programs of great historical importance to the field of sexuality were dissolved: The University of Pennsylvania Master of Science in sexuality education, and the New York University program that had for some years offered a Masters of Science and a PhD in health education with a concentration in "Sexual Health" was phased out and then closed down. The academic politics, administrative personnel, and cultural resource issues surrounding such decisions are no doubt very complex, but the closures significantly diminished the field and the impact continues to be felt today.

One new program of national prominence was created in 2003-04: The Columbia University (New York) Mailman School of Public Health's Department of Sociomedical Sciences, created a new Master of Public Health degree in "Gender, Sexuality and Public Health." This MPH interdisciplinary program is in a Department headed likewise by a cultural anthropologist (Dr Richard Parker), though the focus is of course health, and its research emphasis more international. It has worked in close collaboration with SFSU's Program of Human Sexuality Studies on several important initiatives, including the *Sexuality Research Center Directors Council* and the *International Working Group on Sexuality Policy*, and continues to do so today.

Human Sexuality Studies has always had a strong, interdisciplinary profile at SFSU, and its founding group of faculty in a variety of departments, as constituted in the Executive Committee, included faculty who continue to be actively involved (See **Appendix A**). Since the

graduate program was envisioned 39 courses have been created (See **Appendix B**)

1.2 Brief synopsis of previous program review recommendations (for the graduate program (s))

This is the first program review for the Master of Arts in Human Sexuality Studies. This question is not applicable at this time.

### 1.3 Summary of how program meets the standards

**Table 2 – Thumbnail of standards met**

Indicator	Standard	How standard is met	Page where this is discussed
University-wide standards			
3.0 ADMISSION REQUIREMENTS			
3.1 Evidence of Prior Academic Success	2.75 GPA and Higher	% of applicants meeting this standard <b>95 %</b>	18
3.2 Evidence of Competent Writing	GRE, GMAT, GET Other:	% of applicants meeting this standard <b>95 %</b>	19
3.3 English Preparation of Non-Native Speakers	TEOFL, IBT, IELTS	% of applicants meeting this standard <b>99%</b>	19
4.0 PROGRAM REQUIREMENTS			
4.1 Number of course offerings	2 graduate courses/semester	Average # over 5 yrs <b>3 graduate courses a semester</b>	22
4.2 Frequency of course offerings	At least once /2 yrs	% that meet this requirement <b>100%</b>	22
4.3 Path to graduation	Published map leading to graduation in 5 yrs @ ½ time attendance	Yes/No <b>YES</b>	22-23
4.4 Course distribution on GAP	Proper distribution of grad, paired and undergrad courses	% that meet this requirement <b>100 %</b>	23
4.5 Class size	Enroll 8-30 and 5-15 for seminars	% of classes complying <b>90%</b>	23-24
4.6 Number of graduates	5 graduates per year average over 5 yr	Yes/No <b>YES</b>	24-25
5.0 FACULTY REQUIREMENTS			
5.1 Number of Faculty in Graduate Program(s)	Minimum of 2	Actual number <b>5.25</b>	26

5.2 Number of Faculty per Concentration	Minimum of 1	Actual number <b>N/A</b>	N/A
Program-Specific Indicators and Standards			
Indicator	Standard met?	Page where discussed	
6.0 PROGRAM PLANNING PROCESS	<b>YES</b>	26-27	
7.0 THE STUDENT EXPERIENCE	<b>YES</b>	27-40	
8.0 THE PROGRAM AND THE COMMUNITY	<b>YES</b>	40-43	
9.0 THE FACULTY EXPERIENCE	<b>YES</b>	43-56	
10.0 RESOURCE SUPPORT FOR THE PROGRAM	<b>YES</b>	55-58	

#### **1.4 Summary of present program review recommendations**

1. Complete the Institute for Sexuality, Inequality and Health Strategic Plan ( ISSIH)
2. Secure more external funding to support graduate students in order to expedite graduation rates
3. Consider raising entrance GPA requirement to 3.25
4. Explore ways of providing non native speakers with writing tutoring assistance
5. Recruit more applicants in the areas of reproductive health and biopsychosexual development
6. Increase diversity of student population, including people of color and heterosexual males.
7. Involve HMSX graduate studies professors in reviewing first and final papers written by students in HMSX 800 and 801 as a means of strengthening assessment of these courses.
8. Encourage University administration to provide low cost testing for reading disabilities to students.
9. Institute a more formal assessment of student presentation skill development as part of their overall assessment.
10. Continue to involve our graduate students in the full range of department activities.
11. Reach out to alumni through our website and other venues.
12. Increase diversity in our teaching and research.
13. Expand international activities
14. Secure three new appointments to fill the gaps and extend the interdisciplinary of Human

Sexuality Studies, as stated in section 10.0. These should include:

- A full time faculty member in the area of the biopsychosocial reproductive processes, with a focus on reproductive decision making, marriage and family, and reproductive health and rights;
- A full time faculty member in the area of the Internet and sexuality, with significant attention to the role of new media and new technologies in sexual risk and the enhancement of intimate relationships, in the lives of Americans and their sexual literacy;
- A full time faculty member in the area of sexuality education across the course of life, including parent/child relationships, partner formation, and continuing sex education across the life course.

15. Continue to obtain significant external support in order to provide additional resources for the graduate training program to continue to.

## 2.0 PROFILE OF THE PROGRAM

### 2.1 Overview of the Program(s)

**The mission of our program is as follows:** The Program in Human Sexuality Studies works to “advance multidisciplinary teaching, research, and advocacy in sexuality studies, sexual literacy, well being and social justice. We provide students with knowledge about processes and variations in sexual cultures, sexual identity and gender role formation, and the social, cultural, historical, and ethical foundations of sexuality, sexuality education, sexual and reproductive rights, and sexual health. Because research training in the field of human sexuality studies has been slow to grow in the United States, our program is now playing a significant role from a national perspective in striving to:

- Educate the next generation of leaders in research and dissemination of knowledge
  - Excel in teaching graduate and undergraduate students
- Advance quality research and policy on sexuality, gender, and social justice
- Integrate analyses of race, racism, heterosexism, homophobia, ableism, poverty, and culture into all aspects of our program
  - Advocate for sexual literacy through social policy on sexuality, sexual health, sexual education and human rights, shaped by social justice and diversity, and through these efforts to shape the field of sexuality studies in the 21<sup>st</sup> century.

In keeping with this broad, national agenda, the Program created in 2000 a defined SRO (sponsored research organization) to build capacity for its teaching mission and research support for faculty, including research and community service opportunities for students, and to extend its profile and service to the local and national scenes. The Institute on the study of Sexuality, Social Inequality and Health is thus a unit of the Program in Human Sexuality Studies. The Institute has a national board to support capacity building and sustainability. The board meets semi-annually and consists of 10 individuals from prominent universities, foundations, centers, and the business world. Organizationally, the Institute consists of two centers: The National Sexuality Resource Center (NSRC) and the Center for Research on Gender and Sexuality (CRGS). Since its inception the Institute has raised \$8,750,000.

The Institute is currently in the midst of developing a new long-term strategic plan for sustainability (see sections 10.0 and 10.2). The major goal of the Institute in its next phase of development is to become self-sustaining with a major endowment within 10 years. The vision of the Institute is to amplify our work on sexual literacy – a signature concept of the Program – through fund raising and key projects that help individuals and communities to become sexually literate. Sexual literacy is the knowledge needed to support and protect one’s

sexuality, intimate relationships, health, and well being across the life cycle. In 2006, the Institute and Program initiated an annual national fund-raising event, *the Champions of Sexual Literacy*, to profile our mission and good work, celebrate the courageous contributions of individuals such as former Surgeon General Jocelyn Elders, MD, who keynoted the initial event and was honored by the Institute. Additional awards were made to Dr Bernard Goldstein for education, B.D. Wong, the Kaiser Foundation, Dr Anke Ehrhardt for research, and Bishop Yvette Flunders for public awareness.

The Program faculty size is 5.25 FTE; the average annual graduate cohort admitted in the Fall is 15 students; the curriculum offered is robust; the focus remains research oriented—with a growing concentration on policy implications; and the connection of the Program to our Institute and Centers, with important external funding, offers much promise for the future. Research in the social and behavioral sciences is emphasized in order to build capacity in the field broadly, equip the next generation of academic leaders with the research tools and evidence needed to support social and developmental areas of sexuality and gender of importance to our country. The Program is becoming known on the international level, and annually we receive a few promising applications from Canada, Western Europe, Asia and Japan, and South America. Additionally, the research and teaching opportunities thus made available to graduate students in our Program, Institute and Centers, have already provided a large number of individual undergraduate and graduate students with significant career opportunities that have enabled them to advance their professional development by way of entry into PhD programs, community jobs, and research and related positions, both in the US as well as abroad.

In relation to these foci, the Program's faculty determined a sequence of courses and seminars that we believe is necessary to equip the aspiring student for success in the Program and field. We require students to have a good grasp of the biology of sexuality (Bio 330), and to be knowledgeable about the key social theories of sexuality (HMSX 800), and psychological and most cutting-edge psychobiological theories about sexuality. The program focuses on the development of individuals (HMSX 801), as grounded in the intellectual history of the field. Students are expected to become methodologically sophisticated in both qualitative and quantitative methods and research design (HMSX 881, 882). Additionally, we expect students to have a significant introduction to the findings of sexuality in four broad disciplines: Anthropology (HMSX 701), History (HMSX 702), and Public Health and Public Policy (HMSX 770). Finally, their course work is completed with HMSX 890 Professional Development and their Culminating Experience work where they may select from three courses from HMSX 894, 895 and 898. (See **Appendix C** for table of sequence to complete program in 2 years)

## 2.2 The Program(s) in the Context of the Academic Unit

Table 3

FTEs (full time equivalent students), FTEF (Full Time Equivalent Faculty and SFR Student Faculty Ratio for the last five years

	Fall 2001			Fall 2002			Fall 2003			Fall 2004			Fall 2005		
	FTEs	FTEF	SFR												
LOWER DIVISION	0.00	0.000	0.00	0.00	0.000	0.00	0.00	0.000	0.00	12.40	0.199	62.31	18.00	0.489	36.81
UPPER DIVISION	158.93	2.339	67.95	163.13	3.355	48.62	179.67	2.920	61.53	193.40	3.242	59.65	197.33	3.285	60.07
UNDERGRADUATE	158.93	2.339	67.95	163.13	3.355	48.62	179.67	2.920	61.53	205.80	3.441	59.81	215.33	3.774	57.06
GRADUATE	2.40	0.484	4.96	4.53	0.945	4.79	7.27	2.804	2.59	14.67	3.029	4.84	11.27	3.390	3.32
ALL DIVISIONS	161.33	2.823	57.15	167.67	4.300	38.99	186.93	5.724	32.66	220.47	6.470	34.08	226.60	7.164	31.63

In general, the Program requires graduate students to take courses that are numbered at the 700 level and above. All of our core graduate courses are 700 and 800 level. We have a few paired courses, as, for example, HMSX 605/705, but this is an elective, not a required course. We expect the knowledge and writing in graduate level courses to be substantially more sophisticated, elaborate, extensive in scope, and demanding by way of oral and written presentation and/or examination, than comparable undergraduate courses, as is spelled out in syllabi of these courses.

The proportion of graduate numbered courses on the GAP is about 80%. We discourage graduate students from taking undergraduate courses for credit and encourage their audit instead. The exception is when our highly specialized courses, such as Sexuality and The Internet, HMSX 470, or Sexuality and Disability, HMSX 678, for examples, are critical to the area of study of the individual graduate student, and merit elective credit for completion of the culminating project.

Our research oriented graduate program, is organized around the admission of an annual cohort of 15 students, with an assigned faculty member as overall Graduate Advisor, and a thesis mentor for each student. Admissions are rigorous, and we currently have a ratio of admitting approximately 1 in 5 or 6, and anticipate that the ratio will increase to 1:10 in the coming years. Supervision is critical to the success of students in the Program, and we begin the matriculation of graduate education early on by having an annual afternoon-long introduction to the MA Program, hosted by the Director, and Graduate Advisor, on campus; all faculty are invited and introductions serve to break the ice and connect faculty with students early on. We have prepared a "Graduate Student Guide" (See **Appendix D**) that outlines all aspects of the graduate program requirements and road map, and lays out the steps and strategies for the Program, as a plan of courses, events, and expectations.

Our core faculty serves as the primary thesis supervisors, although other faculty from

our Graduate Studies Committee may also serve as supervisor or a second reader. We encourage students to form a committee, under advisement, that meets their individual needs. However, in order to maintain quality control over the thesis outcome, we discourage individual students from selecting readers from outside of our Core faculty or Graduate Studies faculty groups. Classroom space seems adequate to handle the numbers of students involved. Generally we encourage a cohort participation in seminar type classes that achieves the optimal number of 15 students per seminar.

All our graduate seminars are taught by our tenured faculty only. Lecturers are only responsible for a certain number of our undergraduate courses. We do encourage participation of other graduate students of the faculty members of our Graduate Studies faculty in HMSX seminars, space permitting; and have, for example, in the past two years, accommodated several graduate students from the Women Studies Department and Anthropology who have shown interest in our core courses. Up to the present time we have experienced a generally good ratio of faculty to teach and supervise. However, with the departure of Professor Teunis, we anticipate a gap and shortage of human resources for the interim period until a replacement is hired.

Experience has shown that the large lecture courses, including HMSX 320, and 400, can be staffed with highly trained lecturers, when full time faculty are unavailable to teach them. We have experienced difficulty in the past with one lecturer from another department who was unable to fulfill the duties necessary to be successful, and this person was not retained. The small size of the faculty and the graduate program needs, including the intense focus on research and extramural support, have all contributed to the sense in which we have relied upon lecturers to fill some undergraduate courses. Recently, however, we have been fortunate in having Professor Carrington take on the HMSX 400 course, with support of his Department (Sociology), and we have created a new and sophisticated introductory course, HMSX 110, taught by Professors Teunis, and Fields (Sociology), in tandem, as a means of introducing undergraduates to social science thinking in sexuality studies. We have successfully offered HMSX 567/ANTH 569, Cross-cultural sex and gender for many years on a semester by semester basis, a large (150 student) course that fulfills GE requirements, and also provides important teaching experience. Finally we offer a significant annual summer session group of courses, entirely staffed by lecturers, which enables faculty to focus on their research in the summertime.

We are creating a PhD-like environment that gives intensive training that is targeted to prepare our graduate students to go on to a PhD program or to other professional careers. We consider 12-15 students to be an ideal number for our current faculty composition of 5.25. With the loss of Professor Teunis, we have reduced the number of admitted students to 12—the lower end. We are prepared to build capacity in faculty and a concomitant increase in graduate

students, up to a higher level. The distribution of graduate advisees is not uniform in the Program, however, as some individuals have more grad students working with them than others. The director (Herdt) and the other full professor in the Program (Tolman), both teach, direct centers, serve as principal investigators on grants that support their own work, and have national and local responsibilities for programmatic building and service to the field, as well as campus responsibilities that extend beyond the Program, and their time is often stretched thin. Nevertheless, both of them take on students.

The interests of graduate students in adolescent sexuality and a feminist approach to sexuality studies have led Dr. Tolman, in some years, to take up to 7 students as advisees. We need to spread the advising out, and create less of a burden on any single faculty member. Still, for some time to come, we continue to expect more students to request the support of Drs. Herdt and Tolman in the coming years. We have reached our capacity under current conditions to service the field by educating Masters' students who will either enter academia via PhD programs in one of the disciplines within our field or who are "good consumers" of sexuality research. In order to mentor students to be the outstanding ambassadors of our program that we demand, we are currently limited in the number of students we can take due to limited faculty size. We believe that we have to turn away many good students from the US and internationally, both due to the small size of the faculty, and due to the limitations of the scope of faculty interest and expertise. For example, we currently do not have faculty capacity in the major area of reproductive rights and health, or the seminal area of sexuality education; and we are missing a dedicated faculty member who conducts research on the vital area of sexuality and the internet; thus, additional faculty are needed to expand the scope of our ability to take on additional graduate students in these and adjacent areas of the national field of sexuality studies.

Our Program has had good success with several international students over the years, including a Fulbright fellow from Ecuador, three Vietnamese medical doctors, and a variety of students from Canada. Thus, our experience has been to accept international students when these individuals seem highly motivated, have external funding, and offer a good fit with current faculty. Due to language competency and additional burdens of advising created by international students, however, we believe that additional faculty are needed to add capacity on issues such as reproductive health/rights, and the internet, in order to continue to provide enhanced capacity for foreign students in HMSX. Finally current visa restrictions have made access both to our annual summer institute and to our regular graduate academic program increasingly difficult.

Generally we think that our Program is about where it should be. Our graduation rate is very good. We do lose some students through attrition, and the need for graduate students who lack external funding to have full time jobs is perhaps the single largest factor that

constrains graduation.

Table 4

Number of applicants to the program, students accepted to the program and students that actually enrolled in the program for the last 5 years

	Number of applicants	Number of Students accepted	Number of accepted students that enrolled
Fall 2001	0	0	0
Fall 2002	21	13	12
Fall 2003	40	23	20
Fall 2004	56	15	14
Fall 2005	71	16	15

The faculty load for thesis supervision on average is ideally 4.25 faculty, so our load is 4 per faculty member. We have admitted 61 students over 4 years, and we have graduated 27 students; we have thus had an average load of 7 students per faculty member. As stated above, we believe that our faculty mix, the lack of senior faculty and the additional responsibilities of developing and running the Institute and providing leadership for the sexuality field in the US have strained the faculty. The intellectual climate that we foster has inspired faculty from other departments, who are members of our Graduate Studies Committee, to advise several graduate students as first reader.

### 3.0 ADMISSION REQUIREMENTS

The Program adheres to the general philosophy of the university, in that we utilize a variety of measure to assess preparedness and capacity of individuals for admission to our Program. Additionally we admit individuals only after very careful scrutiny by the entire admissions committee, because we want to ensure that our investment will result in a graduation, successful culminating project and successful launch of a career in the various areas of sexuality studies or community-based service (i.e., Community Based Organizations, advocacy, other initiatives that promote sexual health, health departments, Planned Parenthood). In that sense, upon admission, our Program does its best to ensure that every individual selected has an optimal chance of graduating. Our faculty and staff resources are prioritized to meet this goal. With these characteristics in mind, the Program has seven key elements involved in application for admission:

### **1. A statement of purpose**

In the statement, the student must enable the faculty to know what he or she wants to accomplish by studying human sexuality in our program. We are interested to read what life experiences, including educational experiences, compelled the individual to seek a graduate degree in the field. We ask the following questions: "What do you expect to achieve during your graduate education and what future goals does your education and degree support? Write a narrative about your life that tells us how these two years you will spend in our program fit in your life. What history lead you to the Program in Human Sexuality Studies, what will you do here, and where do you plan to go after completing the program? We want to make sure that your goals can be met by the strengths of our program. It will help you if your statement generates excitement about you among the members of the admissions committee." The student is expected to write no more than two pages single-spaced, using normal margins and font sizes.

2. Two letters of recommendation from others are required, and one of these must be an academic reference.

3. Official transcripts of all prior college course work, indicating a GPA of 3.0 or higher.

### **4. Graduate Record Exam (GRE Requirement)**

For HMSX, the student must take the Graduate Record Exam, Writing Assignment, and they must score of 4.0

**5. The Test of English as a Foreign Language (TOEFL).** Applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, are required to take TOEFL. The minimum score is 550 for the written test or 213 for the computer test.

6. Program in Human Sexuality Studies, Application Form.  
(See **Appendix E**)

7. San Francisco State University Application

### **3.1 Evidence of Prior Academic Success**

The Program's expectation of applicants' GPA is 3.0. All students over the past 4 years have met this standard; thus, 100% have met the University standard. We give importance to prior

coursework, statement of purpose, letters of recommendation, relevant experience, and to the GRE. These are treated somewhat differently; we value the statement and letters, highest; and we utilize the letters both to validate and to ensure success. We also employ the GRE to ascertain that the students have sufficient academic potential. However, we do take into consideration the diversity of applicants, and allow leeway in our assessment of GREs accordingly. We do regard a score of 4.0 for the GRE writing assignment as a minimum standard for admittance into our program. We recommend a GPA of 3.0 be continued; in future, we would reconsider whether GPA should be raised a quarter point to 3.25. We are also seeking better ways of ascertaining the writing skills of applicants and will be looking for new ways of examining this.

### **3.2 Evidence of Competent Writing**

Our Program in 2005 implemented the GRE as one of several requirements whose evaluation are taken into consideration for admission. Owing to the challenges of GRE testing for some students (i.e., from disenfranchised communities, with learning disabilities), our Program faculty also take into consideration GPA in major, the statement of purpose in applying to the program, and letters of recommendation. Our admissions committee does definitely regard the past professional and course related experience in human sexuality broadly as being highly relevant to admission. However, we routinely admit individuals who have limited coursework in sexuality studies, since this is not offered at many universities, and at those universities where sexuality or gender is offered, the courses may be restricted to a single discipline such as psychology. These four areas are weighted according to the evaluation of the particular candidate by the faculty, but in general, GREs are used as a means of assessing writing. We recommend that the GRE be required as one means of evaluation of applicants. Applications from high quality candidates in 2007 surged, WHICH suggests that the GRE has actually improved our applications. Nevertheless, we continue to be concerned about the impact of GRE requirements on diversity in the applicant pool.

### **3.3 English Preparation of Non-Native Speakers**

While all our non-native English speakers have been able to complete high-quality thesis, there have been a number of challenges. Students struggled to write their ideas in English, in both their classes and their theses. We were able to combine efforts to provide students with assistance. We felt that our non-native speakers and graduate students in general could benefit from a writing tutor or other writing assistance available graduate students.

### **3.4 Overview of Program Admissions Policy**

In Table 4 we summarized the number of applicants versus admitted students. As stated above, our admissions policy centers upon 4 criteria: GRE, statement of purpose, grades, and references. Also as stated above, we take note of the degree of previous course work in sexuality studies. Note: in 2002, we were only able to offer a “Special Major” in Human Sexuality, as the Graduate Degree Program started officially with the 2002-03 cohort. Experience has shown that our Program attracts a broad range of students from the social sciences and humanities, and occasionally a student from the physical and biological sciences. In fact, our current program vision emphasizes social science research training in the disciplines of anthropology, psychology, sociology, history, and public health policy. We have not received the number of applicants we would like in the areas of reproductive health and biopsychosexual development, and we believe that the addition of a faculty member in this area would greatly strengthen our capacity.

Historically, the field of sexuality studies has attracted far more women than men, and a large percentage of individuals who are sexual minorities, due to the interest in understanding the roles of women in society and the roles of LGBT people in contemporary communities. Experience has shown in many universities across the US that heterosexual men are under-represented in sexuality studies, although the number of individual men is increasing in number. Additionally, as the Social Science Research Council report on sexualities studies (DiMauro, Herdt and Parker, 2004) has shown, minority individuals are historically under-represented in the field of sexuality. Our own Program has taken significant steps to increase diversity by way of gender, race, and sexual orientation at SFSU. We have done so through the following means: recruitment of faculty who can mentor diversity; encouragement of research and teaching on issues of diversity; cross-college appointments and courses that encourage diversity.

We believe that our Program now is on a productive course to providing outstanding pedagogical support and mentoring for a broad range of diverse individual students. We also believe that our Program is most successful for three kinds of students: those who have a keen commitment and motivation to aspire to either a PhD program that continues after the completion of their MA in Human Sexuality Studies; those dedicated to policy work that enables them to apply their knowledge to areas of advocacy; and those who want to conduct research and provide staffing in local community based or academically based organizations in the Bay Area and, increasingly, nationally. Thus, in these ways, our Program is uniquely situated to engage a broad range of communities and constituencies in our country.



## 4.0 PROGRAM REQUIREMENTS

Table 5  
Course Rotation Schedule

COURSE	F 01	S 02	F 02	S 03	F 03	S 04	F 04	S 05	F 05	S 06
Required										
HMSX 701	0(0)	1(10)	0(0)	1 (13)	0(0)	0(0)	1(15)	0(0)	0(0)	0(0)
HMSX 702	0(0)	0(0)	0(0)	0(0)	0(0)	1(15)	0(0)	0(0)	0(0)	1(19)
HMSX 800	1(12)	0(0)	1(13)	0(0)	1(20)	0(0)	1(13)	0(0)	1(18)	0(0)
HMSX 801	0(0)	0(0)	0(0)	1(17)	0(0)	1(23)	0(0)	1(11)	0(0)	1(17)
HMSX 881	0(0)	1(9)	0(0)	1(14)	0(0)	1(16)	1(13)	0(0)	1(16)	0(0)
HMSX 882	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	1(14)
HMSX 890	0(0)	0(0)	0(0)	1(6)	0(0)	1(11)	0(0)	1(18)	0(0)	1(11)
HMSX 894	0(0)	0(0)	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	0(0)
HMSX 895	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)
HMSX 898	0(0)	0(0)	0(0)	0(0)	0(0)	3(11)	0(0)	5(20)	0(0)	5(10)
Electives										
HMSX 567	1(76)	1(44)	1(29)	1(64)	1(32)	1(90)	1(35)	1(81)	1(33)	1(110)
HMSX 678	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	1(26)
HMSX 680	1(76)	0(0)	1(9)	0(0)	1(20)	0(0)	1(17)	0(0)	1(16)	0(0)
HMSX 705	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	1(3)	0(0)	1(8)
HMSX 723	0(0)	0(0)	0(0)	0(0)	2(3)	3(3)	5(9)	1(2)	4(4)	2(3)
HMSX 724	0(0)	0(0)	0(0)	0(0)	1(1)	2(2)	4(13)	4(7)	4(4)	0(0)
HMSX 810	0(0)	0(0)	1(2)	0(0)	0(0)	1(6)	0(0)	0(0)	0(0)	0(0)
HMSX 899	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)

### 4.1 Number of Course Offerings

Human Sexuality Studies currently or in the past has offered six electives within our own Program, as listed above, in Table. 5 in addition to the required courses. Note that the graduate students, upon advisement, typically take one of the following electives during their residency: 723, Teaching Internship, 724, Research Internship, and/or 899, Special Study. The

internships are deepening the practice knowledge of graduate students, and fostering professional development in important, synergistic ways that are carefully monitored to ensure that these experiences are beneficial to the students who elect them. This monitoring includes application by the student which lays out the scope of work that they will perform and criteria for grading which also insures that the focus of their experience is their own development. Each request must be approved by the Graduate Studies Committee, and signed off on by the program director, the graduate advisor, the student's advisor, and the faculty who is directing the course. We recommend continuation of current program requirements, including core required courses and six elective units.

We recommend that our Program continue to offer on average 3 graduate courses per semester; however, should our faculty number increase in the coming years, we would then contemplate an increase in the number of graduate students, and hence an increase in the number of graduate courses, to four courses per semester, to allow for concentrations.

#### **4.2 Frequency of Course Offerings**

As stated above, our Program is meeting this standard; every graduate required course in our curriculum is offered minimally at least once every two years. We recommend that we continue to offer all curricular courses at least once every two years.

#### **4.3 Path to Graduation**

Our Program meets this standard and we have a well-developed pathway to graduation. While we are happy with our current graduation record, we still wish to improve upon it. It is our expectation that -- with few exceptions -- ALL students entered into the program will graduate preferably within two to three years. When issues of diversity and international education are taken into account, however, we have to anticipate that the time may stretch out to as much as four years. Our ideal standard remains two years.

The major bottleneck experienced by graduate students in general is the completion of their thesis. As previously stated, most students opt to conduct original empirical research. By prioritizing original empirical research it thus seems likely that students are taking more time in completion of their thesis. They and their mentors may perceive, however, that entry into a PhD program to follow their MA degree with us is more likely with a strong original empirical Master's study. Our core faculty thus has very high standards for the thesis, and many require that it be equivalent to a journal article in both research scope and writing quality. Graduate students begin to think about their research question and design within the first semester of the program; and by the second semester, they are required to have thought out a research plan, such that IRB proposals are integrated into the research design class to ensure that these protocols are submitted before the summer following the first year (the IRB meets through the

summer).

One important need: Our graduate students, especially those who do not have as strong a writing background, would greatly benefit from access to a graduate level writing tutor, perhaps one of our own second year students, if we were able to find the resources to support the effort, whom students who have problems with writing would be able to consult.

#### **4.4 Course Distribution on GAP**

Our Program requires 70% of student courses to be selected from HMSX graduate courses. We allow upon advisement 30% of courses to come from electives that typically are at the graduate level; however, upon advisement, they also may be filled from upper division undergraduate or other graduates courses. In general the vast majority of all courses taken by our graduates are within the graduate seminars of our Program. We recommend that this strategy be continued

#### **4.5 Class Size**

Over the past 4 years virtually all of our classes meet the standard (The exceptions were HMSX 800 and HMSX 801 in Spring, 2004, when an unusually large number of graduate students, due to pent up demand, had to enroll in order to complete the graduation requirements), the first year of Professor Tolman's teaching. We continue to offer courses at the graduate level ranging from 5 to 15, although on occasion one or two additional students from other departments (such as Women Studies and Anthropology) are admitted to the seminar (for credit or audit). We recommend that we continue to offer courses with between 5 and 15 students.

#### **4.6 Number of Graduates**

Table 6

Number of Program Graduates

Academic Year	Number of Graduates
2001-2002	0
2002-2003	0
2003-2004	8
2004-2005	11
2005-2006	8
Three year Average	9

Note: HMSX did not officially admit its first cohort of graduate students until 2003; thus we have averaged only for those years

Our Program in its short history is meeting this standard, as shown in Table 6; note that the number of students who have graduated from the Program in its three-year history is 27, an average of 9 students per year—exceptionally high. Our Program does support the undertaking of original research, including field and lab research, where appropriate for the graduate student; and experience has shown that the great majority of students aspire to original research. One issue in this direction is that a perception among the students that such original research is the best path regardless of their personal goals; in fact, there is implicit “peer pressure” experienced by some students to take this route. The faculty has tried to emphasize that secondary data analyses (from faculty’s own data) or library research is in many cases more appropriate for some students, given their anticipated course after the Masters. As a faculty, we are committed to making these choices, and the lack of hierarchy among them, clearer to our students. As a program, we have responded to this direction by providing support within required coursework to conduct original research, which is also made useful for students who are taking other paths. Please note that, to date, approximately 5 of our students have gone on to PhD programs thus far, and two “Special Major” human sexuality graduates, from 2001-03, are currently in a PhD program. The theses, biographies, and current career pathways of our graduate students are presented in **Appendix F**. This success derives in part from our strong effort and philosophy to have each student graduate within a two-year period, and thus, to focus upon a career trajectory that is meaningful to them. By providing a graduate experience that builds incrementally upon knowledge of theory and methodology, and provides for the necessary culminating experience, we believe that the success rate is enhanced, and we recommend continuation of this structure.

#### **4.7 Overview of Program Quality and Sustainability Indicators**

The Master’s thesis is the main outcome for success in the MA graduate program. As previously noted we have to date a high graduation rate, and it is our aim to make this rate of graduation sustainable over the long term through a variety of activities, mentoring, and resource support. Graduate students have engaged in a number of activities that marks off our Program as highly successful. Several students have published their research results in peer-reviewed journals. At least three students are currently working on revising papers or are awaiting reviews from peer-reviewed journals. Additionally, we have a number of students who have published their theses work in peer-reviewed journals such as *Sexuality Research and Social Policy*, *Sexualities*, *The Journal of Sex Research*, and in other research journals geared towards the general public, such as *American Sexuality* magazine, and/or on-line Internet sites. We have since 2005 organized an annual student conference to showcase the research of students on campus whose work is focused on sexuality (primarily our students, but other departments and colleges as well, i.e., Social Work) at the end of the spring semester. (See

**Appendix G** for sample of Students Presentations at SF State of Sexuality Conference)

Our Program is a trendsetter in university-level education in sexuality in the US. We have offered either the first or among the first graduate and undergraduate courses in the areas of sexuality and relationships, sexuality health, sexual education, sexuality and disabilities, sexuality and the internet, issues of LGBT diversity, transgender, and other topical interests, such as sexuality and ethnicity. We regularly organize workshops and conferences, as noted above, to keep up our national profile. We utilize our annual international/national NSRC Summer Institute as a mechanism for staying abreast of the current concerns in the field and making adaptations that meet these trends.

Our Program, as noted above, is considered by many colleagues around the country to be comparable in stature to some PhD research-oriented programs; and we have graduate student applicants from some of the best universities in the country. We anticipate that this trend will continue to grow.

**5.0 FACULTY REQUIREMENTS**

**5.1 Number of Faculty in Graduate Program(s)**

Our total graduate faculty is 5.25. They are as follows with the graduate seminar(s) they are responsible for:

Professor Gilbert Herdt (Director)	full	HMSX 800
Professor Deborah Tolman	full	HMSX 801
Asst Professor Niels Teunis	full	HMSX 701
Asst Professor Rita Melendez	full	HMSX 890,881,882
Asst Professor Hector Carrillo (Will rotate to teach 882 and 701)	full	(hired Spring 2007)
Asst Professor Amy Sueyoshi	.25	HMSX 702

Our Program meets this standard. Also, the faculty shares responsibility for teaching required courses, and rotates teaching of some of these. The faculty graduate advisor receives released time (.20) for one semester. Currently, Assistant Professor Rita Melendez is our graduate advisor, for a period of two years. Previously, Assistant Professor Niels Teunis served as advisor for two years. Assistant Professor Héctor Carrillo will rotate into the position in 2008/09. Our College, the Program and graduate students recognize Dr. Melendez' role through our online web site, and in our annual report. She receives one course of release time for spring and fall semesters to provide support. It is expected that each faculty member takes a turn in being graduate advisor, and thus far, we have been able to implement this principle. We recommend continuation of this standard.

## **5.2 Number of Faculty per Concentration**

Our program does not have a concentration. This section does not apply to our program review.

## **6.0 PROGRAM PLANNING AND QUALITY IMPROVEMENT PROCESS**

By 2005-06, the Program had achieved enough strength that “core faculty meetings” of all full-time faculty (4.25) were begun. With the appointment of Dr. Carrillo in 2006, the core faculty engaged in a significant discussion about future governance. The faculty voted unanimously to create a new, dual structure, in which the core faculty (5.25 FTF) would meet twice a month to make all major programmatic decisions and handle routine pedagogy and planning, especially in regards to the Institute and undergraduate teaching. A new, second tier of governance was created, which transformed the former “Executive Committee,” into a Graduate Studies Committee—a larger group of approximately 12 individuals focused exclusively on issues of graduate education of HMSX candidates.

The core faculty and the graduate studies committee are responsible for graduate advising. Graduate students are limited to this group when choosing a thesis advisor, which allows us to maintain control over the quality of graduating work. Since that time the Graduate Studies Committee has met each semester, and also meets one additional time each spring, in order to evaluate the progress of graduate students and discuss mentoring and research related issues for graduate education. Thus far this dual structure seems to be working well.

## **7.0 THE STUDENT EXPERIENCE**

In general, our Program believes in the full participation of graduate students in our departmental intellectual community, and we foster their involvement in a variety of ways: an annual opening graduate orientation in the Fall semester that elucidates all requirements and introduces all faculty and students; an annual kick off party hosted by the director; a speaker series of seminars that is hosted by our Institute; graduate student representation at our faculty meetings (who are excused when necessary for confidentiality and faculty issues). In relation to the latter, our program has for several years had graduate student representation as elected by them at our faculty meetings, unless it is inappropriate, and we have been able to gain much insight and improve the program this way.

Additionally the students have their own graduate student organization, which has been quite active. With the support of the Graduate Advisor, the students organize an annual conference to showcase their research projects and thesis reports for the entire campus. Our two centers (NSRC and CRGS) have regular recruitment for interns and research assistants (both paid from grants and as research internships); and several students per year are provided with teaching assistantships paid by the College, with opportunities increased by

teaching internships which focus on the student's development as teachers. Our Program conducts regular course evaluations of each course; we conduct annual exit interviews with all students; we also have continuing contact with our graduate student alumni. They readily send us information about their job postings and opportunities, as well as their personal progress. We invite these alumni to our continuing intellectual events, and they participate. We recommend continuing this stream of planning and quality enhancement activities.

We have a system of evaluation in place that complements the outcomes embedded in the program. We have a series of goals for our graduate students that are embedded in our course requirements. For examples, students need to learn about ethical sexuality research, be able to write sexuality-based pieces and make arguments regarding sexuality theory and political issues, and students are expected to be familiar with past sexuality research and theory. These outcomes are embedded in the current required course work for the MA graduate students and the success of each class is based on students reaching these outcomes. Thus our pedagogy, both formal and informal, is organized around enabling our students to meet these goals. For example, Dr. Tolman requires that the students in HMSX 801 make group presentations (lasting 45 minutes to 1 hour, accounting for 30% of the final grade) on a topic that goes beyond the syllabus. The students work in and outside of class, with Dr. Tolman and her teaching assistant, to develop appropriate questions, conduct thorough research (including a bibliography of article abstracts in which they use APA style conventions).

Additionally, there is an annual progress and performance evaluation of both the first and second year cohorts conducted by the Graduate Studies faculty, which includes an exit interview for students leaving or graduating from the Program. This evaluation has changed throughout the years. We wish to standardize the evaluation to be able to compare the different cohorts and chart our progress in serving the graduate students. The evaluations asks about their experiences in the program and what needs were met or unmet. Additionally, we maintain an active alumni directory where we are able to communicate with past graduate or students to ask about their career progress and their continued work in sexuality-related fields

Our Program has excellent diversity by gender, and by sexual orientation; however, it falls below the university pattern in racial and ethnic diversity. Unfortunately, this deficit reflects the larger field of sexuality as a whole, as has been noted in the report on the state of the field published by the Social Science Research Council Report (DiMauro et al, 2004) previously noted.

**Table 7**  
**Student Demographics**

Ethnicity	Program Student Demographics				SF State's Graduate Student Demographics			
	Female		Male		Female		Male	
	Number	%	Number	%	Number	%	Number	%
Native American	0	0	0	0	14	0.5	9	0.6
African American	3	7	1	5	201	6.7	73	4.9
Chicano, Mexican American	3	7	1	5	193	6.4	104	6.9
Other Latino	0	0	0	0	58	1.9	30	2.0
Central American	0	0	0	0	60	2.0	27	1.8
South American	0	0	0	0	57	1.9	17	1.1
Puerto Rican	0	0	0	0	11	0.4	7	0.5
Cuban	0	0	0	0	6	0.2	2	0.1
All Other Latino	0	0	0	0	192	6.4	83	5.5
Asian Indian	0	0	0	0	42	1.4	18	1.2
Chinese	1	2.3	0	0	285	9.4	163	10.8
Japanese	1	2.3	0	0	65	2.2	20	1.3
Korean	0	0	0	0	54	1.8	25	1.7
Other Asian	0	0	0	0	24	0.8	16	1.1
Laotian	0	0	0	0	1	0.0	-	-
Cambodian	0	0	0	0	5	0.2	3	0.2
Thai	0	0	0	0	6	0.2	4	0.3
Vietnamese	3	7	1	5	37	1.2	22	1.5
Other SE Asian	0	0	0	0	5	0.2	4	0.3
Total Asian	5	11.6	1	5	524	17.3	275	18.3
Filipino	0	0	1	4.5	114	3.8	75	5.0
Rumanian	0	0	0	0	2	0.1	3	0.1
Hawaiian	0	0	0	0	1	0.0	3	0.1
Samoan	0	0	0	0	3	0.1	6	0.1
Other Pacific Islander	0	0	0	0	2	0.1	6	0.1
Total Pacific Islander	0	0	0	0	8	0.3	18	0.4
White Non-Latino	32	74.4	17	85	1,596	52.8	2,378	52.5
All Other					179	5.9	94	6.2

Our Graduate Program, with its PhD like environment to produce excellence in the research and policy advocacy worlds, has achieved an international and national reputation, in part through our own in-house social marketing, in part through our Program and Summer Institute websites and the NSRC website, and in part by word of mouth. We are proud that our Program can boast 9 international students in our 4-year history. It is notable that some of these students get their initial training or introduction to our Program through our annual NSRC Summer Institute on Sexuality, Society and Health, taught annually since 2001 on SFSU campus, and which has now provided training for approximately 155 students from numerous countries over these 5 years, as noted above. Additionally, of the 9 international students (6 of whom completed their MAs, the others were required to leave for reasons of visa permits and other professional pursuits), three of the students were medical doctors who came from the country of Vietnam on Population Council Scholarships. The success stories of our Vietnamese students (two of them have gone on to PhD programs in the US) convince us of the need and importance of our training on the international level. In 2004, our Program/NSRC hosted an international conference on sexual rights and moral panics, supported by the International Association for the Study of Sexuality, Culture and Society (IASSCS), and the Ford Foundation, that brought together 33 international students and advocates for a two-week advanced course in sexuality in the summer at SFSU. Such exposure continues to broaden the understanding of international students in our Program.

Table 8

Course	Outcome 1 Students possess strong writing skills in sexuality topics.	Outcome 2 Students possess strong presentation skills in sexuality topics.	Outcome 3 Students possess a strong foundation in sexual theory.	Outcome 4 Students possess strong sexuality research skills.	Outcome 5 Students possess good understanding of ethical considerations in sexuality research.
701	I,D, M	I,D, M	I,D, M	I	
702	I,D, M	I,D, M	I,D	I	
800	I,D, M	I,D	I,D, M	I	I,D,
801	I,D, M	I,D, M	I,D, M	I	I,D,
881	I,D, M	I,D, M	I	I,D, M	I,D, M
882	I,D, M	I,D, M	I	I,D, M	I,D, M
890	I,D, M	I,D, M	I	I,D, M	I,D, M
894	I	I,D, M	I,D, M	I	I,D, M
895	I,D, M	I,	I,D, M	I,D, M	I,D, M
898	I,D, M	I,	I,D, M	I,D, M	I,D, M

Curriculum Alignment Matrix/Curriculum Map

I = Introduced, D+ Developed and Practiced with Feedback,

M= Demonstrated at the Mastery Level Appropriate for Graduate Students.

**7.1 Assessment of Student Learning**

We have built into our curriculum means of assessing such that we have created a comprehensive plan for success in the graduate learning experience. Students graduating with Master’s degree in Human Sexuality are expected to have strong skills in writing and presenting on sexuality related topics. While there are no formalized sub-fields in Human Sexuality, students should demonstrate a broad understanding in a number of areas including theory, past sexuality research, sexuality education, gender identity, sexual identity. They should also demonstrate an understanding for and respect of the interdisciplinary nature of the discourse in the field, and especially be able to recognize the theoretical and methodological differences associated with the disciplines of anthropology, psychology, sociology, and history,

as these have come into play in sexuality studies over the past century. Additionally, students should be familiar with the variety of research methods available to sexuality researchers and with the special considerations in ethics that are required of sexuality researchers.

Graduating students in the program will have a comprehensive background in the knowledge and skills of sexuality studies. They will be able to draw on these resources in working toward a Ph.D. program in a defined discipline (i.e., anthropology, sociology, psychology, or public health), should they wish to continue their studies, and concentrate on sexuality research or policy topic. Students who consider the MA degree to be their terminal degree will be able to work in sexuality related jobs at both the community and national levels, including, but not limited to, research, public education, advocacy, community organizing, business ventures that draw upon their expertise, and client-services.

We have evolved an “early warning system” through the pre-requisite and seminar writing requirements, which are extensive in our Department, in order to identify problem areas in particular students’ experiences early on, and have these addressed as quickly as possible. Thus, we aspire to identify needs, and meet these needs, and keep the cohort on track to complete their MA degree within the two year period.

#### A. Graduate Learning Objectives

##### Objectives:

1. Students completing the program successfully will possess strong writing skills in sexuality topics, and they will have the ability to write for a diverse audience, including academics and non-academics, and those in advocacy and political positions.
2. Students completing the program successfully will possess strong presentation skills in sexuality topics, including the ability to be conversant about a number of “hot button” topics, as for example, sexual and reproductive health, and rights. Students should be able to pursue research and to engage many distinct sectors of the public dialogue on sexuality, in ways that are relevant to sexual literacy and well being in the US.
3. Graduating Human Sexuality Masters students will have a comprehensive knowledge and skill set of sexuality-related issues, including but not limited to sexual theory, methodology, sexuality education, sexual health, reproductive rights, biology and sexuality, race and sexuality, and contemporary policies that relate to these topics.
4. Students completing the program successfully will possess a good foundation in the intellectual history and sexual theories of the field -- past and present, including the early sexuality researchers and theorists (e.g. Kraft- Ebbing and Freud), as well as modern theorists (e.g. Foucault and Butler); in addition students will have a good foundation in feminist theory as it relates to sexuality; and they will have some understanding of critical race theory as it intersects with sexuality theory.

5. Students completing the program successfully will possess a good understanding of the sociological, epistemological, psychological, cultural and biological dimensions of gender, sexual orientation, and sexual identity development.
6. Students completing the program successfully will demonstrate good research skills.
7. Students completing the program successfully will possess good understanding of ethical considerations in sexuality research.

## B. Graduate Learning Assessment

Students completing the program successfully will possess strong writing skills in sexuality topics, with the ability to write for a diverse audience including academics and non-academics and those in advocacy and political positions.

There are several core seminars in which students are expected to write research papers extensively, including term papers on a variety of topics. These main courses are: HMSX 800 (Sociocultural Foundations of Human Sexuality) and HMSX 801 (Biological and Psychological Foundations of Human Sexuality), each of which requires a number of research type papers. The professors of these two graduate seminars (Drs. Herdt and Tolman, respectively) review papers, invite dialogue, and have rigorous standards for the successful completion of the course. In this instance, the assessment is embedded in the class requirements. In the future we plan to have a professor from the broader Graduate Studies Faculty review the first paper written for the first semester (taken in the Fall), as well as the final paper written for the second seminar (taken in the Spring), in order to evaluate the student's improvement in writing and logic.

Additionally, students must complete a Masters thesis that is of publishable quality. While not all graduate students do publish their Masters theses, several students have gone on to publish their work in peer-reviewed professional journals in our field, as single-authored papers and as jointly authored with their thesis advisor. Others are also currently submitting their work to journals; and two of our students are currently preparing book length manuscripts for submission to publishers. We also encourage, where appropriate, professors and students to collaborate on research projects, ensuring that the student receives full credit for their work, and we have several significant examples of this complementary research relationship published.

The Program did, however, encounter a difficulty with one student who had severe writing difficulties (problems with grammar, syntax, spelling and constructing sentences). Working closely with this student, several professors noticed patterns of error in his writing which suggested a learning disability, including conversations about the student's thought processes and writing strategies. We encouraged this student to get tested for dyslexia; while he was anxious to be tested and went to the University's Center for Disabilities to procure

information, he was unable to proceed to testing because he would have had to shoulder the cost, which was prohibitive. We were struck that this student had been through the California public school system, had graduated with good grades from UCD, and yet no one had previously identified this problem. We recommend that testing be available at low or no cost to SFSU students, due to the fact that we were also unable to find a writing tutor that helps graduate students achieve the success we and the university expect. Our solution was to have him take sociology courses (with Professor Jessica Fields in the Sociology Department, who is a vital member of our Graduate Studies faculty), so that he could use the writing tutors available to sociology students while being in dialogue with Professor Fields through her grading of his papers. This was a successful solution; this student is currently completing his Masters' thesis.

Students completing the program successfully will possess strong presentation skills in sexuality topics including the ability to be conversant about a number of "hot button" topics. Students should be able to pursue research to make arguments as well as to engage individuals about the ethics surrounding sexuality issues.

There core seminars students must complete in the first year in the Masters program. The two theory courses are mentioned above, and in addition, there are two methods courses HMSX 881 (Research Methods) and HMSX 882 (Research Design). Three of these four courses require that graduate students conduct at least one presentation in class. Additionally, all four courses have a fair to very significant amount of class discussion wherein students are pushed to discuss and analyze the specific topics and readings with each other and with the professors. Assessment is thus embedded in the class requirements and in the classroom itself at the aggregate level of the entire cohort.

In addition, in 2006 we successfully launched a first annual "State of Sexuality" graduate student conference where graduating students were asked to present their Master's research. The conference was well attended by over 40 people and demonstrated the excellent presentation skills that our graduating Masters students possess. This has also proven to be a wonderful opportunity for students to demonstrate their new skills to their friends and family.

To assist us with informal evaluation of presentation style, professors routinely will discuss with the class and with individual students their participation in class. We recommend instituting a more formal evaluation process for this assessment in the near future. Graduating Human Sexuality Masters students will have a broad understanding of sexuality-related issues, including but not limited to sex education, reproductive rights, biology and sexuality, race and sexuality. Taken together, the main core graduate seminars, as well as the electives, provide an excellent foundation for graduate students in a number of sexuality domains. In addition, because our graduate students engage in original and most often timely research for their Masters theses, students are provided with an opportunity to learn and engage in novel

discussions with other students who are working in pioneering areas of sexuality studies. We encourage original research and believe that our mentoring is providing unique opportunities for new contributions to knowledge in our field.

Students completing the program successfully will possess a good foundation in sexuality theory, past and present, including the early sexuality researchers and theorists (e.g. Kraft-Ebbing, Freud, Kinsey, Malinowski, and Margaret Mead) as well as modern theorists (e.g. Foucault, Gagnon, and Butler). In addition, students will have a good foundation in feminist theory as it relates to sexuality as well as the work of critical race and sexuality theorists (e.g., Bartky, Fine, Crenshaw, Hurtado).

The first year of the masters program requires that students take two theoretical courses. Students exiting the program have remarked on numerous occasions in exit surveys that these courses were the most useful and the most difficult in the program. The courses cover a large scope of social, psychological, and cultural theory, which compels students to interact with the theories, and their logical entailments. Assessment of what they learn is accomplished both by the professor in their final papers at the end of each seminar, and at the cohort level, by the graduate studies advisor and faculty, at the end of the year, based upon the overall GPA, performance in courses, professional achievements such as papers written for publication or for conference presentations, as well as by the annual graduate student conference itself, which we will have evaluated in future. Thus, students develop a deep understanding of these often very sophisticated and difficult theories through discussion, writing and the expansion of ideas to new and different realms of thought as these apply to the current field. For example, in HMSX 801, students engage in dialogue with postmodern theories at the intersection of ongoing debates about the social construction vs. essentialist origins of sexuality, as in the work of feminist biologist Fausto-Sterling. In HMSX 800, students discuss theories of cultural relativism and their relationship to contemporary sexual literacy and social life.

Although the two theory courses vigorously challenge students with regard to critical race the exit surveys from graduate students still reflect the need to expand our curricula to enhance these topics in other courses. The Human Sexuality faculty met for a day long retreat in 2005, wherein we discussed the importance of better incorporating race and ethnicity in our curricula and agreed 1) to expand our courses by offering new courses concentrating on race and sexuality, as well as 2) expanding race in existing courses. We recently hired Dr. Héctor Carrillo as a new Assistant Professor in our Program, and he will offer a new seminar on policy which will focus on race and ethnicity especially as it relates to migrant Latinos within and beyond the US. Students completing the program successfully will possess a comprehensive understanding of gender and sexual identity.

This objective is met in the core courses as determined by their overall GPA,

performance in courses and especially papers, professional achievements such as papers written for publication or for conference presentations, as well as by the annual graduate student conference itself, and the expectation that they will publish their work upon completion of the thesis. Indirectly, students leaving the program describe newfound understandings relating to gender and sexual identity. We currently offer one of the only courses in the country on transgender issues which always receives excellent student evaluations. Past instructors for the course include Lydia Sausa, Ph.D., who is a researcher at the University of California at San Francisco, California AIDS Prevention Services who has conducted research and many workshops on the topic.

Students completing the program successfully will possess excellent research skills. The assessment of this skill is evident in the successful completion of the research method yearlong courses, and especially in the requirement that they obtain IRB approval for their research project by the end of their first year of graduate school. Additionally they are required to demonstrate knowledge and skills related to research methodology both in the course of their research project and in the final writing of the thesis. Students are expected in the first semester (HMSX 881) to learn about a number of different research methods and to be able to discuss how sexuality research influences the practice of these methods. Several students come with undergraduate experience and or knowledge of fundamental social science methodologies such as interviewing or observation. However, few, if any, have ever examined these methodologies, in relation to sexuality research. The first semester of the yearlong methods course also requires that students begin to plan their research question and the methodology they wish to employ to answer their question. They are required to give a professional 15-minute presentation on their research question, including literature and past information leading to their question formulation, as well as the methodology that they will employ. The professor teaching the seminar assesses their learning through formal and informal measures that result in a grade and advising of their research. Students are then expected to critically explore the issues relating to the research methodology (for example, providing the presenting student with possible negative outcomes and asking the student how he/she is prepared to deal with such barriers). In addition, the presenter must discuss the “real world” outcome for their research, clarifying how their research could directly or indirectly affect the real lives of non-academic individuals, comparable to the “Significance” section of an NIH research proposal.

Students completing the program successfully will possess good understanding of ethical considerations in sexuality research.

HMSX 882, the second semester research methods course (Research Design), fully

completes the requirements of this goal. HMSX 882 requires that all students write human subjects Institutional Review Board (IRB) protocol outlining a research project and the ethical guides for ensuring their participants safety. In addition, the students are now required to complete the online training course on the NIH website that all researchers with federal funding must complete prior to submission of their grants.

**How often objectives are evaluated:** At the beginning of the academic calendar, the Human Sexuality faculty (both core and affiliated) gathers for a day-long retreat. We review course curricula and ways to improve the graduate student experience based upon the retreat and a year end assessment. We continually assess how we are meeting the needs and expectations of the students and university's graduate requirements. We also have a year end assessment of each graduate student's progress to determine if they are meeting the objectives of the Program and graduate school requirements. Additionally, when there is a student matter that needs to be discussed, we take time in our regular faculty meetings to review the relevant issues to make sure that our objectives are met for each student.

In response to the programmatic effort to increase students' knowledge of ethical research, we have added the core requirement of Research Design HMSX 881, which is designed to provide a comprehensive review of research design with ethics, and enable each student in a timely manner to obtain SFSU approval (i.e., through the Institutional Review Board) for their original research projects.

## **7.2 Advising**

Students are met **1)** upon their beginning matriculation into the university, via the graduate student orientation described above; **2)** on a one to one basis by the Graduate Advisor, at the beginning of their first semester; **3)** the cohort meets as a group with the Graduate Advisor twice per semester; and **4)** they are assigned a mentor for the first semester to insure that they transition to an advisor or have a plan for doing so by the end of the first semester **5)** they are instructed to follow the roadmap of milestones laid out on our Human Sexuality Studies website ([hmsx.sfsu.edu](http://hmsx.sfsu.edu)), and in our Graduate Student Manual. The Program in this manner is able to provide significant support for mentoring on an ongoing basis.

The Program is successfully meeting its ideal standard.

Through a combination of pre-advising online, the graduate student orientation manual, which incorporates many of the features of the Graduate School's own online guide, and the assignment of both a full time faculty advisor for the entire cohort, and an individual full time faculty member advisor for each individual newly admitted student, our Department is able to trouble shoot and find evidence of "early warning signs" as mentioned above. Additionally, we make use of SFSU psychological counseling resources, where appropriate, to provide support for the occasional student who may be in need. The challenges to comprehensive mentoring

are especially related to the fact that many students work full or part time, and they may have to commute to campus. The Graduate Advisor provides opportunities on and off campus for mentoring. Additionally, the Institute office at 16<sup>th</sup> and Mission provides important opportunities for graduate students to meet faculty appropriately off campus, and at convenient times.

### **7.3 Writing Proficiency**

Each class in the core HMSX MA program has a major writing component. For example, the two theory courses (800 and 801) both require students to write at least two significant research papers of 15 pages in length. The research design course also requires students to write a Human Subjects IRB protocol (of about 10 pages in length).

The instructors of each of the courses will conduct extensive review of the writing of the students and provide extensive feedback to each student. On occasion, if there is a student with added challenges in writing, as noted previously, the faculty member will discuss this student, and follow up with the other faculty at its next meeting. Appropriate steps are therefore taken to assist the student. For example, one student was asked to enroll in Jessica Field's Field Methods course where she provided him with extra assistance in writing and he could also utilize the writing tutor at sociology.

We recognize, however, the need and writing deficiency for particular graduate students who require assistance with writing, and who may not be able to take the recommended sociology courses that provide writing support. We recommend that the university provide enhanced support in the way of tutors in writing for the relevant students. A variety of measures, as noted above, are used to evaluate student writing, but not a test or evaluation as such. We recommend that students continue to attain writing competence through written papers in their courses. We also recommend that the university provide writing tutors for those students in need.

### **7.4 The Culminating Experience**

The Human Sexuality Studies program is multidisciplinary and therefore we need to ensure that each faculty mentor, working together with their graduate student, provides the appropriate research designs and guidelines for the students' thesis. Students are expected to meet regularly with their faculty mentors; in turn, faculty mentors are expected to ensure that students are making sufficient progress on their theses to complete their course work and thesis in good time. When students complete the two years of their residential course work requirements without completing a thesis, the faculty has noticed that their progress may decline rapidly unless steps are taken to ensure that the work will get completed. Thus every effort is made to keep the cohort of students on track, and on time.

The graduate students have 3 courses to choose from to fulfill their Culminating Experience Requirement. They are as follows:

**HMSX 894 Creative Work Project:** This culminating experience is an original creative work. Projects must be described in a written document that summarizes the project's relation to other work in the area, its rationale, its significance, and its creative methodologies

**HMSX 895 Field Study or Applied Research:** This culminating experience is a field study or research project. It must incorporate the application of knowledge and techniques acquired in the student's program of study. The field study or research project must be described in a written document that includes the project's significance, objectives, methodology, and a conclusion.

**HMSX 898 Thesis:** A thesis is the written product of an original study. It demonstrates clarity of purpose, critical and independent thinking, and accurate and thorough documentation. To provide benchmarks and support in the form of rubrics for the graduate student, we are working toward a system in which the writing and analysis of the thesis in general follows a rubric that has been judged to be intellectually rigorous.

### **7.5 Overview of Student Quality Indicators**

See Human Sexuality Studies Table **Appendix H** for Student Quality Indicators.

## **8.0 THE PROGRAM AND THE COMMUNITY**

### **8.1 Professional Engagement of Students and Alumni**

Our students have attended a variety of conferences and professional meetings, including annual meetings of the American Psychological Association, the American Anthropological Association, the American Sociological Association, the annual meetings of the Society for the Scientific Study of Sexuality, and others. Faculty encourages this participation and, on occasion, also co-authors papers with graduate students.

The intellectual climate of our Institute as it interfaces with the Institute attached to it, has resulted in the creation of two consultative boards that make recommendations about the activities of these units. The Institute on Sexuality, Social Inequality, and Health, has long had a nationally prominent board of distinguished Americans who meet twice a year, and continue to be meet twice a year (most recently, February 2, 2007). The Institute maintains for this purpose a national advisory board of 12 distinguished individuals, such as Dr Anke Erhardt, Director of the HIV Center at Columbia University, and Dr David Satcher, MD, Director of Morehouse School of Medicine Center for Primary Care, and Former Surgeon General of the US, both of whom are very prominent individuals in our field. Additionally, our Institute in past years has maintained a significant campus board of advisors, chaired by Dean Ken Monteiro, College of Ethnic Studies, and including Professors Herdt and Tolman, one staff member, and one junior faculty member, two community members, and Dean Joel Kassiola of the College of BSS. This board too has been purely advisory. Beginning in the Fall 2007, however, the SFSU board will evolve to become an actual Committee of Oversight with fiduciary responsibilities. We recommend expansion of a more active outreach to alumni through our website and other venues, including our new annual Champions of Sexual Literacy Awards luncheon.

### **8.2 Civic Engagement**

Our Program is deeply committed to social engagement and community service. We provide internships for research and teaching, and opportunities for working in communities and contexts, including online work that enables further contributions by students working with faculty and the staff of our Institute. The settings for such work have included the Black Coalition on AIDS, college dormitories, birth control clinics, counseling and health centers, community colleges, hospital centers, centers for the elderly, and many other contexts. We have placed students in venues off campus, as well as in organizations within the community.

We are currently planning a new Institute intern program at the relocated Downtown campus site of our Institute, which will also house our graduate program. This will enable new and expanded opportunities for students to get internships with local and national organizations.

### **8.3 Equity and Social Justice**

Our Program's central mission has a core commitment to social justice in all of our activities, including the graduate program, and our outreach to the nation. Our curriculum reflects this commitment through courses that address social inequality and sexual inequality and social justice. Virtually every seminar in our Program has significant readings and discussions on questions of equity and social justice in the field of sexuality.

We maintain an active outreach program to a variety of publics, and especially the national academic community, through the National Sexuality Resource Center to support sexual literacy among all peoples and communities, and all age groups, regardless race, creed, religion, or beliefs. We support equity and diversity in the representation of all segments of American society in our graduate program. We conduct research projects on social justice that actively seeks to assure equity in our country. For example, our Institute and Program recently published a major book, *Sexual Inequality and Social Justice* (edited by Niels Teunis and Gilbert Herdt), through the University of California Press (2006), that reports upon a series of significant studies that aim to address inequality in the classroom, workplace, among racial groups, among people with disabilities, and so on.

Our Program and Institute have offered, as noted above, a series of international and national conference that aim to address issues of sexual inequality and social justice, as, for example, our major 2004 conference on "Moral Panics and Sexual Rights." At the local level our Program and the NSRC have convened a series of significant community panels open to the public on the following issues over the past three years:

Religion, Sexual Diversity, and Current Church Policies

The Declassification of Homosexuality as a Disease

Social Uses of Technology and Sexuality

Sexuality Education and the Bay Area

In 2006 our Institute offered a significant meeting of all Bay Area organizations that work in the area of supporting LGBT youth, including all Queer youth organizations, and more than 40 community based organizations participated in this public dialogue.

In November 2006 our Program convened the first "Annual Champions of Sexual Literacy" event mentioned above, held at the Palace Hotel in San Francisco, which provided a public forum for more than 200 individuals from the community and campus to celebrate the 5<sup>th</sup> anniversary of the Surgeon General's Call to Action on sexuality and sexual health. In attendance were former Surgeon General David Satcher, and former Surgeon General Jocelyn Elders, as well as many important dignitaries. The Mayor proclaimed the day "Sexual Literacy" Day for the city, and the California State legislature issued commendations to the dignitaries. This unique space for civic engagement and discourse was highly successful, brought together

some of our alumni and many of our graduate students, and offered a unique context for graduate students to become professionally engaged and socialized into the ethics of social justice at work. We recommend continuation of this level of outreach, and expansion of diversity in our teaching and research, wherever possible.

#### **8.4 Internationalization**

As previously stated, the Program has an annual Summer Institute on Sexuality, Society and Health, which has served as an important introduction to international and national students to our Program and our work. The Institute works actively to infuse international and cross-cultural perspectives on sexuality, learning, and the community into the curriculum. Additionally our NSRC has created a unique new Spanish language sexual literacy platform ([www.sexliteracy.org](http://www.sexliteracy.org)) that promises to disseminate new and important materials on sexual literacy to Spanish speakers and this context provides us with many opportunities for exchange with scholars and students in Mexico, Central America, the Caribbean, and South America.

The NSRC actively seeks to engage programs abroad and indeed globally through our unique relationship to the three additional resource centers (Asia, Africa, and South America—funded by the Ford Foundation), with which we maintain communication and exchange of content, training, and students. We also maintain an active relationship with the University of Amsterdam Summer Institute on Sexuality and Society (founded by Dr. Gilbert Herdt in 1995), and have exchanged students with that program. We are in the planning stage of an exchange program with the CLAM (Center for Latin American Sexuality) in Rio de Janeiro, Brazil. We have provided conferences and meeting for many visiting scholars and students to speak to SFSU and the Bay Area broadly. Héctor Carrillo is developing a new course with an international focus.

We recommend continuation of our outreach program on the international level as described in this rich set of activities. We recommend reviewing our syllabi and courses to determine if there is more significant work in the international arena that we may want to integrate. As globalization in sexuality studies grows rapidly, we may consider developing a course that focuses exclusively on contemporary sexuality issues from an international perspective.

## 9.0 THE FACULTY EXPERIENCE

### 9.1 Faculty Statistics

Table 9: Faculty distribution by Rank and Gender

Rank	Number of Faculty
Professor	1Female, 1 Male
Associate Professor	0.
Assistant Professor	1,Male, 1.25 Female
Adjunct Professor	2 Male, 2 Female

Table 10

Faculty Distribution by Age

Age	Number of Faculty
<30	0
30-34	0
35-39	2.25
40-44	0
45+	3

Table 11

Faculty Distribution by Ethnicity

Ethnicity	Number of Faculty
Native American	0
African American	0
Chicano, Mexican American	1
All Other Latino	1
Asian	.25
Filipino	0
Pacific Islander	0
White Non-Latino	3
All Other	0

Table 12

Faculty Workload Matrix

(Numbers in Parentheses indicate number of sections taught)

Courses	Faculty A full time	Faculty B full time	Faculty C Full time	Faculty D Full time	Faculty E .25 time	
Course 1	Every other Fall	Every other Spring	Fall (3) Spring (2)	Fall (3) Spring (2)	Fall (1) Spring (1)	

Table 13

Faculty Honors, Grants and Awards

2002-03

# Of Tenured/Tenure

Track Faculty		Grants	Fellowships	Awards	Total
	2				
	Local/Regional	0	0	0	0
	Statewide	0	0	0	0
	National/International	4	0	0	4
	Total	4	0	0	4

2003-04

# Of Tenured/Tenure

Track Faculty		Grants	Fellowships	Awards	Awards
	3				
	Local/Regional	0	0	0	0
	Statewide	0	0	0	0
	National/International	6	0	0	6
	Total	6	0	0	6

2004-05

# Of Tenured/Tenure

Track Faculty		Grants	Fellowships	Awards	Awards
	4				
	Local/Regional	2	0	0	2
	Statewide	0	0	0	0
	National/International	6	0	0	6
	Total	8	0	0	8

2005-06

# Of Tenured/Tenure

Track Faculty		Grants	Fellowships	Awards	Awards
	4				

Local/Regional	0	0	0	0
Statewide	0	0	0	0
National/International	9	1	0	9
Total	9	1	0	9

## 9.2 Research and Professional Engagement of the Faculty

(See all faculty curriculum vitae in **Appendix I**)

**Gilbert Herdt** is a Fulbright, NIMH, Guggenheim, and Ford Fellow. Dr Herdt has been professionally active within and outside of the University in a number of areas, which include grant getting, research and scholarship, program building, national service and visibility in the field. From 1998-2004, Dr Herdt raised a total of \$3,493,500.00. Additionally, during this period, Dr Herdt founded the new journal, Sexuality Research and Social Policy, an online peer reviewed journal published by the University of California Press, with an international editorial board of 55 leading scholars. Dr Herdt over the life of his career has published 35 books, monographs, and edited volumes, and more than 70 peer reviewed articles and book chapters. During the period of this review (2002-2007) however, Dr Herdt has published the following number of scholarly works: 4 major authored or co-authored books, 6 major edited books, 4 new translations/language editions of books in Japanese, Spanish, Portuguese, and English editions, 22 chapters in scholarly books, 3 monographs, 11 peer-reviewed journal articles, and he has given 28 presentations, keynotes, and distinguished lectures at professional meetings and seminars or conferences. Dr Herdt sits on the editorial boards of 6 professional journals, including the leading journals in the field, and is the primary editor of a major scholarly book series at the University of Chicago Press. Herdt was the Blumstein-Jordan Distinguished Professor of Sexuality, Department of Sociology, at the University of Washington, Seattle, and Spring 2001. He has served as co-organizer of the International Association for the Study of Sexuality, Culture and Society, an international organization dedicated to research and education that has hosted 4 international conferences, most recently in Melbourne, Australia, 2001, where he was a keynote speaker. He was appointed to the International Working Group on Sexuality and Policy, a new Ford Foundation initiative headed by Richard Parker at Columbia University, that meets quarterly to consider the impact of American policy on developing countries over the next 5 years. Dr. Herdt has consulted with the following organizations in creating new joint initiatives with the NSRC at SFSU: Planned Parenthood USA; SIECUS; USCD; Columbia University School of Public Health; USAID,

Washington, DC; and the Disabilities Studies group at UCB. Member of Dr David Satcher's National Advisory Council on Sexual Health at Morehouse School of Medicine (2003-04) and has been reappointed to a term ending in 2007. He was Distinguished Annual Lecturer, Society for Social Anthropology in Oceania, 2006, and a Rockefeller/Bellagio Fellow in 2006.

**Rita M. Melendez, Ph.D.** Dr. Melendez's area of interest is HIV risk and prevention among minority women, including transgender women. After the completion of her Ph.D. work at Yale, Dr. Melendez received a prestigious National Research Service Award Research Training Fellowship for Behavioral Sciences Research in HIV at Columbia University and New York State Psychiatric Institutes' HIV Center for Behavioral and Clinical Studies. Dr. Melendez worked closely with her mentor Anke Ehrhardt on the first HIV prevention programs to be evaluated that exclusively focused on issues relating to low-income (mainly minority) women. Dr. Melendez has published these results in several journal articles. In the past year (2006 and the beginning of 2007), Dr. Melendez has published or had accepted 9 articles or book chapters (see *c.v.*). She has also worked closely with AIDS Project Los Angeles and the Cesar Chavez Institute to create two fact sheets designed to increase capacity of Community Based Organizations in preventing HIV among Latino. Dr. Melendez has also written a fact sheet on Latinos and HIV used by the CDC to educate the general public.

In addition, to her teaching Dr. Melendez has served on the IRB committee for two semesters (Fall 2005 and Fall 2006). Dr. Melendez has been the undergraduate adviser and is currently serving as the graduate adviser (Fall 2006 to current).

**Niels Teunis** is Research Associate at the CRGS and an Assistant Professor in Human Sexuality Studies at San Francisco State University.. His work aims at understanding social inequalities of many different types. Currently this broad concern brings him to study racism in the gay male community of the San Francisco Bay Area. He has produced two widely acclaimed plays combating racism performed in and with the gay male community. Using participatory action research methods, he has worked closely with Community members as they authored their own voices these productions.

Dr. Teunis just published, with Gilbert Herdt, *Sexual Inequalities and Social Justice* (University of California Press), bringing together the contributions of many sexuality researchers who are committed to positive social change through their research, revealing the many intricate and changing ways in which researchers are related to the communities with whom they work. His work has appeared in *AIDS Education and Prevention*, *The Journal of Gay, Lesbian, and Bisexual Identities*, and *AIDS & Behavior*.

Niels Teunis organized the conference *Sexual Rights and Moral Panics*, which attracted 275 participants from 34 countries. The conference was prominently publicized in national media.

**Deborah Tolman** joined the faculty in fall, 2003. Since arriving at SFSU, Dr. Tolman has dedicated her time to founding and launching the new research center, Center for Research on Gender and Sexuality, as an institution to nurture and sustain externally-funded research in the area of human sexuality, by the HMSX faculty and other SFSU faculty whose intellectual commitment is to sexuality studies (Dr. Jessica Fields). To develop the Center Dr. Tolman has fostered relationships with community-based organizations, including the Center for Young Women's Development, Planned Parenthood Golden Gate, Huckleberry Youth Services and Department of Public Health clinics, to work collaboratively on developing and implementing research. She has spearheaded and supported several innovative conferences, including the first national conference for sexuality researchers whose specific focus is adolescence (invitational, 23 participants). She also supported a small workshop for CRGS researchers and their community partners to strengthen of their partnership.

As one of two senior faculty in the Program, Dr. Tolman chairs several key committees in the Program (RTP, Graduate Studies) and has sat on every committee in the Program. She is actively involved in admissions and recruitment. She has been appointed by the Provost to sit on two University-wide search committees, for the position of Associate Vice-President of ORSP and for the position of Dean of Ethnic Studies. She has participated every year in the Human Rights Summit as commentator on student presentations. Dr. Tolman is a frequent guest lecturer in other classes within the Program and beyond, including Dean Kassiola's course. She has done class observations both within and beyond the Program (in Sociology and Women's Studies). One of Dr. Tolman's firm commitments is to mentor women junior faculty and junior faculty who are people of color.

A key responsibility for Dr. Tolman is to introduce feminist theory in sexuality to the graduate students. Dr. Tolman is advisor to a significant proportion of the graduate students in 4 cohorts, including one student who was in a cohort prior to her arrival and 7 of the 15 in the current cohort. She meets regularly with students who are and are not her advisees on matters of research design and theoretical frameworks for thesis projects.

As Director of the CRGS and a Professor of HMSX, Dr. Tolman has new responsibilities in the leadership of the field of sexuality studies. She is a member of the Center Directors group in sexuality; a fellow in IASR, SSSS. Dr. Tolman has given many invited keynote addresses at national meetings since joining SFSU in her capacity as Professor and CRGS Director. Dr. Tolman is heavily involved in developing a donor support base for the Institute, planning and participating in large events (i.e., Champions of Sexual Literacy). She has

reached out to create new national collaborations of feminist scholars of female adolescent sexuality, including co-hosting a conference on this topic at CUNY Graduate Center as well as a retreat.

While at SFSU, Dr. Tolman has continued her own research and scholarship program. She has had three large research projects funded by the Ford Foundation (\$370,000), the NICHD (2,400,000) and DHHS (\$750,000). She secured funding for this last grant from a highly competitive awarding of grants, and secured funds to supplement her NICHD grant on media research for Dr. Rita Melendez to extend the project to study acculturation (\$82,000).

Since arriving at SFSU in 2003, Dr. Tolman has published 11 peer-reviewed journal articles (both single and multiple author, all but two first author); 5 book chapters (including one with Dr. Melendez and one with Dr. Fields); edited a special issue of *Sexuality Research and Public Policy* of research conducted at the CRGS; a special section (i.e., a special issue within a journal volume) in *Feminism and Psychology* on adolescent female sexuality. She has given 17 invited lectures at universities, medical schools and community based organization fund raisers. She has also given 13 papers at juried conferences of professional associations, including the American Psychological Association, the American Public Health Association, the Society for the Scientific Study of Sexuality and the Society for Research on Adolescence. She gave 5 additional invited talks to community-based organizations or groups. Dr. Tolman is on the editorial boards of eight peer-reviewing professional journals, and serves as consulting editor or reviewer for 11 journals, 3 university presses and several other juried panels in the field. She serves the Cathedral School for Boys as a member of the Boys' Study board committee and as advisor to the heads of the upper and lower schools in the development of a new sexuality education curriculum. She has frequent contact with the media, including the New York Times, the Washington Post, Time Magazine, salon.com, Nightline, advising MTV on gender issues in their programming.

**Héctor Carrillo**, Assistant Professor in Human Sexuality, joined the faculty in Spring 2007. He holds a doctoral in public health from the University of California, Berkeley, where he also received a Masters Degree in Public Health and a Masters Degree in City and Regional Planning. At UCSF, Dr. Carrillo was a postdoctoral fellow in the Traineeship on AIDS Prevention Studies (TAPS) program, and of the Collaborative HIV Prevention Research in Minority Communities program, which he later joined as program faculty. Additionally, Dr. Carrillo has been a Fulbright, Wellness, Kaiser, Wilson and Albert M. Flagg, and UC Regents fellow.

Between 1987 and 1998, Dr. Carrillo was in charge of the creation and implementation of culturally-specific HIV prevention programs for Latino populations. In San Francisco, he founded the Spanish AIDS Hotline for Northern California at the San Francisco AIDS

Foundation (SFAF) in 1987, created a multilingual (English, Spanish, Tagalog, and Chinese) HIV treatment newsletter also at SFAF, was director of the youth program for the Stop AIDS Project, and later became deputy education director in the same organization. In Latin America, he has provided consultation and trainings for several organizations, including the National AIDS Council in Mexico City, the State AIDS Council in Jalisco, several community-based organizations in Guadalajara, and the Salvadoran Red Cross. He also has taught classes on sexuality and behavioral theory for a program at the Centers for Disease Control and Prevention (CDC), has conducted trainings for the Gay Men's Health Crisis (GMHC) in New York, and has consulted for the AIDS Program of the American Red Cross in Washington, D.C.

Dr. Carrillo is the author of *The Night Is Young: Sexuality in Mexico in the Time of AIDS* (University of Chicago Press, 2002), which received the 2002 Ruth Benedict prize from the Society of Lesbian and Gay Anthropologists (SOLGA) of the American Anthropological Association. He has also published several articles in peer review journals and book chapters in edited collections. Currently he is a guest editor for a special issue on Sexual and Reproductive Health in Mexico for *Sexuality Research and Social Policy: Journal of NSRC*.

Dr Carrillo conducts research on sexuality and HIV risk among Mexican immigrants in California. With funding from the University wide AIDS Research Program (UARP), he completed a study that compared U.S.-born Mexican American heterosexual men and women with Mexican-born heterosexual men and women. In 2002, he received funding from the National Institute of Child Health and Human Development, of the National Institutes of Health, to conduct a large ethnographic study of sexuality and HIV risk behaviors among gay and bisexual Mexican male immigrants in San Diego. This study is now underway.

For the Program, Dr. Carrillo will teach courses on research design and methods, sexuality and public health policy, and cross-cultural aspects of sexuality and transnational issues, among others.

**Amy Sueyoshi** joined the Ethnic Studies Program and Human Sexuality Studies in 2002 as an assistant professor. Currently, Dr. Sueyoshi is the Director of the Ethnic Studies Program. She has published over nine articles, essays, and book reviews and has three works in progress, including "InnovAsian in Pornography: Asian American Masculinity and the Porno Revolution" which is forthcoming in *21<sup>st</sup> Century Sexualities* through Routledge. Dr. Sueyoshi is currently finishing her book titled *Two Shy Stars: Yone Noguchi, Charles Warren Stoddard, and Bohemian America* on the intimate life of Japanese immigrant poet Yone Noguchi.

Dr. Sueyoshi has won four post-doctoral fellowships granted by institutions such as the Japan Foundation, Social Science Research Council, and the Huntington Library. Winning these national competitions demonstrates her high caliber of work and her ability to rise to the

top of her peer group.

Dr. Sueyoshi teaches courses on race, gender, and sexuality in both Ethnic Studies and Human Sexuality Studies. She is committed to issues that affect communities of color as they intersect with class, gender, sexuality, and migration. Dr. Sueyoshi's ground-breaking course Making Whites: Race-Making in America which attracted national media attention and created a space within Ethnic Studies to examine the meaning of whiteness from a historical and contemporary perspective in order to better understand race relations and racism.

In addition to her professional work, she remains involved in community organizations serving as the newsletter editor for O-musubi, an organization for queer women of Japanese ancestry and working as Fundraising Captain for Asian Pacific Islander Queer Women and Transgender Coalition's annual fundraiser banquet.

### **9.3 Supervision of Culminating Experiences**

Our Program faculty monitors faculty efforts related to graduate student culminating experiences in two ways: via our Graduate Studies Committee, currently chaired by Professor Melendez, and through an annual faculty evaluation meeting that involves the entire interdisciplinary faculty who work with our graduate students. The director on a semi-annual basis in conjunction calculates the WTUs accordingly with reports to the College of BSS.

### **9.4 Discipline – Specific Standards for Teaching Graduate Courses**

Our Program has not employed temporary faculty to teach graduate seminars, and has no intension of doing so at the present time. We recommend that graduate seminars remain under the leadership of full time faculty only.

### **9.5 Interdisciplinarity**

As stated and described in detail above at various points in the narrative, our Program must be interdisciplinary due to the character of the field of human sexuality studies—history a scholarly pursuit that spanned many sciences and the humanities. We see the field of sexuality continuing to grow by great strides in the 21<sup>st</sup> century in response to decades of poor sex education, and poor government programs, as well as an increasingly sophisticated population that demands good sexual health and positive sexual relationships and pleasure across the course of life. We believe that an interdisciplinary approach is the only way to go in approaching the immense complexity of human sexuality and we believe that our Program, based at the SFSU in San Francisco, has a great opportunity to attain this vision.

We seek to embody the spirit of SFSU in this way—both by way of the quality of our

teaching and research, but also in the planning process that has enabled us to achieve the vision of our Program. The character of our quality-oriented graduate student recruitment has been to accept students from all disciplines and encourage the interdisciplinary culminating project. This is because our Program has a deep history of interdisciplinary faculty governance of human sexuality studies going back to the 1980s. The GE Segment III curriculum entails the spirit of this collaborative interdisciplinary faculty leadership, both in the classroom, and in the creation of the Program itself. The most recent and highly significant indication of the commitment to interdisciplinary is our history of appointments: an anthropologist (director), a developmental psychologist, a sociologist, an anthropologist, an historian, and a public health scholar. The constitution in 2006 of a new Graduate Studies faculty composed of colleagues from all areas of the university is the latest and, we believe, most telling formation of interdisciplinary commitment, as the faculty consists of representatives of 4 colleges and 9 departments. Our alliance with full time faculty of the Department of Sociology (Professor Jessica Fields, and Professor Christopher Carrington) is particularly important and effective in supporting undergraduate and graduate teaching in complementary areas.

Nevertheless, the ambitions of our Program, the hopes of the University and College in achieving our mission and attaining the unique niche we have carved out, and the commitment to providing national leadership in the long struggling field of sexuality all raise issues about the future of the Program in terms of its interdisciplinary commitment. One of these has to do with the historic role of biology and biopsychosocial development in the curriculum. With the retirement of Norma McCoy in psychology (2005), and the retirement of Ann Auleb in biology (2006)—both stalwart supporters of our Program, strong biologically oriented teachers and researchers, and important members of our faculty, we worry about the future representation of biology and, in particular, reproductive health and decision making, in our Program. Additionally, these two individuals also represented significant voices in the support of reproductive health, women's biological development, and the evolution of biological sexuality—areas not well represented in our Program now.

Looking forward, two new areas stand out—one connecting the Program to the central mission of the National Sexuality Resource Center to raise sexual literacy through the employment of the Internet and new technologies. This cutting edge arena of knowledge, teaching, and research, as well as policy development, remains unrepresented by Program faculty. Indeed, our unique Internet and Sexuality course for undergraduates (HMSX 470), and supervisory needs for graduate students, must be met with the help of temporary faculty. Finally, we recognize the historic and important role of the family and marriage, parent/child relationships, and adult heterosexual relationships in the field of sexuality, and these interests remain under-represented in our current faculty. These three areas merit attention in the

increase of program faculty over the coming years.

We recommend that our Program continue its historic commitment to interdisciplinary teaching and research, and that our full time faculty appointments in future continue to reflect this strategy.

## **9.6 Overview of Faculty Quality Indicators**

Our faculty is dedicated to the achievement of very high quality graduate training, and as we have demonstrated, we are attempting to offer a unique program in the US through the assembling of unusually qualified faculty. The Graduate Director (Dr Melendez) is a highly competent sociologist of sexuality, specializing in sexual health and HIV, quantitative methodology, and such issues as transgender risk for STDs, and the intersection of faith and sexual risk. Her teaching is exemplary and she has a highly developed skill set in advising graduate students. As noted above, 100% of faculty who teach graduate students is full time faculty in our Program. The credentials of our faculty, including the Director (Dr Herdt), and Professors Tolman, Teunis, and Carrillo, respectively, are exceptional, as they have been trained at the top ranked research universities, and have achieved distinction in the field, as exemplified by numerous honors, fellowships, and awards, on the part of the senior faculty, and significant publications and grants on the part of all faculty. This is a faculty that works hard and believes in the integration of research and teaching. The faculty is able to respond to many of the needs of the students; however, we are at times stretched thin with all of the Institute activities, and the loss of Professor Teunis will soon create a critical shortage of human resources. We are short of senior faculty in terms of the ambitions of our Program.

We continue to seek ways to extend the diversity of our Program faculty. The faculty teaching load is normal for junior faculty and lighter for senior faculty; however, given the ambitions of the Program and demands of Institute to obtain external funding and national distinction, we anticipate that the senior faculty must continue to divide its time in this way, and be mindful of the additional load carried by junior faculty. FTE is high from the combination of undergraduate and graduate courses, and FSR is good. A tension between the undergraduate and graduate teaching programs remains and the faculty suggest that we address the longer-term sustainability of FTE in a hiring plan, as recommended below. Faculty teaching load is reasonable. Committee workload is reasonable, except for issues related to RTP; Dr. Tolman remains responsible for chairing RTP and for seeing the junior faculty committees staffed, as Dr Herdt as chair must remain separate from the process. Senior faculty is needed to buttress this aspect of workload.

The chair load of the Director is significant, as Dr Herdt currently directs the Institute and NSRC, in addition to the Program. Notably, Dr Herdt has not had a sabbatical since his arrival in 1998. The professional development of our faculty in general is very strong; both Dr

Herdt and Dr Tolman, respectively, are perceived to be national scholarly experts and leaders in the field. Research and publications of the faculty in general are extremely exceptional—at the high end of departments at research one institutions.

The submission of proposals for, and awarding of, external grants, are also exceptional, and has every appearance of continuing to be at the level of a research one institution. Faculty community service is generally strong, consisting of contributions to the nation, community, and campus, and in a variety of organizational ways, extending the good name and will of the Program. Our Program, through its Institute and electronic platforms of the NSRC, and our academic journal, has exceptional and outstanding outreach to the nation, state, and community. We collaborate with many other universities, institutions in the field, NGOs and community-based organizations, and we are an acknowledged expert organization in supporting sexual literacy in the US. Our faculty contributions are recognized both in faculty meetings, at informal gatherings, at our annual “kick off” party, and we seek to continue this pattern in the coming years through formal recognitions and honors to be created.

## **10.0 RESOURCE SUPPORT FOR THE PROGRAM**

### **10.1 Internal Support**

Our Program began with few internal resources dedicated strictly to the teaching mission, but this has changed over the years. The appointment of a full time director enabled the stability of the Program, with the creation of a graduate degree program, creation of an Institute, and expansion of the scope of the undergraduate course offerings.

Financial support for our graduate students is very limited. We are able to provide two scholarships for our second year students only. These two scholarship are:

**The Grant A. Larsen** : A scholarship awarded through the bequest of the late Grant A. Larsen trust to encourage excellence in gay and lesbian studies. The scholarship value is approximately \$1000.00 A faculty committee selects the best applicant for the year, but reserves the right to defer. The applicant must be a second year full-time graduate student in good standing in the Master of Arts in Human Sexuality Studies Program. Furthermore, the applicant must have a 3.0 grade point average, and be actively conducting study or research in the area of GLBT studies.

**The Jim Brogan Teaching** This scholarship is established in the name of Dr James Brogan, Professor of English at SFSU. He is a distinguished teacher with an exemplary writing career in support of human sexuality studies. Notably, Jim Brogan taught the first course on homosexuality at the university in the later 1960s. Throughout his career, Jim has worked with students, encouraged their writing and professional development, and is a great friend to the

Human Sexuality Studies Program. This scholarship will be awarded to the eligible graduate student in the Human Sexuality Studies Master of Arts Program who is selected as the best teaching assistant. The scholarship value is approximately \$1000.00

Any financial assistance for our first year graduate assistants would be highly beneficial.

Two additional faculty enabled the Program to create an Undergraduate Advisor, and Graduate Advisor. The Program is housed in Burk Hall 333, in two rooms that originally provided space for the Director, a graduate student assistant, and the new full time faculty. That space has not increased and, with the addition of new faculty, is now seriously overcrowded. Additionally, it remains unfortunate that the Program is not housed with the rest of the College of BSS.

Regarding administrative support, the Program was not provided with a full time administrative assistant until 2006. During the preceding years, the Program was forced to use external grants for its administrative assistant, and the Ford Foundation grants provided such support over a period of five years, at the cost of approximately \$220,000. The College of BSS did enable the appointment of a regular administrative assistant in 2006, and that individual has proven to be immensely valuable in capacity building.

Regarding graduate assistant support, the Program has been very efficient in the use of funds provided by the College for support of its large mega sections (HMSX 567, HMSX 320, HMSX 400). These resources continue to be of great help and are split currently with the Department of Sociology, which has enabled a full time faculty member (Dr Christopher Carrington) to teach HMSX 400 in an arrangement that has proven beneficial to both departments. Here a tension remains, as before, in the resourcing of the undergraduate program on a continuing basis, because as it stands today, we are unable to staff the large mega-sections with full time Program faculty, and remain committed to the sustainability of our graduate program and research Institute as well.

Regarding recent faculty appointments, it is clear that the Program has made wise decisions in the selection of distinctive individuals whose work links teaching, research, service, and social justice. We believe that our faculty will continue to demonstrate excellence in their teaching. We continue to expect exceptional research and publication contributions from this faculty, and we expect each of them to contribute significant extramural grant support for the sustainability of the Institute.

Finally we continue to appreciate important support in the leadership of President Corrigan and the central administration, and our Dean Joel Kassiola, who have consistently shown their steadfast support of our vision and leadership of the sexuality field. We regard this support as extremely important in the attainment of our goal to become the pre-eminent

program in the coming decades.

To advance the interdisciplinary nature of our Program's education and research, and to achieve broader visibility in the country as a whole, we recommend three new appointments to fill the above gaps and extending the interdisciplinary of Human Sexuality Studies:

- A full time faculty member in the area of the biology of sexuality, reproduction, and reproductive health; we see that as a "replacement" of Professor Mc Coy, and long term lecturer Ann Auleb;
- A full time faculty member in the area of the Internet and sexuality, with significant attention to the role of new media and new technologies in the lives of Americans and their sexual literacy;
- A full time faculty member in the area of marriage, family and sexuality, parent child relationships, and heterosexual adulthood.

## **10.2 External Support**

The Institute on the study of Sexuality, Social Inequality and Health, begun in 2000, is a unit of the Program in Human Sexuality Studies, directed by Gilbert Herdt. The Institute has had a national board since its inception that meets annually, and currently consists of 12 individuals from prominent universities, foundations, centers, and the business world. The Institute consists of two centers currently: The National Sexuality Resource Center, begun in 2002, instigated by a grant of core funding from the Ford Foundation (New York), directed by Gilbert Herdt; and the Center for Research on Gender and Sexuality, begun in 2004, supported by Federal and foundation grants, directed by Deborah Tolman. Since its inception the Institute has raised \$8,750,000, as shown in the following history of external grants received.

(Please see Table of Institute Income History in **Appendix J**)

Our Program and Institute are dedicated to raising sexual literacy in the US through teaching and research, and through the activities of our Institute, and to continue this work we need to develop a strategy for long-term sustainability. Over the years the Ford Foundation has shown confidence in our leadership and work. We have every reason to believe that the Ford support will continue for some years. However, one day its support may decline or stop, and we must prepare for this contingency, as well as develop a more diverse portfolio of private and public support. Toward this end the Program Director and faculty, and staff of the Institute, are developing a 10-year plan to 2017 that will seek significant endowments.

Presently our research center is engaged in development of ten new grant proposals for major research projects with Federal government and some private support. Presently too the NSRC is engaged in development of three major new projects that seek significant private foundation support from additional foundations. We are also encouraging junior faculty, as well as adjunct faculty, and allied faculty in other departments, to work with us in development of other externally funded projects.

Finally we are working with the Development Office of the University to create strategies for major and minor gifts and donor campaigns, in the years to come. In all of these ways we recommend that our Program continue to obtain significant external support in order to provide all the additional resources described above that have enabled the graduate training program to flourish in unique ways.

#### **11.0 PROGRAM WITH OUTSIDE ACCREDITATION**

This section of the self study does not apply to our MA program.