This self-study was submitted for external review on September 3, 2019 and sent to external reviewers on September 6, 2019.
1. Executive Summary

Sexuality Studies is a vibrant, multi-disciplinary field of study recognized nationally and internationally. San Francisco State University was one of the first universities to offer courses in Sexuality Studies. We use this self-study process to analyze and review Sexuality Studies’ mission, curriculum, and resource related to undergraduate and graduate students, faculty, and staff. We are pleased to note that significant changes have happened in the years since the previous external review (Cycle 6). We have successfully gained two position requests (in 2013 in Sexuality Studies and for Fall 2019 one shared position with the Department of Sociology). At the same time, we have had difficulty retaining Assistant Professors in these positions, largely because of the cost of living in the San Francisco Bay Area, the strength and hindrance of having faculty in the Social Sciences dominate the core faculty (as opposed to Arts and Humanities, for instance), and competitive professional development resources. In spite of receiving two positions in 2013 and 2017, both faculty members resigned or, in the latter case, took another position prior to working at SF State.

Still, we have enjoyed significant growth in our undergraduate minor programs (100-200 students) in Sexuality Studies (SXS) and Lesbian, Gay, Bisexual and Transgender (LGBT) Studies, with hopes of establishing a Bachelors of Arts in Sexuality Studies. Similarly, we have maintained and developed our MA program through close faculty/student mentorship, increased research opportunities and funding (scholarships) and a streamlined cohort experience. We have also increased the number of affiliated faculty in the graduate program, which has benefitted students who get to experience a range of expertise in and outside of the Department. Because of this success, we are currently exploring developing an online certificate in Sexuality Studies, allowing post-baccalaureates to develop their expertise and, provide further resources for the department.

A major development since the last self-study, is the merger with the Department of Sociology in 2012. This process, now seven years old, has allowed us to reflect on the strengths and weaknesses of the merger. For instance, we have expanded the number of faculty who can teach in the graduate program by enlisting faculty hired in Sociology. However, those same faculty have not taught in the undergraduate program because of the need for maintaining the program in Sociology, which is coming off impaction in 2020. Ultimately, while this merger has strengthened our resources in terms of staff and administrative resources, we continue to need faculty resources to consistently offer the wide range of courses in both the undergraduate and graduate programs.

In the following pages, we provide an in-depth overview of the program, including the merger with the Department of Sociology in 2012 and previous APRC recommendations from 2013, as we look ahead to the next 5-10 years of the program, our plans for growth and revision, and the resources we need to get there.

2. Overview of the Program

Sexuality Studies has been present on the SFSU campus since the late 1970’s. Currently, the Sexuality Studies undergraduate minors and MA graduate programs are part of a merged Department of Sociology and Sexuality Studies (in 2012). Since the merger, Sexuality Studies has remained current to new and emerging discourses surrounding sexuality with ongoing changes to our core curriculum, course content and reflections on current events, responding to changing understandings of sexual identity, sexual behaviors, sexual health, and the politics and practices.
Our focus is on understanding and discussing issues relating to sexuality and also in creating discourses for policies, services and resources to address the many facets of sexuality.

The mission of Sexuality Studies at SF State is 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, intimate relationships, and sexual health. The Department also has a long commitment to building collaborative relationships with community members and organizations. Across all of our research and education efforts, we focus on issues of social justice and sexual rights, considering sexual well-being and sexual health across the lifespan. Toward these ends, the aims and commitments listed above guide our work together.

Sexuality Studies at SFSU reflects the interdisciplinary approach from which the program was created in the late 1970’s and 1980’s. Courses in Sexuality Studies are offered in humanities, social sciences, and natural sciences; though full-time faculty in our graduate and undergraduate programs are located in the Social Sciences. As a program, we also recognize the biological and natural sciences contributions to Sexuality Studies. For example, students in our undergraduate and graduate programs read the work of Alfred Kinsey, who was a zoologist and who published the first national survey studies of sexual behavior in the US (1949-1952). Our current Sexuality Studies graduate program faculty also bring a strong focus on health and HIV/AIDS. In addition to the natural sciences and health, our program has also incorporated a focus on the Arts, Humanities and Culture, to keep pace with current changes in the discipline as well as faculty and student interests.

In line with the previous program review and Academic Program Review Committee (APRC) report, the growth and development of the department has been slow and, in line with the economic stability and growth of the university overall (see Appendix A). We have experienced some growth, with the addition of Sociology faculty, who have taught cross-listed undergraduate courses and core courses in the graduate program. We also had one new Assistant Professor hire in 2014, who resigned, effective 2018. In 2019, we hired a new Assistant Professor in Sociology, who will also teach courses in Sexuality Studies. In addition, we have expanded our affiliated faculty across campus, who routinely teach courses in the undergraduate minor and graduate program. As suggested, we have also continued to develop program options, developing two different minors for undergraduates (Sexuality Studies and LGBT Studies), offering or revising SXS GE courses, and keeping up to date with trends in the discipline. We have also developed a more formal presentation of MA theses, with a “Capstone” presentation of works by graduate students at the end of the year (see Appendix 7). These efforts have made the undergraduate and graduate programs more cohesive and competitive, while maintaining the original integrity of the Sexuality Studies department.

2.1 Early History of Sexuality Studies at SFSU

English Professor Jim Brogan began teaching gay and lesbian literature courses at SFSU in 1972. Several years later, Professor Bernie Goldstein of the Biology Department taught a biology of sex course (a precursor to Biology 330). Professor Goldstein later led the creation of an undergraduate program in Human Sexuality Studies. Gradually, Human Sexuality courses were introduced in other departments across campus. The Minor in Human Sexuality Studies was formally created in 1982 and 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,” becoming LGBT).

The College of Behavioral and Social Sciences (BSS) saw demand from students for courses that helped them explore sexuality 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, of the Psychology Department, and quickly became a popular large-enrollment general education course. Over this period, Human Sexuality courses also became a significant component of the General Education Segment III cluster.

In 1996, under the leadership of Professor DeCecco, a major review of the Program’s capacity and future was conducted. The 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, Professor Gilbert Herdt was hired and created a Master of Arts (MA) in Human Sexuality (HMSX). The MA program began in 2002. The same year, the National Sexuality Resource Center (NSRC) was also founded. The NSRC was dedicated to promoting change in policy with regard to sexuality issues and convened a number of important and largely attended conferences. The NSRC also began the Sexuality Research and Social Policy Journal which is still in publication and published by Springer. In 2004, The Center for Research on Gender and Sexuality (CRGS) was founded by Deborah Tolman (Colleen Hoff became Director of CRGS in 2008). CRGS was created as a center for researchers/scholars to conduct sexuality-related research projects and unite them with teaching and policy. CRGS was later renamed the Center for Research and Education on Gender and Sexuality (CREGS) and is currently housed in the downtown (SFSU) campus.

CREGS may be thought of as “the research wing” of the Sexuality Studies department and serves as a research center for students and faculty in Sexuality Studies and, throughout campus. Like NSRC, CREGS is dedicated to impacting public policy, individual and community well-being for members of marginalized. Dr. Hoff has worked closely with and/or mentored faculty in the department, who have received federally funded research grants in the past decade. Importantly, CREGS provides resources for SOC/SXS faculty and undergraduate and graduate students, including, when available: office space, staff support and training.
2.2 Changes and Challenges within the last 5 to 10 years in Sexuality Studies

In 2012, the College of Behavioral and Social Sciences was dissolved by the University and Sexuality Studies merged with the Sociology Department where we both entered into the College of Health and Social Sciences (CHSS). At the time of the merger, Sexuality Studies consisted of three full-time and one part-time faculty members. Faculty in Sexuality Studies and Sociology had a long-history of working together. The merger provided an opportunity for more Sociology faculty to teach in the graduate program for Sexuality Studies and increased the faculty who teach in the Sexuality Studies MA program. The new department of Sociology and Sexuality Studies consisted of one Chair, one undergraduate BA program in Sociology, one MA program in Sexuality Studies, and two undergraduate minor programs in Sexuality Studies and LGBT studies. The new Department has one Chair and one Graduate Coordinator of the MA program.

Since the merger with Sociology, the joint department has sought to resolve several key issues with maintaining the multiple programs. First, the merger stretched faculty resources for Sociology, which has a large number of undergraduate majors (approximately 300-600 in the past 5 years). Second, it has been difficult to maintain the interdisciplinary nature of Sexuality Studies for the graduate program, given the addition of so many sociologists teaching and mentoring the graduate students. We have experienced tension in Sexuality Studies as our MA program became more social science focused since the merger. We have experienced similar tensions with the undergraduate minors,
However, because more undergraduate courses are cross-listed, faculty throughout the university regularly teach/rotate these courses. Still, many courses for our two minor programs are offered by other departments and we have little control over when or if they are taught. We have struggled with bringing in and retaining faculty members focused on humanities into a department that is dominated by social scientists. In 2014, we hired Dr. Darius Bost, whose background is in American Studies, as an Assistant Professor. Unfortunately, Dr. Bost left SFSU for another position, effective 2018. Despite these challenges, Sexuality Studies at SFSU remains interdisciplinary and focused on delivering excellent learning experiences for both the undergraduate and graduate courses, for students enrolled in the minors as well as our Master’s program.

2.3 Overview of Sexuality Studies as a Field

We see the field of Sexuality Studies continue to grow by great strides in the 21st 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 Sexuality Studies at SFSU is uniquely positioned to make a vital contribution to these needs in the coming decades.

Sexuality Studies programs have flourished in the last decade with the emergence of a new understanding of sexuality and sexual coercion mainly stemming from the “me too” movements but also a greater understanding of the importance of sexuality in many areas of life. As such, Sexuality Studies is being taught more in traditional disciplines such as Sociology, Anthropology and Psychology.

There is an increase in degrees offered in Sexuality Studies in the U.S., which bodes well for the field overall. Notably, there has been a large increase in Women and Gender Studies departments and degrees. There has also been an increase in Certificates for Sexuality Studies that are offered in conjunction with PhD programs (as well as independently of any degree program) and serve as a type of minor for graduate studies. Most of the Sexuality Studies certificate programs are entirely online.

Perhaps because of the increase in Sexuality Studies certificates as well as increased presence of Sexuality Studies in more traditional fields, the MA program at SFSU has seen a decrease in the number of applicants for the MA program. Like other graduate programs at SFSU, and nationally, we have seen a decline in the number of applicants to our MA program. Even though we see a decline in the number of students applying to the MA program, their quality and fit to the MA program has improved. Our applicants are more focused on Sexuality Studies and better suited to study Sexuality Studies. Despite the decline in applicants, we have a good and substantial cohort of students entering the MA program every year.

We continue to discuss ways of adapting to the changing offerings nationally relating to Sexuality Studies. We are developing and thinking about offering an online Certificate program which would be available to students through the College of Extended Learning. As such, students from other universities and in other degree programs will be able to take our classes in Sexuality Studies and earn a certificate in Sexuality Studies from SFSU.
3.0 Program Indicators

3.1 Program Planning

The Department of Sexuality Studies used the self-study process to assess the current state of the Sexuality Studies program, including the strengths and weaknesses of the undergraduate and graduate programs, where we need more resources in each, how our program is or is not on trend with the broader discipline of Sexuality Studies, and where we hope to build. We are a department with a strong social science background, successful graduation rates and placement for MA students and a safe and theoretically/intellectually challenging space for undergraduates across campus.

Mission Statement

The mission of the Sexuality Studies Program is to advance multidisciplinary teaching, research and advocacy in sexuality studies, sexual literacy, well-being and social justice. Faculty and students explore processes and variations in sexual cultures, sexual identity and gender role formation, and the social, cultural, historical and ethical foundations of sexuality, intimate relationships and sexual health. The department has a long commitment to community building and focuses on issues of social justice and sexuality, including the impact of factors of social inequality — such as poverty, racism, marriage equality and homophobia — upon sexual well-being and sexual health across the lifespan. This is emphasized through the department's commitment to:

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

The program in Sexuality Studies is unique in that it offers students a graduate degree (MA) in Sexuality Studies and two undergraduate minors in Human Sexuality Studies and Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies. The current mission straddles the goals of both graduate and undergraduate training in the program. We strive to train students for a wide range of career paths, particularly in the Master of Arts program. Students who receive one of the two minors as part of their undergraduate training are well suited for the rapidly changing and expansive understandings of gender and sexuality in the U.S. The mission, values, and programming in Sexuality Studies are strongly aligned with the mission and values of San Francisco State University.

Assessment

A formal assessment of Sexuality Studies has not occurred since the merger with Sociology. Since that time, either the Department of Sociology has conducted assessments of Sociology or, the department has been “assessed” as a whole, primarily focused on the Sociology undergraduate program. However, SXS faculty, especially undergraduate advisors Dr. Carrington and Dr. Melendez have been conducting assessments of the undergraduate program in their culminating experience courses. As we move forward, we hope to formalize this process in an effort to assess the relationship
between GE courses offered through SXS and other departments (i.e., cross listed courses), the number of offerings of cross listed SXS courses each year and their impact on curriculum in shared departments, and the need for new courses to stay “on trend” in the discipline. A similar and, perhaps, separate assessment is needed for the graduate program to assess individual and cohort progress towards graduation, the need for new course electives, a strengthening of the program’s focus (research, policy, etc.), and SXS faculty capacity.

3.2 Student Learning and Achievement

In light of our mission statement, the program faculty developed a set of learning objectives for the undergraduate minors.

Learning Objectives for Sexuality Studies Minors

- Develop strong composition skills in sexuality topics, with the ability to write for diverse audiences including academics and non-academics and those in advocacy and political positions.
- Possess strong presentation skills in sexuality topics.
- Acquire a solid foundation in sexuality theories and methodologies across disciplines.
- Develop a solid understanding of gender and sexual identity across cultures and subcultures.
- Possess an understanding of the ethical and social justice concerns for gender and sexual minorities.
- Be able to apply knowledge gained from scientific and social-scientific research and integrate such knowledge into public policy recommendations and advocacy efforts to increase sexual health, sexual pleasure and sexual equality for all people.

Minor Curriculum: History, Revisions and Coherence of Curriculum

The undergraduate Minor programs in Sexuality Studies went through a major revision that was approved by the Academic Senate in 2014, a revision commenced in light of major changes to the University General Education curriculum in 2012, as well as, changes resulting from the merger of the Sexuality Studies Department with the Sociology Department. The revisions enabled a much larger cohort of students to participate in and complete the Sexuality minor(s) and, as a result, Minors experienced significant increases in enrollments and program completion rates as a result of the revisions (See Table 1). The Minor programs consist of 18-20 units (see Appendices 1 & 2). The Minor programs consist of a sequenced set of courses that begin with introductory courses, elective courses in four major areas (e.g., biological and health aspects, social-scientific aspects, human diversity aspects, arts and humanistic aspects), and a capstone course (SXS680 Colloquium in Human Sexuality). Students enroll in the capstone (SXS680) after completing all of the other courses in the Minor courses.

The Human Sexuality Minor and the LGBT Studies Minor are both designed to meet the above learning objectives and to provide a comprehensive curriculum that covers the range of disciplines important for understanding human sexuality, but also to assess student learning outcomes. The final assessment occurs in the capstone course is SXS680 (Colloquium in Human Sexuality). We limit enrollment to 20 students in the Colloquium and set high expectations for the written work. The tenure-track faculty who teach SXS680 commit themselves to providing a culminating experience for Sexuality Studies Minors that enable the students to synthesis the various components of their sexuality education and to produce a high quality written work. The final project is collaborative in
that students receive effective feedback over the course of the semester and students have ample opportunity to improve their final paper so that it reflects the standards in the discipline.

Similarly, the Sexuality Studies Minor programs are comprehensive in that students must complete course work in the biological sciences, the social sciences and in arts and humanities. The Minors also embody the University commitment to inclusion and diversity. For example, every student in the Minors will take a course exploring human sexuality in the context of cultural, ethnic, racial, and sexual diversity (see Appendices 1 & 2: Area 3 requirement of both Minors). Students learn about the Sexuality Studies Minor programs through an information campaign that is conducted each semester by the Sexuality Studies Minor advisors. Our advisors reach out to all faculty teaching courses within the Minor programs and ask these faculty members to share information about the Minors with their students. Materials include copies of the Minor Curriculums (see Appendices A & B), information about the Complementary Studies requirement which can be met through completing 12 units in the Sexuality Studies Minor, as well as, information about how to contact the Sexuality Studies Minor Advisors. These recruitment efforts have been quite successful over the past decade and are a key part of the growing enrollments in our Minor programs.

Based on our annual spring survey of Sexuality Studies Minors, we have some data about the students who declare the Minors. A majority of the Minors are majoring in the social, health, and biological sciences. Psychology, sociology, health education, and biology are the largest disciplines represented among students declaring the Sexuality Studies Minor.

**Table 1 Graduation Rates, Minor Declarations, Minor Completions 2008-2018**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexuality Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declared Minors</td>
<td>47</td>
<td>52</td>
<td>53</td>
<td>60</td>
<td>72</td>
<td>70</td>
<td>83</td>
<td>84</td>
<td>73</td>
<td>67</td>
</tr>
<tr>
<td>Minor Awarded</td>
<td>22</td>
<td>21</td>
<td>14</td>
<td>13</td>
<td>31</td>
<td>23</td>
<td>24</td>
<td>27</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>LGBT Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declared Minors</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>13</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Minor Awarded</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>

As demonstrated in Table 1, the revisions to the curriculum approved by the Academic Senate in 2014 enabled a significant increase in the number of students declaring and completing the Minor programs.
3.3  The Curriculum

3.3.1  Undergraduate Program

The undergraduate curriculum in Sexuality Studies consists of a robust set of both departmental and interdisciplinary courses reflecting long-standing and current foci in the field. The undergraduate curriculum includes two distinct Minors, one in Human Sexuality Studies and the other in Lesbian, Gay, Bisexual and Transgender Studies. The program also supports a large range of department and interdisciplinary courses within the General Education program. Given the robust character of this curriculum, significant interest among students and expanding opportunities for employment, the department is considering proposing a baccalaureate degree in Sexuality Studies.

Sexuality Studies Curriculum & University General Education

The undergraduate curriculum in Sexuality Studies, including the Minors, were designed to enable students to simultaneously complete courses in their respective majors, courses in general education, and courses in complementary studies. Students are able to double and triple count these courses in pursuit of each requirement. As indicated in Tables 2, 3 and 4 below, sexuality studies courses are offered in a range of disciplines. Some of the courses are offered by the Sociology and Sexuality Studies Department, some are cross-listed with other departments, and some courses are offered solely in other departments. We have long-standing relationships with Colleges and Departments across campus, including the College of Ethnic Studies, Liberal and Creative Arts, and Science and Engineering.

Table 2. GE Courses Offered by the Sexuality Studies Program

<table>
<thead>
<tr>
<th>What courses does the program offer in the general education curriculum and GE Requirement met</th>
<th>Why were these courses chosen for GE by the department?</th>
<th>How does the program assess their effectiveness?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SXS110/SOC110 Sexuality &amp; Society Course Meets D1 Social Science &amp; SFSU Social Justice</td>
<td>Reflects the social science orientation of our department. Course serves as an Introductory course for the Human Sexuality Minor, as well as, the LGBT Minor.</td>
<td>Course evaluations, syllabus review</td>
</tr>
<tr>
<td>SXS320/PSY320 Sex &amp; Relationships Meets GE UD-D Social Sciences &amp; SFSU Global Perspectives.</td>
<td>Course with practical life-long learning aspects and widely popular among students.</td>
<td>Course evaluations, syllabus review</td>
</tr>
<tr>
<td>SXS400/PSY450/SOC400 Variations in Human Sexuality Meets GE UD-D Social Sciences &amp; SFSU Social Justice</td>
<td>Reflects the departmental, college and university commitment to the inclusion of academic content focused on the unique perspectives and experiences of LGBTQ people</td>
<td>Course evaluations, syllabus review</td>
</tr>
</tbody>
</table>
When reflecting on the general education courses offered by faculty members in the Sociology and Sexuality Studies department, our strengths and emphases are in the social and behavioral sciences. This reflects the disciplinary backgrounds of our core faculty who come to our program with degrees in Sociology, Psychology, and Public Health. We work collaboratively with a range of other disciplines on campus in offering cross-listed courses in both the Sexuality Studies and LGBT Minor programs and in general education. Included among the departments we maintain cross-listed courses with are American Indian Studies, Art History, Anthropology, Asian American Studies, Biology, Cinema, Classics, Counseling, English Language and Literature, History, Humanities, Health Education, Philosophy, Political Science, Psychology, Race and Resistance studies, and Women and Gender Studies (see Table 5).

Sexuality Studies is responsible for offering the core course requirements for the Human Sexuality Studies Minor and LGBT Minors including the introductory requirements and the capstone course. We also offer the core area elective requirements in the social sciences (see Table 3). A review of the course syllabi for the core courses reveals our strengths in the social and behavioral sciences, as well as, the departmental commitment to racial, ethnic, sexual and gender identity diversity. Our faculty engages in continuous conversations about the intersectionality of identities and the importance of bringing these conversations into the study of Human Sexuality.

Further, given that we do not currently offer a baccalaureate degree in Sexuality Studies and therefore, we do not offer a GWAR (Graduate Writing Assessment Requirement) course. Nonetheless, we have long valued the importance of composition for sexuality students and decades ago we committed ourselves to requiring written work in the capstone course (SXS680) that closely follows the GWAR criteria including writing in the discipline, small class sizes, regular feedback to students about their writing, 15-page written work requirement, 60% of the grade based on writing, and sequenced writing assignments over the course of the semester. The tenure/tenure-track faculty who teach the capstone course follow these expectations.

Equally important, the capstone course (SXS 680) provides the opportunity for sexuality studies and LGBT studies students to have a culminating experience. This experience can vary somewhat between sections with some faculty emphasizing an oral/video presentation while other faculty emphasize a more rigorous compositional and/or empirical work (e.g. scientific literature review, original field work study, etc). In all cases, the culminating experience is built around an appreciation for and integration of the work completed in all or at least most courses in the Minor programs. There
is some flexibility built in, flexibility that enables a student with an emphasis in the natural sciences or the social sciences, or the health sciences or the humanities an opportunity to pursue topics related to their disciplinary interests. And because Sexuality Studies and LGBT Studies are interdisciplinary by their very nature, our faculty are well equipped to work with students on the cumulating experience in a meaningful and productive manner.

Table 3. Identify how often, when, and where required courses are offered, including GWAR courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>How often?</th>
<th>When (Semester)?</th>
<th>When (Weekly)</th>
<th>Where?</th>
<th>Enrollment for the last 3 years – per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SXS110/SOC110 Sexuality &amp; Society</td>
<td>Semester</td>
<td>Fall &amp; Spring</td>
<td>Online</td>
<td>Online</td>
<td>90-120, at least once a year</td>
</tr>
<tr>
<td>SXS300 Introduction to Sexuality Studies</td>
<td>Yearly</td>
<td>Spring</td>
<td>Varies</td>
<td>Varies</td>
<td>45, at least once a year</td>
</tr>
<tr>
<td>SOC467/SXS467 Lesbian, Gay, Bisexual, Transgender and Queer Cultures and Society</td>
<td>Yearly</td>
<td>Fall or Spring</td>
<td>T-Th or Online</td>
<td>Varies</td>
<td>40, at least once a year.</td>
</tr>
<tr>
<td>SXS680 Colloquium in Human Sexuality</td>
<td>Semester</td>
<td>Fall &amp; Spring</td>
<td>Online</td>
<td>Online</td>
<td>20, one section in Fall, two in Spring</td>
</tr>
<tr>
<td>Common mega-section courses include BIO 330, SXS 320, SXS 400, SXS 455 &amp; HUM 390 (see note)</td>
<td>Semester</td>
<td>Fall &amp; Spring</td>
<td>M-F &amp; Online</td>
<td>On campus and Online</td>
<td>120-600</td>
</tr>
</tbody>
</table>

Pathways for Transfer Students

The Human Sexuality Studies and LGBT Minor curriculum were designed to facilitate optimal inclusion for transfer students. Most significantly, the department has agreed to multiple articulation agreements with our major community college partners that enable students to complete lower-division courses for the Minor program. For example, SXS110/SOC110 (Sexuality and Society) is articulated with IDST 17 (Human Sexuality) at the City College of San Francisco. In cases where this articulation agreements are not formalized in the online student-transfer information system.
(ASSIST), the sexuality studies academic advisors meet with transfer students in an effort to maximize the progress toward completing their degree program, but also to enable students who may have completed sexuality-related coursework that has not been formally approved in the ASSIST articulation system. Because the study of human sexuality is an interdisciplinary enterprise, the articulation agreements have not all been established and therein, our faculty advisors work with students to identify coursework that articulates with our Minor programs. In sum, we have been quite effective in providing access to our Minor programs to transfer students. In the main, most students declare the Human Sexuality Studies Minor in their junior year, and because our Minor programs are so well integrated into the Upper-Division General Education curriculum, it’s fairly easy for most students to complete the minor without delaying their graduation.

Table 4. Identify courses that your program regularly offers that are required by other majors (service courses).

<table>
<thead>
<tr>
<th>Identify courses that your program regularly offers that are required by other majors (service courses)</th>
<th>Who teaches these?</th>
<th>How often are these taught?</th>
<th>What is their enrollment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable as we do not teach required course for other majors. We do offer courses that are Social Science electives in Psychology, Sociology, Anthropology, and other disciplines, but none that are explicitly required.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Table 5. Identify courses that are Electives in your program but are offered by other departments.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Who teaches these?</th>
<th>How often are these taught?</th>
<th>What is their enrollment?</th>
<th>How are your students’ needs communicated to the departments who teach the courses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 322 Human Sexuality-Integrative Science</td>
<td>Biology</td>
<td>Yearly, until recently</td>
<td>90</td>
<td>Sexuality Studies undergraduate advisors contact all faculty teaching in Minor(s) each semester to promote the Minor programs, as well as, ask for feedback.</td>
</tr>
<tr>
<td>BIO 327 AIDS: Biology of the Modern Epidemic</td>
<td>Biology</td>
<td>Yearly</td>
<td>150</td>
<td>“</td>
</tr>
<tr>
<td>BIO 330 Biology of Human Sexuality</td>
<td>Biology</td>
<td>Fall, Spring &amp; Summer</td>
<td>700</td>
<td>“</td>
</tr>
<tr>
<td>PLSI 381 Political Theories of Sexuality</td>
<td>Political Science</td>
<td>Yearly</td>
<td>45</td>
<td>“</td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Department</td>
<td>Frequency</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>PSY 436/SXS 436</td>
<td>Psychology of Human Sexual Behavior</td>
<td>Psychology</td>
<td>Yearly</td>
<td>75</td>
</tr>
<tr>
<td>PSY 456/SXS 456</td>
<td>Development of Maleness &amp; Femaleness</td>
<td>Psychology</td>
<td>Yearly</td>
<td>45</td>
</tr>
<tr>
<td>AAS 584</td>
<td>Asian American Sexualities</td>
<td>Asian American</td>
<td>Yearly</td>
<td>40</td>
</tr>
<tr>
<td>AIS 440/SXS 440/WGS 440</td>
<td>Natives Sexualities &amp; Queer Discourse</td>
<td>American Indian Studies and Women &amp; Gender Studies</td>
<td>Yearly</td>
<td>40</td>
</tr>
<tr>
<td>ANTH 568/SXS 567</td>
<td>Cross-Cultural Aspects of Sex &amp; Gender</td>
<td>Anthropology</td>
<td>Yearly</td>
<td>75</td>
</tr>
<tr>
<td>RRS 375</td>
<td>Queer Arabs in the U.S.</td>
<td>Race &amp; Resistance</td>
<td>Yearly</td>
<td>40</td>
</tr>
<tr>
<td>RR 380</td>
<td>Coloring Queer: Imaging Communities</td>
<td>Race &amp; Resistance</td>
<td>Yearly</td>
<td>40</td>
</tr>
<tr>
<td>WGS 552</td>
<td>Transgender Identities &amp; Communities</td>
<td>Women and Gender</td>
<td>Yearly</td>
<td>40</td>
</tr>
<tr>
<td>ART 403/SXS 405</td>
<td>Queer Art History</td>
<td>Art History</td>
<td>Yearly</td>
<td>40</td>
</tr>
<tr>
<td>CLAS 530/SXS 530</td>
<td>Gender &amp; Sexuality in Ancient Greece &amp; Rome</td>
<td>Classics</td>
<td>Yearly</td>
<td>20</td>
</tr>
<tr>
<td>HIS 313</td>
<td>Comparative History of Love &amp; Sexuality</td>
<td>History</td>
<td>Yearly</td>
<td>40</td>
</tr>
<tr>
<td>HUM 390</td>
<td>Images of Eroticism</td>
<td>Humanities</td>
<td>Fall &amp; Spring</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 369/SXS 369</td>
<td>Philosophical Issues in Sexuality</td>
<td>Philosophy</td>
<td>Yearly</td>
<td>25</td>
</tr>
<tr>
<td>PHIL 445/SXS 469</td>
<td>Sex &amp; Morality</td>
<td>Philosophy</td>
<td>Yearly</td>
<td>25</td>
</tr>
</tbody>
</table>
Table 6. Identify bottleneck courses (courses required for graduation that regularly attract more students than can be enrolled).

<table>
<thead>
<tr>
<th>Course</th>
<th>Program’s strategy to reduce bottleneck courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>We do not experience bottleneck courses in the Sexuality Studies Minor(s) as we have designed the curriculum to facilitate multiple pathways to complete the required coursework and we offer the required introductory and capstone courses with ample frequency to support the minors. By making the introduction (SXS 300 and 110) and final courses (SXS 680) as online courses has greatly increased the number of students able to complete the minor.</td>
</tr>
</tbody>
</table>

Pressing Needs and Challenges for the Undergraduate Curriculum in Sexuality Studies

The challenges and needs of the Human Sexuality Studies and LGBT Studies Minor programs are a part of a larger set of concerns for the broader Department of Sociology and Sexuality Studies. We have created an intellectual environment where gender and sexual minorities feel welcomed and where they can achieve greater self-understanding in a safe, yet challenging, academic environment, something that often does not exist in many places on campus. The Human Sexuality Studies and LGBT Minor curriculums are rich intellectual communities that contribute to the wellbeing of all students, but particularly, the wellbeing of LGBT students. LGBT students often face the same challenges as other students in finishing their degree programs, but some of their challenges are unique given the continuing persistence of heterosexism, homophobia, bi-phobia and transphobia. Evidence for these exclusionary dynamics can be found in the most recent results from the Campus Assessment of Climate for Learning, Living and Working conducted by the Office of Student Affairs and Enrollment Management (April 2019). The assessment survey of more than 2500 SFSU students, faculty and staff revealed that more than 25% of respondents had observed conduct or communication that was intended to ‘exclude, intimidate, or marginalize’ gender and sexual minorities on campus.

Our program well understands the persistence of these exclusionary dynamics and we strive to address and remedy them in ways large and small, creating a safe and cherished space for gender and sexual minorities, but also a critical intellectual space where various forms of discrimination can be understood, interrogated and ameliorated. Unfortunately, our efforts have been somewhat diminished in recent years. Since 2015, the Department of Sociology and Sexuality Studies has lost six tenure and tenure-track faculty due to retirements and resignations and most have not been replaced. This has significantly impacted the well-being of the Sexuality Studies and LGBT curriculum. Specifically, recent faculty attrition has put pressure on the Sexuality Studies and LGBT curriculums and faculty who teach in both programs. For instance, some faculty who were originally hired to work collaboratively with both the Sociology and Sexuality Studies curriculum have faced increased demands to meet the needs of Sociology in light of these retirements. We find ourselves now struggling to keep core courses covered and facing more difficulties in offering elective courses, particularly in the undergraduate curriculum.
3.3.2 Graduate Curriculum

The Master of Arts (MA) Degree in Sexuality Studies provides students with comprehensive knowledge about psychosocial, behavioral, and health processes related to sexual development, sexual health, sexuality education, and the formation of sexual cultures, identities, and their implications for policy and social justice in the United States and internationally. Our multi-disciplinary program in sexuality studies prepares students to enter advanced graduate research programs in a range of disciplines and fields and to contribute to community development, policy, and services in California and elsewhere. Our program learning objective are to:

- Educate the next generation of leaders in research and dissemination of knowledge
- Excel in teaching graduate and undergraduate students
- Advance quality research on sexuality, gender, and social justice
- Integrate analyses of race, racism, heterosexism, homophobia, able-ism, poverty, and culture into all aspects of our department
- Advocate for social policy on sexuality, sexual health, sexuality education, and human rights, shaped by social justice and diversity and, through these efforts, shape

Sexuality Studies began offering graduate courses in 2001. Historically, and, under the leadership of the College of Behavioral and Social Sciences (BSS), we were encouraged to enroll 15-20 students each year. Since our merger with the Department of Sociology and relocation to College of Health and Social Sciences, trends in enrollment, retention and graduation for the graduate program have changed, significantly. Typically, we enroll between 6-12 students in a cohort (see Table 7 below). The majority of students enrolled finish the program but, we do experience attrition. In recent years, students have cited the rising cost of living in the Bay Area as reason for leaving the program. Others, have started the MA program, only to realize that it is not the “right fit,” and enroll in counseling or education programs. Overall, we are most successful in placing graduate students in PhD programs nationwide. And, we have strengthened our information packages to better reflect the type of program we offer.

In the past two academic years, we have accepted nearly 100% of applicants to the MA program. In Fall 2018 we accepted a new cohort of 8 students and in Fall 2019 we accepted a new cohort of 7 students (please see Table 7 below). We waitlisted two students assessed by the admissions committee as a poor fit for our theoretical and methodological approach to studying sexuality. Applicants typically deemed as a poor fit are those who expressly state a desire to pursue a career as a sex therapist. A major factor impacting our cohort size also includes the affordability of the San Francisco Bay Area.

To increase our applicant pool, we have changed our deadlines from early Spring to early summer, to attract those who may be waiting to hear from Ph.D. programs and to assist/support first generation graduate students who may need additional time gathering their application materials or taking the GRE exam.

We have enjoyed tremendous success with our graduates applying to Ph.D. programs in social sciences. Recent SXS alumni include Spencer Ruelos MA ’17 (UC Irvine), Jamie O’Quinn MA ’16
Table 7. MA graduate program admission and enrollment information

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Admitted Students</th>
<th>Enrolled Students</th>
<th>% Students admitted</th>
<th>% Students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>36</td>
<td>15</td>
<td>14</td>
<td>42</td>
<td>93</td>
</tr>
<tr>
<td>2015</td>
<td>35</td>
<td>18</td>
<td>14</td>
<td>51</td>
<td>100</td>
</tr>
<tr>
<td>2016</td>
<td>29</td>
<td>20</td>
<td>12</td>
<td>69</td>
<td>60</td>
</tr>
<tr>
<td>2017</td>
<td>21</td>
<td>17</td>
<td>13</td>
<td>81</td>
<td>76</td>
</tr>
<tr>
<td>2018</td>
<td>14</td>
<td>8</td>
<td>8</td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>

Each semester, we offer core, or required courses graduate students need to complete their program in two years (see Appendix E for a list of all graduate courses offered in the past decade). During the first year, we offer theory and methods in sequence, and two, open electives. Students continue their required coursework the following year with a historical perspectives course (SXS 702) and biological/psychological foundations (SXS 801), along with one other elective and thesis units. The culminating experience—either a formal thesis, based on original or secondary research, or creative project—incorporates the theoretical and methodological standards of graduate study at SFSU (see Appendix F for the bulletin description of MA curriculum).

A strength of our MA program, as indicated by a recent graduate student survey conducted by the DUEAP, is the intellectual expertise of the faculty students work with (see Appendix 6 and 7). In recent years, we have also developed a mentorship program, pairing incoming graduate students with SXS faculty. For instance, when students enter the program, they are paired with a faculty mentor that aligns with their research interests/programs goals. Depending on availability, students are matched with an advisor who fits their intellectual interests but, the goal is to provide a space for students to navigate the program and university the first year. In the second semester of that first year, students choose their major advisors (first and second readers for their culminating project), which may or may not include their assigned mentor. Additionally, first year students enroll in the required, professional development course, a semester long course that prepares them for their culminating project and various career opportunities (as part of this, SXS Alumni are often invited to speak in the course to highlight their post-graduate experiences).

The professional development class (SXS 890) also provides an opportunity for first year MA students to reflect upon their academic and professional experience to date, and to build the necessary skills to complete their thesis project. Students evaluate their knowledge, skills, abilities, and interests as they develop and/or refine career goals. Students also explore their own identities and their professional and personal relationships as they reflect on their roles in academia and in their communities. Overall, this seminar provides a creative and reflexive atmosphere that encourages MA students to participate in their own learning and prepare for the transition from graduate school into the professional world and/or additional graduate education. We organize the
seminar into five core competencies that provide a framework for students to assess their skills, monitor their progress, and create an individual professional development plan. The subject areas include: 1) Self-Assessment and Self-Awareness, 2) Communication, 3) Academic Development, 4) Professionalism and 5) Career Development.

*Thesis Committee Selection and Culminating Experience*

All MA students in Sexuality Studies complete a Culminating Experience as part of their degree requirements. The university offers three ways to fulfill this requirement:

- **SXS 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. Graduate Approved Program and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration.

- **SXS 895 Research Project:** 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. An oral defense of the project may be required. Graduate Approved Program and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration.

- **SXS 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. Normally an oral defense of the thesis will be required. Students completing a thesis should review and follow the Guidelines for the Preparation and Submission of Theses and Written Creative Works found online through the Division of Graduate Studies web site or at the Rapid Copy Center. Graduate Approved Program and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration.

Reflecting faculty expertise and capacity and student interest, a few Sexuality Studies students have enrolled in SXS 894 or SXS 895 in recent years. Before enrolling in either SXS 894 or SXS 895, students must meet with the Graduate Studies Coordinator to ensure they have the support to complete the project.

As part of their research training, all SF State researchers collecting data with human subjects must submit a protocol to the Institutional Review Board (IRB) and secure IRB approval. Thus, IRB approval is required for all proposed student research projects pursued outside of supervised courses—including MA thesis research—and any research that students plan to present to audiences outside of a course (for example, at professional meetings or in journals). Students must receive approval before beginning any research activity involving these subjects, and no student whose research involves human or animal subjects will be allowed to enroll in the Culminating Experience course until the research activity has been approved by CPHS or UACUC.
MA Students will become familiar with the human and animal subjects requirements and protocols in SXS 881 and SXS 890. They should plan to complete their IRB protocols with the guidance and support of the SXS 881 and 890 instructors and their Culminating Experience advisor (first reader).

The culminating experience—either a formal thesis, based on original or secondary research, or creative project—incorporates the theoretical and methodological standards of graduate study at SFSU.

Addressing Challenges in the Graduate Program

Plans to assist MA students with finishing their thesis include developing a new course on how to write a Master’s thesis. We will include this new course as a one or two unit advanced methods offering (SXS 884). These advanced methods courses are available for students to choose based on their methodological needs and professional development needs. In the past we have offered 1-unit courses on how to conduct qualitative interviews, how to analyze survey data, content analysis, conducting a literature review, and how to apply to Ph.D. programs. In the future, we have plans for graduate students to formally submit a timeline for assembling their culminating experience committee and submitting an IRB proposal, if required by the proposed thesis research. Setting formal timelines that are enforced by the program rather than individual committees will enable students to progress toward the goal of finishing the degree by May of their second year. Currently, individual committees allow MA students to submit their IRB proposals on a rolling basis, which often creates stress and pressure to collect and analyze data as well as write up findings in less than one academic year. The new timeline will be at the end of the first year, approximately early June.

Intersectionality in the Discipline: Locally and Globally

We implemented a new two-part discussion on race and racism in graduate school. The first discussion took place at the beginning of the semester, for the first year students, with our Department Chair (Andreana Clay) and Graduate Coordinator (Alexis Martinez). The Department purchased each new student a book that discusses race and racism (So You Want to Talk About Race? by Ijeoma Oluo). We held a book club style discussion to talk about specific chapters of the book, again with the Chair and Graduate Coordinator. Students reported positive feedback about reading the book, holding discussions about it, and being given the space to critically discuss the experience of race and racism in academia. The program has made efforts to recruit students of color to our program from our undergraduate Sociology majors and SFSU overall. We feel our MA program is an excellent stepping stone to a Ph.D. program for first generation students who want to pursue a Ph.D. but need additional training in a supportive environment. We have had 5 students in the past 4 years matriculate into our graduate program from SFSU.

While we feel some retention efforts are beyond our control (cost of living), our movement to address race and racism in the program is one that we hope will serve as a base for recruitment and retention of graduate students of color and students from marginalized groups. Additionally, our most recent, approved position request is for an expert in Transgender Studies. We hope that this hire, while not shouldering the responsibility of creating a safe space for non-binary, trans or gender non-conforming students, will work collectively with other faculty and students to retain students from these backgrounds.
Under the leadership of Dr. Rita Melendez, we have also proposed an online program in Sexuality Studies, where students will be able to learn more about the program, take classes and earn graduate certificate in Sexuality Studies. These efforts will lift the profile of our program and faculty expertise and allow students who may not be able to afford the Bay Area or enroll full time in a graduate program, to take online classes. The program is in the development stages as we are trying to figure out how it would fit both in the MA program and the minor programs as well as how it can best function with existing courses.

Finally, we have also, in the last year, received two alumni endowments to be used for scholarship and/or research opportunities for students in our MA program, which will alleviate some of the costs of graduate education. To date, these efforts have not impinged on the popularity of our undergraduate minors in Sexuality Studies and, with more resources—particularly faculty hires—we hope to launch a BA in Sexuality Studies, which, like Sociology may serve as a feeder to the MA program.

3.4 Faculty in Sexuality Studies

The faculty in the Department of Sexuality Studies are a diverse group of individuals whose research, teaching and service span a broad range local and transnational interests and expertise. As the Director of the Center for Research and Education on Gender and Sexuality, Dr. Colleen Hoff has a strong externally funded research portfolio from foundations and the National Institutes of Health. Dr. Hoff, along with Dr. LeBlanc, Dr. Melendez, and Dr. Martinez, have received externally funded grants within the last decade. Drs. Hoff and LeBlanc have prestigious R01 grants with the National Institutes of Health. Faculty in Sexuality Studies are affiliated with CREGS (Melendez, Martinez, Clay and Fields) and also with the Health Equity Institute (LeBlanc, Melendez, Martinez, Clay and Fields), an on campus research group that stimulates and integrates SF State research activities, community engagement, health communications and training activities to both improve health and eliminate health disparities.

Two faculty in Sexuality Studies, Melendez and Hoff, teach exclusively in the SXS programs. Dr. Hoff maintains a 1:1 teaching load that was contractually negotiated upon her arrival in Fall 2008. The rest of the MA program curriculum rely on the Sociology faculty: Dr. Sears teaches theory and methods, Dr. Martinez teaches professional development and methods, and Dr. Francisco-Menchavez developed and teaches a new graduate seminar in sexuality.

Decisions about where faculty will teach are made by the Chair and Graduate Coordinator, based on preferences submitted by individual faculty and needs of the graduate program. Supervision, such as serving as a first reader on an MA committee, is not formally compensated. Graduating MA students register for culminating experience units with a faculty who is serving as their first reader. These units are considered “extra” in that they do not count toward the 3:3 course load expected of all faculty. The Graduate Coordinator, Dr. Martinez, is currently serving the last year of a three year term. The Graduate Coordinator is an elected position by faculty in Sexuality Studies and serves a two year term (we have recently proposed a three year term, similar and concurrent to the Department Chair) with 3 WTUs (one course) of assigned time each semester, which is provided by the department. The Graduate Coordinator sits on the admissions committee, organizes new student orientation, serves as a general mentor to graduate students, organizes the culminating experience each Spring, and serves as the point person for Sexuality Studies, in addition to the Chair, across campus.
Professional Development opportunities for faculty are largely provided through internal and external grants. As mentioned earlier, Dr. Hoff has provided mentorship and research support through CREGS and, faculty are supported by the Department Chair to apply for research grants to buyout courses and further develop their research. Indirect Costs from research grants are split between the department and CREGS, unless the grant has been applied for solely through CREGS (i.e. Dr. Hoff as PI).

Currently, there are three Full Professors who teach in Sexuality Studies: Drs. Clay, Hoff and Melendez. Dr. Fields resigned for another position in 2019. Drs. Colleen Hoff and Rita Melendez were hired as full-time faculty in SXS, prior to the merger. Dr. Hoff also serves as the Director of the Center for Research and Education on Gender and Sexuality, which is housed in the department and is considered a research wing of the SOC/SXS programs (the physical location of CREGS is at the SFSU downtown center). Dr. Andreana Clay was hired in Sociology in 2004 and began teaching in SXS in 2013. Dr. Jessica Fields was hired in Sociology in 2001 and began teaching in Sexuality Studies upon appointment. Drs. Carrington, Martinez and Sears are Associate Professors hired in Sociology, who teach in Sexuality Studies, with Dr. Martinez currently serving as Graduate Coordinator. Dr. Carrington, like Dr. Fields, began teaching in Sexuality Studies upon appointment in 2001. Dr. Francisco-Menchavez and Dr. Reck are Assistant Professors who were hired for Sociology positions and teach regularly in Sexuality Studies. Dr. Darius Bost was hired in SXS in 2014, and resigned effective 2018.

As mentioned previously, faculty in Sociology (Drs. Carrington and Fields) have been teaching and mentoring students in Sexuality Studies, prior to the merger in 2012. Since that time, three Sociology faculty have started teaching and advising in Sexuality Studies: Drs. Clay, Martinez, and Sears and, we hired two new faculty: Dr. Darius Bost in 2014, who resigned and accepted another position in 2018, and Dr. Jen Reck who was hired in Sociology in 2019 (please see Table 8 below):

Table 8. SXS Faculty Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Rank</th>
<th>Year Hired</th>
<th>Year Resigned</th>
<th>Department Hired into or Position Hired For</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darius Bost</td>
<td>Assistant Professor</td>
<td>2013</td>
<td>2018</td>
<td>SXS</td>
<td></td>
</tr>
<tr>
<td>Christopher Carrington</td>
<td>Associate Professor</td>
<td>2001</td>
<td>current</td>
<td>SOC</td>
<td>SXS Undergraduate Advisor</td>
</tr>
<tr>
<td>Andreana Clay</td>
<td>Professor</td>
<td>2004</td>
<td>current</td>
<td>SOC</td>
<td>Department Chair (2015-2019)</td>
</tr>
<tr>
<td>Jessica Fields</td>
<td>Professor</td>
<td>2001</td>
<td>2019</td>
<td>SOC</td>
<td>SXS Grad Coordinator 2013-2017</td>
</tr>
<tr>
<td>Valerie Francisco-Menchavez</td>
<td>Assistant Professor</td>
<td>2016</td>
<td>current</td>
<td>SOC</td>
<td></td>
</tr>
<tr>
<td>Colleen Hoff</td>
<td>Professor</td>
<td>2008</td>
<td>current</td>
<td>SXS</td>
<td>Director, Center for Research and</td>
</tr>
<tr>
<td>Name</td>
<td>Current Rank</td>
<td>Year Hired</td>
<td>Year Resigned</td>
<td>Department Hired into or Position Hired For</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td>------------</td>
<td>---------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Alexis Martinez</td>
<td>Associate Professor</td>
<td>2007</td>
<td>current</td>
<td>SOC</td>
<td>Education on Gender and Sexuality (CREGS)</td>
</tr>
<tr>
<td>Rita Melendez</td>
<td>Professor</td>
<td>2004</td>
<td>current</td>
<td>SXS</td>
<td>SXS Undergraduate Advisor, Department Chair 2009-2012</td>
</tr>
<tr>
<td>Jen Reck</td>
<td>Assistant Professor</td>
<td>2019</td>
<td>current</td>
<td>SOC</td>
<td>Hired as lecturer who taught in SXS and SOC before 2019 tenure track hire</td>
</tr>
<tr>
<td>Clare Sears</td>
<td>Associate Professor</td>
<td>2007</td>
<td>current</td>
<td>SOC</td>
<td></td>
</tr>
</tbody>
</table>

We have also maintained one long-term lecturer who regularly teaches in Sexuality Studies: Dr. Ivy Chen, who has taught courses in SXS for the past decade. And, former SXS MA students/graduates, Lee Chen Weinstein, Josh O’Neil and Jess Kolber have also offered courses in our department. Importantly, we rely heavily on courses taught by “affiliated faculty” in Sexuality Studies in departments across campus (please see list of affiliated faculty in Appendix H).

Faculty in Sexuality Studies teach three courses per semester, unless otherwise assigned (through internal or external grants or approved time). Generally, these courses stretch across the Sociology and Sexuality Studies curriculum. For instance, faculty members who were hired for positions in Sociology will often teach undergraduate courses in Sociology and a graduate course in Sexuality Studies. Faculty members who were hired for positions in Sexuality Studies, at this time, only teach undergraduate and graduate courses in Sexuality Studies. We have been advised by Dean and, in previous program reviews (for Sociology in 2018), to have all professors teach across the curriculum, when necessary. There is no formal process for distribution of courses: faculty teach, based on departmental need and, often, preference: we need at least three SXS professors each semester to teach in the graduate program, which is rotated by all available faculty teaching in SXS, while Drs. Carrington, Melendez, and Reck are the only professors who regularly teach in the undergraduate SXS program. In order to offer a variety of courses at the undergraduate level, we rely on faculty from other departments who teach cross listed courses.

The demographic background of T/TT Sexuality Studies faculty is, currently, 88% female (7) and 12% male (1); 50% white (4), 25% Latinx (2), 12% Asian American (1), and 12% Black (1), respectively. Additionally, 62% of SXS faculty identify as LGBQ and 38% identify as heterosexual. Two faculty members have resigned, effective 2018 and 2019 (Drs. Bost and Fields) and, we were approved in June 2019 for one new hire, an Assistant Professor position in Transgender Studies. Most, if not all, full-time faculty are engaged in research projects that impact the community in and outside of Sexuality Studies. And, faculty also maintain a national and international profile, as their attached CVs suggest (see Appendix I). Below, faculty interests, courses taught and most recent
accomplishments are summarized in alphabetical order:

Christopher Carrington PhD in Sociology, University of Massachusetts, Amherst. Dr. Carrington is an Associate Professor of Sociology and Sexuality Studies. His research focuses on lesbian and gay family life and relationships, work & family conflicts, family policy for gay and lesbian people, domesticity in same-sex families, which was highlighted in his groundbreaking book, No Place Like Home: Relationships and Family Life among Lesbians and Gay Men (University of Chicago Press, 1998). His current research focuses the social and psychological aspects of creating durable and resilient relationships for sexual minorities, specifically, the “sociology of holiday celebrations among L.G.B.T. people who live in San Francisco.” Dr. Carrington regularly teaches the Variations in Human Sexuality (SXS400), and Biological and Psychological Foundations of Human Sexuality (SXS801). Dr. Carrington also serves as first reader/advisor on Master’s Theses.

Andreana Clay PhD in Sociology, University of California, Davis. Dr. Andreana Clay is Professor and current Department Chair. She began her career at SF State in 2003. Her research interests include youth activism and social movements, queer sexuality and queer of color critique, and the role of music in everyday lives and community formation. Her book, The Hip-Hop Generation Fights Back: Youth Activism and Post-Civil Rights Politics was published by NYU Press in 2012 and she has written extensively on hip-hop culture, queer sexuality, youth activism, and hip-hop feminism. Her current research focuses on music as memoir, with a specific focus on Black, queer communities. She has taught graduate courses in SXS: Sexual Cultures, Sexual Identities (SXS 701) and Socio-Cultural Foundations of Human Sexuality (SXS 800), as well as LGBTQ Cultures and Society (SOC/SXS 467/667), an undergraduate course in SOC/SXS. She also currently serves as first reader/advisor on Master’s theses.

Valerie Francisco-Menchavez PhD in Sociology, City University of New York, The Graduate Center. Dr. Francisco-Menchavez is an Assistant Professor in the Department of Sociology and Sexuality Studies at San Francisco State University in California. Her book entitled, The Labor of Care: Filipina Migrants Transnational Families in the Global Digital Age (University of Illinois Press, 2018), explores the dynamics of gender and technology of care work in Filipino transnational families in the Philippines and the U.S. Dr. Francisco also writes on the transnational activism that emerges from the social conditions of migration, separation and migrant labor. Currently, she is conducting a community-based research project about Filipino caregiver’s mental and health outcomes while working in the understudied industry of caregiving to the elderly. More importantly, this research project prioritizes the development of leadership and organizing capacity in the Filipino community in the Bay Area through migrant workers organization, Migrante. Dr. Francisco-Menchavez has taught Transnational Approaches to Gender and Sexuality (SXS 799, Special Topics) in the graduate program. She has also served as first reader and advisor to MA students.

Colleen Hoff PhD in Clinical Psychology, California School of Professional Psychology. Dr. Hoff, a Clinical Psychologist, is a Professor of Sexuality Studies, and is currently the director of the Center for Research and Education on Gender and Sexuality (CREGS). Prior to coming to San Francisco State in September 2008, she was an Associate Professor of Medicine at UCSF and on Faculty at the Center for AIDS Prevention Studies. Dr. Hoff has worked extensively in the field of HIV Prevention by developing and implementing community level, social network, group and individual intervention trials aimed at reducing sexual risk among gay men. Currently, she is the Principal Investigator of a large scale couples study that focuses on agreements gay male couples make about sex with outside partners. Her particular interest is in the nuances of the negotiations and
what factors support and hinder safety from HIV. Additionally, Dr. Hoff is also an AASECT certified sex therapist and keeps a small private practice where she works with couples and individuals facing sexual problems. Dr. Hoff regularly teaches Biological and Cultural Foundations of Sexuality (SXS 801) and serves as first reader/advisor to MA students in Sexuality Studies.

**Alexis Martinez** PhD in Sociology, University of California, San Francisco. Dr. Martinez is a medical sociologist with a background in community-based research with marginalized populations. She currently serves as the Graduate Coordinator for Sexuality Studies (since 2017). Her current work focuses on the criminalization of drug use in the United States as a structural factor that shapes the HIV risk environment of injection drug users (IDUs). Previously, Dr. Martinez worked with the Urban Health Study at UCSF to understand the relationship between arrests, incarceration, and HIV risk among street-based IDUs in San Francisco. As graduate coordinator, she teaches the Professional Development course (SXS 890); and has taught Research Methods in Human Sexuality (SXS 881) and Advance Methods—Survey Design, Analysis of Thesis Data (SXS 884). She serves as an advisor and reader for Master’s Theses in Sexuality Studies.

**Rita Melendez** PhD in Sociology, Yale University. Dr. Melendez is a Professor and Senior Research Scientist at the Center for Research & Education on Gender and Sexuality. After receiving her PhD in 2000, she earned a Master’s Degree in Biostatistics from the Mailman School of Public Health at Columbia University (2002), where she was a postdoctoral research fellow at the HIV Center for Clinical and Behavioral Studies. She specializes in combined quantitative and qualitative methods in researching HIV issues as they relate to minority women and Latino immigrants in the US, including HIV prevention and treatment among Latino MSM, women and (cis and transgender). She works with a number of CBOs in conducting HIV research as well as in conducting assessments and evaluations with their clients. Dr. Melendez is currently working on several research projects relating to the health and health care of Latino immigrants in the US. Her research has been published in the *American Journal of Public Health, Culture, Health and Sexuality, Women and Health, AIDS and Behavior, Journal on Interpersonal Violence, Salud Publica* and *Archives of Sexual Behavior*. Dr. Melendez teaches in the undergraduate program in Sexuality Studies, including Sexuality and Society (SXS 110), Sex Power and Politics (SXS 455), and the Colloquium in Sexuality Studies (SXS 680). She also teaches Research Methods in Human Sexuality (SXS 881) and serves as first reader and advisor to students in the graduate program.

**Jen Reck** PhD in Sociology, University of California, Santa Cruz. Dr. Reck is an Assistant Professor in Sociology and Sexuality Studies, effective Fall 2019. Prior to this appointment, she taught in our department as a longtime lecturer in both programs. Her research interests include geographic marginalization of homeless and marginally housed LGBTQ+ youth in San Francisco and qualitative methodologies. She is the co-editor, with Dr. Jessica Fields of *Social Research Methods*, a textbook currently under contract with Oxford University Press. DR. Reck regularly teaches the undergraduate courses, LBTO Cultures and Society (SXS 667) and has taught Sexuality in Historical Perspectives (SXS 702) in the graduate program.

**Clare Sears** PhD in Sociology, University of California, Santa Cruz. Dr. Sears is an Associate Professor of Sociology and Sexuality Studies, joining the department in 2007. Her research and teaching interests include critical criminology, queer theory, transgender studies, historical methods, and disability studies. Sears is author of the book, *Arresting Dress: Cross-Dressing, Law and Fascination in Nineteenth-Century San Francisco* (Duke University Press, 2015) and co-editor of a special issue of the journal *Social Justice* on sexuality and criminalization. She has several works in
progress, including a book project that investigates the historical emergence of emotional disturbance as an administrative and diagnostic category that is primarily used in special education. Dr. Sears regularly teaches Socio-Cultural Foundations of Human Sexuality (SXS 800) and advises students in the graduate program.

3. 5 Resources

The Department of Sexuality Studies (SXS) joined the Department of Sociology in 2012. The merger coincided with former President Robert Corrigan’s request that all academic units be located on the SFSU main campus. Thus, SXS relocated from their downtown campus space to the HSS building on the main campus. The location change impacted the MA program most significantly, given that the classes and the faculty and AOC had been located downtown. Course offerings for the minor already took place on main campus because they were offered to undergraduates. Our current resources on campus consist of faculty and staff, faculty offices and one student resource room. All full-time faculty, except for the Chair—a rotating position—share offices with at least one other full-time faculty member and, often with lecturers. At times, there may be three people occupying one office. Additionally, all of our staff are located in the main office, which houses the AOC, ASC (Academic Support Coordinator), and student assistants. Sociology has one classroom that is utilized every semester, full time, for primarily undergraduate Sociology classes, at least one SXS class, faculty meetings and, sometimes, special events (i.e. MA student orientation and graduation). We also maintain a small office for MA students who use this space for their own, personal research and, when teaching, office hours. Additionally, we have access to two “closet” spaces for a copier machine, printers, a refrigerator, and office supplies. We do not control any other space on campus and rely on academic resources for scheduling the remainder of courses, outside of our classroom. The spaces we do control are used efficiently and full time, often until late in the evening (for evening classes).

Most of our faculty employ technology in their daily classes, from using the smart classrooms to show films, PowerPoints, etc., to using larger lecture halls where students take interactive quizzes during class. Additionally, several of our faculty have begun offering classes online, fully, or offering “hybrid” courses (meeting halftime online and half in the classroom), which means using resources like iLearn for their instruction.

There are only two full time SXS faculty (Drs. Melendez and Hoff) and Dr. Hoff has a reduced teaching load because she directs the Center for Research and Education on Gender and Sexuality (CREGS). Several Sociology faculty teach SXS MA courses including: Drs. Martinez, Sears, Carrington, Fields, Clay and Francisco. However, there is an absence of core faculty dedicated to SXS, full time. Drs. Carrington and Melendez serve as the undergraduate advisors for the two minor programs. In addition, full time faculty are advisors for the MA program. Faculty are assigned to advise one to three MA students when they begin the program. Faculty also advise as 1st and 2nd thesis readers. Thesis advising is quite involved by providing on-going instruction as the student designs, implements and writes their thesis (or creative) project.

The SXS MA program has an approximate budget of $2000 per year that is spent annually on materials for the new student orientation, two student off campus “socials,” a new book for incoming graduate students, our annual capstone ceremony for graduating MA students (Appendix G) and a biannual alumni event. Additional expenses may be incurred, irregularly, on honorarium for guest speakers, supplies, software, research equipment for students, lecturer replacement (if funds are
needed for an elective or other core course) and hosting a program retreat or other all faculty meeting to discuss the program. We have experienced structural challenges with allocating department funds separately for Sociology and Sexuality Studies and are working to create line item budgets for each program and anticipate needs and costs of the graduate program.

We have one part-time office coordinator (ASC), who devotes 20% time to SXS activities; including supporting the Graduate Coordinator to implement new student orientation, alumni events, new student applications, scholarships and hiring committees. Their performance is evaluated each year through the university performance review process. Staff are asked to complete a self-evaluation form, and then the Chair and Graduate Coordinator in consultation with the staff member, completes the performance evaluation.

A key need to ensure student success is to hire more faculty (and staff) in the SXS program. There are several content areas that are important to students that are lacking in the current faculty. Reproductive health, transgender studies, sex education, masculinities, and arts and humanities. Having faculty represent a wider breadth of expertise as well as increasing the number of faculty will support student advising, allowing us to offer more varied elective courses and provide students important modeling as they navigate their career paths.

Another possible need for faculty retention and student success is to provide course credit for thesis advising. Thesis advising is an excellent opportunity to work one-on-one with students and provide critical mentoring, skills building and professional coaching. Giving faculty adequate resources to provide this service would strengthen the experience for both students and faculty.

The Department of Sociology and Sexuality Studies traditionally does not have professional development funds for faculty. Outside of faculty grants, which are split between the Department and CREGS, there are no extra funds in the programs to ensure ongoing, yearly funds.

Space remains an ongoing concern, as faculty share offices with one another. This extends to an administrative and professional development need: trying to manage shared space, the AOC must develop class schedules that rotate faculty members who share offices, with an effort to not have them in their offices on the same day, which allows them to hold office hours, prepare for classes and attend to service duties as needed. The area that this does not address is professional development: because of shared office space, faculty do not have time to prepare or work on their own research and writing, which is critical for T/TT faculty. Having single faculty offices, as other departments on campus do, would contribute to the professional development of our faculty, significantly. In addition, for faculty who conduct research with human subjects and need interview space or focus group space to carry out their research, keeping the downtown CREGS space is key. Downtown space is currently available to SXS faculty to conduct research activities and is critical to support their scholarship. Moreover, there is no research space or lab space available to SXS faculty on main campus.

Finally, Sexuality Studies faculty have expressed a need for a second seminar space/ classroom to teach Sexuality Studies graduate courses. An additional seminar room, specifically for SXS graduate students would enrich the experience of the students in our department, as well as the culture and further immersion of the two programs.

4.0 Conclusions, Plans, and Goals
1. Hire full-time faculty to teach in Sexuality Studies and deepen the relationship between Sexuality Studies and Sociology.

The first major step, and primary goal for Sexuality Studies is to hire new, full-time faculty who can teach in the Sexuality Studies curriculum. The SXS curriculum requires a maintenance of both the SXS minors and an MA program. The requirements of the SXS curriculum dovetail with the lack of faculty to teach in the Sociology major given that we have had faculty departures in the Sociology Department and that many of the faculty who teach in Sociology also teach in Sexuality Studies. Hiring T/TT faculty full-time in Sexuality Studies will allow faculty who currently teach in both programs to focus on the undergraduate major in Sociology. Full-time faculty in SXS whose expertise lie in fields currently absent in, especially, the undergraduate program (Queer of Color Critique, Transgender Studies, Reproductive Rights), will allow us to offer courses that are rarely offered, expanding our course options and aligning the curriculum more closely with current trends in the discipline. More importantly, hiring new faculty in Sexuality Studies will better position the Department to offer a Bachelor of Arts degree in Sexuality Studies (Goal 8 below).

2. To deepen the relationship between Sexuality Studies and Sociology, determining further overlap in curriculum and course offerings, as well the faculty needs in each program.

This was a goal of the Sociology Self-Study and External Review. We have made some progress on this since that time, with regular faculty retreats focused on this relationship and, the development of departmental by-laws in 2019. Still, the recent departures of Dr. Fields, Dr. Marla Ramírez in Sociology and other, faculty retirements have slowed this process as we struggle to cover the courses we offer in each program. Significantly, while a number of Sociology faculty teach courses in Sexuality Studies, the same is not true of Sexuality faculty, though several are Social Scientists. Our most recent hire (Dr. Jen Reck) was aimed at moving these efforts further, by hiring someone who can teach in each program. Another hope is that this will facilitate a preliminary mentoring program between SOC and SXS faculty. Because we have hired junior faculty in both programs in the past four years, we hope that a formal mentoring program will assist in faculty development— around professional development, teaching, and service.

3. Increase space and presence on campus. To have a dedicated seminar room for the MA program and to make single-faculty office space available and to explore more ways of using the downtown CREGS space for graduate students. Finding space for faculty and graduate students to conduct research including the possibility of having research labs for faculty who can then work with graduate students.

4. Explore an Online Certificate Program. We would like to further explore and launch an Online Certificate Program. We would like to work through the best way to have an Online Certificate Program and how that would work with both the minor and the MA programs.

5. In exploring the possibilities for the Online Certificate Program, to explore how to maintain and expand both the minor and the MA programs. Especially significant is increasing applications to the MA program. We would like to explore the possibilities of using online courses for both of these programs.
6. To find ways of making the MA program more responsive to addressing issues of race and racism. We would like to increase diversity in the MA program as well as to find meaningful ways to explore issues of race and racism with the graduate students.

7. Revisit the MA curriculum especially with regard to exploring the best curriculum for MA student success including the possibility of having a class dedicated to theses writing. Also deciding on best practices for students in submitting the IRB proposals and conducting research projects.

8. Understanding the costs and benefits of having a BA program for Sexuality Studies. While there is interest in having a BA program, the general sentiment is that we do not have enough faculty to support a BA program. We also would like to systematically explore how a BA program will fit among our minor and MA programs.

9. Given the informal assessment process, we plan to revise the assessment process to include a more formal process, as part of our ongoing analysis and revision of our curriculum and meeting student needs. Regular, formal assessment will assist in the process of developing undergraduate and graduate curriculum and align the program with current trends in Sexuality Studies.

10. To strategize ways to increase our resources in the department: currently extra resources, outside of the general fund, are based on funds generated from indirect costs associated with faculty research grants. However, these grants are not guaranteed and are small in number, limiting our ability to hire lecturers at a competitive rate and contribute to the professional development of faculty. We plan to work more closely with CHSS development to develop an alumni association and other avenues to increase our monetary resources, which will benefit the department overall.
Appendix A: APRC Report, Sexuality Studies 6th Cycle

**Academic Program Review Committee Report of the Human Sexuality Studies Department**

**Committee Process**

This Academic Program Review Committee (APRC) Report is based on the following source material:


3. The APRC Interview with Department Chair, Gilbert Herdt; Human Sexuality Studies faculty members Rita Melendez and Hector Carrillo, November 14, 2007.

4. Guidelines for the Sixth Cycle of Academic Program Review.

5. The APRC Evaluative Procedures.

These sources were employed to construct an integrated view of the Human Sexuality Studies Department’s present strengths, aspirations, and possibilities of future development.

---

**REPORT**

**Introduction**

Within a very short period of time, the Department of Human Sexuality Studies has created a model, nationally known graduate program, unique across the nation. They are to be commended for their innovation and ability to create a sustainable program as well as for their ability to obtain an outstanding level of external resources and support, a model for the University. The APRC is impressed by the Department’s external resources as well as the Department’s adherence to 100 percent of the University Standards for graduate programs.

**University Standards**

The program has met all University standards\(^1\). Moreover, APRC has concluded that the program is sustainable over time. While the program size is small, the program has a clear strategic focus (research), a comprehensive curriculum (Major in Human Sexuality Studies; Minor in Human

\(^1\)In the interview with the Committee, the departmental representatives clarified a section in the self-study report that had incorrectly used the percentage of applicants as the criterion for meeting the standard. It was established in the interview that the department had met all University standards.
Sexuality; Minor in Lesbian, Gay, Bisexual, and Transgender Studies) comprised of a wide variety of courses, faculty with clearly-defined responsibilities regarding student evaluation and mentoring, and a committed set of students. Class sizes, faculty/student ratios, program delivery, and the demand of the program fully meet University-wide standards.

Because Human Sexuality Studies is a still an evolving field, the curriculum has been changing in ways that has made the program among the leaders in the United States. One area that is beginning to receive more attention is transgender issues, particularly within SF State. The department is well positioned to capitalize on this emerging interest. In an interview, Dr. Gilbert Herdt, Chair of the Department, described the field as multi-disciplinary; one that draws from anthropology, biology, cinema, counseling, psychology, social science, communication studies, and others. Taken in this context, it is tempting to deliver a broad-based program. For example, the external reviewer noted a dual focus covering research and practitioner services. However, given existing and limited resources, the Department has decided to focus on preparing students for a research track, instead of pursuing a dual track at this time. Later in this report, APRC recommends developing a comprehensive plan to study issues such as pursuing the dual track.

**Program Specific Standards**

The Department meets or exceeds the established program standards and achieves overall goals as outlined in the self-study and external reviewers site visit report.

The Department faculty is deeply involved in the study of Human Sexuality from an international and interdisciplinary perspective. For example, the department is developing a Spanish-language portal for the National Sexuality Resource Center website and faculty members are organizing a conference in Mexico. APRC commends the Department for growing international efforts and hopes that these efforts include students and influence the curriculum as it evolves.

In partial response to comments from the external reviewers, the Human Sexuality Studies Department faculty members have expressed a desire to create two tracks for graduate students – research and public policy. In order to accomplish this goal, the department must admit more students and must have more faculty members in place to serve the needs of these students. Therefore, accomplishing this goal will necessarily require additional resources, will take several years to complete and merits additional study. APRC recommends monitoring trends in the field and the interests of students as part of this study.

APRC recommends that the Department develop a comprehensive plan to identify program options and prioritize those options. These options may include the expressed faculty desire to expand the Department offerings, reconfigure the curriculum into two overlapping tracks, hire additional faculty, and admit more students. This plan should include evaluating the continuing need for and assessing the effectiveness of the two track approach over time. This process should involve the full Human Sexuality learning community – students, faculty, staff, alumni, and administration.

**Curriculum**

The APRC finds the MA in Human Sexuality Studies to be a model of interdisciplinary content and pedagogical approaches consistent with the strong history of the Department of Human Sexuality Studies as a national leader with an outstanding international reputation. The prior work of the Department Chair in forming an Executive Committee of interdisciplinary faculty from across the University has yielded very obvious benefits to the development of both undergraduate and
graduate curriculum. Continuing external support, including several ongoing grants from the Ford Foundation, clearly evidence the respect that the Department and its institutes and centers have gained from major funders; the MA program has shared in these benefits as well.

The Department is distinctive in being the only stand-alone master’s program in the country, making it difficult to make comparisons of the Human Sexuality Studies curriculum. However, the external reviewers found the curriculum “balanced and extensive” with a “strong focus on research training in the social and behavioral sciences” (External Reviewers Report, p. 1).

The development of two tracks, “research versus public policy,” was suggested by the external reviewers as a method of addressing “mixed” needs and interests among recent MA Department students. The Department response to this recommendation was that this was a “fascinating idea meriting additional study” (Department Interview). The Department is quite clear that they are not training clinical sexologists and believe that there is not a strict separation between the two groups, as noted by the external reviewers. Instead, they see differences by cohort and also see students changing their focus as they progress through the degree.

The APRC agrees that this goal-oriented division may better serve student interests but believes it may be too soon to make sweeping curricular changes of this sort. In addition, the external reviewers envisioned the implementation of a two-track system as requiring the addition of new faculty members to address the need for content coverage and to accommodate the necessary larger number of students. The APRC is also certain that Human Sexuality Studies faculty will want to give close attention to how such change would affect the curriculum and the people who teach it. The implementation of a two-track program may ultimately require significant additions or adjustments to the current curriculum, but the APRC understands that replacement and possible addition of key faculty members are matters demanding immediate address that may also directly affect curriculum. In time, and as the number of faculty members stabilizes through the replacement hires, this idea could be considered further. The APRC views the great success that Human Sexuality Studies has earned in securing external funding as the key to the implementation of a two-track system, should the Department decide to move in that direction.

While the Self Study shows that Department administration and faculty fully anticipated the possibility of Department growth and the division of the curriculum into concentrations prior to the external review, the economic stringency that, once again, the University and all its component elements face heightens the probability that faculty and curriculum expansion will occur slowly at best.

The culminating experience options were another area examined by the APRC. The Committee was originally concerned by the wide variety of types of culminating experience options (i.e., traditional social science research, creative works) and wondered how faculty were able to supervise such a variety. After explaining that the interdisciplinary nature of the faculty allowed them to do so, particularly since recent culminating experiences have been more research oriented, the APRC went on to discuss the thesis option with the faculty (Department Interview). It appears that currently, there is no formal defense of the thesis; instead, students are encouraged to present at conferences and a presentation on their thesis is made in the professional development class. In the interests of ensuring comparability with many other more traditional master’s programs, the APRC encourages the Department to consider adopting a more formal thesis presentation or a discipline-
specific report (or journal article) as a way to provide all students with an opportunity to present to the wider community.

The Self Study showed that Department administration and faculty has met or bettered the baseline standard of accessibility of the coursework – offering courses at least once every two years. The external reviewers offered only laudatory remarks for the MA Department curriculum overall and very specific praise for the graduate courses they visited. However, the reviewers’ mention of students’ “mixed reactions” to the Department and “mixed … career goals,” the loss of faculty members and the need for three new faculty hires in the areas of biopsychosocial reproductive decision-making, the Internet and sexuality, and sexuality education “across the course of life” all signal potential changes to the existing curriculum – such change not limited to the addition of new courses. (External Reviewers Report, p. 2)

Indeed, the APRC is intrigued by the possible curricular changes, the proposed faculty hiring priorities, and the potential they bring to the Department. We look forward to hearing the choices that the Department makes in these areas.

The MA in Human Sexuality Studies curriculum has held tenaciously to their academic, social justice and community service mission as well as their core interdisciplinary approach. The external reviewers praised the balance between theory and praxis exhibited throughout the Human Sexuality Studies curricula at both graduate and undergraduate levels. The APRC wholeheartedly joins in that praise.

**Assessment**

It is clear that the major challenge for Human Sexuality Studies is to address their lack of any student learning outcomes assessment process. Student learning outcome objectives exist and a process is outlined in the Self-Study. However, as the Department indicated in the interview with APRC (APRC Interview, November 28, 2007), they did not submit the required assessment report in October 2007 to Academic Affairs. They are themselves quite dissatisfied with the lack of a student assessment process and are taking the initial steps toward the development of an effective plan.

The external reviewers note, “We agree that these student learning outcomes could be strengthened and should be formalized. We also agree that criteria should focus on the Department in general as well as on individual student achievement standards, and should include written as well as oral performance” (External Reviewers Report, p. 3).

APRC notes that the seven learning objectives need refining in order to be more specific and measurable and APRC recommends that they be restructured accordingly. The APRC was particularly concerned that the methodology for reaching conclusions about student learning seemed completely anecdotal (see Appendix H for the 2005-2006 assessment report) rather than based upon concrete evidence. The APRC recommends that a new process be used to develop evidence (data + analysis) of student performance using accepted and systematic qualitative and/or quantitative methods. A variety of assessment strategies are available and could be used in the Department, particularly given the cohort structure of the program and the existence of early (Foundations) and late (Culminating Experiences) courses, allowing for ease in measuring pre- and post-degree competencies.
Finally, the APRC understands that HMSX faculty acknowledges the importance of developing new student learning outcomes and assessment strategies and strongly encourages them to work with the Director of University Assessment to develop strategies.

**Student Experience**

The external review recommended that the number of graduate students be increased. While the faculty recognizes that in the future the need for training more students will increase, the goal for now is to keep the cohort size at around fifteen, perhaps increasing to twenty. This insures that the graduate seminars can be kept small, to function like a seminar. As the faculty becomes larger there will be an opportunity for the Department to grow in number of students.

The Human Sexuality Studies Department has an annual fundraiser to support two scholarships for the academic year. Additionally the Department has ties with the Ford Foundation, which has provided student support opportunities for a summer institute. The summer institute serves as an effective recruitment program and ongoing training for professional practitioners in the field.

The HMSX faculty members are acutely aware of the need to be sensitive to a large array of different views on sexuality; however, this has yet to become an issue in the Department. One reason for this is that the very nature of the subject matter attracts an already sensitive clientele, one that celebrates diverse views of sexuality. Open discourse is apparently the rule among the students in the Department.

On a related issue, faculty members are equally aware that there is an imbalance in the student population of the Department, that being a relative underrepresentation of heterosexual males and trans-identified individuals. This imbalance reflects the trends in the field. Given the national scope of the Department, the faculty acknowledges the need to have all components of the diverse population of the country participate in the Department, and hope to take steps to welcome currently underrepresented persons.

To complete their degrees, most graduate students choose to do a traditional thesis. The faculty discussed the issue of how to get students to publish their thesis research. The focus of the faculty appears to be on supporting the goals of individual graduate students with respect to publishing a thesis. They are deservedly proud of the work that does get published by their students.

The masters students graduating in the Department who choose to go on to Ph.D. programs have several options, despite there being only one stand-alone HMSX Ph.D. program in the U.S. For example, graduates are accepted into Ph.D. programs in psychology, anthropology, sociology, and others.

**Faculty Experience**

Consistent with the interdisciplinary nature of the department, HMSX faculty members teach and research a vast range of human sexuality topics from several disciplinary perspectives. The teaching and research profiles of the faculty show tremendous breadth and depth of expertise in the field. Research interests include: adolescent sexuality, AIDS/HIV in diverse and international populations, contemporary issues in sexuality policy, sexuality education, and Internet Communication Technology and sexual health.

APRC commends the faculty for its impressive record of research and activities. Some faculty members have received extramural funding for their research projects.
and support for other programs within the Department. In addition to having some of the core faculty involved in the summer institute and ground-breaking conferences, including Disabilities and Sexuality, Kinsey at 50, and Internet and Sexuality, the Department has also brought internationally renowned experts to teach in this program. The ongoing work produced by the faculty continues to bring respect and recognition to the Department and the University.

With the departures of Professors Tolman and Teunis, the Human Sexuality Studies Department is experiencing a critical transition. The Department has plans to hire a senior scholar (to replace Tolman) and a junior scholar (to replace Teunis). In addition, it plans to expand its curricular offerings and research by hiring faculty with expertise in Internet and sexual health, reproductive health and rights, women’s sexuality, and sexuality education. These anticipated hires are consistent with the mission and vision of the Department. APRC acknowledges the critical nature of these searches for the continuing health and growth of the Department.

University Strategic Plan

APRC finds that the Human Sexuality Studies Department expresses the mission of the University — which is to advance “the values of equity and social justice through community engagement, internationalization and inclusion in opportunities for personal and professional growth” (University Strategic Plan 2006). The Department evolved from “borrowed” faculty and departments that contributed their time and resources to establish this pioneer Department in academia. Today, the Department is well-known in its field, has its own dedicated faculty, and continues to be an essential part of the university life.

The Human Sexuality Studies Department is deeply involved in international and interdisciplinary study through the professional activities the faculty. In particular, outreach efforts were made through a national sexuality resource website and through the faculty’s participation in a conference in Mexico. APRC recommends extending these activities to develop a curriculum that addresses human sexuality in international contexts.

The Department mission is to advance the knowledge and research about human sexuality, which by itself is a field that builds on equity and social justice. Currently, the student body tends to be predominantly white. APRC recommends developing a strategic plan that aims at increasing the diversity of the graduate students.

The Department is planning to hire additional faculty members in the near future. APRC recommends developing a hiring strategy that aims at internationalizing the curriculum and diversifying the expertise of the faculty and the student population.

Conclusion

Overall, APRC is very impressed by the accomplishments of the Department of Human Sexuality Studies. The MA program, during its short lifetime, has already achieved a level of quality and national renown, attracting nationally known scholars as
speakers and faculty and sponsoring important conferences and summer institutes. With the further development of the program and the completion of an effective student learning outcomes program, we believe that the Department can sustain this early promise and continue the development of outstanding program.
CONCLUDING ACTION MEMORANDUM
SAN FRANCISCO STATE UNIVERSITY
Department of Sexuality Studies
Spring 2009

Introduction

Within a very short period of time, the Department of Sexuality Studies has created a unique, nationally known graduate program. They are to be commended for their innovation, their ability to create a sustainable program, and their outstanding level of external resources, a model for the University. The University is impressed by the Department’s meeting or exceeding all University Standards for graduate programs.

Commendations

The Department is commended for:

1. Developing, in a relatively short period of time, a program which is highly regarded nationally and internationally and which is a model of interdisciplinary content and pedagogical approaches.

2. Meeting or exceeding all University standards for graduate programs set out in the 6th Cycle of Program Review.

3. Increasing internationalization efforts.
4. Successfully developing and obtaining extramural funding for its activities.

5. Developing projects and programs emanating from external funding, including the summer institutes and the various conferences.

6. Demonstrating an impressive record of research and community activities.

**Action Plan**

Based on the outcome of the academic program review and on the discussions resulting from this review, the Department of Sexuality Studies will take the following actions:

1. Immediately review and revise its formal student learning outcome goals and objectives so that they are more specific and measurable. These should then be used to develop a comprehensive student learning assessment plan. This plan may include both qualitative and quantitative measures but must incorporate measures reflecting knowledge of the field, writing skills, and oral presentation skills.

2. Closely monitor trends in the field and the interests of students in order to assess the need for dual tracks of research and public policy within the master’s degree.

3. In this time of immense change for the Department, develop a comprehensive plan and planning process to identify and prioritize possible future paths for the Department program options. The planning process needs to include all program stakeholders in its development.
4. Consider adopting a more formal thesis presentation or a discipline-specific report (or journal article) as a way to provide all students with an opportunity to present to the wider community.

5. Continue to monitor student satisfaction with the degree program in a variety of ways, such as an exit interview or periodic focus groups.

6. Continue to monitor student diversity and seek ways to encourage and support underrepresented students to seek admission and complete the degree.

7. Develop a hiring strategy to further internationalize the curriculum and diversify the expertise of the faculty and the student population.

Provost's Statement

The following statement from Provost John Gemello is intended to provide a context for addressing resource-related issues in all Memoranda of Understanding: “Student demand is growing in many areas of the curriculum. Furthermore, given the current fiscal setting, we do not expect that overall funding for programs will increase appreciably (if at all) beyond current levels. Therefore, all academic units are being asked to examine the depth and breadth of offerings in their programs and to assess the extent to which they can be sustained. Accordingly, as with all academic units in the University, the College of Behavioral and Social Sciences and the Department of Sexuality must look at their ability to continue to offer the full array of current programs and emphases over the next several years.”
Authorization

We hereby approve this Concluding Action Memorandum:

John Gemello, Provost and
Vice President, Academic Affairs

Joel Kassiola, Dean
College of Behavioral and Social Sciences

Rita Melendez, Chair
Department of Sexuality Studies

1/29/09
Date

1/29/09
Date

1/29/09
Date
Appendix C: Minor in Human Sexuality Studies Curriculum

Students can enroll in the final course in the Minor (SXS680 Colloquium in Sexuality Studies) only after completing all other Minor requirements.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Units</th>
<th>Offered</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTORY COURSE:</strong> CHOOSE ONE COURSE FROM THE FOLLOWING: (TOTAL 3 UNITS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 110/SOC110 or SXS 300</td>
<td>Sexuality &amp; Society or Introduction to Human Sexuality</td>
<td>3</td>
<td>Fall/Spr</td>
<td></td>
</tr>
<tr>
<td><strong>CORE AREA ELECTIVE COURSES:</strong> STUDENTS CHOOSE ONE COURSE FROM EACH OF THE FOUR AREAS LISTED BELOW (TOTAL 12-14 UNITS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Area 1: Biological and Health Aspects of Human Sexuality</strong> – CHOOSE ONE COURSE FROM THE FOLLOWING:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 322</td>
<td>Human Sexuality: Integrative Science</td>
<td>3</td>
<td>Fall/Spr</td>
<td></td>
</tr>
<tr>
<td>BIO 327</td>
<td>AIDS: Biology of the Modern Epidemic</td>
<td>3</td>
<td>Fall/Spr</td>
<td></td>
</tr>
<tr>
<td>BIO 330</td>
<td>Biology of Human Sexuality</td>
<td>3</td>
<td>Fall/Spr/Sum</td>
<td></td>
</tr>
<tr>
<td>HED 303</td>
<td>Health Disparities &amp; Sexual &amp; Gender Minority Communities</td>
<td>3</td>
<td>✓DEPT</td>
<td></td>
</tr>
<tr>
<td>SXS 601</td>
<td>Sexuality, Ethnicity &amp; Health</td>
<td>3</td>
<td>✓DEPT</td>
<td></td>
</tr>
<tr>
<td><strong>Area 2: Social Scientific Aspects of Human Sexuality</strong> – CHOOSE ONE COURSE FROM THE FOLLOWING:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLSI 381</td>
<td>Political Theories of Sexuality</td>
<td>4</td>
<td>✓DEPT</td>
<td></td>
</tr>
<tr>
<td>PSY 320/SXS 320</td>
<td>Sex &amp; Relationships</td>
<td>3</td>
<td>Fall/Spr</td>
<td></td>
</tr>
<tr>
<td>PSY 436/SXS 436</td>
<td>Psychology of Human Sexual Behavior</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>PSY 456/SXS 456</td>
<td>The Development of Maleness &amp; Femaleness</td>
<td>4</td>
<td>Spr</td>
<td></td>
</tr>
<tr>
<td>SXS400/PSY450/SOC400</td>
<td>Variations in Human Sexuality</td>
<td>3</td>
<td>Fall/Spr/Sum/Win</td>
<td></td>
</tr>
<tr>
<td>SXS 421</td>
<td>Homophobia &amp; Coming Out</td>
<td>3</td>
<td>✓DEPT</td>
<td></td>
</tr>
<tr>
<td>SXS 455</td>
<td>Sex, Power &amp; Politics</td>
<td>3</td>
<td>✓DEPT</td>
<td></td>
</tr>
<tr>
<td>SXS 678</td>
<td>Disability &amp; Sex</td>
<td>3</td>
<td>✓DEPT</td>
<td></td>
</tr>
<tr>
<td><strong>Area 3: Cultural, Ethnic, Racial and Sexual Diversity &amp; Human Sexuality</strong> – CHOOSE ONE COURSE FROM THE FOLLOWING:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS 584</td>
<td>Asian American Sexualities</td>
<td>3</td>
<td>✓DEPT</td>
<td></td>
</tr>
<tr>
<td>AIS 440/SXS440/WGS440</td>
<td>Native Sexualities &amp; Queer Discourse</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ANTH 415/SXS 438</td>
<td>Culture &amp; Sex in East Asia</td>
<td>3</td>
<td>✓DEPT</td>
<td></td>
</tr>
<tr>
<td>ANTH 569/SXS 567</td>
<td>Cross-Cultural Aspects of Sex &amp; Gender</td>
<td>3</td>
<td>Fall/Spr</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>LTNS 505/ WGS 505</td>
<td>Gender, Sexuality &amp; Latino Communities</td>
<td>3</td>
<td>✓ DEPT</td>
<td></td>
</tr>
<tr>
<td>RRS 375</td>
<td>Queer Arabs in the U.S.</td>
<td>3</td>
<td>✓ DEPT</td>
<td></td>
</tr>
<tr>
<td>RRS 380</td>
<td>Coloring Queer: Imagining Communities</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>SXS400/PSY450/SOC 400</td>
<td>Variations in Human Sexuality</td>
<td>3</td>
<td>Fall/Spr/Sum/Win</td>
<td></td>
</tr>
<tr>
<td>SXS 458</td>
<td>Introduction To Transgender Studies</td>
<td>3</td>
<td>✓ DEPT</td>
<td></td>
</tr>
<tr>
<td>SXS 467/SOC 667</td>
<td>Lesbian, Gay, Bisexual, Transgender Cultures &amp; Society</td>
<td>4</td>
<td>Fall/Spr</td>
<td></td>
</tr>
<tr>
<td>WGS 552</td>
<td>Transgender Identities &amp; Communities</td>
<td>3</td>
<td>✓ DEPT</td>
<td></td>
</tr>
</tbody>
</table>

**Area 4: Arts & Humanistic Aspects of Human Sexuality** – CHOOSE ONE COURSE FROM THE FOLLOWING:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 403/SXS 405</td>
<td>Queer Art History</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>CIN 332/SXS 332</td>
<td>Understanding Representation &amp; Narration of Sexuality in Cinema</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
<tr>
<td>CIN 541</td>
<td>Race, Sex &amp; Identity</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
<tr>
<td>CLAS 530/SXS 530</td>
<td>Gender and Sexuality in Ancient Greece &amp; Rome</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
<tr>
<td>ENG 633/SXS633</td>
<td>Gay Love &amp; Literature</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
<tr>
<td>HIS 313</td>
<td>Comparative History of Love &amp; Sexuality</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SXS 314</td>
<td>Gay, Lesbian, Bisexual History</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
<tr>
<td>HUM 390</td>
<td>Images of Eroticism</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PHIL 369/SXS 369</td>
<td>Philosophical Issues in Sexuality</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PHIL 445/SXS 469</td>
<td>Sex &amp; Morality</td>
<td>3</td>
<td>Spr</td>
</tr>
<tr>
<td>PHIL 455/SXS 569</td>
<td>Sex &amp; the Law</td>
<td>3</td>
<td>Fall/Spr</td>
</tr>
<tr>
<td>WGS 551/SXS 551</td>
<td>Queer Literatures &amp; Media</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>WGS 611</td>
<td>Theories of Female Sexuality</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
</tbody>
</table>

**Colloquium:** Students cannot enroll in the Colloquium course until completing all other minor requirements. (Total 3 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SXS 680</td>
<td>Colloquium in Human Sexuality</td>
<td>3</td>
<td>Fall/Spr</td>
</tr>
</tbody>
</table>

**Minimum Total to Complete the Minor:** 18-20 units

Students can enroll in the capstone course in the Minor (SXS680 Colloquium in Sexuality Studies) after completing all other courses.
Appendix D: Minor in Lesbian, Gay, Bisexual and Transgender Studies Curriculum

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Unit(s)</th>
<th>Offered</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SXS 110/SOC110 or SXS 301 or SXS 667/SOC 467</td>
<td><strong>INTRODUCTORY COURSE:</strong> — CHOOSE ONE COURSE FROM THE FOLLOWING: (TOTAL 3-4 UNITS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 110/SOC110 or SXS 301 or SXS 667/SOC 467</td>
<td>Sexuality &amp; Society or Perspectives in Gay, Lesbian, Bisexual and Transgender Studies or Lesbian, Gay, Bisexual, Transgender, and Queer Cultures &amp; Society</td>
<td>3</td>
<td>Fall/Spr</td>
<td></td>
</tr>
<tr>
<td>SXS 110/SOC110 or SXS 301 or SXS 667/SOC 467</td>
<td></td>
<td>3</td>
<td>Spr</td>
<td>DEPT</td>
</tr>
<tr>
<td><strong>CORE AREA ELECTIVE COURSES:</strong> STUDENTS CHOOSE ONE COURSE FROM EACH OF THE FOUR AREAS LISTED BELOW (TOTAL 12-14 UNITS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Area 1:</strong> Biological and Health Aspects of LGBT Experience — CHOOSE ONE COURSE FROM THE FOLLOWING:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 322</td>
<td>Human Sexuality: Integrative Science</td>
<td>3</td>
<td>Fall/Spr</td>
<td></td>
</tr>
<tr>
<td>BIO 327</td>
<td>AIDS: Biology of the Modern Epidemic</td>
<td>3</td>
<td>Fall/Spr</td>
<td></td>
</tr>
<tr>
<td>BIO 330</td>
<td>Biology of Human Sexuality</td>
<td>3</td>
<td>Fall/Spr/Sum</td>
<td></td>
</tr>
<tr>
<td>HED 303</td>
<td>Health Disparities &amp; Sexual &amp; Gender Minority Communities</td>
<td>3</td>
<td>DEPT</td>
<td></td>
</tr>
<tr>
<td>SXS 601</td>
<td>Sexuality, Ethnicity &amp; Health</td>
<td>3</td>
<td>DEPT</td>
<td></td>
</tr>
<tr>
<td><strong>Area 2:</strong> Social Scientific Aspects of LGBT Experience — CHOOSE ONE COURSE FROM THE FOLLOWING:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 314</td>
<td>Gay, Lesbian, Bisexual History</td>
<td>3</td>
<td>DEPT</td>
<td></td>
</tr>
<tr>
<td>SXS400/PSY450/SOC400</td>
<td>Variations in Human Sexuality</td>
<td>3</td>
<td>Fall/Spr/Sum/Win</td>
<td></td>
</tr>
<tr>
<td>SXS 421</td>
<td>Homophobia &amp; Coming Out</td>
<td>3</td>
<td>DEPT</td>
<td></td>
</tr>
<tr>
<td><strong>Area 3:</strong> Cultural, Ethnic, Racial and Sexual Diversity &amp; LGBT Experience — CHOOSE ONE COURSE FROM THE FOLLOWING:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIS 440/SXS440/WGS440</td>
<td>Native Sexualities &amp; Queer Discourse</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ANTH 569/SXS 567</td>
<td>Cross-Cultural Aspects of Sex &amp; Gender</td>
<td>3</td>
<td>Fall/Spr</td>
<td></td>
</tr>
<tr>
<td>LTNS 505/WGS 505</td>
<td>Gender, Sexuality &amp; Latino Communities</td>
<td>3</td>
<td>DEPT</td>
<td></td>
</tr>
<tr>
<td>RRS 375</td>
<td>Queer Arabs in the U.S.</td>
<td>3</td>
<td>DEPT</td>
<td></td>
</tr>
<tr>
<td>RRS 380</td>
<td>Coloring Queer: Imaging Communities</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>RRS 460</td>
<td>AIDS and People of Color in the U.S.</td>
<td>3</td>
<td>DEPT</td>
<td></td>
</tr>
<tr>
<td>SXS 458</td>
<td>Introduction To Transgender Studies</td>
<td>3</td>
<td>DEPT</td>
<td></td>
</tr>
<tr>
<td>WGS 552</td>
<td>Transgender Identities &amp; Communities</td>
<td>3</td>
<td>DEPT</td>
<td></td>
</tr>
<tr>
<td><strong>Area 4:</strong> Arts &amp; Humanistic Aspects of LGBT Experience — CHOOSE ONE COURSE FROM THE FOLLOWING:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 403/SXS 405</td>
<td>Queer Art History</td>
<td>3</td>
<td>Spr</td>
<td></td>
</tr>
</tbody>
</table>

43
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 530/SXS 530</td>
<td>Gender and Sexuality in Ancient Greece &amp; Rome</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
<tr>
<td>ENG 633/SXS 633</td>
<td>Gay Love &amp; Literature</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
<tr>
<td>HED 500/SXS 500</td>
<td>Values Clarification in Sexuality</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
<tr>
<td>PHIL 445/SXS 469</td>
<td>Sex &amp; Morality</td>
<td>3</td>
<td>Fall/Spr</td>
</tr>
<tr>
<td>SXS 314</td>
<td>Gay, Lesbian, Bisexual History</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
<tr>
<td>SXS 635</td>
<td>Queer Masterpieces</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
<tr>
<td>WGS 551/SXS 551</td>
<td>Queer Literatures &amp; Media</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>WGS 612</td>
<td>Queer Theory</td>
<td>3</td>
<td>✓ DEPT</td>
</tr>
</tbody>
</table>

**Colloquium:** Students cannot enroll in the colloquium course until completing all other minor requirements.

*(Total 3 units)*  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SXS 680</td>
<td>Colloquium in Human Sexuality</td>
<td>3</td>
<td>Fall/Spr</td>
</tr>
</tbody>
</table>

**Minimum total of units to complete the minor:** 18-20 units
Appendix E: History of Course Offerings by Instructor, Sexuality Studies

<table>
<thead>
<tr>
<th>Grad Coordinator</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>SXS 800</td>
<td>Herdt</td>
<td>n/a</td>
<td>Herdt</td>
<td>n/a</td>
<td>Herdt</td>
<td>n/a</td>
</tr>
<tr>
<td>SXS 881</td>
<td>Frost</td>
<td>n/a</td>
<td>Skinta</td>
<td>n/a</td>
<td>Frost</td>
<td>n/a</td>
</tr>
<tr>
<td>SXS 801</td>
<td>n/a</td>
<td>Hoff</td>
<td>n/a</td>
<td>Carrington</td>
<td>n/a</td>
<td>Carrington</td>
</tr>
<tr>
<td>SXS 805</td>
<td>White</td>
<td>not offered</td>
<td>White</td>
<td>not offered</td>
<td>not offered</td>
<td>Fields</td>
</tr>
<tr>
<td>SXS 702</td>
<td>Sueyoshi</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>Sueyoshi</td>
</tr>
<tr>
<td>SXS 799</td>
<td>Fields</td>
<td>Fields</td>
<td>Frost</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 882/883</td>
<td>not offered</td>
<td>Frost</td>
<td>Frost</td>
<td>Frost</td>
<td>Frost</td>
<td>Melendez</td>
</tr>
<tr>
<td>SXS 884</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>SXS 890</td>
<td>n/a</td>
<td>Melendez</td>
<td>n/a</td>
<td>Melendez</td>
<td>n/a</td>
<td>Brown</td>
</tr>
<tr>
<td>SXS 810</td>
<td>not offered</td>
<td>not offered</td>
<td>Yep</td>
<td>not offered</td>
<td>not offered</td>
<td>Yep</td>
</tr>
<tr>
<td>SXS 701</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>Brown</td>
<td>not offered</td>
<td>Yep</td>
</tr>
<tr>
<td>SXS 703</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>Frost</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 771/772/806</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>Herdt</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 750</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>Grad Coordinator</td>
<td>Fall 2012</td>
<td>Spring 2013</td>
<td>Fall 2013</td>
<td>Spring 2014</td>
<td>Fall 2014</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>SXS 800</td>
<td>Fields</td>
<td>Clay</td>
<td>n/a</td>
<td>Clay</td>
<td>n/a</td>
<td>Sears</td>
</tr>
<tr>
<td>SXS 801</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>Carrington</td>
<td>n/a</td>
<td>Hoff</td>
</tr>
<tr>
<td>SXS 805</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 802</td>
<td>Sueyoshi</td>
<td>Sueyoshi</td>
<td>not offered</td>
<td>Sueyoshi</td>
<td>n/a</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 803</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>SXS 804</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>SXS 805</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 806</td>
<td>Mendoza</td>
<td>Mendoza</td>
<td>Mendoza</td>
<td>Mendoza</td>
<td>Mendoza</td>
<td>Mendoza</td>
</tr>
<tr>
<td>SXS 807</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>SXS 808</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>SXS 809</td>
<td>n/a</td>
<td>Fields</td>
<td>n/a</td>
<td>Fields</td>
<td>n/a</td>
<td>Fields</td>
</tr>
<tr>
<td>SXS 810</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 811</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 812</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 813</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 814</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>Grad Coordinator</td>
<td>Fall 2015</td>
<td>Spring 2016</td>
<td>Fall 2016</td>
<td>Spring 2017</td>
<td>Fall 2017</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>SXS 800</td>
<td>Bost</td>
<td>n/a</td>
<td>Bost</td>
<td>n/a</td>
<td>Sears</td>
<td>n/a</td>
</tr>
<tr>
<td>SXS 881</td>
<td>Martinez</td>
<td>n/a</td>
<td>Melendez</td>
<td>n/a</td>
<td>Melendez</td>
<td>n/a</td>
</tr>
<tr>
<td>SXS 801</td>
<td>n/a</td>
<td>Hoff</td>
<td>n/a</td>
<td>Hoff</td>
<td>n/a</td>
<td>sabbatical- not offered</td>
</tr>
<tr>
<td>SXS 805</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 702</td>
<td>not offered</td>
<td>Stein</td>
<td>Sears</td>
<td>n/a</td>
<td>Reck</td>
<td>Francisco Mencha</td>
</tr>
<tr>
<td>SXS 799 SXS 882/883</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>Francisco-Mencha</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 884</td>
<td>Fields, Martinez</td>
<td>Fields, Martinez</td>
<td>Fields, Martinez</td>
<td>Fields, Martinez</td>
<td>Sears, Martinez</td>
<td>Kenney, Kenney, Martinez</td>
</tr>
<tr>
<td>SXS 890</td>
<td>n/a</td>
<td>Fields</td>
<td>n/a</td>
<td>Fields</td>
<td>n/a</td>
<td>Martinez</td>
</tr>
<tr>
<td>SXS 810</td>
<td>not offered</td>
<td>not offered</td>
<td>Yep</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 701</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 703</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 771/772/806</td>
<td>Fischer</td>
<td>not offered</td>
<td>not offered</td>
<td>Kenney</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>SXS 750</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>Course Code</td>
<td>Fall 2018</td>
<td>Spring 2019</td>
<td>Fall 2019</td>
<td>Spring 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 800</td>
<td>Sears</td>
<td>n/a</td>
<td>Martinez</td>
<td>Martinez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 881</td>
<td>Melendez</td>
<td>n/a</td>
<td>Melendez</td>
<td>Sears</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 801</td>
<td>Hoff</td>
<td>Hoff</td>
<td>n/a</td>
<td>Hoff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 805</td>
<td>not offered</td>
<td>Fields</td>
<td></td>
<td>Sueyoshi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 799</td>
<td>not offered</td>
<td>none</td>
<td></td>
<td>Francisco-MenchaReck - space/place and queerness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 882/883</td>
<td>Sears, Sears</td>
<td>Sears</td>
<td>Sears</td>
<td>Bettinger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 890</td>
<td>n/a</td>
<td>Martinez</td>
<td>n/a</td>
<td>Martinez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 810</td>
<td>not offered</td>
<td>Yep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 701</td>
<td>not offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 703</td>
<td>not offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 771/772/806</td>
<td>not offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SXS 750</td>
<td>not offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F: MA in Sexuality Studies Curriculum Requirements

Master of Arts in Human Sexuality Studies
Human Sexuality Studies (M.A.) — Minimum 30 units

Degree Requirements

Core Requirements (12 units)

<table>
<thead>
<tr>
<th>Code/Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SXS/ANTH 701</td>
<td>Sexual Cultures, Sexual Identities</td>
<td>3</td>
</tr>
<tr>
<td>or SXS/HIST 702</td>
<td>Sexuality in Historical Perspective</td>
<td></td>
</tr>
<tr>
<td>SXS 800</td>
<td>Sociocultural Foundations in Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SXS 801</td>
<td>Biological and Psychological Foundations of Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SXS 890</td>
<td>Professional Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Course List

Research Methodology (6 units)

<table>
<thead>
<tr>
<th>Code/Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SXS 881</td>
<td>Research Methods in Human Sexuality Studies</td>
<td>3</td>
</tr>
<tr>
<td>SXS 882</td>
<td>Research Design in Human Sexuality Studies</td>
<td>3</td>
</tr>
<tr>
<td>or SXS 883</td>
<td>Applied Quantitative Methods in Sexuality Studies</td>
<td></td>
</tr>
<tr>
<td>or SXS 884</td>
<td>Advanced Methods in Sexuality Studies</td>
<td></td>
</tr>
</tbody>
</table>

or other advanced methods course with approval of Graduate Studies Coordinator

Course List

Electives (9 units)

Units selected from upper-division/graduate courses upon advisement

Culminating Experience (3 units)

<table>
<thead>
<tr>
<th>Code/Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SXS 894</td>
<td>Creative Work Project</td>
<td>3</td>
</tr>
<tr>
<td>or SXS 895</td>
<td>Research Project in Human Sexuality Studies</td>
<td></td>
</tr>
<tr>
<td>or SXS 898</td>
<td>Master's Thesis</td>
<td></td>
</tr>
</tbody>
</table>
Appendix G: Capstone Ceremony Program - will add as pdf before sending off campus
Appendix H: Affiliated Graduate Faculty in Sexuality Studies

Graduate Faculty
Members of the graduate faculty are appointed outside the Department of Sociology and Sexuality Studies. Some occasionally teach in the graduate Sexuality Studies program; many teach graduate courses in their home departments of interest to Sexuality Studies MA students. Graduate faculty can serve as second and third readers on MA theses. They may also be important mentors to MA students. Please note this list is a dynamic one. We regularly seek relationships with other faculty whose expertise and interests will strengthen the department’s offerings, and we expect to add names to this list in 2018-19. In addition, the Graduate Faculty listed below have indicated to us that they would like to meet and work with Sexuality Studies students, but their obligations to their home departments and students have to take priority.

Rabab Ibrahim Abdulhadi PhD in Sociology, Yale University; SF State appointment in Race and Resistance Studies. Palestine, Israel and the Middle East, Arab and Muslim communities transnationally, race and ethnic relations, gender and sexuality and feminist movements.

Tomas Almaguer PhD in Sociology, UC Berkeley; teaches undergraduate courses at SF State for Latina/Latino Studies Department, History Department, Women & Gender Studies Department, Sociology Department, and graduate courses for Ethnic Studies MA Program and Sexuality Studies MA Program.

Nan Alamilla Boyd PhD in American Civilization, Brown University; SF State appointment in Women and Gender Studies. US LGBTQ history; queer cultural studies; oral history methods; and neoliberalism and urban gentrification.

Deborah Cohler PhD in English Literature, Brown University; SF State appointment in Women and Gender Studies. Transnational feminist theories of war and militarism. Queer theory and intersectional cultural studies. Foci on mass culture, print media, television, film, literature.

John P. Elia PhD in Education with emphases in history and philosophy of American education and socio-cultural foundations, UC Davis; SF State appointment in Health Education. School-based sexuality education in the US, LGBT and queer studies, and bisexuality and school culture.

Mickey Eliason, PhD in Psychology, University of Iowa; SFSU Department of Health Education. Formerly Chair of Sexuality Studies at University of Iowa. U.S. LGBTQ health issues; older sexual minority women, substance abuse, mental health, healthcare provider attitudes

Dawn-Elissa Fischer PhD in Anthropology, University of Florida; SF State appointment in Africana Studies. Womanist theory; Hip hop's gender and sexuality politics; LGBTQI inclusion in hip hop transnational social movement organizations; critical race theory in visual ethnography and other forms of Black visual media.

Christoph Hansmann, PhD in Sociology, UC San Francisco; SF State appointment in Women and Gender Studies. Feminist inquiries and Trans health politics and practices; medical sociology; qualitative methodologies.

Martha Kenney PhD in the History of Consciousness, UC Santa Cruz; SF State appointment in Women and Gender Studies. Feminist science and technology studies; politics of knowledge; feminist theory; and speculative fiction.

Laura Mamo PhD in Sociology, University of California at San Francisco; SF State appointment in Health Education and Health Equity Institute. Health equity and inequities; gender, sexuality and biomedicine; social and cultural dimensions of health, health care, and medical technologies in U.S.; co-production of knowledge and social inequalities.

James Martel PhD in Political Science, University of California at Berkeley; SF State appointment in Political Science. American and European political theory, American politics, and gender studies and political economy.

Christopher Moffatt PhD in Psychology, John Hopkins University; SF State appointment in Biology. Regulation of reproduction by chemosensory stimuli, particularly reproductively-inhibiting pheromones.
Lisa Moore  DrPH in Community Health Education, University of California, Berkeley; SF State Appointment in Health Education. Social inequity and health; social production of disease, with focus on War on Drugs and consumerism as behavioral and social drivers; reduction of drug related harms.

Celine Parrenas Shimizu PhD in Modern Thought and Literature, Stanford University; SF State appointment in Cinema. Film and performance theory and production, race and sexuality, comparative feminisms, transnational popular culture and ethnography.

Belinda Reyes PhD in Economics, University of California, Berkeley: SF State appointment in Latina/o Studies. Demographics, education, immigration, urban economics, and the social and economic progress of race/ethnic minorities.

Marc Stein PhD in History, University of Pennsylvania; SF State appointment in History. US LGBTQ history; history of gender and sexuality; constitutional law; social movements; urban history.

Molly Strear PhD in Counselor Education and Supervision, University of Northern Colorado; SF State appointment in Counseling. Individual counseling, play therapy, adolescent day treatment, and providing multifaceted counseling services for youth in the child welfare and juvenile justice systems.

Charlotte Tate PhD in Psychology, University of Oregon, Eugene; SF State appointment in Psychology. Studies identity development for gender groups (incl. cis and trans* profiles), sexual orientation groups, and ethnicity groups in U.S., intersections among identities, and sources of prejudice and discrimination toward those groups.

Mary Ann A. van Dam RN, PNP, PhD in Nursing, University of California, San Francisco; SF State appointment in Nursing. Discrimination as it affects health; measurement of disclosure of lesbian and gay identities; how degree of disclosure, along with mediators and moderators, affects health and well-being.

Dilara Yarbrough PhD in Sociology, University of California, San Diego; SF State appointment in Criminal Justice Studies, School of Public and Civic Engagement. Gender, race and criminalized work in the production of marginality.

Gust A. Yep PhD in Communication Studies, University of Southern California; SF State appointment in Communication Studies. Communication at intersections of culture, race, class, gender, sexuality, and nation; communication in HIV/AIDS programs in communities of color; and queer and trans studies in communication.
Appendix I: SXS Core Faculty Curriculum Vitaes
CHRISTOPHER MICHAEL CARRINGTON

369 HSS. 1600 Holloway Ave  ccarrington@sfsu.edu
San Francisco, CA  (415) 338-1466
94132

EDUCATION

PhD  Sociology, University of Massachusetts, Amherst (February 1998)
M.A.  Sociology, University of Colorado, Boulder (May 1989)
M.A. & M.DIV.  Religious Studies, Iliff School of Theology/University of Denver (May 1987)
B.A.  Philosophy, Colorado State University (May 1984)

PUBLICATIONS

BOOK


RECENT ARTICLES


BOOK REVIEWS

Qualitative Sociology, October 2001, Reviews of E. J. Graff, What is Marriage For and of K. Hackstaff, Marriage in a Culture of Divorce.
AREAS OF TEACHING COMPETENCY
Human Sexuality; Lesbian And Gay Family Life And Relationships; Gay Male Friendship; Gay Male Sexuality; Sexual Orientation(s); Substance Use And Abuse Among Sexual Minorities; Work & Family Dynamics for Sexual Minorities; Gay/Lesbian Studies and Culture

TEACHING EXPERIENCE

2008- Associate Professor of Sociology & Sexuality Studies. San Francisco State University.

2001-08 Assistant Professor of Sociology, San Francisco State University, Department of Sociology.

1993-2001 Annual Lecturer, San Francisco State University. Department of Sociology and Human Sexuality Studies Program.

Courses: Social Construction of Deviance & Conformity; Field Methods; Social Psychology; Families & Society; Social Inequality; Introduction to Bisexual, Lesbian and Gay Studies; Lesbian/Gay Family Studies.

1993-1999 Lecturer, California State University, Hayward. Department of Women's Studies.

Courses: Women, Work and Family Life; Women & Careers; Introduction to Women’s Studies; Women & Religion; Perspectives on Women; Introduction to Lesbian & Gay Studies.

1990-1992 Instructor, University of Rhode Island. Department of Sociology

Courses: Self and Society; Sociology of Marriage & Family; Sociology of Sex and Gender.

1989-1992 Instructor, Univ. of Massachusetts, Amherst. Department of Sociology

Courses: The Family; Sociology of Gender & Sexuality; Social Stratification; Social Psychology; Sociology of Religion.

1990-1992 Instructor, Univ. of Massachusetts, Boston. Department of Sociology

Courses: Sociology of the Family; Contemporary American Society; Social Stratification.

1984-1987 Teaching Assistant, Iliff School of Theology, Denver.

Courses: History of Christianity; Christianity in the Modern World: Sociology of Religion; Hebrew Bible.

INVITED TALKS & PAPERS


CONFERENCE PAPER PRESENTATIONS


2005 “Safer-Sex Strategies among Gay Male Circuit Party Participants: Notes from the Field.” Fifth National Gay Men’s Health Conference, Salt Lake City, UT.


2001 “Circuit Boys: Into the world of the gay dance and circuit party culture.” Bay Area Sexuality Research Seminar, Center for Community Research. San Francisco.


DISSERTATION AND MASTERS THESES

Ph.D. “Constructing Lesbigay Families: The Social Organization of Domestic Labor(s) In Lesbian And Gay Families.” Chair: Dr. Naomi Gerstel. University of Massachusetts, Amherst.


AWARDS & HONORS


Martin Levine Dissertation Fellowship, Sexuality Section, American Sociological Association, 1994

University of Colorado Graduate Studies Fellowship, 1987-88.
Elizabeth Skinner Award, Iliff School of Theology, 1987. Honor given to graduating Masters candidate for academic performance, commitment to social justice, and community service.

Mortar Board, Colorado State University. 1984. Honor given to 12 CSU graduates recognizing academic achievement, community service, and student leadership.

**ACADEMIC SERVICE**

2006-2014  Educational Technology Advisory Committee  
2005-pres  Undergraduate Advisor for Sexuality Studies Minor  
2005-06  Chair, Sociology Junior Faculty Search Committee.  
2002-05  Academic Senator, San Francisco State Academic Senate, College of Behavioral and Social Sciences.  
2002-05  Member, Curriculum Review and Approval Committee, Academic Senate of San Francisco State University  
2004-05  Member, Educational Policies Committee, SFSU Academic Senate.

2003-06;2012 Graduate Advisor, Human Sexuality Masters Program  
2003-04  Junior Faculty Representative, College of Behavioral and Social Science Council.  
1996-pres  Member, Executive Committee, Human Sexuality Studies Program  
2001-2005  Member & Chair, Graduate Admissions Committee, Human Sexuality Studies Program  
2001-2004  Member, Graduate Scholarship Awards Committee. Human Sexuality Studies  
2001-pres  Segment III Cluster Coordinator. Gay/Lesbian, Bisexual, Transgender and Queer Culture and Perspectives  
2003  Member, Human Sexuality Faculty Search Committee  
2002  Member, Sociology Faculty Search Committee  
2002-pres  Guest Lecturer, Biology 330, Psychology 400, Ethnic Studies 890 Human Sexuality 300, 800, 891  
2001-03  Chair, General Education Segment II, Life-Long Development Committee.  
2002-pres  Member & Chair, Graduate Admissions Committee, Human Sexuality Studies Program  
2002-pres  Member, Graduate Scholarship Awards Committee. Human Sexuality Studies  
1999-2003  Segment III Cluster Coordinator, Poverty and Social Inequality.  

1998-99 Program Chair, Sociology Lesbian/Gay/Bi/Trans Caucus, American Sociological Association.


1995-6 Chair, Sociology Lesbian/Gay/Bisexual and Transgender Caucus American Sociological Association.

1994-5 Program Chair, Sociology Lesbian/Gay/Bisexual Caucus, American Sociological Association. Washington, DC.

1990-2 Member, Graduate Policy Review Committee, Sociology, University of Massachusetts, Amherst

1990 Graduate Student Representative, Faculty Search Committee, Sociology, University of Massachusetts.

1990-2 Faculty Advisor, Gay/Lesbian/Bisexual Student Organization, University of Massachusetts, Boston.

1988-9 Chair, Sociology Graduate Student Association, University of Colorado, Boulder.

1987-9 Member, Graduate Admissions Committee, University of Colorado, Boulder.

PROFESSIONAL AFFILIATIONS

National Council on Family Relations American Sociological Association:
- Deviance Section
- Sociology of Family Section
- Sexualities Section
- Lesbian, Gay, Bisexual and Transgender Caucus Society for the Study of Social Problems

Pacific Sociological Association

JOURNAL AND BOOK MANUSCRIPT REVIEWING


2010 Journal of Homosexuality

2008 Journal of Contemporary Ethnography


2003 Qualitative Sociology; Sociological Perspectives

2002 Social Problems. Sociological Perspectives

2000 Sociological Perspectives; Journal for the History of Sexuality; Journal of Homosexuality
COMMUNITY SERVICE

2000-2010 Consultant and Member, Syphilis Action Coalition, City of San Francisco, Department of Public Health. –a sex education and harm reduction committee overseeing public educational campaigns intended to educate San Franciscans about syphilis.

2000-2005 Board Member. Grass Roots Gay Rights West. San Francisco-based non-profit organization focused on fund raising efforts intended to assist small, innovative, progressive and justice-oriented lesbian and gay organizations.

1999-2003. Member. Dancesafe –a drug education and harm reduction organization providing information and consultation to both participants and promoters of club/rave/circuit events nationwide.

1999-2002 Consultant & Member. Rave/Club Drug Task Force to the Department of Public Health, City and County of San Francisco.

1998-2001 Cofounder. The Harmony Project –a San Francisco based drug education and harm reduction project providing information, support and referral to participants in club/rave/circuit venues in the Bay Area.


1993-1995 Member. Committee on Social Action. First Unitarian-Universalist Church, San Francisco, CA.

1991 Lead Organizer. The National Interfaith Conference on AIDS Ministries. Sponsored by the Old South Church, Boston University, and the Interfaith Council of Massachusetts. Boston, MA.
Department of Sociology and Sexuality Studies  
San Francisco State University  
1600 Holloway Avenue  
415-338-1090 (tel)  
415-338-2653 (fax)  
andreana@sfsu.edu

EDUCATION

Ph.D. 2004, University of California-Davis  
Sociology, with a Designated Emphasis in Feminist Theory

M.A. 1997, University of Memphis  
Sociology, with an emphasis in Race/Class/Gender

B.A. 1993, University of Missouri-Columbia  
Political Science/Women’s Studies

ACADEMIC POSITIONS

2015-present  
Department Chair  
Department of Sociology and Sexuality Studies  
San Francisco State University

2010-present  
Associate Professor  
Department of Sociology and Sexuality Studies  
San Francisco State University

2004-2010  
Assistant Professor  
Department of Sociology  
San Francisco State University
REFEREEED PUBLICATIONS

Books and Edited Volumes


Articles, Book Chapters and Essays


Works in Progress


CLAY, ANDREA (UNDER REVIEW). BITTER: ME’SHELL NDEGEOCELLO BOOK PROPOSAL SUBMITTED TO 33 1/3 PRESS.


SELECTED PRESENTATIONS


“This is for My Girlfriend: The Queerness of Nicki Minaj,” National Women’s Studies Association, Oakland, CA. November 8-11, 2012.


**Keynote Addresses**


**Invited Presentations**

“What's This Strange Relationship?: The Role of Gender, Sex and Sexuality in Prince's Relationship with Women.” MAP: Faculty of Media, Art, and Performance lecture, University of Regina. Regina, Saskatchewan, Canada. October 1, 2018.


“Redefining Oakland: Settler Colonialism, Identity and (Youth)Activism in the Bay Area.” Undisciplining Feminisms Working Group, SFSU and UCLA, October 2, 2014.


“We Can't Stop: Young Women of Color, Feminism, and Social Movement Organizing.” Pomona College, Los Angeles, CA. October 17, 2013.


Media Coverage and Community Presentations


*Invited Blogposts*


*Session Organizer*


**ACADEMIC SERVICE**

*College and University Service, SFSU*
Leadership Team (invited by Faculty Affairs), Committee on Equity and Inclusion in Hiring, San Francisco State University. March 2018-present.

Committee on Writing English Proficiency, San Francisco State University. 2007-2010.

Academic Assessment Coordinator, Behavioral and Social Sciences, San Francisco State University. Spring 2009.

Health Disparities Hiring Committee, San Francisco State University. AY 2005-2006.

Advisory Board Member. Center For Enhancement of Teaching, San Francisco State University. Spring 2005.

Department Service, Sociology and Sexuality Studies

Executive Committee, Department of Sociology and Sexuality Studies, San Francisco State University. August 2011-August 2015.

Hiring Committee, Department of Sociology and Sexuality Studies, San Francisco State University. August 2013-January 2014.


Interim Chair, Department of Sociology and Sexuality Studies, San Francisco State University, August-December, 2012.


Chair, Master’s Program Proposal Committee, Department of Sociology, San Francisco State University. 2005-2007.

Community Board Membership

Editorial Board Member, Social Justice. January 2006-present.


Manuscript Reviewer
Book Reviews

- NYU Press
- Rutgers University Press
- Routledge Press
- University of Nebraska Press

Article Reviews

- Journal of Contemporary Ethnography
- Gender and Society
- Feminist Studies
- Social Problems
- Journal of Popular Music
- Childhood: A Journal of Global Child Research
- Sociological Perspectives

TEACHING EXPERTISE

Courses Taught

San Francisco State University (2004-present)
- Contemporary Theory
- LGBTQ Cultures and Society
- Sexual Identities and Sexual Cultures (Graduate course)
- Socio-Cultural Foundations in Human Sexuality (Graduate course)
- Sociological Analysis (Hip-Hop Culture)
- Sociology of Popular Culture
- Youth Culture: Adolescence, and Identity

Center for Research on Education and Gender (2009-2015)
- Queering Popular Culture
- Queer Theory

MA Degree Thesis Committees

Chair


*Second Reader*


Rebecca North, *Space, Gender, and Punk Community*, Department of Women’s Studies, 2005-2006.

**HONORS, AWARDS AND GRANTS**

Health Equity Initiative Grant, San Francisco State University, 2008.


Affirmative Action Grant, San Francisco State University, 2006.

BSS Faculty Diversity Curriculum Development Award, San Francisco State University, 2005.

Affirmative Action Grant, San Francisco State University, 2005.

**PROFESSIONAL ASSOCIATIONS**

American Sociological Association
American Studies Association
National Women’s Studies Association
Valerie Francisco-Menchavez, PhD
Assistant Professor
Department of Sociology and Sexuality Studies
San Francisco State University
1600 Holloway Avenue, HSS 374
San Francisco, CA 94132
P: (415) 338-0307
E: vfm@sfsu.edu

Education

City University of New York, The Graduate Center
Sociology
PhD, 2012
Certificate in Women & Gender Studies
2010

San Francisco State University
Sociology
MA, 2009
Asian American Studies
BA, 2006

Professional Positions and Ranks

2016-Present  Assistant Professor
Department of Sociology and Sexuality Studies San Francisco State University, CA

2015-2016  Assistant Professor
Department of Sociology and Interdisciplinary Social Sciences San José State University, CA

2013-2015  Assistant Professor
Department of Sociology
University of Portland, Portland, OR

2012-2013  Postdoctoral Fellow
Public Science Project, New York, NY

2011-2012  Ethnic Minority Dissertation Writing Fellow
Department of Sociology
University of San Francisco, San Francisco, CA

2010-2011  Instructional Technology Fellow
Macaulay Honors College
CUNY, College of Staten Island, New York City, NY
2010-2011 Graduate Fellow
Center for Place, Culture and Politics
CUNY, The Graduate Center, New York, NY

2009 Research Associate, Department for Women and Development Studies
University of the Philippines, Diliman

Honors and Awards

2019 Excellence in Scholarship Award
College of Health and Social Sciences, San Francisco State University

Center for Democracy and Organizing, Summer Institute Fellow
UC Berkeley

2018 Presidential Award for Development of Probationary Faculty
San Francisco State University
In support of the data collection for NIH-funded pilot study, entitled, “Health Inequities for Filipino Caregivers in San Francisco.”

Filipino Studies Section, Association for Asian American Studies

2015 Research, Scholarly and Creative Activity Course Release
San Jose State University
In support of the completion of the final draft of The Labor of Care: Filipina Migrants and Transnational Families in the Global Digital Age for submission to University of Illinois Press.

Distinguished Contribution to Sociological Praxis Award
Pacific Sociological Association

Women of Color Leadership Project 2015 Fellow
National Women’s Studies Association

2014 National Finalist, Lynton Award for Scholarship Engagement
New England Resource Center for Higher Education and the Center for Engaged Democracy

2013 Butine Grant for Faculty Research and Development
University of Portland
To support travel and last leg of data collection for The Labor of Care: Filipina Migrants and Transnational Families in the Global Digital Age.
Teaching Effectiveness

San Francisco State University

<table>
<thead>
<tr>
<th></th>
<th># of students</th>
<th># of completed evaluations</th>
<th>Mean scores</th>
<th>Department means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 461: Racial &amp; Ethnic Relations Globally</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th># of students</th>
<th># of completed evaluations</th>
<th>Mean scores</th>
<th>Department means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 464: Families and Society</td>
<td>44</td>
<td>36 (41%)</td>
<td>1.38</td>
<td>1.39</td>
</tr>
</tbody>
</table>

Note: 6 WTU release as part of SF BUILD Mini-Grant and as the College of Health and Social Sciences, Faculty Learning Community Coordinator

<table>
<thead>
<tr>
<th></th>
<th># of students</th>
<th># of completed evaluations</th>
<th>Mean scores</th>
<th>Department means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 464: Families and Society</td>
<td>38</td>
<td>28 (74%)</td>
<td>1.26</td>
<td>1.33</td>
</tr>
</tbody>
</table>
Global Sociology | 45 | 33 (73%) | 1.22 | 1.33 |  
*Note: 3 WTU release as part of hiring package*

<table>
<thead>
<tr>
<th>Fall 2017</th>
<th># of students</th>
<th># of completed evaluations</th>
<th>Mean scores</th>
<th>Department means</th>
</tr>
</thead>
<tbody>
<tr>
<td>SXS 799: Transnational Approaches to Sexuality</td>
<td>20</td>
<td>18 (90%)</td>
<td>1.48</td>
<td>1.48</td>
</tr>
</tbody>
</table>
*Note: 6 WTU release as part of hiring package*

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th># of students</th>
<th># of completed evaluations</th>
<th>Mean scores</th>
<th>Department means</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 464: Families and Society</td>
<td>35</td>
<td>27 (80%)</td>
<td>1.05</td>
<td>1.48</td>
</tr>
<tr>
<td>SOC 275: Sociology By The Bay</td>
<td>15</td>
<td>10 (67%)</td>
<td>1.19</td>
<td>1.48</td>
</tr>
</tbody>
</table>
*Note: 3 WTU release as part of hiring package*

Undergraduate Mentorship (Independent Study, Required Research Internship)

2018-2019
1. Jesus Alvarez, BA in Sociology
2. Lawrence Rirao, BA in Sociology
3. Kyla Williams, BA in Sociology
4. Tiffany Villarino-Kwak, BA in Sociology
5. Samir Shrestha, BA in Sociology
6. Austin Leong, BA in Sociology
7. Arianna Pautin, BA in Child and Adolescent Behavior

2017-2018
1. Jessa delos Reyes, BA in Sociology
2. Stephanie Ancheta, BA in Sociology
3. Katrina Liwanag, Sociology major
4. Jeannel Poyaoan, Sociology major
5. Diana Fernandez-Orozco, BA in Sociology

2016-2017
1. Tiffany Mendoza, BA in Sociology
2. Noble Tankiamco, BA in Sociology

Master’s Thesis Committee Membership
Aika Eden, MA candidate in Sexuality Studies 2020
Thesis title: “XXX”
First Reader

Tiffany Mendoza, MA in Sexuality Studies 2019

First Reader

Lorenzo Mutia, MA in Ethnic Studies 2019
Thesis title: “Place Attachment Among Filipinos in Panorama City”

Second Reader

Stephanie Vasquez, MA in Women and Gender Studies, May 2018

Second Reader

Doctoral Dissertation Committee Membership

Brianna O’Steen, Doctoral Candidate, Department of XXX, Oregon State University

Third Reader

Roy B. Taggueg, Doctoral Candidate, Department of Sociology, University of California, Davis
Dissertation Title: “Legal Status and Self-Reported Health among Asian/Pacific Islanders in the United States: An Analysis of the National Asian American Survey”

Third Reader

Emilie S. Tumale, Doctoral Candidate, Department of Sociology and Education, New York University
Dissertation Title: “Meeting the Diaspora Halfway: Understanding the Experiences of East Coast Filipino American Undergraduate Students”

External Reader
San Jose State University

2016-2017  Spring 2017  AAS 33-B: Asian Americans in the US Political & Historical Process
(2 sections)
Course release internal grant

Fall 2016  AAS 33-A: Asian Americans in the US Political & Historical Process (3 sections)

<table>
<thead>
<tr>
<th>Spring 2016</th>
<th># of students</th>
<th># of completed evaluations</th>
<th>Mean scores</th>
<th>Department means</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 33-B</td>
<td>90</td>
<td>35</td>
<td>4.2</td>
<td>4.0</td>
</tr>
<tr>
<td>Asian Americans in the US Political and Historical Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS 33-B</td>
<td>45</td>
<td>38</td>
<td>4.6</td>
<td>4.0</td>
</tr>
<tr>
<td>Asian Americans in the US Political and Historical Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: 3 WTU release as part of internal grant*

<table>
<thead>
<tr>
<th>Fall 2015 Courses</th>
<th># of students</th>
<th># of completed evaluations</th>
<th>Mean scores</th>
<th>Department means</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 33-A</td>
<td>90</td>
<td>37</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Asian Americans in the US Political and Historical Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS 33-A</td>
<td>45</td>
<td>35</td>
<td>4.3</td>
<td>3.9</td>
</tr>
<tr>
<td>Asian Americans in the US Political and Historical Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS 33-A</td>
<td>45</td>
<td>39</td>
<td>4.5</td>
<td>3.9</td>
</tr>
<tr>
<td>Asian Americans in the US Political and Historical Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### University of Portland

#### 2014-2015
- **Spring 2015**: Family Leave
- **Fall 2014**: SOC 101: Introduction to Sociology (2 sections)  	SOC 391: Global Sociology

#### 2013-2014
- **Spring 2014**: SOC 101: Introduction to Sociology (2 sections)  	SOC 336: Race and Ethnicity
- **Fall 2013**: SOC 101: Introduction to Sociology (2 sections)  	SOC 333: Social Inequality

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Details</th>
<th># of students</th>
<th># of completed evaluations</th>
<th>Mean scores</th>
<th>Department means</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2014</strong></td>
<td>SOC 101: Introduction to Sociology</td>
<td>36</td>
<td>36</td>
<td>4.72</td>
<td>4.42</td>
</tr>
<tr>
<td></td>
<td>SOC 101: Introduction to Sociology</td>
<td>36</td>
<td>35</td>
<td>4.32</td>
<td>4.42</td>
</tr>
<tr>
<td></td>
<td>SOC 391: Global Sociology</td>
<td>21</td>
<td>21</td>
<td>4.56</td>
<td>4.42</td>
</tr>
<tr>
<td><strong>Spring 2014</strong></td>
<td>SOC 101: Introduction to Sociology</td>
<td>29</td>
<td>30</td>
<td>4.45</td>
<td>4.42</td>
</tr>
<tr>
<td></td>
<td>SOC 101: Introduction to Sociology</td>
<td>36</td>
<td>35</td>
<td>4.53</td>
<td>4.42</td>
</tr>
<tr>
<td></td>
<td>SOC 336: Race and Ethnicity</td>
<td>26</td>
<td>24</td>
<td>4.82</td>
<td>4.42</td>
</tr>
<tr>
<td><strong>Fall 2013</strong></td>
<td>SOC 101: Introduction to Sociology</td>
<td>30</td>
<td>30</td>
<td>4.47</td>
<td>4.42</td>
</tr>
<tr>
<td></td>
<td>SOC 101: Introduction to Sociology</td>
<td>31</td>
<td>30</td>
<td>4.85</td>
<td>4.42</td>
</tr>
<tr>
<td></td>
<td>SOC 333: Social Inequality</td>
<td>22</td>
<td>22</td>
<td>5.0</td>
<td>4.42</td>
</tr>
</tbody>
</table>
Professional Achievement and Growth

**Book**


Reviews for *The Labor of Care*:


**Peer-Reviewed Publications**

**Peer-Reviewed Journal Articles**

2019


2018


2015


2014

Francisco, Valerie and Robyn Rodriguez. 2014. “Countertopographies of


2010


2009


*Peer-Reviewed Book Chapters*

2016


2015


**Peer-Reviewed Book Reviews**


**Non Peer-Reviewed Publications**

**Editor-Reviewed Book Chapters**


**Reports**


**Works in Progress**
In Press


Under Review

Francisco-Menchavez, Valerie. “‘Isang Familyang Nag-aabroad ay Familyang Nag-aaruga’ ‘A Family that Migrates is a Family that Cares’: Generational and Stepwise Migration and Care Work.” Prepared for submission to Geographical Research.

In Preparation


Peer-Reviewed Proceedings and Presentations

<table>
<thead>
<tr>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
</tr>
</tbody>
</table>

“A Mother that Leaves is a Mother that Loves: Temporary Labor Migration and Migrant Motherhood.” Roundtable session in the section on International Migration for Gender and Migration at the Annual Meeting, American Sociological Association. Montreal, Canada.


*July
“Global Migrant Activism in the Filipino Labor Diaspora.” Panel presentation at the Annual Meeting, Global Studies Association, Berkeley, CA.

April

Discussant for “Transnational Love/Care” panel at the Annual Meeting, Association of Asian American Studies, Portland, OR.

March
“A Mother that Leaves is a Mother that Loves: Labor Migration as Part of the Filipina Life Course and Motherhood.” Panel presentation at the Annual Meeting of the National Ethnic Studies Association, San Francisco, CA.

2016
October
“Incommensurability in Caring between Transnational Filipino Family Members.” Panel presentation at the Palimpsests 2 on Filipino Studies conference at University of California, San Diego.

August

April
“Transnational Circuits: Discovering Multidirectional Care in Transnational Families through Multi-sited Ethnography.” Panel presentation at the Annual Meeting, Association of Asian American Studies, Miami, FL.

2015
November
“A Mother that Leaves is a Mother that Loves: Filipina Migration in the Life Course” Panel presentation, Annual Meeting, National Women’s Studies Association, Milwaukee, WI.

2014
August
April  

**Invited Presentations**

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>February</td>
<td>“Filipina Migrants and Transnational Families in the Digital Age.” Inaugural Invited Speaker for the Carlos Bulosan Center for Filipinx Studies at UC Davis.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>January</td>
<td>“Communities of Care: Horizontal Care Work in Migrant Communities and Possibilities for Solidarity”. Invited speaker for the Collaborative Speaker Series on Filipinx Peoples in Anti-Imperialist Resistance under “Imperial Ruins” at University of California, Irvine.</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>November</td>
<td>“Your Ancestors’ Wildest Dreams: Filipino/a Americans Changing History” Invited Speaker for Filipino American History Month at Saint Mary’s College, Moraga</td>
<td></td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>“Celebrating Filipino American History Month, Celebrating Filipinos/as Changing History” Invited Speaker for Filipino American History Month at the University of Portland</td>
<td></td>
</tr>
<tr>
<td></td>
<td>September</td>
<td>“Together But Apart: Care Work in Filipino Transnational Families in the Digital Age”, Invited Speaker for Fall 2018 Speaker Series at the Center for Southeast Asian Studies, University of California, Berkeley</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May</td>
<td>“Technology in Transnational Families: A Discussion on The Labor of Care”, Keynote Speaker at Portland State University’s Walk of the Heroines lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Filipina Migrants and Homosocial Fictive Kinship” at the Asian American/Asian Research Institute Speaker’s Series at CUNY, The Graduate Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The Labor of Care: Filipina Migrants and Transnational Families” Book Salon with the Center for the Study of Women and Society at CUNY, The Graduate Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April</td>
<td>“Skype Mothers and Facebook Daughters: How Technology is Transforming Care Work in Transnational Families” at Colorado University, Denver</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Migrant, Domestic, Mother: Solidarities from Filipina Migrants” at Colorado University, Boulder, Sociology Department</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Emotional Dissonance of Children in Transnational Families” at San Jose State University, Women and Gender Studies Program</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Month</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>March</td>
<td>“Abante, Babae: A Lyric, Narrative and Critique for Pinay Power” at the Fly Pinay Leadership Summit at Mission College</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The Labor of Care: Filipina Migrants and Transnational Families” at UC Berkeley Social Science Matrix</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>September</td>
<td>“Exchanging Care Work: Filipino Transnational Families and Caring from Afar” at the Migration Studies Seminar, University of San Francisco, CA.</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>November</td>
<td>“On Carlos Bulosan: Towards a Field of Critical Filipino/a American Studies” at Empire Is In the Heart: Centennial Celebration of Carlos Bulosan’s Life, University of Washington, Seattle, WA.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>September</td>
<td>“The Sexuality of Filipino Women’s Migration” at Unbearable Transgression Forum on Global Sexual Violence, San Francisco State University, CA.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March</td>
<td>“The Devaluing of Valuable Work: Filipino Migrants Caregivers to the Elderly” at Global Women’s Rights Forum, Lane Center for Social Thought at the University of San Francisco, CA.</td>
<td></td>
</tr>
</tbody>
</table>

*International*

| 2019 | April    | “Transgenerational Bravery: Teaching and Taking a Stand Against Empire”. Invited plenary speaker for Pinay Power II conference at McGill University, Montreal. |
|      | February | “Solidarity through Care Work: Filipina Migrants, Intersubjectivity and Potential for Mobilization.” Invited speaker for Spring Colloquium at the Women and Gender Institute at the University of Toronto, Canada. |
|      | January  | “The Labor of Care: Emotions, Technology and Care Work in Filipino Transnational Families”. Invited speaker for the Winter Speaker Series at Concordia University, Montreal, Canada. |
|      |         | “Fight and Flight: Filipina Migrations, Counternarratives and a Call to Action”. Invited speaker by the Canada Research Chair in Social Movement Learning and Knowledge Production at McGill University, Montreal, Canada. |
| 2018 | September | “’Isang Pamilyang Nag-aabroad, A Family that Migrates’: Enacting Care Work through Stepwise Migration”, Invited Panelist at the Multinational Migrations: Onward |
Migration Patterns and Possibilities in Asia and Beyond conference at the Asia Research Institute, National University of Singapore (NUS)

2014
August
“Filipino Children’s Experience in Transnational Families” at Workshop on Children of Migration in Southeast Asia, York University, Toronto, Canada.

June
“Caring Even If It Hurts: Children of Transnational Filipino Families” at Lecture Series, College of Social Work and Community Development, University of Philippines, Diliman, Philippines.

March
“Transnational Migrant Worker Solidarity: Gender, Family and Radical Citizenship” at International Solidarity Reloaded, University of Gottingen, Germany.

Grants and Contracts

2018-2019
Center for Democracy and Organizing, UC Berkeley
Title: Sama-Samang Pagkilos: Collective Action for Filipino Migrant Workers’ Rights
Amount: $5,000
Role: Principal Investigator
Abstract: This seed grant will assist in the design and collection of quantitative and qualitative data in collaboration with an organization called MIGRANTE San Francisco—an organization for and led by Filipino migrant workers fighting for rights and dignity in the U.S. and freedom in their homeland, the Philippines. Our partnership seeks to deepen our understanding of research that (1) engages and develops worker leaders in the organization and, (2) gather data to provide basis for local campaigns against wage theft and worker exploitation, thus sharpening campaign and organizing strategies.

2017-2018
San Francisco Office of Civic Engagement and Immigrant Affairs (OCEIA)
Title: Filipino Language Access Research and Education (FLARE)
Amount: $10,000
Role: Principal Investigator
Abstract: On April 2, 2014, OCEIA officially certified Filipino as San Francisco’s third language spoken by a “Substantial Number of Limited English Speaking Persons.” All City Departments providing information or services to the public are expected to fully implement required Filipino language access services by December 31, 2015. However, many Filipinos living in San Francisco do not have access to city materials in language. To assess the barriers and challenges to language access as mandated by San Francisco, this study is a collaboration with the South of Market Community Action Network (SOMCAN) and OCEIA.

National Institutes of Health, SF BUILD Mini-Grant, SFSU
Health Inequalities of Filipino Caregivers in San Francisco $53,066
Role: Principal Investigator
Collaborators: Maria Glymour and Jacqueline Torres (UCSF)

Abstract: This pilot project builds on my past qualitative research on Filipino caregivers
where I found that the confluence of work conditions and transnational issues often
create negative health outcomes for Filipino caregivers in San Francisco. I have teamed
up with Dr. Anna Napoles at the UCSF Center for Aging in Diverse Communities
(CADC) to conduct a community engaged study to assess health inequalities of formal
Filipino caregivers to incorporate culturally specific circumstances of this migrant
population. Although studies have explored caregivers’ health outcomes, a survey
coupling transnational issues and caregiving work has not been done.

Department of Labor Scholars Program
Health and Employment Conditions of Filipino/a Migrant Workers in the
Caregiving Industry in San Francisco/Bay Area

Role: Principal Investigator

Abstract: In the Bay Area, RCFEs workers are predominantly Asian immigrants, with a
large concentration of Filipino/a migrant workers, taking up this work to support their
families in the Philippines. Many have debts from Philippine-based recruitment agencies
that facilitated their entry to the US. These conditions force caregivers in RCFEs to
endure difficult working conditions like wage theft even with increasing staff-patient
ratios. Although all care workers are covered under minimum wage and overtime pay
protections, absent are data to provide clear understanding of the prevalence of wage
theft and the health conditions of caregivers. This pilot study will administer an
unprecedented survey with a minority population that dominate the caregiving industry,
to identify the degree to which caregivers experience difficult working conditions, and
the impact of these potentially illegal, unethical, and dangerous working conditions
have on their physical and mental health.
## Contributions to Campus and Community

### San Francisco State University

<table>
<thead>
<tr>
<th>Year</th>
<th>Level of Contribution</th>
<th>Service Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>Department of Sociology and Sexuality Studies</td>
<td>1. Major advising</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Chair, Student Success Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Coordinator, SOC/SXS Recognition Ceremony</td>
</tr>
<tr>
<td></td>
<td>College of Health and Social Sciences</td>
<td>1. Coordinator, College of Health and Sciences Faculty Learning Community (2018-2021)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Member, Teaching Task Force (2019-2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Member, Elections Committee, (2017-2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Member, Student Success Council, (2017-2020)</td>
</tr>
<tr>
<td></td>
<td>University</td>
<td>1. Member, Library Advisory Committee (2019-2021)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Member, Honorary Degree Committee on Academic Senate (2019-2021)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Advisor for the League of Filipino Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Advisor for Pilipino American Collegiate Endeavor (PACE)</td>
</tr>
<tr>
<td></td>
<td>Academic Associations</td>
<td>1. Plenary Speaker, National Women’s Studies Association for Annual Meeting in San Francisco, CA 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Local Arrangements Committee, National Women’s Studies Association for Annual Meeting in San Francisco, CA 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Member, General Award Committee, Section on Filipino Studies, Association of Asian American Studies for Annual Meeting in Washington D.C. 2020</td>
</tr>
<tr>
<td></td>
<td>Academic Community</td>
<td>1. Fellow, Center for Democracy and Organizing, Summer Institute, UC Berkeley</td>
</tr>
<tr>
<td></td>
<td>Editorial Board</td>
<td>Journal reviewer for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. <em>Citizenship Studies</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. <em>SAGE Open</em></td>
</tr>
<tr>
<td></td>
<td>Public Organizations</td>
<td>1. Research consultation for MIGRANTE Daly City</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Department of Sociology and Sexuality Studies</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Major advising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Chair, Student Success Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Coordinator, SOC/SXS Recognition Ceremony</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Member, Student Awards Committee (Irwin, Kinch, Gurtuna)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Host, Gateway Middle School tour</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Health and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coordinator, College of Health and Sciences Faculty Learning Community 2018-2019 cohort Panelist,</td>
</tr>
<tr>
<td>2. CHSS Annual Showcase on Student Success Member, Elections Committee 2017-2020</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4. Member, Student Success Council, 2017-2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sneak Preview, Spring 2017</td>
</tr>
<tr>
<td>2. Advisor for the League of Filipino Students</td>
</tr>
<tr>
<td>3. Advisor for Pilipino American Collegiate Endeavor (PACE)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Review Chair, National Women’s Studies Association for Annual Meeting in San Francisco, CA 2019</td>
</tr>
<tr>
<td>2. Local Arrangements Committee, National Women’s Studies Association for Annual Meeting in San Francisco, CA 2019</td>
</tr>
<tr>
<td>3. Member, Book Award Committee for Asian America, Section on Asia/Asian America, American Sociological Association, 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Editorial Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal reviewer for:</td>
</tr>
<tr>
<td>1. <em>Information, Communication and Society</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manuscript reviewer for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. University of Illinois Press</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research consultation for the South of Market Community Action Network (SOMCAN) for language needs assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citizen Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expert opinion for Asian Pacific Islander Legal Outreach (APILO)</td>
</tr>
</tbody>
</table>
2017-2018

Department of Sociology and Sexuality Studies
1. Major advising
2. Chair, Student Success Committee
3. Member, Curriculum Committee

College of Health and Social Sciences
1. Chair, Elections Committee 2017-2020
2. Member, Student Success Council, 2017-2018
3. Member, College of Health and Sciences Faculty Learning Community 2016-2017 cohort

University
1. Faculty Ambassadors, Summer 2017
2. Sneak Preview, Spring 2017
3. Advisor for the League of Filipino Students

Academic Associations
4. Site committee member, Annual Meeting of the Association for Asian American Studies in San Francisco, CA
5. Chair, General Honors committee in the Filipino Section the Association for Asian American Studies

Academic Community
1. Member, University of California, Berkeley Social Science Matrix Research Group on Comparative Philippine Migration to the United States and France with Dr. Catherine Choy

Editorial Board
Journal reviewer for:
1. Feminist Formations
2. Journal of Comparative Family Studies
3. Action Research
4. Migration and Development
5. Information, Communication and Society

Public Organizations
1. Research consultation for the South of Market Community Action Network (SOMCAN) for a language needs assessment

Citizen Groups
1. Expert opinion for Asian Pacific Islander Legal Outreach (APILO)
<table>
<thead>
<tr>
<th>Department of Sociology and Sexuality Studies</th>
<th>Service Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major advising</td>
<td></td>
</tr>
<tr>
<td>2. Member, Irwin Scholarship Selection Committee</td>
<td></td>
</tr>
<tr>
<td>3. Member, Essay Contest Selection Committee</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Health and Social Sciences</th>
<th>Service Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Member, College of Health and Sciences Inaugural New Faculty Learning Community</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University</th>
<th>Service Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Invited speaker, “2016 Presidential Election Public Lecture Series” sponsored by the department of Political Science at SFSU, September 13, 2016.</td>
<td></td>
</tr>
<tr>
<td>2. Invited speaker, “Asian American Mental Health Symposium” sponsored by the department of Asian American Studies at SFSU and University of California, San Francisco Asian American Research Center for Health (ARCH), November 17, 2016.</td>
<td></td>
</tr>
<tr>
<td>3. Advisor for the League of Filipino Students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Associations</th>
<th>Service Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Site committee organizer, Programming Subcommittee for the Association for Asian American Studies</td>
<td></td>
</tr>
<tr>
<td>2. Member, Community Leader and Community Organization Award subcommittee for the Association for Asian American Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Editorial Board</th>
<th>Service Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal reviewer for:</td>
<td></td>
</tr>
<tr>
<td>1. Feminist Formations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Organizations</th>
<th>Service Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research consultant, San Francisco Filipino Community Center on the migrant workers’ survey</td>
<td></td>
</tr>
<tr>
<td>2. Research advisor for SoMaganda Stories, a community-based research project on Filipinos/as in the South of Market district of San Francisco</td>
<td></td>
</tr>
</tbody>
</table>
San Jose State University

<table>
<thead>
<tr>
<th>Year</th>
<th>Level of Contribution</th>
<th>Service Items</th>
</tr>
</thead>
</table>
| 2015-2016  | Department of Sociology and Interdisciplinary Sciences | 1. Developed Asian American program growth ideas  
2. Honors Thesis Advisor for Ian Zamora |
|            | College of Social Sciences | 1. Member, New Faculty Cohort Mentorship Program                                    |
|            | University              | 1. Member, Senate Faculty Diversity Committee in Spring 2016 as a proxy for permanent faculty member, Magdalena Barrera |
|            | Editorial Board         | 1. Advisory member, Silicon Valley Family Foundation on grants for immigrant projects in the South Bay |
|            | Public Organizations    | 1. Author and advisor to the University of the Philippines, Halalan (Election) Initiative 2016 for the Philippine Presidential Elections |

University of Portland

<table>
<thead>
<tr>
<th>Year</th>
<th>Level of Contribution</th>
<th>Service Items</th>
</tr>
</thead>
</table>
| 2013-2015  | Department of Sociology | 1. Prepared Sociology program review documents  
2. Contributed to the self-study file |
|            | College of Arts & Sciences | 1. Member, Teaching Circles with Lauretta Frederking and Alice Gates. |
|            | University              | 1. Fello, Academic Technology Roundtable  
2. Member, Inaugural Standing Presidential Advisory Committee on Inclusion (PACOI)  
4. Advisor for the Filipino American Student Association (FASA) |

Media Appearances

https://news.abs-cbn.com/overseas/03/12/19/empowered-pinays-raise-voices-on-international-womens-day  
2. NPR Reveal, “The Unpaid Cost of Elder Care”, May 28, 2019,  
https://www.revealnews.org/episodes/the-uncounted-costs-of-elder-care/  

2017-2018  1. Balitang America, “'Labor of Care’ Tells the Stories of Overseas Filipino Migrants, separated from their Families to Provide for Them,” April 12, 2018  
2019


   https://goo.gl/xpWn81
Curriculum Vitae

Name: Colleen Conmy Hoff, Ph.D.

Address: 81 Carolyn Ct.
Lafayette, CA  94549

Home: (925) 300-3193
Office: (415) 817-4510
Cell:  (925) 285-8971
Email:  choff@sfsu.edu

EDUCATION:

1986  San Francisco State University,  B.A. Psychology,
1992  California School of Professional Psychology,  M.A. Clinical Psychology
1994  California School of Professional Psychology,  Ph.D. Clinical Psychology,

LICENSES, CERTIFICATION:

1999  California, licensed psychologist # PSY 15791
2007  Certified Sex Therapist, American Association of Sex Educators, Counselors and Therapists

PRINCIPAL POSITIONS HELD:

1986-89  University of California, San Francisco  Assistant II  Medicine
1989-93  University of California, San Francisco  Public Admin Analyst  Medicine
1993-95  University of California, San Francisco  Associate Specialist  Medicine
1996-2008  University of California, San Francisco  Specialist  Medicine
2008-present  University of California, San Francisco  Associate Professor  Medicine
2008-present  San Francisco State University  Professor  Sexuality Studies
2008-present  San Francisco State University  Director, Center for Research and Education on Gender and Sexuality

OTHER POSITIONS HELD CONCURRENTLY:

1991-92  University of California, San Francisco, Citywide Case Management,  Trainee  Psychiatry
1992-93  University of California San Francisco, Depression Clinic  Psychology Intern  Psychiatry
1993-94  University of California, San Francisco, Behavioral Medicine Unit  Psychology Intern  Medicine
1994-95  University of California, San Francisco, Behavioral Medicine Unit  Mental Health Practitioner  Medicine
1995-96  Psychological Assistant to Hanna Levenson, PhD, Private Practice
1996-present  Psychotherapy Private Practice

HONORS AND AWARDS:

1992-93  Fellowship, University-wide AIDS Research Program
1993-94  Fellowship, University-wide AIDS Research Program

Received $12,000 per year and attended monthly seminars to support dissertation research.

PEER REVIEWED PUBLICATIONS


**NON-PEER REVIEWED PUBLICATIONS AND OTHER CREATIVE ACTIVITIES**


**PRESENTATIONS**


INVITED PRESENTATIONS

2004    In-service, AIDS Health Project, San Francisco, October 5.

2006    5th CAPS HIV Prevention Conference, April 20th
2008    Grand Rounds, HIV Center for Clinical and Behavioral Studies, New York State Psychiatric Institute and Columbia University, January 24th.
2009    San Diego Jewish Family Services, Looking back Moving Forward, Changing Landscapes in the Field of HIV/AIDS. Presented Sexual Agreements and HIV Prevention Among Gay Couples, June 5, 2009
2009    Chicago Department of Public Health, Consultation for HIV Counseling and Testing Program, June 9, 2009
2010    Emory University, School of Public Health, Consultation for Counseling and Testing Intervention, Atlanta, February 4th 2010
2010    MSM Sexual Health and HIV/STD Prevention Conference, The Fenway Institute, Boston April 26th, 2010
2012    Discussion of research and importance of HIV prevention with gay couples. City College Gay Male Relationships Course, San Francisco, CA.
2012    Overview of issues facing gay male couples regarding HIV risk. White House LGBT Conference on HIV/AIDS, Morehouse Medical School, Atlanta, GA.

GOVERNMENT AND OTHER PROFESSIONAL SERVICE

2000-2002    Contra Costa County Office of AIDS, HIV Prevention Planning Board member
2004    International AIDS Conference Abstract reviewer
2006    International AIDS Conference Abstract reviewer
2006    Centers for Disease Control and Prevention, Grant Reviewer
2007    NIMH Annual Conference on the Role of Families in Preventing HIV Steering Committee member
2007    CDC National HIV Prevention Conference Abstract reviewer
2008    CDC Special Emphasis Panel Grant Reviewer
2009    NIMH Challenge Grant Reviewer ad hoc Grant Reviewer
2011    NIMH F13 Fellowship grants Grant reviewer
2012    NIMH P30 ARC Grants Grant Reviewer
2012    SPAN pilot grants, Northwestern Grant Reviewer
2012    Outside Tenure review Elwin Wu, Columbia School of Social Work
2013 - present    Program in Human Sexuality, Advisory Board Member, University of Minneapolis, MN
2014    NIMH BSPH Ad hoc reviewer (November)
2015    NIMH BSPH Ad hoc reviewer (March and July)
2015    Outside Tenure review Lisa Eaton, UCONN
2016  Outside Tenure review Jason Mitchell, University of Miami
2016  Outside Tenure review Elizabeth Letourneau, Johns Hopkins
2016  Outside Tenure review Nicolas Sheon, UCSF
2017  NIMH special review panel Co Chair, Grant Reviewer

UNIVERSITY AND PUBLIC SERVICE

2002-2006  CAPS Innovative Grants Reviewer
2004-2005  CAPS Executive Committee Faculty Representative
1994-2008  CAPS Peer reviewer
2006-2008  CAPS Quality of Work Life Committee Member
2008-2011  SXS Admissions Committee
2008-present  Tenure committee MPA Faculty
2012-present  University Research Council
2014-2014  Tenure Committee Amy Sueyoshi
2014-present  SXS Advisory Committee
2014-present  SXS Tenure Committee
2016-present  Chair, SXS faculty search committee

MENTORING AND TEACHING

2009-present  SXS 801: The Psychological and Biological Foundations of Sexuality. Teach every Spring semester.

Pre-Doctoral Students Supervised:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Name</th>
<th>Program or School</th>
<th>Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2002</td>
<td>Andrew Nelson Peterson</td>
<td>Masters Counseling Psychology SFSU</td>
<td>Supervised writing projects</td>
<td>Student</td>
</tr>
<tr>
<td>2000-2003</td>
<td>Carmen Gomez Mandic</td>
<td>PhD Harvard</td>
<td>Supervised writing projects</td>
<td>Student</td>
</tr>
<tr>
<td>2004-2005</td>
<td>Anupama Manchikanti</td>
<td>PhD UNC Chapel Hill</td>
<td>Supervised data analysis and book chapter manuscript</td>
<td>Student</td>
</tr>
<tr>
<td>2005-2007</td>
<td>Brad Vanderbilt</td>
<td>SFSU Masters Public Health</td>
<td>Supervised program project</td>
<td>Student, Recruitment Coord. CAPS</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Rebecca Braun</td>
<td>MPH UC Berkeley</td>
<td>Supervised and trained Health Education Intervention</td>
<td>CHAT Health Educator</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Krista Burke</td>
<td>Social Welfare Doctoral Program, UCB</td>
<td>Supervised and trained Health Education Intervention</td>
<td>CHAT Health Educator, PhD candidate, UCB</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Erin Gibson</td>
<td>MPH UC Berkeley</td>
<td>Supervised and trained Health Education Intervention</td>
<td>CHAT Program Manager</td>
</tr>
<tr>
<td>2007-2012</td>
<td>Ramon Martinez</td>
<td>PhD CSPP</td>
<td>Dissertation committee member</td>
<td>Student</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Deanne Sammons</td>
<td>PhD CSPP</td>
<td>Dissertation Committee member</td>
<td>Student</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Brianne Ammato</td>
<td>SFSU SXS Masters</td>
<td>Thesis Advisor</td>
<td>Student</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Jessica Fisher</td>
<td>SFSU SXS Masters</td>
<td>Thesis Advisor</td>
<td>Student</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Jack Mohr</td>
<td>SFSU SXS Masters</td>
<td>Thesis second reader</td>
<td>Student</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Kat Scoggin</td>
<td>SFSU SXS Masters</td>
<td>Thesis second reader</td>
<td>Student</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Amanda Hoffman</td>
<td>SFSU SXS Masters</td>
<td>Thesis second reader</td>
<td>Student</td>
</tr>
<tr>
<td>2009-2011</td>
<td>Jenna Wieden</td>
<td>SFSU SXS Masters</td>
<td>Thesis Advisor</td>
<td>Student</td>
</tr>
<tr>
<td>2009-2011</td>
<td>Jessica Petrillo</td>
<td>SFSU SXS Masters</td>
<td>Thesis Advisor</td>
<td>Student</td>
</tr>
<tr>
<td>2009-2011</td>
<td>Chris Warfield</td>
<td>SFSU SXS Masters</td>
<td>Thesis second reader</td>
<td>Student</td>
</tr>
<tr>
<td>2010-2012</td>
<td>Airial Clark</td>
<td>SFSU SXS Masters</td>
<td>Thesis Advisor</td>
<td>Student</td>
</tr>
<tr>
<td>2010-2012</td>
<td>Jaih McReynolds</td>
<td>SFSU SXS Masters</td>
<td>Thesis Advisor</td>
<td>Student</td>
</tr>
<tr>
<td>2010-2012</td>
<td>Stephanie Fisher</td>
<td>SFSU SXS Masters</td>
<td>Thesis Advisor</td>
<td>Student</td>
</tr>
<tr>
<td>2010-2012</td>
<td>Jennifer Olsen</td>
<td>SFSU SXS Masters</td>
<td>Thesis Advisor</td>
<td>Student</td>
</tr>
</tbody>
</table>
Post-Doctoral Students Supervised:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Name</th>
<th>Fellow</th>
<th>Faculty Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2004</td>
<td>Kathleen Erwin, PhD</td>
<td>Post-doc Researcher</td>
<td>Research supervision</td>
<td>Post Doctoral Fellow</td>
</tr>
<tr>
<td>2010-2012</td>
<td>Anu Gomez, PhD</td>
<td>Post-doc Researcher</td>
<td>Research supervision</td>
<td>Post Doctoral Fellow</td>
</tr>
<tr>
<td>2010-2012</td>
<td>Carmen Mandic, PhD</td>
<td>Post-doc Researcher</td>
<td>Research supervision</td>
<td>Post Doctoral Fellow</td>
</tr>
</tbody>
</table>

NIH K-Award Mentees

<table>
<thead>
<tr>
<th>Dates</th>
<th>Name</th>
<th>Role</th>
<th>Faculty Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-present</td>
<td>Anu Gomez, PhD</td>
<td>Research</td>
<td>Primary Mentor</td>
<td>Assistant Prof UCB</td>
</tr>
<tr>
<td>2012-present</td>
<td>Sonja Mackenzie, PhD</td>
<td>Research</td>
<td>Primary Mentor</td>
<td>Asst. Prof Santa Clara</td>
</tr>
<tr>
<td>2011-present</td>
<td>Charles Kamen, PhD</td>
<td>Research</td>
<td>Secondary Mentor</td>
<td>Post Doctoral Fellow</td>
</tr>
<tr>
<td>2012-present</td>
<td>Kelika Konda, PhD</td>
<td>Research</td>
<td>Secondary Mentor</td>
<td>Asst. Prof, UCLA</td>
</tr>
<tr>
<td>2012-present</td>
<td>Samantha L. Leaf, Ph.D.</td>
<td>Research</td>
<td>Secondary Mentor</td>
<td>Senior Research Associate ISA Associates</td>
</tr>
<tr>
<td>2015-present</td>
<td>Judy Tan, PhD</td>
<td>Research</td>
<td>Primary Mentor</td>
<td>Asst. Prof UCSF</td>
</tr>
</tbody>
</table>

CONSULTATIONS

<table>
<thead>
<tr>
<th>Dates</th>
<th>Name</th>
<th>Role</th>
<th>Grant</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Simon Rosser PhD</td>
<td>Consultant</td>
<td>R01 Couples intervention</td>
<td>complete</td>
</tr>
</tbody>
</table>

RESEARCH AWARDS AND GRANTS

CURRENT:

- NIMH R01 MH110289 (Hoff, PI)  
  9/20/2016-9/19/21

A Randomized Trial to Prevent HIV Among Gay Couples

This study aims to test the efficacy of a couples-based intervention on sexual risk behavior for gay male couples. The randomized controlled trial will compare an in-person two-session couples-based intervention (PRIDE) to an attention-matched control. We will also compare an online version of the intervention (ePRIDE) to an attention-matched control. The intervention is theoretically based and incorporates findings from prior work exploring the role of relationship dynamics and sexual agreements on sexual risk behavior and other behavior that might impact HIV transmission (e.g., HIV testing, PrEP, etc.).

Role on Project: Principal Investigator

- NIAID R21AI116297 (Hoff, PI)  
  7/1/2015-6/30/2017

HIV Risk Among Trans Men and Women Partnered with Men
This exploratory study will examine gender identity and relationship factors associated with HIV risk for Trans men and women partnered with cis men.
Role on Project: Principal Investigator

NICHD R01 HD070357 (LeBlanc, PI) 5/1/2012-4/40/2017

**Minority Stress and Mental Health among Same-Sex Couples**
The study will examine minority stress as experienced by same-sex couples in order to understand the unique impact of couple-level minority stress on relationship quality and mental health.
Role on Project: Co-Investigator

**PENDING**

**PAST:**

NIMH R01 MH075598 (Hoff, PI)

**Continuation of a Longitudinal Study of Gay Couples** 8/01/2010-7/30/2016
The goal of this study is to identify patterns of risk and maintenance of safe behaviors among couples longitudinally.
Role on Project: Principal Investigator

NIMH R01 MH089276 (Hoff, PI)

**Power and HIV Among Male Couples** 7/1/2010-3/31/2016
The goal of this study is to develop a relationship power scale for African American and Caucasian male couples.
Role on Project: Principal Investigator

MAC AIDS Fund (Hoff, PI) 01/01/2015-12/31/2015

**Online HIV Prevention Intervention for MSM Couples**
This project adapted an empirically based intervention to an online platform. The intervention focuses on couples communication styles, negotiation skills and making and maintaining agreements.
Role on Project: Principal Investigator

NIMH R34 MH088883 (Choi, PI) 7/1/2010-6/30/2013

**HIV-positive MSM in China Intervention**
The goal of this study is to adapt a DEBI intervention for HIV+ MSM in China.

NIMH R21 MH084760 (Hoff PI)

**Health and HIV Among Gay Fathers** 8/15/2009-7/31/2011
The goal of this study to conduct an exploratory analysis of gay father’s reactions to experiences of discrimination as parents.

NIMH R01 MH075598 (Hoff Pi)

**Continuation of a Longitudinal Study of Gay Couples** 8/01/2006-7/30/2010
$1,555,000 direct/yr1-4

NIMH R0165141 ( Hoff Pi) 7/1/2002-6/30/2008

**Testing a Model of Risk for Couples**
$2,409,981 direct/yr1-5

University-wide AIDS Research Program 1998-2000

**Relationship dynamics contributing to sexual risk among gay male couples**
$99, 576 direct/yrs 1-2

Center for Disease Control and Prevention 1997-1999

**Sero-positive Urban Men’s Intervention Trial**
$2,000,000 direct/ys 1-5

Center for Disease Control and Prevention 1999-2003

**Sero-positive Urban Men’s Study**
$451,000 direct/yr1

Center for Disease Control and Prevention 1995-1997

**Gay Couples Study**
$300,000 direct/yr1

Center for Disease Control and Prevention 1995-1997

**Sero-positive Urban Men’s Study**
$600,000 direct/yr 1-2

Center for Disease Control and Prevention 1995-1997

**Gay Couples Study**
$100, 000/yr1-2
MEMBERSHIPS

American Psychological Association
California Psychological Association
The American Association of Sex Educators, Counselors and Therapists
Society for the Scientific Study of Sexuality
International AIDS Society

SERVICE TO PROFESSIONAL PUBLICATIONS

Ad hoc referee for AIDS Education and Prevention, AIDS and Behavior, Health Psychology, AIDS Care, AIDS, Perspectives on Sexual and Reproductive Health, Journal of Psychology and Human Sexuality
Alexis N. Martinez  
Associate Professor of  
Sociology  
Department of Sociology  
and Sexuality Studies  
San Francisco State  
University  
415-338-2269, alexismm@sfsu.edu

Education

2006  Ph.D. University of California, San Francisco, Sociology  
Awards: ‘Ford’ Foundation Dissertation Fellowship (1996);  
San Francisco State University  
Affiliated Faculty  
09/12 – current

1998  M.P.H. Yale University, Epidemiology of Microbial Diseases  
1996  B.A. Sonoma State University, Biology, with a concentration in Microbiology

Additional Training 2006-2007

Research Interests

Professional Positions

RTI International  
Visiting Scientist  
09/08 – 08/11
San Francisco State University  
Assistant Professor  
08/07 – 08/12
San Francisco State University  
Associate Professor  
09/12 – current

Affiliations

Articles

Research-in-progress

Martinez, AN, Toquinto, S. Tobin, M., Bangle, A., & Mattox, L.  
Racialized risk environments and retention in methadone maintenance programs. Substance Abuse Journal.


1. Peer-reviewed journal articles

https://doi.org/10.1016/j.drugalcdep.2014.11.022


Conference Presentations

Martinez AN. Methadone Martinez APHA triangulation Martinez PSA Martinez AAG

**Martinez PSA**

**Impact of place on HIV/AIDS in San Francisco: A socio-spatial analysis of neighborhoods using GIS and participatory mapping**

Martinez AN, Mobley L, Novak SN, Lorvick J, and Kral AH. Spatial Data Analysis of HIV prevalence among Injection Drug Users in San Francisco
across two time periods, 1985-


Martinez AN. Mobilizing Social Capital in a World with AIDS. aids2031 Workshop, March 2009, Salzburg, Austria.

Martinez AN. Health Policy: Current Work & Future Directions. Celebrating 50 Years of Sociology at UCSF. Mini-Conference held on February 6th, 2009 (Oral Presentation).


Rose V., Martinez AN, Backes, G. Mapping Pharmacy Access to Syringes in California. 18th Annual International Conference on Drug-Related Harm, March 2007, Warsaw, Poland (Oral Presentation).

Health: The Politics and the Personal”, November 2007, Oakland, California (Oral Presentation)

Martinez AN, Bluthenthal RN, Lorvick J, Kral AH. Race and Criminal Justice Involvement Among Injection Drug Users. Fourth International Conference on Urban Health, October, 2005 Toronto, Ontario, Canada (Poster presentation)


Grants

National Institutes of Health/National Allergy and Infectious Disease Geospatial Analysis of HIV Treatment Outcomes
Project Period: 04/30/14 – 04/30/17
Award Amount: $513,000
Role: Principal Investigator

Alameda African American AIDS Research Coalition (AARC) Oakland Methadone Access Pilot Study
Project Period: 11/01/11 – 10/31/12
Award Amount: $25,000
Role: Principal Investigator

San Francisco State University, Office of Research and Sponsored Programs Individual Investigator/Collaborative Grant
Neighborhoods and HIV Prevention: A Pilot Study to Develop and Map New Measures of Disadvantage in San Francisco
Award Amount: $7,343
Project Period: 07/01/11 – 06/30/12

National Institutes of Health/National Institute of Drug Abuse
Assessing Patterns of HIV Risk among IDUs in Neighborhood Environments over Time
Project Period: 08/01/09 – 07/30/12
Subcontract Award Amount: $178,000
Role: Co-Investigator

Project Period: 07/01/06 – 06/30/09
Award Amount: $42,000
San Francisco Department of Public Health
Syringe Disposal by Illicit Injection Drug Users in San Francisco Project Period: 01/08 to 06/08
Award Amount: $49,152 Role: Co-Investigator

National Institutes of Health/National Institute of Mental Health / University of California, San Francisco Center for AIDS Prevention Studies Traineeship in AIDS Prevention Science Post-Doctoral Fellowship Project Period: 10/30/05 to 08/15/07 Award Amount: $78,000 Role: Post-doctoral Research Scholar

National Institutes of Health/National Institute of Drug Abuse/ University of California, San Francisco Community Context, SEP Operations & HIV Risk Among IDUs. Project Period: 07/01/03 – 06/30/06 Award Amount: $107,000 Role: Pre-doctoral Research Scholar, Research Supplement for Underrepresented Mino

UNIVERSITY & OTHER HONORS & AWARDS
2006-2009 National Institutes of Health, Loan Repayment Program
2006 Distinguished Dissertation Award, Department of Social and Behavioral Sciences, University of California, San Francisco
2004 Honorable Mention, Doctoral Students Abstracts, International Conference on Urban Health
1997 M.P.H. Thesis Awarded with Distinction, Yale University 1996 Magna Cum Laude, Sonoma State University
1992-1996 National Science Foundation Scholarship Program
1992-1996 National Hispanic Foundation Scholarship Program
Sonoma State University Scholarship Program

Courses Taught Undergraduate Courses

Graduate Courses

Service to Campus and Community

Campus Committees

Undergraduate Senior Exit Survey, Fall 2011 GIS Advisory Committee, Spring 2009 – current
Methods and Technology Committee, College of Behavioral and Social Sciences, Fall 2008 – Spring 2010
Sociology Student Association Committee, Department of Sociology, Fall 2008, Spring 2009, Fall 2010
Sociology Graduation Planning Committee, Department of Sociology, Spring 2008, Spring 2009, Spring 2010

Masters’ Thesis Committees

Diane Burkholder
Fall 2011

Deborah Dolezal-Leung
“Preventative Gerontology Project on Oral Health for Valley State Prison for Women” Masters of Arts, Department of Gerontology
Spring 2008
Service to University

Judge, CSU Research Competition, College of Behavioral and Social Sciences, Spring 2012
Judge, CSU Research Competition, College of Behavioral and Social Sciences, Spring 2011
Judge, CSU Research Competition, College of Behavioral and Social Sciences, Spring 2009
Member, Faculty Award Rankings Committee, College of Behavioral and Social Sciences, Spring 2009
Participant, Research and Creative Activities Retreat, Office of Research and Sponsored Programs, Spring 2009
Participant, Health Equity Initiative Incarceration Affinity Group, Fall 2008

Service to Professional Discipline


Guest Editor, Criminalization and Sexuality, Social Justice, December 2010


Moderator, “Community Context, HIV Risk, and Drug Use” panel at the American Sociological Association Annual Meeting, August 2005

Moderator, “Sex Work: Voluntary and Forced” panel at the Meeting of American Public Health Association (APHA), Washington DC, November 2003

Service to Peer-Review Process

2016 - current Journal of Health Care for Poor and Underserved Peer Reviewer
2015 – current Drug and Alcohol Dependence Peer Reviewer
2014 – current Social Science and Medicine Peer Reviewer
2012 - current National Institutes of Health Early Investigator Program Peer Reviewer
2010 - current Social Justice Referee
2010 - current Drug and Alcohol Review Referee
2009 – current Center for Research on Gender and Sexuality, SFSU Peer Referee

Reviewer 2009 – current Addiction Referee
2007 – current AIDS and Behavior Referee
2007 – current Journal of AIDS Referee
2006 – current Evaluation and Program Planning Referee
2006 – current AIDS Care Journal Referee

Service to Community

2006 – 2010 Member, Community Advisory Board, Homeless Youth Alliance
2007 – 2010 Unpaid Consultant, San Francisco Department of Public Health, HIV Surveillance Section

Service to Professional Organizations

2015 – current Member, Association of American Geographers
2011 – current Member, Sociologists for Women in Society
2006 – current Member, Pacific Sociology Association
2005 – current Member, National Harm Reduction Association
2005 – current Member, National Hispanic Network on Drug Abuse
2003 – current Member, Sociologists AIDS Network
2000 – current Member, American Sociological Association
1997 – current Member, American Public Health Association
Rita M. Melendez, Ph.D.
San Francisco State University
Sociology and Sexuality Studies Department
Center for Research and Education on Gender and Sexuality
rmelende@sfsu.edu

EDUCATION

Columbia University, Joseph L. Mailman School of Public Health
Master of Science, Biostatistics, October 2002
Clinical Research Methods Track

Yale University, Graduate School of Arts and Sciences
Dissertation Title: “Body Ethic: Women, the Work Ethic and Concepts of the Body”

Conducted in-depth interviews and statistical analysis to examine how people talk about their work lives and bodies. My research demonstrates that women, more than men, discuss their bodies in a manner consistent with work values. Women often use feminist discourses to justify a concentration on their appearances and bodies.

Master of Science, Sociology, May 1994
Dissertation Fellowship Award, 1998

University of California at Berkeley
Bachelor of Science, Sociology, 1992
• Member of Phi Beta Kappa honor society
• Minor in French

PROFESSIONAL EXPERIENCE

San Francisco State University

Fall 2018 to present
Professor, Sociology and Sexuality Studies

Fall 2004 to present
Associate Professor in Sexuality Studies
Department Chair, Fall 2008 to Fall 2011
Chair, Graduate Committee and Graduate Coordinator, Fall 2006 to Spring 2009
Chair, Undergraduate Committee and Adviser, Fall 2011 to present

Fall 2004 to present
Senior Research Associate,
Center for Research and Education on Gender and Sexuality
Columbia University

June 2007 to March 2011

*Visiting Research Scholar at the School of Social Work*

Working with HIV Intervention Science Training Program. Conducted research with Latina and African-American women examining their religious beliefs and practices and how they enforce or contradict messages relating to safer sex and HIV prevention.

December 2000 to January 2004

*Postdoctoral Research Fellow at the HIV Center for Clinical and Behavioral Studies*

National Research Service Award Research Training Fellowship for Behavioral Sciences Research in HIV. Concentration on sexuality training. Conducted collaborative work on a variety of HIV prevention projects. Research included examining the effectiveness of the intervention on secondary outcomes and among women with a history of intimate partner violence.

Designed and conducted pilot research examining HIV risk behaviors of male-to-female transgender individuals attending a community clinic in the Bronx.

**TEACHING EXPERIENCE**

San Francisco State University, Human Sexuality Studies

Fall 2018 to present

*Professor, Sociology and Sexuality Studies*

Spring 2004

*Associate Professor, Sexuality Studies Department*

- Designed graduate level research methods and design courses focusing on sexuality research
- Teach in graduate and undergraduate curriculums
- Assist with curriculum and degree development
- Design new approaches to teaching online
- Undergraduate coordinator 2012 to present
- Summer School classes

**Master's Degree Committee Membership**

*Chair of Committee, Sexuality Studies, 2009 to present*

3) Salazar, Jillian. 2017. The unbearable whiteness of victimhood: Campus rape coverage in the media
6) Bricker, Kristen Marie. 2015. "Condoms and Consent!" Knowledge, efficacy, and positivity in a sexual health program
7) Miller, Laura Marie. 2015. Impact of orgasmic meditation .
8) Phan, Vickie. 2015. Silent Minority Influences on Asian-American Women's HIV testing, attitudes, and concerns
9) Leach, Carolyn Christina. 2015. Engendering support : transgender youth's
10) Freeman, Anthony. 2015. Cultivating community : content analysis of Frank
11) Muniz, Iman Camila. 2014. Portraits of everyday rape and resistance in the Dominican Republic
12) Fradet, Phillippe. 2014. Fat young adults of color in sex and the internet, and acceptance
14) Berteau, Lorree. 2013. Female disembodiment: condom use and sexual pleasure
15) Gil, Francisco Jose Miranda. 2013. Paths to care among midlife and older gay men and lesbians
16) O’ Neal, Joshua. 2013. Condoms, pleasure and policy: Gay men explore condoms & access
18) Tinga, Arlene Jane Calimbas. 2013. Sex, sexuality and autism
22) Warfield, Chris. 2011. Gender Consciousness and Gender Identity Centrality in Transgender and Cisgender Individuals

26) Anand, Praney. 2010. Beyond the birds and the bees: sexuality discussions among young Indians


Committee Member, Sexuality Studies (2009 to present)
1) Williams, Salvao. 2015 Gays in comic books: the emergence of a new type

2) Oliker, Savannah. 2014. Women's navigation of bisexual identity with with monogamous, same-sex partners


5) Vielehr, Peter. 2012. The salience of HIV-positive identity for young gay men living with HIV


7) Rehor, Jennifer Eve Cavaliero. 2011. The occurrence of unconventional sexual behaviors of women

8) Gutierrez-Mock, Luis Ronaldo. 2010. The best practices for adapting DEBIs for transwomen

Teaching Effectiveness, Sexuality Studies (2009 to present)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Number and Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>Summer</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 300: Introduction to Sexuality Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 881: Research Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 455: Sex, Power and Politics</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 680: Colloquium in Sexuality Studies</td>
<td>22</td>
</tr>
<tr>
<td>2016</td>
<td>Summer</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>40</td>
</tr>
<tr>
<td>Year</td>
<td>Semester</td>
<td>Course Number and Title</td>
<td>Enrollment</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>2019</td>
<td>Fall</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 680: Colloquium in Sexuality Studies</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RRT: Cultural Humility Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 680: Colloquium in Sexuality Studies</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 881 Research Methods in Human Sexuality Studies</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 680: Colloquium in Sexuality Studies</td>
<td>16</td>
</tr>
<tr>
<td>2015</td>
<td>Fall</td>
<td>SABBATICAL LEAVE: PrEP among Latina Immigrant Women</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 455: Sex, Power and Politics</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 680: Colloquium in Sexuality Studies</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 680: Colloquium in Sexuality Studies</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RRT: Generations Project, Research Work with CBOS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>33</td>
</tr>
<tr>
<td>2014</td>
<td>Fall</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 680: Colloquium in Sexuality Studies</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RRT: Generations Project, Research Work with CBOS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 680: Colloquium in Sexuality Studies</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 882 Research Design in HMSX</td>
<td>15</td>
</tr>
<tr>
<td>2013</td>
<td>Fall</td>
<td>SXS 455: Sex, Power and Politics</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 601: Sex, Ethnicity and Health</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 680: Colloquium in Sexuality Studies</td>
<td>16</td>
</tr>
<tr>
<td>Year</td>
<td>Semester</td>
<td>Course Number and Title</td>
<td>Enrollment</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>---------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>2012</td>
<td>Fall</td>
<td>SXS 455 455 Sex, Power and Politics</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 601 Sexuality, Ethnicity, and Health</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 680 Colloquium in Sexuality Studies</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>SXS 601 Sexuality, Ethnicity, and Health</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 882 Research Design in Human Sexuality Studies</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RRT: Generations Project, Research Work with CBOS</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Fall</td>
<td>SXS 455 Sex, Power and Politics</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SXS 601 Sexuality, Ethnicity, and Health</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course release for Chair duties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>SXS 890 Professional Development</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RRT: Proyecto Accesso</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course release for Chair duties</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Fall</td>
<td>RRT: Proyecto Accesso and Generations Project, Research Work with CBOS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course release for Chair duties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>SXS 890 Professional Development</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RRT: Proyecto Accesso</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course release for Chair duties</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Fall</td>
<td>Parental Leave</td>
<td></td>
</tr>
</tbody>
</table>

Yale University
Spring 1999  Head Teaching Fellow, Culture and Society in America, Sociology
• Assisted with creation of course outline and general administration.
• Conducted weekly seminars reviewing and extending course material.

Spring 1998  Instructor, Historical Approaches to Sociology
• Designed course syllabus and selected course readings.
• Students required to use archival materials for research project.

Spring 1997  Teaching Fellow
to Fall 1994
• Formation of Modern American Culture, American Studies Dept.
• Methods of Inquiry, Sociology Department (twice)
• Culture and Society in America, Sociology Department (twice)
• Social Deviance, Sociology Department

TRAINING

HIV Intervention Science Training Program for Racial/Ethnic Minority Investigators at Columbia University’s School of Social Work. The program provides two-week training on grant writing, mentorship and 10K in funds for a research project.

Minority Researcher Infrastructure Support Program (MRISP)
Training by Rafael Diaz, selected from SFSU faculty to participate in Grant Writing workshop, 2004.

Office of AIDS Research and National Institutes of Health

The Kinsey Institute for Research in Sex, Gender, and Reproduction

Research Design in Qualitative Social Inquiry

PUBLICATIONS
Peer-reviewed journal articles


**Peer-reviewed Book chapters**


**Factsheets**

Rita M. Melendez. Latinas and HIV. Factsheet prepared for AIDS Project Los Angeles (APLA).

Rita M. Melendez. Transgender Latinas and HIV. Factsheet prepared for AIDS Project Los Angeles (APLA).

Non-peer reviewed Publications


Book Reviews


INVITED PRESENTATIONS

October 2014 United States Conference on AIDS annual conference
  • Workshop on linking HIV-positive Latino Immigrants to care

January 2013 HIV Center for Clinical and Behavioral Studies, Columbia University
  • Grand Rounds
  • Outreach and Treatment of HIV-Positive Latino Immigrants

December 2011 World AIDS Day at SFSU
  • HIV-Positive Latino Immigrants

March 2011 Community Collaborative Consortium (CHRP)
• Proyecto Acceso: HIV-Positive Latino Immigrants and Health Care

November 2010  Annual UCSF Student AIDS Forum
• Latinas and HIV: Sexuality and Culture Factors

Nov 2010  Annual UCSF Student AIDS Forum
• Latinas and HIV: Sexuality and Culture Factors

April 2010  Latino Medical Student Association Regional Conference at UCSF
• HIV, Latinas, Sexuality and Gender

June 2007  HIV Center for Clinical and Behavioral Studies, Columbia University
• Grand Rounds
• Latinos, Gender, and HIV: Analysis of Latino Immigrant Adolescents

January 2007  CDC community based organization capacity building
• Transgender Latinas and HIV
• Presentation to national community based organizations

October 2006  CDC community based organization capacity building
• Latinas and HIV
• Presentation to national community based organizations

December 2005  San Francisco State University World AIDS Day
• Women of Color: HIV risk and treatment

December 2004  Psychology Department, San Francisco State University, Developmental Brown Bag
• Overview of HIV Risks among Male-to-Female Transgenders

April 2004  Cesar E. Chavez Research-Practice Forum addressing health disparities among ethnic minority youth
• Sexuality and Gender roundtable facilitator

March 2004  Gender Working Group at the New York State Psychiatric Institute
• Gender and HIV among Male-to-Female Transgenders

January 2004  HIV Center for Clinical and Behavioral Studies, Columbia University
• Grand Rounds
• HIV Issues among Male-to-Female Transgenders: Preliminary findings

CONFERENCE PRESENTATIONS
July 2018  International AIDS Conference, Amsterdam, Netherlands
- Presentations on 1) Implementing PrEP: A Literature Review, 2) Latinos and PrEP: Confusion with birth control pill

October 2012  American Public Health Association’s Annual Conference, San Francisco, CA
- Presentations on 1) Latino Adolescents, 2) Outreach for HIV positive Latino Immigrants and 3) Intervention for Latino MSM

July 2012  International AIDS Conference, Washington, DC
- Presentations on 1) on Latinos and issues of sexual identity disclosure, 2) HIV Positive immigrants, and 3) outreach to adolescent Latinos

January 2012  Minority Health Conference
- Outcomes and Lessons Learned of an HIV Prevention Program for Latinas

October 2011  Latino and Hispanic Studies Conference
- De Mujer a Mujer: An HIV Prevention program for Latinas

November 2007  American Public Health Association, Washington DC
- Latino immigrant adolescents and gender ideology: Implications for safer sex

March 2007  Pacific Sociological Association Meeting, Oakland, CA
- Presider and discussant for “Movement Research: Partnership between social justice organizations, funders, and researchers”

March 2006  Society for Research on Adolescents
- “They say no to see if the man will seek her out.” Latino adolescents, TV and coercion (poster presentation)

December 2005  American Public Health Association, Philadelphia, PA
- HIV Positive Male-to-Female Transgender Individuals: Health care needs

June 2005  International Association for the Study of Sexuality, Culture and Society
- Health Care Needs of HIV Positive Male-to-Female Transgender Persons

February 2004  Couch-Stone Winter Symposium of the Society for the Study of Symbolic Interaction, Vancouver, British Columbia, Canada
- Sexual Self Process: Intersubjectivity in the intrapsychic sexual scripting of gay men Joint presentation with David Whittier

August 2003  American Sociological Association, Sexuality Section, Atlanta, GA
• Roundtable discussant Rethinking sexuality, health, and “risk”

November 2002  Society for the Scientific Study of Sexuality, Montreal, Canada.
• Negotiation Skills in a Gender-Specific HIV Intervention Program: Project FIO

August 2000  American Sociological Association, Gender Section, Washington, D.C.
• Women, Control and the Body: How Feminism Influences Women’s Understanding of the Bodies with Regards to Eating Disorders and Work

• Dissertation Writing Workshop

• Modernity and Self-Conception: Public labor and the private body

March 1997  Eastern Sociological Society, Baltimore, MD.
Joint presentation with Debora Paterniti
• Rationality and the Body: An examination of medical discourses as relating to normal and abnormal visions of gender

• The Sacred Body: Images of the human body as relating to capitalism, work and religion

August 1995  American Sociological Association, Culture Section, Washington D.C.


April 1995  Works-in-Progress, Yale University, Sociology Department’s Annual Conference.
• The Modern Confessional: A Foucaultian study of contemporary confession in the lives of Catholics and gays

SERVICE
San Francisco State University
Fall 2011 to Present
Undergraduate Adviser, Department of Sociology and Sexuality Studies.
- Complete redesign of Minor curriculum for SXS and LGBT studies.
- Advise undergraduates in minors.
- Teach SXS 680 colloquium class, culminating experience for minors.

Fall 2013 to Fall 2016
Graduate Advisory Committee, Department of Sociology and Sexuality Studies
- Curriculum development, assisted with redesign of MA program.

Fall 2008 to Fall 2011
Chair, Department of Sexuality Studies
- Coordination of all department activities.
- Planning of MA program and curriculum changes.
- Scheduling of courses.
- Evaluation of MA program.

Fall 2006 to Spring 2008
Graduate Coordinator, Department of Sexuality Studies
- Coordinate and advise on all aspects of MA program.
- Developed and implemented a faculty mentor program.
- Conduct evaluation and assessment of MA program.
- Serve as liaison between faculty and graduate students.
- Developed and coordinated annual conference for graduate students to present their research – The SF State of Sexuality.

Fall 2004 to Spring 2006
Undergraduate Adviser, Department of Sexuality Studies
- Handled administrative duties relating to two minors in Sexuality Studies Department.
- Attended campus events geared for incoming undergraduate students.
- Served as liaison between faculty and Sexuality Studies minors.

Fall 2005
IRB Member at SFSU

Fall 2006
Spring 2006
Spring 2010
Spring 2012
Spring 2013
Spring 2014

Spring 2006
Scholarship Award Committee

Spring 2007
Spring 2008
Spring 2013
Spring 2015

Spring 2006
Faculty Search Committee
AIDS United (formally National AIDS Fund)

Spring 2007 to Spring 2017 Provide technical assistance with regard to research methodologies and practices to two community based organizations funded through the National AIDS Fund and Johnson & Johnson for research on and prevention of HIV among women and families. Cynthia Gomez leads the technical assistance team.

National Sexuality Resource Center (NSRC)

September 2006 to 2008 Project Coordinator for Sexualidades Latinas, a Spanish Language online magazine covering topics in sexuality for Latinos.

February 2005 to 2008 Editorial Board for Sexuality Research and Social Policy: Journal of the National Sexuality Resource Center

March 2003 to 2005 Editorial Board for American Sexualities Magazine

Behavioral and Social Science Volunteer Program (BSSV)

September 2004 to 2008 Volunteer with community-based organizations to assist in research related tasks

Columbia University, HIV Center for Clinical and Behavioral Sciences

Dec 2003 New York City’s HIV Centers Consortium Conference

- Executive committee member
- Responsible for planning the first annual consortium for all HIV-related research centers in the New York area

2003 MOSAIC Program

to 2004

- Teach seminars on sexuality research methods for undergraduate students from New York City area colleges
- Assist with course curriculum and administration of program

2000 to 2003 STAR (Sexuality Training and Research) Program

- Taught seminars in statistics and gender to individuals from local and national community-based organizations
- Mentored the research projects of three individuals for community-based organizations

Yale University, Department of Sociology

1994 Undergraduate Affairs Committee, Graduate Student Representative
to 1995

- Evaluated undergraduate curriculum and assisted in reorganization of course requirements

1994  HOLLINGSHEAD LECTURE COMMITTEE

- Gathered and evaluated sociological literature in search of annual lecture and award recipient. Research resulted in Arlie Hochschild’s acceptance and lecture

1994  Graduate Student Union, President

- Organized academic full-day conference
- Organized periodic meetings with graduate students
- Attended faculty meetings to present graduate student perspectives

GRANTS

Co Principle Investigator (with A. Martinez), SFSU: Socio-spatial Examination of Naloxene Availability and Accessibility among Rural Latino Immigrants in California


Principle Investigator, PIMSA: IBIZA Health and Health Care among Zacatecan Immigrants in the United States, awarded 30K for collecting and analyzing over 600 responses to surveys from 5 locations in the US. (June 2015, one year with extension).

Principle Investigator, PIMSA: Web-based medical services for HIV positive Latino immigrants, awarded 40K for collaborative work developing and testing a web-based tool for HIV-positive Latino immigrants to use for improved medical care. (January 2012, one year)

Principle Investigator, PIMSA: La Familia – HIV Prevention for Latino MSM and their families, awarded 45K for collaborative work. (January 2010, two years).

Principle Investigator, California HIV Research Project (CHRP), Proyecto Acceso: HIV-Positive Latino Immigrants, awarded over 150K for project involving qualitative interviewing at two time points of HIV-positive Latino immigrants to the US to assess their health care needs. (June 2009, three years)

Principle Investigator, HIV Intervention Science and Training Program (HISTP). Latinas and African American women, HIV and religious organizations,10K. Conducted qualitative
interviews on women’s perceptions of religious organizations and HIV prevention efforts. (March 2008, three years).

Co-Investigator, National Institute of Mental Health. (R21) with Lynn Sorsoli (Principle Investigator) Adolescents Perceptions of Risk in Research Participation. Co wrote grant proposal with Dr. Sorsoli and consulted on project. (January, 2009).


Principle Investigator, National Institute of Child Health and Human Development. Minority Supplement to Deborah Tolman’s *Television Consumption and Teenage Behavior* (R01), 119,000K. (October, 2006).

Principle Investigator, HIV Center for Clinical and Behavioral Studies Pilot Grant to examine gender roles and safer sex negotiation among male-to-female transgender. $9,076 grant to conduct 20 in-depth interviews.

LANGUAGES
Spanish (bilingual) and French
EDUCATION

PhD. Sociology, 2015, University of California, Santa Cruz
Dissertation: Be Queer… But Not Here! Queer and Transgender Youth, the Castro “Mecca,” and Spatial Gay Politics

M.A., Sociology, 1997, University of California, Santa Cruz
Thesis: Rhetorical Strategies in the Same-Sex Marriage Debate: The Political, Legal, and Discursive Construction of Marriage

B.A., cum laude, English and Sociology (High Honors), 1994, Phi Beta Kappa. University of Redlands, Redlands, California

POSITIONS HELD

Assistant Professor of Sociology, San Francisco State University, August 2019-present.

Lecturer in Sociology and Sexuality Studies, San Francisco State University, January 2006 – 2019.

Lecturer Fellow, The Center for Equity and Excellence in Teaching and Learning (CEETL), San Francisco State University, 2017-2018.

Lecturer in Child and Adolescent Development, San Francisco State University, 2009- 2011.

Community Adjunct Faculty (CAF) in Public Health, San Francisco State University, 2008.

Adjunct Faculty in Sociology, University of California, Santa Cruz, 2001.
HONORS AND AWARDS
San Francisco State University Excellence in Teaching Award, 2017.
San Francisco State University Excellence in Teaching Award Nominee, 2014.

TEACHING AND MENTORSHIP

Courses Taught

Graduate (SFSU): Sexuality in Historical Perspective

Mentorship
Faculty Mentor, Graduate Student Teaching Assistants for Field Research Methods, 2019 & 2015.
Faculty Supervision, LGBTQ Cultures and Society, 2018.
Faculty Mentor, Graduate Writing Assessment Requirement (GWAR) Mentorship Program. 2016.
Faculty Mentor, Graduate Student Teaching Assistant for Writing Curriculum and Pedagogy, 2015.

PUBLICATIONS

Work in Progress

Book Manuscript
PUBLICATIONS, continued

Refereed Journal Article


Book Review


PRESENTATIONS

Refereed Conferences


Invited Lectures

Invited Lectures, continued


Reck, Jen. 2009. “‘I Don't Want it in my Backyard Because I’m Afraid of These People!’: Criminalization, Surveillance, and Sexualization of Homeless Youth in San Francisco’s Castro.” Soc 275: Sociology by the Bay, SFSU.


**Invited Lectures, continued**


**ACADEMIC SERVICE**

**Department and University Service**

San Francisco State University Sociology Department Curriculum Committee Member, 2017-present.


Lecturer Faculty Fellow, San Francisco State University Center for Equity and Excellence in Teaching and Learning (CEETL). 2017-2018.


Lecturer co-Representative to SFSU Sociology Department Faculty Meetings, 2007.

**Presentations**


Presentations, continued


PROFESSIONAL DEVELOPMENT

Participant, Teaching First Generation College Students Summer Institute. CSU Fullerton Institute of Teaching and Learning. Summer 2019.


Workshop Participant, SFSU Evidence – Based Teaching Summer Institute and Fall Teaching Square Program. SEPAL (Science Education Partnership & Assessment Laboratory). San Francisco State University. Summer 2018-present.

Participant, San Francisco State University Lecturer Orientation. 2018.


Participant, SFSU Faculty Retreat. “Celebrating the Public University: Fostering Success in Times of Uncertainty.” San Francisco State University. 2018.


PROFESSIONAL DEVELOPMENT, continued


COMMUNITY SERVICE

Member, Board of Directors Board
Treasurer, 2008-2011
Strategic Planning Committee Member, 2007 & 2011
CURRICULUM VITAE
CLARE SEARS, PH.D.
clares@sfsu.edu
Sociology and Sexuality Studies Department
San Francisco State University

EDUCATION
• University of California, Santa Cruz, 1997-2005, Ph.D., Sociology (Dissertation: A Dress Not Belonging To His Or Her Sex: Cross-Dressing Law In San Francisco, 1860-1900)
• University of California, Santa Cruz, 1997-2000, M.A., Sociology

PROFESSIONAL POSITIONS
• San Francisco State University, Department of Sociology and Sexuality Studies, Associate Professor, 2013–Present
• San Francisco State University, Department of Sociology, Assistant Professor, 2007–2013
• University of California, Irvine, Women’s Studies, Adjunct Faculty, Winter-Spring 2007
• University of California, Santa Cruz, Merrill College, Adjunct Faculty, Fall 2006

SELECT PUBLICATIONS

BOOK

Peer Review Journal Articles and Book Chapters
• CLARE SEARS (2018) CENTERING SLAVERY IN NINETEENTH CENTURY QUEER HISTORY, IN ROUTLEDGE HISTORY OF QUEER AMERICA, EDITED BY DON ROMESBERG. NEW YORK: ROUTLEDGE.

Invited Chapters in Edited Books

Works in Progress
• Clare Sears, Creating a Disturbance: the Social History of Emotional Disturbance (book manuscript)
• Clare Sears, The Unlikeable Child: Conformity and Exclusion in the Social Thinking Curriculum (journal article)
• Clare Sears, The Myth of the Queer Criminal (book review for Sexualities)

RECENT CONFERENCE PRESENTATIONS
• Clare Sears (2016) This Girl Would Like to be a Boy: Trans* Phenomena and the Early History of Emotional Disturbance, National Women’s Studies Association, Montreal, Canada
• Clare Sears (2016) Creating a Disturbance: Mills vs. Board of Education and the History of Emotional Disturbance, American Studies Association Annual Meeting, Denver, CO
• Clare Sears (2015) It’s a Sensory Thing: The Emergence of Sensory Processing Disorder as a Diagnostic Category. Open Embodiments, Tuscon, AZ.

RECENT INVITED PUBLIC TALKS
• Clare Sears (2018) Arresting Dress: Cross-Dressing, Law and Fascination, Gender TRANSgressions, Past and Present: Speaker Series, Virginia Commonwealth University
• Clare Sears (2018) Cities in Dust: Historical Perspectives on Urban Exclusionary Spaces, Non-Compliant Bodies: Social Equity and Public Space Conference, Yale University School of Architecture
• Clare Sears (2018) Creating a Disturbance: The Making of Emotional Disturbance as a Disability Category in the Mid-Twentieth Century United States, American Studies Student Association Symposium, California State University Fullerton (Keynote Speech)
• Clare Sears (2017) Progressive Transgressions, Shaping San Francisco Public Talk Series, Eric Quesada Center for Culture and Politics, San Francisco, CA
• Clare Sears (2017) Disturbing Histories: Creating Emotional Disturbance as a Disability Category in the Mid-Twentieth Century United States, Invited Lecture, Sociology and Sexuality Studies Department, San Francisco State University

FUNDING AND AWARDS

Awards

• Co-Winner of the Committee on LGBT History’s John Boswell Award, for outstanding book in Lesbian Gay, Bisexual and Transgender history, 2017 (for Arresting Dress)
• Shortlisted for Lambda Literary Award in LGBT Studies, 2016 (for Arresting Dress)
Funding

- SF State Office of Research and Sponsored Projects Small Grant, “The Unlikeable Child,” Fall 2019
- Presidential Award for Probationary Faculty, San Francisco State University, Fall 2009
- Kevin Starr Postdoctoral Fellowship, University of California Humanities Research Institute, 2005-2006
- Fulbright Fellowship, University of California, Berkeley, 1992-1993

MEDIA COVERAGE

- Interviewed for NOTCHES: Remarks on the History of Sexuality ("Arresting Dress: A Student Interview with Clare Sears," January 12, 2016)
- Invited Guest on “Gender Blender” Community Radio Show (KBOO Radio, Portland OR, October 20, 2009)

RECENT TEACHING

Courses Taught at San Francisco State

Undergraduate Courses
- Introduction to Research Methods (SOC 392), Spring 2011, Fall 2014, Spring 2015, Spring 2018, Spring 2019
- Punishment and Social Control (SOC 455), Fall 2008, Spring 2010, Fall 2010, Fall 2011, Spring 2015, Spring 2017, Spring 2019
- Research Internship (SOC 503/04), Spring 2015
- Sociological Analysis, Spring 2012, Fall 2010, Spring 2012
- Sociological Perspectives (SOC 105), Fall 2007, Fall 2008, Spring 2011, Spring 2012, Summer 2013, Spring 2014, Spring 2017, Fall 2017, Fall 2018
- Sociology of Law, Spring 2008

Graduate Courses
- Advanced Methods in Sexuality Studies (SXS 884), Fall 2017, Spring 2018, Fall 2018
- Queer Theory and Transgender Studies (SXS 750), Spring 2014
- Sexuality in Historical Perspectives (SXS 702), Fall 2016
- Sociocultural Foundations in Sexuality Studies (SXS 800), Fall 2014, Fall 2017, Fall 2018
RECENT SERVICE

Department Service
- Executive Committee Member, 2017-2018
- Curriculum Committee Member, Fall 2017-present
- Hiring Committee Member, Fall 2016, Fall 2018
- Co-Leader of Teagle Curriculum Redesign, Fall 2016
- Sexuality Studies Advisory Committee, 2016-17
- RTP Committee Member, Fall 2016-present
- Sexuality Studies MA Grant Writing Workshop, Fall 2014
- Sexuality Studies MA Program Admissions Committee Member, 2014, 2015, 2018
- Sexuality Studies MA Student Awards Committee Member, 2014, 2015, 2018
- Sociology Student Awards Committee Member, 2012-2015
- Faculty Advisor to Student Sociology Association, 2013-14

Campus Service
- Chair, University Fellowship Committee, Fall 2018-Present
- Committee Member, University Fellowship Committee, Fall 2015 - Present
- Organizing Committee Member, SF State’s Constitution Day Conference, Fall 2018, Fall 2019
- Faculty Advisor to “Up to Us!” Student Organization, 2018-19
- Panelist at SF State Sexuality Career Fair, Fall 2017
- Faculty Graduation Advisor, Fall 2016
- Behavioral and Social Sciences Judge, CSU Student Research Competition, Spring 2014
- Member, University Committee on Written English Proficiency, Fall 2010-Spring 2012

Community Service
- Consultant, Queer Educator Fellowship Program, LYRIC, Fall 2016-present
- Member of Editorial Board, Social Justice Journal, Spring 2016-Spring 2019
- Co-Chair, Gay, Lesbian, Bisexual and Transgender Historical Society of Northern California, September 2014-June 2015
- Contributor, Working Group on LGBT Inclusion in History and Social Science Curriculum in California, 2013-14