# California State University, Fullerton

# Department of Sociology



# Program Performance Review Self-Study

# 2013 - 2020

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# Executive Summary

Sociology majors reflect the increasing diversity of CSUF—the majority are first-generation, transfer, and underrepresented students. Over the review period, Sociology enrollment grew, in majors and GE students, all while graduation rates also improved. We are on track to meet the GI2025 benchmarks. We hired, promoted, and retained a diverse tenure-track faculty, expanded areas of faculty expertise maintaining our currency in the discipline, and better integrated adjunct faculty into the department. Our teacher-scholar model supports high quality faculty research and opportunities for student research. We improved faculty retention, staff-faculty relations, and leadership stability, the primary areas of concern in our last review. We redesigned advising, implemented a rigorous and systematic assessment program, and created curricular changes and programs to improve student success and integrate service learning and high impact practices. We are recognized leaders on campus in assessment, advising, and collegial governance.

**Substantial growth in majors, FTES, and GE, while increasing graduation rates.** Majors increased 23% since AY13-14 to 944, and enrollment increased 19% to 861.5 in AY21-22. We doubled sections and enrollment in GE B.5. Graduation rates reached 39.6% and 81.2% for the latest cohorts of FYF and 47.6% and 85.8% for transfers. We are on track to meet the University's GI 2025 goals despite the pandemic, while equity gap indicators have narrowed.

**Strong graduate program.** Since the last review, we reduced cohort sizes in the graduate program, providing more time for faculty mentorship. Graduation rates for graduate students have also improved substantially. We are a leader in tenure track community college placements and a growing share of our graduates are going on to strong PhD programs (UCI, UNLV, University of Miami, Cornell, Kent State, USC, UCR).

**Hired and promoted tenure-track faculty and improved integration of lecturer faculty.** We hired 7 new TT faculty since the last PPR and promoted 11 (6 to Associate and 5 to Full), with substantial improvements in retaining faculty. We also expanded the range of faculty expertise and filled gaps in the curriculum. We integrated lecturers into key support roles in the department, revised scheduling processes, created lecturer standards (recently approved by the college) and held workshops and retreats for both full and part-time faculty, improving morale.

**Redesigned advising and implemented innovative programs to help increase graduation rates.** We increased the number of advisors, improved communication between department advisors and students by leveraging campus technologies, and increased student access. We began assessing advising and adopted a data-driven approach. We implemented innovative department programs like the Transfer Student Learning Community (TSLC) that show promise (81% graduation rate in two-years), as well as tutoring and peer mentoring programs.

**Continued support for the teacher-scholar model.** There has been an expansion of research opportunities for students, resulting in co-publications and presentations. Faculty in the department published in leading journals and wrote academic books. We used funds from the ODCP to launch a summer research fellowship. The graduate program focuses on mentorship, and we have made strides in the equitable distribution of graduate teaching and mentorship.

**Substantial curricular improvements.** We developed new courses on careers, social media, money, food, and research, began the TSLC and First-year Learning Community (FLC) programs,

are revamping internships and increasing support and access for student research, service learning, high impact practices and career transitions. We continue to improve our online degree completion program, facilitating access.

**We implemented a systematic and rigorous assessment plan.** We revised our mission statement and our undergraduate and graduate SLOs, adding SLOs on social justice, civic engagement, and systems of power and multiple perspectives. We systematized assessment (via direct and indirect measures). We assess one SLO per year for the BA and MA programs and "close the loop" to address shortfalls. We continue to work on a curricular map and course sequencing.

**Stability of leadership and staff-faculty relationships are greatly improved.** The department had one chair for six and a half years, while developing a bench of qualified leaders. Our staff are welcoming and diverse with a clear understanding of their responsibilities and role in our mission.

**We also recognize that the department faces some real challenges**. Enrollment growth has exceeded our assigned classroom and computer lab facilities. The COVID-19 pandemic has impacted the lives of our students, faculty, and staff, and there has been real loss of loved ones, of opportunities, of research and writing time, increased burnout and staff turnover. It has also altered enrollment patterns and students needs in ways we are still discovering.

**Long-term goals.** Moving forward, the department will leverage our current strengths: working to make the teacher-scholar model more robust within the department, expanding and strengthening our assessment and advising, continued excellence in research and evolving our curriculum to meet changes in the discipline. A necessary component of meeting this goal is continued success in recruiting and retaining faculty who bring a collaborative, student focused approach to the department and contribute to the field through high quality research.

**The following things would help us accomplish our future goals:**
- To accommodate growth in majors and FTES, we need more first rights classrooms including a computer lab to meet increased FTES for GE B.5.
- An additional faculty line to hire in one of the following areas: Education, Social Psychology, Counseling or Criminology, with an interest in decolonial, indigenous studies, abolitionist perspectives, or environmental/climate justice issues.
- Dedicated university or college funds for four course releases for advisors and additional funds to support GAs for advising as demand for advising continues to outstrip availability. Because of the important role the website plays in helping to manage demand, we need more IT support for web design, analytics and maintenance.
- An analysis of potential uses of our degree completion program revenue from the VPs office to help us make the most of this money.
- Additional funding for graduate assistants, supervising, and graduate student research.
- We also ask the Dean and Provost's offices to revisit allowing departments to opt into more flexible work practices and increase salaries for staff more in line with comparable institutions. We also encourage HR to consider revising hiring and salary negotiation practices to reflect the centrality of staff to departments.

# I. Department/Program Mission, Goals and Environment

## A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals and strategies.

The Department of Sociology's distinguishing characteristics are our diversity, our collaborative culture, our evidence-based approaches to departmental goals, and our central focus on students and social justice. Our faculty use a wide variety of methodological and theoretical perspectives, and we are campus leaders in advising and assessment. We adhere to critical pedagogies in the classroom and we bring these strengths to our newly-adopted mission, which was collectively rewritten since the last PPR. The **Sociology Department Mission Statement**, aligns with and affirms the CSUF Mission and Values (outlined in the CSUF Strategic Plan 2018-2023).

**The mission.** The Sociology Department at California State University Fullerton is committed to providing our students with the skills and methods to study social behavior from a sociological perspective. Our mission is to develop among our students a critical, ethical, and inclusive understanding of complex social phenomena. Our students examine and reflect upon social phenomena, including intersecting structures and processes that reproduce social inequalities, causes and consequences of collective and political action, and other social processes in various institutional contexts. Our faculty conducts academic research on a wide variety of areas of expertise, including race and ethnic relations, education, demography, gender and sexualities, crime and deviance, health and illness, economic sociology, political sociology, religion, and migration and globalization. We contribute to the public good by producing knowledge, engaging public policy, and by our commitment to social and scientific responsibility in the communities we study. The Department offers rigorous and quality undergraduate and graduate academic programs in sociology that provide a supportive student-centered learning environment and promote civic engagement in the local and global communities.

We achieve our mission by:
- Engaging in quality social research and other scholarly activities that advance knowledge in the sociological discipline and can be applied to our teaching activities.
- Providing our students with knowledge and understanding of key sociological concepts, findings, and theoretical approaches so that they can apply them critically and reflect on complex social issues and contexts, including their own.
- Fostering critical thinking and analytical abilities among our students to identify, for example, the structure of an argument, examine the implicit assumptions of an institutional practice or media message, and more generally, meet the challenges of a rapidly changing and uncertain world.
- Creating a learning environment where students acquire and practice qualitative and quantitative research design and methods, academic writing skills, and interpersonal communication skills to be professionally competitive in a multicultural and increasingly transnational job market.
- Offering our students opportunities to engage in experiential, cultural diversity learning, and other high-impact educational practices, including student-faculty research collaborations, independent research, graduate assistantships, peer tutoring, community-based applied research, service learning, internships, and study abroad programs.

- Promoting civic engagement and good democratic citizenship among our students, including respecting the rights, worth, and dignity of all people, training in the standards of ethical research, professional fairness, and social and scientific responsibility.

## B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).

Our department hired seven new faculty since the last PPR and promoted eleven, which has allowed us to update our curriculum to reflect trends in the discipline. We also revised our Student Learning Outcomes (SLOs) since the last PPR, adding two SLOs that reflect the current trends in the discipline and express values stated in the CSUF Strategic Plan 2018-2023: engaging with communities for the purpose of social justice (SLO #6) and increased examination of power structures from multiple perspectives (SLO #7).

We have continued to support the increasingly diverse student body at CSUF, especially during times when racialized groups have been targeted rhetorically, politically, and physically. In 2016 during the rise in anti-immigrant speech and policies and in 2020 during the rise in anti-Asian violence and speech we wrote department statements in support of our students and their communities. We supported our students through mentorship, student clubs, creating space in the department for students (student lounges), class discussions, and issuing department statements.

Other external factors that have impacted the program are increased student demand for online instruction. We participate in the CSU CourseMatch program. We serve students with online classes in both the state-side program and the Online Degree Completion Program (ODCP). Most of our faculty have received training in both the technical and pedagogical aspects of online instruction. Online instruction strategies and best practices are regularly discussed at our Fall and Spring faculty retreats. Fostering connections and learning in online environments is a future goal of the department as we return from the online modality during the pandemic to a hybrid model.

Our graduate students are increasingly interested in applying for PhD programs and continue to be interested in applying for teaching positions at local community colleges. We have strengthened our faculty mentoring of graduate students and their training in teaching to meet these demands.

## C. Identify the unit's priorities for the future.

Our central priority is in line with the CSUF Strategic Plan Goal (SPG) #1: Provide a transformative educational experience and environment for all students. We can achieve this by continuing to close the loop with meeting our SLOs, providing HIP experiences, such as research collaborations and promoting peer and faculty-student connections. We will build upon our transfer and FYF learning communities, advising, and peer mentor programs. We continue to foster connections between academic and applied experiences, through courses such as the SOCI 307 Using Sociology for Career Success, SOCI 306 Applying Sociology in the Community, SOCI 485 Research Applications, SOCI 495 Internship, SOCI 596 Teaching Symposium and SOCI 597 Projects. We plan to consider curricular changes and improvements that would benefit all students in our program, such as considering requiring a 400-level course, differentiating between 300 and 400 level courses in a more systematic way, creating core competencies for more courses, and evaluating course sequencing in the master's program.

Another priority is in line with SPG #2: Strengthen opportunities for student completion and graduation. We need additional first-rights access to classrooms to accommodate our increased number of majors (944 in AY 2021-22), and we particularly need access to computer labs for the large number of majors and non-majors we serve in SOCI 303 Statistics for the Social Sciences fulfilling GE B.5. We filled 17 sections of SOCI 303

in Fall 2021. We hire and train Sociology Writing and Statistics Tutors, who are providing specialized support for our majors and other students who take our GE classes, particularly, SOCI 303. Having a dedicated computer lab would make scheduling sections easier and provide space for students and tutors outside of class time.

Most crucial to achieving goals related to SPG#2 are sociology faculty advisors. Students succeed when they receive specific directions on courses and mentorship about education and careers from our faculty advisors. Students are also more likely to graduate and complete the program when they feel a connection to the department and other students within the major. We achieve this through participation in our two student clubs, Sociology Club and Alpha Kappa Delta Honor Society. We also foster these connections through our learning communities, Peer Mentor Program, Sociology Tutors, Teaching Symposium program, and graduate assistantships. Also central to our goals to support student graduation are the Transfer Student Learning Community (TSLC) and Firstyear Learning Community (FLC).

Our goal is to continue these programs and make them sustainable long-term by securing funding for graduate students (who serve as tutors and mentors) and for faculty release-time for advisement. Our staff also play a key role in making these programs work, providing timely communication to students, and supporting our [website](#) where we share a substantial trove of resources with our students.

Lastly, we want to continue to support our high-quality and diverse faculty and staff (SPG #3). Since last PPR, we hired seven new T/TT faculty, promoted eleven, and one resigned for an R1 position (while several completed their FERP or retired). Our hiring has paid careful attention to diversity, which we believe to be integral to our department and to our students learning. We have worked hard to build a collegial and collaborative department with stable leadership that is supportive of junior faculty. Retirements and promotions of faculty have allowed us to reduce the service burden on junior faculty substantially from the last PPR. We also acknowledge that the Provost and Dean's office support of course releases for research and service have been crucial to the promotions and retentions. The Provost and Dean have provided start-up support and teaching loads conducive to the teacher-scholar model and course releases for new hires have been vital to retention.

Another important element of meeting this goal is to acknowledge the vital work of faculty of color. Due to their important roles in University service and demand from students for mentorship and support, burnout and cultural taxation is a concern. We acknowledge this work in the department as service. We also have incorporated the UPS 100.07 Diversity, Equity, Inclusion, and Social Justice at CSUF in our recently revised Lecturer Department Standards. We will incorporate these principles into our Department Personnel Standards when we revise them, planned for Spring 2022.

Faculty and staff relations have improved significantly since our last PPR, due to the commitment, involvement, and consistency of faculty leadership and the hiring of new staff. Since the last PPR, we had one Chair serve six and a half years, which allowed for the establishment of clearer roles for staff. Despite these gains, we have had three staff leave over the past few years, two very recently. Staff turnover is a concern for the future as pay and benefits, such as working from home, for staff are lower or less available at CSUF than at similar local institutions. While the Provost's office has permitted one of the staff members to work from home one day a week starting in spring—we hope to be able to offer more flexibility to staff and help them meet their career and life goals while staying in our department as well as clear opportunities for growth and promotion. The department has forged excellent relationships with staff, but these are often undermined by policies from above. We hope HR will review hiring and salary negotiation processes that negatively affect staff morale and retention.

Sociology continues to offer the separate Sociology BA <u>Online Degree Completion Program</u> (ODCP)—a fully online, cohort-based program offered through EIP. The program accommodates people who may be outside the CSUF footprint, and are often full-time professionals, allowing them to complete their degree. They must have a substantial number of units ready to be transferred to be accepted. Since the last PPR, we have had nine cohorts with an average of 38 students per cohort. The program provides another avenue of access to education for students who would not otherwise complete their degree. As such, it is in line with our university and department mission. The program also uses a cohort model, creating community and a common experience for students, based on the same principles as the TSLC and FYF learning communities (aligning with SPG #1).

We offer online courses in summer and winter sessions that help students finish their degrees. Core courses are regularly offered in these sessions, as well as elective and GE courses. Both the ODCP and special session course offerings help us meet SPG #2 access to education and timely degrees.

# II. Department/Program Description and Analysis

## A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

### A.1 Undergraduate Curriculum and Course Changes

The undergraduate curriculum during the review period has not experienced substantial programmatic changes. The few changes in the sociology curriculum have reflected the University strategic plan, which focuses on commitment to a transformational student experience, strengthening opportunities for student completion and graduation, and responding to workforce needs. New courses reflect the HSS High Impact Practices (HIP) and the Association for American Colleges & Universities (AACU) High-Impact Educational Practices of:

- Incorporating experiences of first-year seminars and experiences
- Providing common intellectual experiences
- Learning communities
- Promoting undergraduate research
- Service learning and community-based learning

Reflecting current trends in the discipline and responding to student interests, several courses have been added to the curriculum as electives:

- SOCI 201 Social Media and Social Interaction
- SOCI 307 Sociology for Career Success
- SOCI 380 Sociology of Food
- SOCI 417 Violence against Women and Girls: Global Realities
- SOCI 456 Immigrant Orange County
- SOCI 457 Whiteness: A Racial Formation
- SOCI 485 Research Applications

For the same reasons two course titles have been updated:

- SOCI 470 Economic Sociology (new course) was renamed Sociology of Money
- SOCI 415 Corrections was renamed Mass Incarceration and Punishment

We increased the number of courses approved for online instruction, and retired outdated courses, such as SOCI 459 Marital Dissolution and SOCI 309 Computers in Sociology.

Other curricular changes in our Department during the review period have included changes in the design of our concentrations, creation of Student Learning Communities, and separation from the Gerontology program.

**Department Concentrations**. Concentrations are designed for students to delve more deeply into a specific subfield of sociology as a specialty and reflect the HIP of creating common intellectual experiences. Previously, there were six concentrations, but in response to concerns outlined in our prior self-study and to streamline, we reduced them to three concentrations: (1) Social Inequality, (2) Sociology of Crime and Deviance, and (3) Health and Social Welfare. We updated course requirements for the concentrations; each concentration requires four courses: a core course, two electives, and one applied course that do not add additional coursework for majors. Students complete one of the three applied courses:

- SOCI 306 Applying Sociology in the Community
- SOCI 485 Research Applications
- SOCI 495 Internship

These courses emphasize applied sociology and hands-on research and are open to all students but required for those who take concentrations. SOCI 485 was created to provide a common research experience for those interested in pursuing graduate school or research careers. Each concentration has its own core course and electives relevant to the concentration area. However, it is worth noting that doing a concentration does not add time to graduation. It is just about course selection.

**Creation of Learning Communities and First Year Experience Programs (see appendix I).** In 2018 we established the Transfer Student Learning Community (TSLC) for incoming transfer students to further integrate high impact practices (HIP). This program is modeled on traditional first-year experience programs but focused on transfer students, who make up the majority of our majors but are often overlooked by such programs.

- This cohort-based model allows the same group of students to matriculate through the two-year sequence of core courses while engaging in extracurricular campus activities and incorporating elements of first year experience.
- A department advisor is assigned to the cohort and meets consistently with students to develop academic plans and career/graduate schooling planning.
- Based on an evaluation of the inaugural cohort of 2018, the program has dramatically increased two-year graduation rates (81%). We offered this experience in Fall 2019 and Fall 2021 but not during 2020 due to the pandemic.

In Fall 2020, we created a one-semester transfer mini-community for transfers.

- Students take two required courses with the same students and get many of the benefits of the first semester of the TSLC. All instruction was online in Fall 2020 but we tried to build in connections to faculty, between students, and to other units on campus virtually.
- We used this as a model and continue to offer this as one-semester option for Spring transfers in a hybrid format so that the cohort has face to face interaction and is on-campus.

We are in the process of finalizing a similar-structured First-year Learning Community (FLC) for incoming first-year students in response to the increase in number of FYF majors we have admitted. We plan to offer this for the first time in Fall 2022.

**Changes to Gerontology Program.** The Gerontology Program is now a separate program, Aging Studies, in the College of Humanities and Social Sciences offering undergraduate and MA degrees. Our department no longer offers the concentration, Aging and the Life Course. Two sociology classes, SOCI 133 "Introduction to Gerontology" and SOCI 443 "Sociology of Aging" are cross-listed with Aging Studies. SOCI 433 "Aging and Social Services" has been discontinued.

## A.2 Graduate Curriculum and Course Changes

Our MA program emphasizes mentorship, rigorous research methods, and a solid grounding in social theory while providing opportunities for graduate students to hone their teaching skills and to participate in independent and faculty research projects. The program has not changed substantially since the last review except for updated course offerings and new electives, and mentorship changes.

A number of new elective courses for graduate students were offered including 400-level courses (Sociology of Money; Mass Incarceration & Punishment; Sociology of Sport; Immigrant Orange County; Whiteness: A Racial Formation) that have drawn substantial interest and enrollment from graduate students. Revised SOCI 501T Topics courses include: Sociology of Medicine & Health, Sexuality & Society, Non-western Theory, Sociology of Education, and Crime, Justice, & Inequality.

**Teaching Symposium.** We continue to build and strengthen our teaching symposium that allows our students to shadow a professor (teaching mentorship meetings, attending class, giving a guest lecture) at either CSUF or at a community college. We offer workshops on syllabi construction, lecturing, and pulling together a teaching application packet. This course, supervised by the Graduate Program Director, contributes to our strong pipeline of our alumni into careers in local community colleges, both part-time and tenure-track positions.

**Changes to Mentoring of Graduate Students**. We have increased the number of faculty who are active participants in the graduate program by rotating courses, assigning and rotating comprehensive exam preparation and reading, and creating greater transparency about faculty thesis committee commitments. We mentor junior faculty to first serve on thesis committees then take on chair roles. Newly hired faculty expanded our offerings and faculty available to teach in the program.

We purposely reduced the number of students per cohort from about 20 to 15. This has made it possible to increase our mentorship activities. For instance, starting in 2020, all faculty are assigned an incoming graduate student mentee, not based on area of specialization, but rather to include all faculty in the process of socializing graduate students into the department and discipline. For equity, we also track the number of graduate mentees per faculty and the number of theses and projects each faculty member has helmed. We oversee a new peer mentorship program that pairs second year graduate students with the incoming students to talk through strategies for graduate school.

**Funding Graduate Assistantships.** An additional way that we provide support for graduate students is through Graduate Assistantships, which are no longer funded by the Dean. We have been able to do this by using funds generated through the CSU CourseMatch program. However, as the chancellor's office has tightened restrictions on who can offer such courses and increased the administrative burden on the faculty offering such classes, we are concerned we may not be able to continue this without additional funding. HERF funds for 2021-22 allowed us to expand tutoring and peer-mentoring beyond what the department would have been able to support alone.

## B. Describe the structure of the undergraduate degree program (e.g., identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.

### B.1 Structure of the Undergraduate Program

The curriculum consists of five core courses and 8 electives. The core courses provide students with an overview of the discipline (101), social science research methods and analysis used in sociology (302, 303), sociological theories (410), and writing skills relevant in the field (308). We recommend this sequencing of the core courses but allow flexibility to support efficient time to degree.
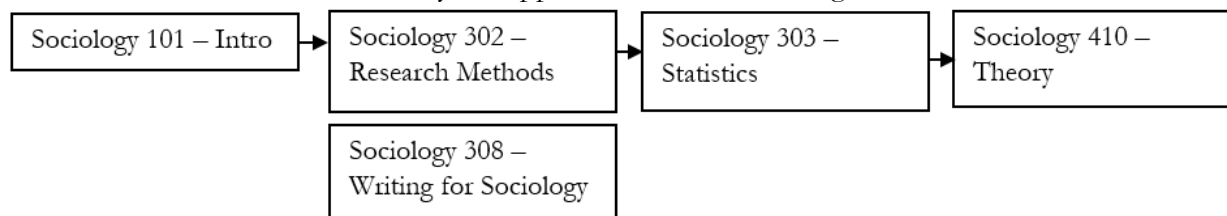


In the elective courses, students practice applying the skills learned in the core courses. They learn theories and read research in subfields of sociology (e.g., demography, health, social psychology, gender, race, economics, food, the environment, social movements, and more). The electives require students to apply a sociological lens to a variety of aspects of social life. In addition, our electives attract many non-majors as they satisfy GE Categories B.5, D.1, D.3, and E. A full list of electives as well as the frequency of their offerings can be found on the electives page of our website.

### B.2 Structure of the Graduate Program

There are five required classes in a sequence, four elective courses, and a terminal option of completing a thesis, project, or comprehensive exam, as part of the MA in Sociology (18 units). Students move through the required courses as a cohort but choose four electives. The required courses are:

- SOCI 585 The Practice of Sociology (1st semester)
- SOCI 581 Advanced Theories of Social Behavior (1st semester)
- SOCI 502A Research Process (Emphasis on Research Methods, 2nd Semester)
- SOCI 502B Research Process (Emphasis on Statistics, 3rd Semester).
- Terminal Option: Comprehensive Exams, Project, Thesis (4th or final semester)

The program can be completed in two years if students take two semesters of 6 units and two semesters of 9 units and complete their terminal option.

## C. Using data provided by the Office of Assessment and Institutional Effectiveness to discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree (see Instructions, Appendices A and B).

### C.1 Undergraduate Program Enrollment, Retention, Graduation Rates

There has been an increased demand for our course offerings and program. The number of applications, admissions, and enrollments of first-time freshman (FTF) has increased from about 600 applications, 250 admissions, and about 50 admitted in 2013/14 to about 900, 500, and 95, respectively in 2020 (Appendix A, Table 1.A). The number of upper-division transfers has remained fairly steady during the last seven years (Table 1-B). In terms of enrollment, Lower-Division FTES remained steady over the review period, but Upper-Division FTES increased substantially, leading to an overall increase in FTES from 723.4 in 2014 to 861.5 in 2021 (Table 2-A). Our majors increased from 766 in 2013 to 944 headcount in 2021. There was also a slight increase in FTES per headcount, creeping up to 0.84 in 2021 from previous levels of 0.80 (Table 2-B).

Graduation rates have increased for both FTF and Transfer students (Tables 3-A & 3-B). For FTF, graduation rates are meeting GI 2025 goals in our latest data (39.6% in 4 years, 76.6% in 6 years). We have been reducing equity gaps. UR Status Equity Gaps were negative in the last two years for which we have data (Table 3-A). Pell Status is also close to zero or negative in recent years. For Transfer Students, 4-year graduation rates have remained above 80%, and 2-year rates are about 60% in recent years, which are near or above the GI 2025 goals (Table 3-B). The number of degrees awarded increased from 286 in 2013-14 to 371 in 2020-21, despite the pandemic (Table 4).

## C.2 Graduate Program Enrollment, Retention, Graduation Rates

The total number of applications to the MA program fluctuated between 20 and 39 over the review period (Table 5). These fluctuations are to be expected in data with small sample sizes, though there appears to be a decline in applications over the last few years. This is counterintuitive given that a peer institution, CSULB, discontinued their MA in Sociology program in the Spring of 2020. One possibility is that the new application process, which is now run through graduate studies, requires a mostly completed application and thus the bar is higher for an application to "count".  To help with this, Sociology staff are reaching out to applicants to help them complete their applications. However, this may be a barrier for some, preventing them from even beginning the process.

We generally accept about 20 applicants annually with about 15 students enrolling (Appendix B, Table 5). The numbers accepted and enrolled fluctuated without a clear pattern over the review period, typical for small sample sizes. Since the last PPR, the graduate committee purposely reduced the cohort sizes slightly to about 15 (from 20). The percentage of students admitted who enroll is typically quite high, averaging about 70% (Appendix B, Table 5). To achieve and sustain this, we created a recruitment packet for those accepted and have faculty call accepted applicants.

We have improved graduation rates since the last PPR. The 3-year graduation rate for the graduate program has remained over 50% for nearly the entirety of the self-study period, while it occurred only once in the previous self-study period. Looking at 3-year graduation rates in the previous period, about 40% of graduate students graduated in 3 years. In the current review period, on average 58% of graduate students graduated in 3 years and 74% in 4 years (Appendix B, Table 7). These numbers represent large, substantial gains in our graduation rates.

## D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendices A and B).

### D.1 Undergraduate Program Enrollment Trends

Sociology enrollment has grown substantially since the last PPR.

- Undergraduate enrollment increased from 723 FTES in AY 2013-14 to 861.5 in AY 2020-2021 (with a brief decline to 661 FTES in AY2015-16).
- Our number of majors has also increased from 766 (618 FTES) in AY2013-14 to 944 (790 FTES) in AY 2021-22 (with a brief decline to 735/592 FTES in 2014-2015).
- So there has been an increase of over 140 FTES total enrollment, 180 additional majors for about 170 additional major FTES.

Despite increases in FTES, our student to full-time faculty ratios are slightly lower since the last review. Total FTES in 2020-21 is 861.5 (Appendix A Table 2-A). Table 9 (Appendix C) shows Full-time faculty or FTF at 22.0 in Fall 2020, compared to 16 in 2013. SFR in 2020=FTES/FTF=861.5/22 = 39 while SFR in 2013 =

FTES / FTF = 723.4/16 = 45.2. Of course, this does not take into account increases in part-time faculty allocations and includes more lecturers with 15 units in AY2021.

## D.2 Graduate Program Enrollment Trends
The number of graduate students enrolled (Appendix B, Table 5) has remained steady over the review period with an average headcount of 30. The FTEs per headcount have been stable at about .6. The program has been stable with sufficient enrollment to maintain a community of scholars. There are sufficient students to fill core and elective course offerings in the program.

## E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C (unit's future priorities).

## E.1 Undergraduate Program Curricular Future Plans
As part of our first future priority related to CSUF SPG #1, we continue to close the loop by using assessment data to make curricular changes as needed. We continue to use assessment findings to identify ways we can facilitate the meeting of our Student Learning Outcomes (SLOs) for all students. To achieve consistency across courses and aid instructors, especially new lecturers, in preparing materials that meet the SLOs appropriate in each course, we are in the process of constructing core competencies for core courses. The Undergraduate Curriculum Committee started this collaborative work with faculty for SOCI 308, Writing for Sociology Students, a required course for all majors that meets the University Writing Requirement (Appendix F). The core competencies describe the measurable knowledge and skills that students should develop in SOCI 308. A long-term goal is to collaboratively create core competencies for each of the core courses.

As a short-term goal, we have initiated efforts to transform our SOCI 495: Internship course. Rather than offering students a large number of possible placements facilitated through the Center for Internships and Community Engagement (CICE) at CSUF, we are building relationships with a smaller number of community partners who work closely with the faculty of record on skills, orientations, workshops, and evaluations. These relationships with community partners will:
- tailor intern job descriptions to focus on specific workforce ready skills
- align skills developed in the field with department student learning outcomes
- develop trusting communication between field sites and the department

Partners will include K-12 schools, local government data analysis sites, non-profits, etc. One local school district is a pilot project ready to accept interns in Spring 2022.  The department has pending placements with Internal Garden Project (a reentry program for released prisoners), Higher Ground (an afterschool program for at risk youth) and is developing additional partners.

Other priorities related to student learning include the following. A short-term goal is for the undergraduate committee, along with input from the advisors, to revisit the nature and value of concentrations. Few students declare and complete concentrations (10% in Fall 2021). The department plans to embark on an analysis of the 300 and 400 level courses to assure consistent criteria are applied in course numbering (long-term goal).  We are contemplating whether to require students to take at least one 400-level course and whether all 400-level courses should have prerequisites. The department has discussed adding SOCI 356: Social Inequality as an additional core course. Reviewing and refining our Curriculum Map will be useful to making these decisions.

Related to SPG#2, timely graduation rates, the following priorities are also part of our short-term, curricular plans. The FYF learning community may lead us to develop an additional lower division Sociology course.

SOCI 101 and 201 are the only lower division courses. To balance the demand for SOCI 303 from GE students and our majors, we consider designating sections or reserving seats for majors to ensure access.

## E.1 Graduate Program Curricular Future Plans

As part of our planning for the future, the Graduate Committee plans to suggest recommendations to the full faculty on redesigning our research methods courses and their sequencing. This would meet SPG #1 of providing a transformative educational experience and SPG #2 of student success and timely graduation rates. Future SOCI 501T Topic courses will be developed. To help with future sustainability of the program we hope to work with the dean's office to recognize high levels of graduate student mentorship with a periodic rotating course release for faculty doing extensive supervision. Recognizing the efforts of faculty who are heavily involved in the graduate program is important to achieving SPG #3. Finally, a short-term priority is to secure sustainable funding for graduate assistantships.

# III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

## A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

We are proud of our progress in assessment since the last PPR. In fact, some of our assessment reports (e.g., SLO-3 on critical thinking) have been featured on the Assessment Showcase website of the CSUF Office of Assessment and Institutional Effectiveness.

**Improved rigor and systematic assessment:** Our assessment program applies systematicity and methodological rigor by the Undergraduate Assessment Committee. Each fall, the committee creates and calibrates a rubric (Appendix G) to assess one SLO in the spring semester. The committee produce an assessment report for the previous academic year's SLO assessment, submits it to CSUF's Office of Assessment and Institutional Effectiveness via AMS, and circulates it among our faculty for discussion and feedback at one of our faculty meetings and/or annual retreats. Such faculty discussions and feedback are key to closing the assessment loop moving forward.

**Revised Undergraduate Program SLOs:** The faculty updated and rewrote our Department Mission Statement, Goals, and SLOs during the 2013-14 and 2014-15 academic years (approved by Faculty vote in Spring 2015). At the last PPR, we had 11 SLOs, focused on 5 areas that were multi-dimensional, double-barreled, and too long to be measurable. We now have 7 SLOs that are more concise, measurable and are more broadly introduced, practiced and demonstrated across many courses throughout the program. These include the 5 skills of the previous SLOs (concepts, theory, communication, methods, and critical thinking), but also adding 2 new areas: engaging with communities for the purpose of social justice (SLO #6) and increased examination of power structures from multiple perspectives (SLO #7).

**Commitment to active learning, high impact practices, and social justice:** Our original motivation to update our Department Mission and SLOs was to make them current with the discipline and align them with the new University-wide Mission and Strategic Goals. However, these changes enabled us to collectively shape our pedagogical goals according to our shared ethos and commitment to active learning and high impact practices with a focus on social justice.

**Graduate Assessment Plan and Structure:** Assessment of the graduate program is done by the Sociology Department Graduate Committee. In 2016, the committee collaboratively revised and the department approved the new MA program SLOs. The committee creates detailed rubrics for each SLO (Appendix G)

and assesses one SLO per year, rotating through the four SLOs. We track results and make efforts to "close the loop." The graduate committee reviews all assessment data results annually, discuss improvement actions, and implements changes, with faculty approval.

## B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

### B.1 These are our Undergraduate Student Learning Outcomes (SLOs):

1. Students will apply key sociological concepts.
2. Students will compare, contrast, and critique major theoretical and epistemological orientations in sociology including functionalism, conflict, interactionism, and feminism.
3. Students will demonstrate critical thinking from various sociological perspectives, such as reflecting on their social location, evaluating the implicit assumptions of everyday life, challenging commonsense understandings, and assessing the structure of an argument.
4. Students will demonstrate clear and effective written and oral communication skills.
5. Students will demonstrate knowledge of qualitative and quantitative research design and methods and evaluate their appropriate use.
6. Students will use sociological knowledge and skills to engage with local and global communities for the purpose of social justice.
7. Students will demonstrate a critical understanding of power, privilege, and oppression across a range of cultures, human experiences, and the intersections of social locations and historical experiences, including their own.

### B.2. These are our MA Program Student Learning Outcomes (SLOs):

1. Graduate students will demonstrate, through application to real world problems, their grasp of sociological theory.
2. Graduate students will demonstrate in-depth knowledge in a specific domain of sociological research specialization (e.g., gender, race/ethnicity, education, inequality, political sociology, etc.).
3. Graduate students will apply core concepts in an area of research specialization through the interpretation of sociological data, using such concepts.
4. Graduate students will either design and implement a qualitative or quantitative research program, with data generation or data analysis, and the writing-up of research findings, or assess design options in the comprehensive exam.

### B.3 Methodology

**Undergraduate Program Assessment:** Starting in academic year 2015-2016, the committee has assessed one SLO per year. We have applied both direct and indirect methods of assessment:

- **Direct measures**: The assessment committee develops and calibrates rubrics based on each SLO's dimensions, relevant published rubrics (AACU) and peer-reviewed literature, e.g., *Teaching Sociology* (Appendix G). We use embedded assignments in multiple sections of a class relevant to the SLO, usually SOCI 410) and assess only Sociology-major seniors.
- **Indirect measures**: We have created and conducted surveys of our majors, used institutional data from Student Affairs, and used University senior surveys.

**Graduate Program Assessment Methods and Measures:** The graduate committee collaboratively developed the SLOs (approved by the faculty) and the evaluation rubrics (Appendix G). Faculty members, via a direct evaluation of graduate capstone projects, i.e., theses, projects, and comprehensive exams, assess graduate student learning.

## B.4 Undergrad Program Assessment Results

Sample rubrics for SLOs are presented in Appendix G. Full assessment reports upon request.

| SLO | SLO-1 Sociological concepts | SLO-2 Sociological Theory | SLO-3 Critical thinking | SLO-4 Written & oral communication | SLO-5 Research methods | SLO-6 Civic engagement | SLO-7 Power & multiple perspectives |
|---|---|---|---|---|---|---|---|
| Methods | Direct, embedded assignment in SOCI 410 | Direct, embedded assignment in SOCI 410 | Direct, embedded assignment in SOCI 410  Indirect survey | Direct, embedded measures across sections of SOCI 410. | Direct measures in upper division courses. | Direct, embedded measure in SOCI 306  Indirect survey measures | Direct assessment, class exercise  Indirect --two surveys |
| Year | 2019-20 | 2020-21 | 2017-18 | 2015-16 | 2021-22 | 2016-17 | 2018-19 |
| Results of Last Assessment | A majority of seniors met or exceeded expectations overall (60%) on a direct measure of this SLO. We did not meet our criteria of success set at 75%. | Limited seniors (39%) had ratings that met or exceeded expectations for this SLO. Ratings by dimensions ranged from 9% to 70%.  Misalignment of rubric design and methodology rather than a student deficit | A majority of seniors (55%) met or exceeded expectations on direct measures. We did not meet our criteria of success set at 75%.  On indirect measures (survey), we met success criteria on some dimensions. | A majority of students (63%) met or exceeded expectations overall but did not meet our criteria of success set at 75%. | Currently being assessed.  Research methods were assessed in the past, but the SLO has changed since that assessment. | Overall, 95% of majors met or exceeded expectations based on our direct measure. On indirect measures we exceeded our criteria of success for civic engagement. | A majority (68%) of seniors met or exceeded expectations overall on a direct assessment, we did not meet our criteria of success of 75%.  Using indirect measures, we did meet our criteria for success. |
| Improvement Actions | Spring 2022 faculty retreat focuses on linking assignments to SLOs. | Discussed with faculty the need for assignments in SOCI-410 that explicitly direct students to critique social theories.  Will be reassessed to address misalignment  Spring 2022 faculty retreat | Assessment report discussed at past retreat. Faculty encouraged to address multiple dimensions of critical thinking in pedagogy.  Spring 2022 faculty retreat | The Curriculum Committee, with feedback from all faculty, developed core competencies for SOCI 308, Writing for Sociology. These were shared with faculty teaching SOCI 308.  Spring 2022 faculty retreat | Spring 2022 faculty retreat | Criteria of success for this SLO was met. We see this SLO as one of our core strengths as a sociology department. We continue to strengthen our internship program.  Spring 2022 faculty retreat | Findings presented at faculty meeting. This SLO is relatively new. We are communicating with lecturers about this SLO as part of class observations and syllabi reviews.  Spring 2022 faculty retreat |

## B.5 Graduate Program Assessment Results

Sample rubrics for SLOs are provided in Appendix G. Full assessment reports upon request.

| SLO | SLO-1 Application of sociological theory | SLO-2 Knowledge in specialization area. | SLO-3 Apply core concepts | SLO-4 Research methods & writing |
|---|---|---|---|---|
| Results of Last Assessment | Assessed and met in 2020-21. | Assessed and met in 2016-17. Currently being assessed 2020-21. | Assessed and met in 2017-18. | Assessed and met in 2018-19. |

| Improvement Actions | Students taking exams rated lower than theses for this SLO. We updated exam reading lists, incorporated more theory into specialization courses and exam preparation guides. | There were lower ratings on projects than theses and exams. We updated the guidelines for projects and added a second reader for projects to improve ratings in this area. | This SLO was met across theses, projects, and comp exams. No action needed currently. | We noticed lower scores on students who took comps as opposed to theses. Updated comprehensive exams reading lists and preparation to include more research methods. |
|---|---|---|---|---|

## C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.

Our undergraduate assessment results show that, overall, a majority of our seniors (mean=68%; range: 55%-95%) across five SLOs assessed during the PPR period had ratings that met or exceeded our expectations (at the Proficient or Advanced levels), excluding SLO-2 due to methodological problems. To bridge the 7%-point gap, we have implemented the following:

- We present detailed assessment reports to all faculty (tenured, tenure track, and lecturers).
- We construct faculty meetings and retreats around assessment with application-based suggestions and examples for faculty use. For example, our Spring 2022 faculty retreat focused explicitly on students practicing and demonstrating SLOs in course assignments.
- We implemented a directive by which course assignments must be aligned to appropriate SLOs. This link must be explicitly shown on the course's syllabus.
- We are standardizing broad competencies for all courses, including which courses introduce, develop, or master specific SLOs. We have defined competencies for SOCI 308 (writing).

**Graduate Program Improvement Actions:** Although we have met our assessment goals, we have used assessment data to implement the following elements of our program:

- Based on our 2016 assessment of SLO2 (specific domain knowledge), we edited the guidelines for projects and added an additional faculty reviewer.
- We updated reading lists, practice and exam questions, ensured adequate representation of faculty specialization when reading the exams, and discussed incorporating more comprehensive exam material into coursework (e.g., methods, statistics and theory).
- We use assessment reports to inform the work of the graduate committee, such as considering a requirement of a formal thesis proposal.

## D. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g., graduation rate, number of students attending graduate or professional school, job placement rates, etc.).

A significant quality indicator of program effectiveness is our increase of graduation rates since the last PPR period. This increase applies to both first-time, full-time freshmen and transfer students (see Appendix A, Table 3-A, 3-B). We are on track to meet the University's 4-year (40%) and 6-year (70%) graduation goals for 2025. Furthermore, overall equity gap indicators have narrowed or, in some cases, reverted to negative in the later years for which data is obtained.

The post-graduation outcomes for our graduates appears to be robust. Data on alumni workforce outcomes for students who graduated between 2014 and 2020 indicate that at least 30% of our students were employed in a sociology-related field (according to Emsi). CSUF is ranked fourth in Top Talent Providers for sociology-related jobs in the region by Emsi. Moreover, data available from 2014 through 2016 show that, on average, 27% of our sociology graduates enrolled in a postgraduate program (Student Success Dashboard), which is slightly higher than the university's average of 24%. We offer support for students applying to

graduate programs through our [website](#) and regularly held workshops. Finally, our graduate students teach at local community colleges and for our department as lecturers. Several of our alumni teach for us as adjunct faculty while they are also pursuing PhDs while other alumni have recently left to pursue PhDs.

We have strong connections with local community colleges through our network of alumni. A least nine of our MA alumni have been hired recently as tenure-track professors at local community colleges (at Fullerton College, College of the Desert, Santiago Canyon College/Saddleback College, Mount San Antonio College, East Los Angeles College, and Cerritos College). Several others were hired before this review and many of our alums teach throughout the region as adjunct professors.

## E. Many department/programs are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

We offer in-person, online (synchronous and asynchronous) and hybrid courses in our department. We also have a fully online degree completion program run in conjunction with Extension and International Programs (EIP). These courses are taught by the same instructors as in-person classes, using the same SLOs, course descriptions, and other requirements. We include in-person, online, and hybrid format courses in all assessment activities. When we draw samples of student work for assessment, all students have the same chance of being selected regardless of course modality.

# IV. Faculty

## A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations), and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).

We made substantial gains in hiring and promotions since the last review. The large group of Full Professors we have now has led to our ability to hire and mentor junior faculty. The strong group of tenured faculty members, many of whom were hired and promoted since the last review, have accomplished huge improvements in our assessment, student advising, and initiatives for student graduation and success mentioned in this report. The Provost and dean's office support of course releases for research and service and for new hires has been crucial to our promotion and retention.

Here is a summary of the changes in our T/TT faculty since the last review period.
- **New Hires.** Seven tenure track assistant professors (Ashtiani, Chin, Cruz, Gibson, Lopez, Malagon, Traylor)
- **Promotions**. Five promotions to Full Professor, (Collins, Fontdevila, Rakovski, Torr, Walsh) and six promotions to Associate Professor with tenure (Alvarez, Chin, Literte, Lopez, Malagon, Thacker Thomas).
- **Retirements.** One Full Professor (Hughes), one Associate Professor (Weber) and one full time lecturer (Krampe-Walker) retired.
- **FERPs**. Six faculty completed FERP terms (Bedell, Bell, Berg, Israely, Jacobson, Newton).
- **Resignations**. One assistant professor (Randol Contreras) resigned in 2014 to accept a position at an R1 university.
- **Deceased**. One associate professor (Alan Emery) died in 2019.

**Rank Distribution of Faculty (2020-21):**
- Seven (7) Full Professors (Collins, Fontdevila, Kim, Perez, Rakovski, Torr, Walsh);
- Six (6) Associate Professors (Alvarez, Chin, Literte, Lopez, Malagon, Thacker Thomas);
- Four (4) Assistant professors (Ashtiani, Traylor, Cruz, Gibson).

While we are proud of our hiring and faculty accomplishments, we would be remiss if we did not mention the huge impact that the COVID-19 pandemic has had on the research agendas of junior faculty; many projects were upended or ceased entirely after much start-up. We also recognize that the transition to online teaching involved larger start-up costs for some junior faculty and have potential implications for student evaluations. We appreciate the course releases provided by the Provost's office, but wonder whether it will be enough to overcome what is now two years (and possibly more) of lost productivity and upheaval. We also have concerns about burnout among faculty and staff.

**Changes in Course Offerings & Student Research Collaboration**

The hiring priorities since the last program review sought to increase the number faculty to correspond to the department's core courses and high demand courses and increase students' opportunities for participation in research. To that end we hired in the following areas:
- Quantitative and quantitative research methods
- Theoretical expertise
- Criminology
- Sociology of Education and critical pedagogy
- Sociology of Health and Illness
- Immigration
- Environment, Climate, and Public Policy

Hiring in these areas has also exposed students to new areas of research and collaboration opportunities with faculty. The hiring of new faculty and the promotion of others have facilitated curricular changes with the following new course offerings: SOCI 201 Social Media and Social Interaction; SOCI 307 Sociology for Career Success; SOCI 325 The American Drug Scene; SOCI 380 The Social Life of Food; SOCI 415 Mass Incarceration and Punishment; SOCI 455 Sociology of Health and Illness; SOCI 456 Immigrant Orange County; SOCI 457 Whiteness, a Racial Formation; SOCI 470 Sociology of Money; SOCI 485 Research Applications.

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

In Fall 2022, Ed Collom (currently in FAR) will be exercising his retreat rights to the department as a full professor. He will help to fill our need for quantitative sociologists to teach SOCI 303. His research specialization includes social movements. We have identified the following areas for future hires based on student career goals and directions of the field:
- Decolonial, indigenous studies including abolitionist or environmental/climate justice issues
- Education, especially higher education and race (may overlap with decolonial studies)
- Criminology (may overlap with indigenous studies)
- Social Psychology and Counseling (may overlap with Education)

Graduate assistants serve as Sociology Writing Tutors, Sociology Statistics Tutors, and Peer Mentors. No courses are taught by student teaching assistants. The number and percentage of courses taught by part-time faculty were 89 courses out of 115 (77.4%) in Fall 2020. In Fall 2021, 86 out of 117 courses (73.5%) were taught by part-time faculty and lecturers. The rest are taught by T/TT faculty. Our current tenure density is higher than in the last PPR at 60.7% (TT/FTEF=17/28=60.7%). In the last PPR it was 52%.

**Role of Part-time Faculty and Lecturers**
The department has undertaken substantial efforts to improve processes affecting and inclusion of adjunct faculty over the PPR period. These approaches collectively have helped improve morale.
- We have improved the scheduling process using Google forms. Scheduling and staffing processes have been moved up so faculty know their proposed assignments much earlier. This has allowed us to retain high quality faculty who are in demand elsewhere.
- We include adjunct faculty in retreats and workshops and pay them for this time.
- We implemented changes in office assignments that allow faculty on 3AY contracts to remain in their offices from year to year. The part-time faculty have embraced this and many have begun to decorate and settle in.
- We developed Lecturer Evaluation Standards aligned with UPS 100.07 Diversity, Equity, Inclusion, and Social Justice at CSUF (College Personnel Committee approved Fall 2021).
- The elimination of college professional development funds for 3AYs is a concern. But we have been able to offset some of this with other funds.

Three lecturers serve important roles in the department:
- Brooke Tolmasov is the advisor and coordinator the Sociology Online Degree Completion Program (ODCP). EIP funds provide her a 6 WTU contract per semester for this role, as well as WTUs in Summer and Winter. She also supervises two graduate students.
- Ivan Sanchez is faculty advisor for our AKD club and the Sociology club. He receives a stipend equivalent to 3 WTUs per semester for this service.
- Until this year, Jessica Grimes (MA, MSW) served as the internship coordinator, drawing on her considerable expertise in service learning and Orange County community connections.

Several other lecturers serve important roles in our multi-semester Transfer Student Learning Community, core concentration classes, or contribute to the department in other essential ways.
- Three lecturers teach core courses as part of the TSLC and the spring transfer section.
- Several lecturers bring substantial mentorship to students interested in careers in social work and community service. Jessica Grimes and Laura Aguilar (MA, MSW) teach our social work-related courses. Several other lecturers bring their community connections and work experiences to SOCI 306: Applied Sociology in the Community.
- Lecturer Tamatha Esguerra shares her extensive experience and knowledge of instructional design. She presents at department retreats and provides instructional videos and resources to our faculty. We started this prior to the pandemic in anticipation of the transition from Titanium to CANVAS, becoming even more important during the pandemic.

## D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

Instructors participate on a volunteer basis in summer and winter sessions and in the Sociology [Online Degree Completion Program](#) (ODCP) which holds four eight-week courses per semester plus two 5-week courses in the summer. These instructional opportunities are mostly distributed among T/TT faculty with any left-over classes offered to qualified, part-time faculty by rank. Assignments are made as outlined in our department bylaws based on the goal of maximizing equity of assignments and quality of instruction while also limiting overload for probationary faculty. Some T/TT faculty do not teach in these sessions, but most teach one or two per year.

In recent years due to changes in pricing and approach by EIP, winter session enrollments have declined substantially. Summer enrollment remains robust. We have concerns about the recent increases in class sizes especially during the three-week winter sessions and how this may impact quality of instruction. These are all issues beyond department control.

## Section V: Student Support and Advising

### A. Briefly describe how the department advises its majors, minors, and graduate students.

We acknowledge the vital role in advising as part of student success; we are proud to be a leader in advising in the college and university. The department currently has 4 T/TT faculty academic advisors, 3 undergraduate and 1 graduate, who provide 5 hours a week of advising meetings plus 2-3 hours of time outside those hours for follow up, planning, and communication to serve our roughly 1,000 majors, minors, and graduate students. Although we do not require majors to meet with an advisor each semester, we strive to provide the number of hours and advisors required for every major to meet an advisor each semester for a short appointment if desired. Students can also receive help via our resources on the website or via email. We also have one lecturer faculty advisor, who provides advising for the online degree completion program (supported directly by EIP).

**Undergraduate Advising.** Since the last PPR we reorganized undergraduate advising in terms of our approach, resources, and outreach to students recognizing the critical role of advising in student success. Since the last review, we increased the number of faculty advisors (from 2 to 3) and their weekly hours (from 4 to 5) in response to the growth in the number of majors and minors. However, these increases have only kept pace with growth. Advising demand still outpaces availability.

We constructed an [advising section of our department website](#) as a major repository of information. The information supports students at every step in their journey at CSUF including the following:
- online orientation videos that cover discussions of core (required) courses and sequencing, decision-making around sociology and non-sociology electives, campus involvement opportunities,
- instructional videos for reading TDAs, applying for graduation,
- 2-year and 4-year graduation timelines and suggest academic plans,
- listing of GE courses, links to important forms, and other academic success resources,
- and booking advising appointments.

Advising is offered in a variety of formats (in-person, ZOOM, phone) and a range of times throughout the week. We offer advising mainly through appointments, with limited drop-in times. The department adds additional faculty with advising experience during periods of high demand, though this may not be possible going forward due to changes in allowances for faculty additional pay (per the college budget analyst).

Students can also send questions to our dedicated advising email ([sociologyadvising@fullerton.edu](mailto:sociologyadvising@fullerton.edu)), which is triaged by our staff who, working within classification, filter the requests and direct to the advisors.

The advisors work together as a collaborative team and serve on the advising committee along with the vice chair. This committee helps the department with the following tasks:
- stay informed of advising issues and provides an important space for long term planning
- manage the workload that occurs beyond appointments–the advising calendar
- graduation checks, orientations, workshops, web content, GE & curricular changes
- communication of changes and work in college level advising working groups that our advisors participate in (e.g., student retention and setting advising goals for the college)
- collectively writing an updated advising handbook

The advisors engage in **outreach strategies** to regularly share information and reminders with students at key times in the semester. Advisors send emails at strategic points to encourage registration, inform of new or open classes, notify of "grad check" processes and completions, and to direct students to our website. We also piloted a brief monthly newsletter, *Sociology Scoop*.

Other advising improvements include:
- the use of the TitanNet notes feature for better communication and follow-up with students, and to ensure consistency regardless of which advisor a student visits. This also allows evidence-based assessment of advising usage.
- a Sociology Student Resource Guide (updated Fall 2021)
- workshops for incoming transfer students and about graduate school

**Department funding of advising.** One reason that our current advising has become so successful and a model advising system for the university, beyond the large amount of labor and commitment of the department and its advisors, is the course releases provided for advisors. The department does not receive separate funds from the university or college to support advising. Although we receive the Dean's approval for these course releases, the department pays for this work from our part-time faculty budget and our careful enrollment management. In other words, we have a department-funded advising system. While we would like to increase advising support, we cannot do so without funding from the college or university or the ability to use the substantial revenues generated by the ODCP to pay for this. Currently we are prohibited from using those funds for these endeavors. The website, in addition to help from other faculty and strategic use of our ASCs, are additional ways that the department attempts to mitigate the lack of resources provided by the university.

**Graduate advising.** The graduate program follows a similar model as described above, but with one advisor. The graduate advisor advises all graduate students and helps them with their study plans. This advisor also works with the department to schedule graduate courses and serves on the graduate committee that makes recommendations about curriculum changes and manages applications. As with undergraduate advising this position is integral to student success but is funded by the department. The website is also a major source of information as is the ASC who supports the graduate program.

**ODCP advising.** Brooke Tolmasov, a lecturer, is the primary advisor for the ODCP. She advises students, manages applications, and oversees the class assignments and cohorts. In contrast to state-side advising this position is compensated directly out of program revenues for 6 WTUs. EIP also pays for two graduate assistants that help with advising, such as communicating with prospective applicants.

**Support for research.** The department provides substantial support for student research both for graduates and undergraduates. Since the last review period, increasing opportunities for undergraduate student research has been a major priority. The department offers independent study opportunities for both undergraduates and graduate students (499, 599, 597, 598) serving about 20 students per semester and continues to fund 10-15 graduate assistantships which provide valuable training in both research and teaching. These collaborative research projects result in conference presentations and co-authored papers.

- SOCI 485: Research Applications Course was added to the curriculum and is an option as a concentration capstone course for students focused on research. This course allows students to design and conduct original research projects and serves about 25 students annually.
- An average of 20 students per semester enroll in independent study or terminal options (SOCI 499, 597, 598, and 599) where students engage in collaborative or independent research with a faculty member (see appendix H).
- Notably, Assistant Professor Taylor Cruz established the Health, Technology Lab, involving 4-5 students per semester directly into her research through independent study courses.
- Graduate assistantships are supported by the department through the use of CourseMatch funds, federal work study funds, and this year HERF funds. These assistantships provide valuable research experience for about 10-15 graduate students during each semester.
- Several faculty and students co-authored peer-reviewed publications over the review period.
- Graduate students present at academic conferences (e.g., California Sociological Association and Pacific Sociological Association).
- A full list of faculty and students participating in each type of activity is available in Appendix H.

As part of our commitment to undergraduate research, the Sociology department is also strongly involved in mentoring **McNair Scholars.** Our ties to the program are strengthened by Associate Professor of Sociology Patricia Literte's position as Director of the McNair Program.

- Seven faculty members have mentored 12 students over the review period (Appendix H).
- Eight faculty are involved in facilitating McNair workshops and seminars (Appendix H).
- At least 11 sociology McNair scholars during the PPR period have completed or are completing PhD or MA degrees at competitive, R1 universities.

**Student Clubs.** The Sociology Club is open to all students, whereas our chapter of the Alpha Kappa Delta (AKD) Honor Society recognizes students with high GPAs. Both are led by lecturer Ivan Sanchez. The large number of students that are members of these clubs (about 50 students pre-COVID) and high participation in club activities is a significant indicator of students' engagement and identification with the discipline and our department.

- AKD and Sociology Club organize events throughout the year, including our annual Sociology Week where students choose a sociological theme and invite expert scholars and activists to present and reflect on the theme, which changes each year.
- The organization offers students leadership positions, including President, Vice President, Treasurer, Social Media Officer, and Event Coordinator, information, and a peer community through workshops, socials, and networking events.

**Service Learning, Civic Engagement, & Career Preparation.** The department offers several opportunities for student participation in service learning and sociological internships and classes that help

prepare first generation college students for career transitions. Many other substantive classes also offer service learning and high impact practices.

- Students in SOC 306: Sociology in the Community participate in 40 hours of community service with a verified community partner. This enrolls about 80-95 students per semester.
- SOCI 495: Sociological Internship is designed to provide a service-learning experience and successful transition from college to career. This is offered each semester (except during AY2021), enrolling about 18-25 students per semester. As described above we are revamping this internship program to better serve our students and connect to SLOs.
- SOCI 307: Sociology for Career Success provides students with a space for career exploration and introduces them to a range of careers through guest speakers and informational interviews. This course helps prepare first generation college students for a successful post-graduation transition. Enrolls about 40 students each semester.
- SOCI 485: Research applications courses provides a way for students to explore research for career and graduate school planning. Offered annually, enrolling about 25 students per class.
- Study Abroad/Away: During the PPR period two faculty have led study abroad semesters in London and DC. These programs provide experiential and service-learning opportunities through high impact practices.

**Peer Mentors and Tutoring.** We expanded tutoring for writing and statistics classes (required courses for both graduates and undergraduates. Using HERF funds facilitated by the dean's office we began offering peer-mentoring to provide additional support for students. Tutoring and peer-mentoring positions provide experience for students interested in teaching and other careers in higher education.

**Scholarships, awards, & student speakers**. A donation allowed us to expand the number of scholarships to support timely graduation of our students (e.g., Alan Emery Scholarship, Carroll Craik Scholarship). We have streamlined the application process for the Craik and Emery scholarships and created a new scholarship to support textbook purchases for students nearing graduation (funded by Titan Shops). Before the university consolidation, our commencement ceremony recognized students with awards and platforms to tell their stories at graduation. We continue to offer this in a virtual format.

## Section VI. Resources and Facilities

### A. Itemize the state support and non-state resources received by the program/department during the last five years (see instructions, Appendix E).

Other than salary the department budget is fairly minimal. **Operations and Expenses** budget has been roughly stable across the period ($35,000-$38,000) with the exception of 2020-21 where there was a substantial reduction (Appendix E). About the same budget we had in the last PPR is now serving a greater number of faculty and students. Student assistant funding grew slightly from $10,000 to $14,500 but was not provided in 2020-2021. We stretch this money hiring those with Federal Work Study funds. Professional development funds from the Dean's office have remained relatively stable around $9,000. Total state support last year was about half of previous years.

We have dramatically increased the amount of **CourseMatch** funds the department brings in from $10,000 in AY16/17 to over $50,000 in AY20/21 (down slightly from previous years). This is the main source of funding we use to support graduate assistant hiring. However, as the chancellor's office has increased the burden of specific training courses needed (to 40 hours) and disallowed some courses that previously counted, regardless of years of experience teaching the course online, we have had to reduce our offerings through that program, which will reduce our funds.

The **Sociology Online Degree Completion Program (OCDP) generates substantial revenue** for the department, college, and university ($470,000 for the department over last four years, Appendix E). However, this money is very difficult for us to spend given the restrictions that it cannot be used for anything that supports state-side instruction. Thus, it cannot be used for GAs who work on instructional tasks, cannot be used for release time, etc. This is a major challenge for the department.
Recently EIP unilaterally changed our MOU and allocation, which is why the AY19/20 allocation is half that of previous years. Allocations are also years behind, with the most recent being the AY19/20 allocation. We have used some of this money to support Ethnic Studies with a regular transfer for the GE course (Area C1) they provide for the program and have arranged to do so for the GE ethnic studies course for Area F as well. We have used some of this money to support research GAs, online pedagogy workshops and professional development, as well as for honorariums for speakers and workshops. Most recently, we worked with the dean's office to establish a summer research award starting summer 2022 for junior faculty in our department using these funds.

We are hoping that the new EIP hire and the Provost's office can help us navigate this challenge and put this money to good use. We would particularly welcome an analysis of the permissible ways we can use ODCP revenue. If we continue to face challenges in using this money to support the department's mission and goals, we will need to revisit whether it is in the department's interest to continue to invest time and energy in the program. We are particularly interested in using the funds to provide additional compensation for staff, to help fund advising, and graduate assistants.

The funding for advising and graduate students provided by the ODCP puts in stark relief the lack of funding we receive for state-side advising and graduate assistants (GAs). As noted in a previous section, Lecturer Brooke Tolmasov is advisor for the program and receives six WTUs per semester and some funding in Summer and Fall from EIP, which also funds two GAs and a graduate intern. The level of support for this program is much greater than what we receive for our state-side advisors and GAs (which is none).

## B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

**Faculty, staff, and students are supported well by the office space** allocated to us in College Park. We have created a GA office that is shared by the Sociology Writing Tutor, Sociology Statistics Tutors, and Peer Mentors. The department's space in College Park allows us to accomplish our mission by providing a small lab for use by graduate students and a space we have created for undergraduates to find information and gather while in the department visiting faculty office hours, advisors, or the tutors.

**Classroom space continues to be a major concern** as it was in the last PPR. We have not been assigned any additional classrooms since the last PPR. As described above our number of major FTES and our overall enrollment FTES has increased by about 20% over the period. However, we still have the same four (4) first rights classrooms.

**Classrooms desired closer to department to improve the student experience.** Our classrooms are primarily in Humanities and Social Sciences, Gordon Hall, with some one-off large classroom slots in Mihaylo Hall, Langsdorf, and McCarthy.
- Although we have made a small room in the department for undergraduates, there is not really a central place for our undergraduate students to congregate in or close to our department. Our student clubs meet far from the department in order to have enough space.
- Having regular access to classrooms in College Park (even one) would increase student connection to the department and encourage drop-in to faculty offices.

**Computer labs remain another big issue that has not been resolved since the last PPR.**

- We have three required courses that are best taught in a computer lab: SOCI 302 (Research Methods), 303 (Statistics), and 308 (Writing).
- Demand for computer labs has increased due to increased enrollment, but especially in SOCI 303. We doubled the number of 303 sections offered (to 18) to meet GE demand.
- There were plans for us to refit and share a lab with Anthropology in McCarthy Hall that were derailed due to the pandemic. In our last conversation with the college budget analyst, we were told we need to find another solution, but no alternatives have been proposed.
- In addition to classroom space, we could also schedule tutoring hours, review sessions, student support if we had access to a computer lab.

**In the face of no new classrooms or labs, we expanded our online and hybrid offerings order to meet demand and target**. Hybrid courses have allowed us to share labs. However, we would prefer to offer additional in-person classes as well.

## C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

The current library resources for the department adequately serve our needs. We make use of the SPSS site-license provided by the University and would like to see that continue.

# VII. Long Term Plans

## A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.

Our plans rely on our rigorous assessment program to measure quality and productivity. The long-term plan includes:

- Continued excellence in research and strengthening the teacher-scholar model through:
  - Sustaining a departmental research culture by facilitating brown bags, writing groups, and guest speakers. Exploring virtual tools to build and support these efforts.
  - Increasing collaboration between faculty and students in research projects. Productivity measures include number of peer-reviewed publications, conference presentations, completed projects and theses, number of independent studies and GAships, and the number and size of grants.
  - Allocating ODCP revenue to support faculty summer research opportunities. Productivity measures include publications in peer reviewed journals, books, and grants.
- A holistic program evaluation of the ODCP.
- Developing an assessment and evaluation plan for our advising program.
- Continuing to strengthen strategic outreach and support efforts developed since the last PPR to recruit and retaining diverse faculty. Retention and promotion are the measurable outcomes. As part of this effort, we plan to revise our Department Personnel Standards in Spring 2022. We plan to offer a summer research stipend for junior faculty in Summer 2022.
- Engaging in further, deep discussions on curriculum changes based on our assessment of learning objectives (See details in section below).

## B. Explain how the long-term plan implements the University's mission, goals and strategies and the unit's goals.

Sociology aligned its mission with the University's 2018 Strategic Plan and continues to develop its goals in that context. As the University 2023 Strategic Plan is developed, Sociology will adjust its plans to align as we did in 2018.

**University Goal #1: Transformative Education.**
The sociology department places substantial value on this goal as is evident in our own department mission and values. The following activities are planned in continued support of Goal #1:

- Increasing HIP experiences (e. g. incorporating more collaborative and project-based assignments; increasing capstone opportunities, etc.) that we know transform student lives
- Expanding our Transfer and First-year Learning Communities to improve belonging and provide opportunities for enriching co-curricular activities
- Fostering connections between academic and applied experiences, through courses:
    - SOCI 307 Using Sociology for Career Success
    - SOCI 306 Applying Sociology in the Community
    - SOCI 485 Research Applications
    - SOCI 495 Internship
    - SOCI 395 Peer Mentorship (offered as special for Fall 2022)
    - SOCI 596 Teaching Symposium
    - SOCI 597 Projects

We will also evaluate curricular changes to benefit all students in our major, including the following:

- Adding SOCI 356 (Social Inequality) or a 400-level course as a requirement for majors
- Differentiate the rigor between 300 and 400 level courses, renumbering courses as needed
- Create and implement core competencies for all required courses
- Revisit possibility of an undergraduate capstone experience or set of experiences
- Evaluate course sequencing in the master's program
- Develop at least one more lower division Sociology course in support of increased FYF enrollment and FLC
- Due to GE demand for SOCI 303, consider reserving additional seat or sections for majors

**University Goal #2: Strengthen Student Graduation rate and reduce time to graduation.**
Sociology is on track to meet the GI 2025 goals and uses campus data dashboards to monitor our progress. We have nearly eliminated or reversed equity gaps as described in Section II.C. of this report. We are committed to continuously improving graduation rates and closing equity gaps through:

- Expanding the sustainable aspects of our learning communities: promoting or requiring sequencing of core courses; offering incentives to students to engage in co-curricular activities; expanding advising to improve access for all students.
- Evaluating how the AB 928 changes to General Education requirements will affect our majors, time to graduation, equity gaps, and our enrollment patterns through analysis and comparison of recent enrollment data in Sociology.
- Developing defined pathways to the terminal options in the Graduate Degree program.
- Resequencing methods courses in the Graduate Program.

**University Goal #3: Recruit and retain high quality, diverse faculty**
We have been successful in hiring and retaining one of the most diverse faculty on campus, a majority of whom employ critical and equitable pedagogy. We will continue our successful recruitment and retention strategies and plan to:

- Hire faculty who bring a decolonial, indigenous or abolitionist lens to these areas: Education; Social Psychology and Counseling; Climate Justice; Criminology
- Hire faculty committed to critical and equitable pedagogy
- Revise our Department Personnel Standards to recognize the cultural tax on faculty of color and the extreme burden COVID has placed on scholarship productivity

- Reward faculty whose student supervision workloads are high with course reductions
- Use ODCP funds to support junior faculty research during the summer
- Hire, train and empower strong, diverse staff personnel

## C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.

**University Goal #1: Transformative Education**

Through our rigorous assessment plan, we will measure student learning on our 7 undergraduate SLOs and 4 graduate SLOs using direct and indirect methods. We will use this evidence to analyze whether we are meeting our goals. Completing our curricular map and outlining core competencies for each of our required courses should improve the consistency across courses and aid instructors in preparing materials that meet the appropriate SLOs for each course. All curricular changes and improvements described above will be in conjunction with this curricular mapping. As a result, we expect to see evidence of improvement in the percent of students attaining proficient levels in each learning objective.

In addition to assessment, we plan to build alumni relations to determine the success of our graduates in the workplace, professional schools and graduate programs. Our learning communities are a start at developing a stronger relationship between the department and our graduates.

**University Goal #2: Strengthen student graduation rates and reduce time to graduation.**

The department is a university leader in using available data dashboards, and we continuously monitor and track progress on graduation rates and time to graduation; we have solid understanding of our record and trends on these measures. Over the review period, our progress has been generally in the right direction, but we realistically expect that the two (+) years of the pandemic may stall both our graduation rates and delay time to graduation. We anticipate changes to enrollment patterns based on revisions to GE and the pandemic that require adjusting our mix of modalities and different outreach strategies. We plan to continue a collaborative, evidence-based approach that centers our students' needs.

Sociology has very narrow equity gaps and in some instances underrepresented students outpace other students. We attribute this to the strong identification between our diverse faculty and the students as well as the department's long-term embrace of equitable pedagogy practices. We use available data to monitor department and course-based equity gaps. As a department we have discussed strategies for examining and reflecting on our own individual equity gaps and incorporated this reflection into the lecturer standards. We plan to adopt a similar strategy in the upcoming rewrite of the DPS.

**University Goal #3: Recruit and retain high quality, diverse faculty**

Since the last PPR, Sociology has hired 7 faculty and promoted 11 faculty. Our success in attracting a diverse faculty is evident from the demographics of our hires, although this measures only one component of their diversity. As faculty progress through tenure and promotion this is evidence of successful retention. All faculty hired since the last PPR have received tenure and been promoted as they become eligible with four still in the pipeline. The only "leakage" in the pipeline is one Assistant Professor (hired during the previous review period) who left for an R1 position in 2013.

## D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

As we reflect on our long term plans the following would help us accomplish our future goals:
- Additional first rights classrooms including a computer lab to meet increased FTES.

- An additional faculty line to hire in one of the following areas: Education, Social Psychology, Counseling or Criminology, with an interest in decolonial, indigenous studies, abolitionist perspectives, or environmental/climate justice issues.
- An analysis of potential uses of our ODCP revenue from the Vice President of Finance and Administration to help us reallocate these funds to support department goals.
- Flexible research support through the use of mini-grants to facilitate publication throughout faculty members' careers and support for course release for student research supervision.
- Funds for advising. The current four course releases for advisors that come out of the department budget, meet demand for one advising session per year for each student in the major.  The demand, however, continues to outstrip availability. Ideally funding would come from university or college sources and support **four** undergraduate faculty advisors.
- Additional IT support for web design, maintenance, and analytics to facilitate advising and increased communication with students.
- Funding to support graduate student research and research and teaching assistantships.
- Explore budget mechanisms to fund graduate student teaching internships within the department.
- Funds and support from Graduate Studies to increase outreach to local sociology departments to increase the graduate application pool.
- Request salary studies and flexible work practice analysis for staff positions to bring pay to market rates to slow the hemorrhaging of staff and turnover (an issue that extends well beyond our department) and help recognize that academic department staff are vital to our mission.

# VIII. Appendices

## Appendix A. Undergraduate Degree Programs

### Table 1. Undergraduate Program Applications, Admissions, and Enrollments
Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

| Fall | # Applied | # Admitted | # Enrolled |
|------|-----------|------------|------------|
| 2013 | 576 | 231 | 59 |
| 2014 | 670 | 251 | 48 |
| 2015 | 679 | 274 | 70 |
| 2016 | 875 | 345 | 54 |
| 2017 | 820 | 310 | 54 |
| 2018 | 978 | 317 | 52 |
| 2019 | 937 | 409 | 73 |
| 2020 | 843 | 525 | 95 |

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

| Fall | # Applied | # Admitted | # Enrolled |
|------|-----------|------------|------------|
| 2013 | 1,136 | 451 | 176 |
| 2014 | 1,172 | 376 | 144 |
| 2015 | 1,145 | 378 | 180 |
| 2016 | 1,320 | 448 | 170 |
| 2017 | 1,430 | 389 | 161 |
| 2018 | 1,286 | 430 | 156 |
| 2019 | 1,350 | 434 | 161 |
| 2020 | 1,317 | 626 | 147 |

### Table 2. Undergraduate Program Enrollment in FTES
Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

| Academic Year (Annualized) | Enrollment in FTES | | |
|------|------|------|------|
| | Lower-Division FTES[1] | Upper-Division FTES[2] | Total FTES |
| 2013-2014 | 117.5 | 605.9 | 723.4 |
| 2014-2015 | 104.9 | 570.5 | 675.4 |
| 2015-2016 | 103.0 | 558.2 | 661.2 |
| 2016-2017 | 98.7 | 626.4 | 725.1 |
| 2017-2018 | 109.0 | 642.4 | 751.4 |
| 2018-2019 | 114.1 | 668.5 | 782.6 |
| 2019-2020 | 112.6 | 733.2 | 845.9 |
| 2020-2021 | 117.3 | 744.2 | 861.5 |

[1] All students' FTES enrolled in lower-division courses of the program, regardless of student major.

[2] All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

| Academic Year (Annualized) | Majors | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Lower-Division** | | **Upper-Division** (Including Post-Bac & 2nd Bac) | | **Total** | | |
| | **Headcount** | **FTES[1]** | **Headcount** | **FTES[2]** | **Headcount** | **FTES[3]** | **FTES per Headcount** |
| 2013-2014 | 125 | 109.1 | 641 | 508.8 | 766 | 617.9 | 0.81 |
| 2014-2015 | 126 | 108.8 | 610 | 483.4 | 735 | 592.2 | 0.81 |
| 2015-2016 | 161 | 142.0 | 656 | 511.3 | 817 | 653.3 | 0.80 |
| 2016-2017 | 146 | 129.5 | 767 | 600.2 | 913 | 729.7 | 0.80 |
| 2017-2018 | 134 | 115.2 | 747 | 598.9 | 880 | 714.0 | 0.81 |
| 2018-2019 | 130 | 117.5 | 785 | 637.1 | 915 | 754.6 | 0.83 |
| 2019-2020 | 147 | 131.2 | 777 | 631.8 | 923 | 763.0 | 0.83 |
| 2020-2021 | 172 | 155.5 | 773 | 634.7 | 944 | 790.3 | 0.84 |

[1] FTES of the lower division students who are majoring in the program.

[2] FTES of the upper division students who are majoring in the program.

[3] FTES of all students who are majoring in the program.

## Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

| Entered in Fall | Cohort | % Graduated | | | Equity Gap* | |
|---|---|---|---|---|---|---|
| | | **In 4 Years** | **In 5 Years** | **In 6 Years** | **By Pell Status** | **By UR Status** |
| 2010 | 37 | 32.4% | 59.5% | 70.3% | 3.8% | 10.3% |
| 2011 | 36 | 36.1% | 66.7% | 72.2% | 11.1% | 30.3% |
| 2012 | 39 | 33.3% | 76.9% | 87.2% | -4.5% | 23.8% |
| 2013 | 58 | 27.6% | 69.0% | 70.7% | 6.0% | -8.5% |
| 2014 | 45 | 33.3% | 68.9% | 75.6% | -8.0% | -6.0% |
| 2015 | 69 | 34.8% | 72.5% | 81.2% | -5.6% | -4.3% |
| 2016 | 53 | 39.6% | 62.3% | N/A | N/A | N/A |
| 2017 | 49 | 34.7% | N/A | N/A | N/A | N/A |

*Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2013 non-UR six-year graduation rate – 2013 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.*

Table 3-B. Transfer Student Graduation Rates*

| Entered in Fall | Cohort | % Graduated | | |
|---|---|---|---|---|
| | | **In 2 Years** | **In 3 Years** | **In 4 Years** |
| 2012 | 154 | 46.1% | 78.6% | 80.5% |
| 2013 | 176 | 55.7% | 78.4% | 81.3% |
| 2014 | 147 | 46.9% | 77.6% | 82.3% |
| 2015 | 185 | 53.5% | 84.9% | 90.8% |
| 2016 | 172 | 47.1% | 75.6% | 83.1% |
| 2017 | 162 | 67.3% | 84.0% | 85.8% |
| 2018 | 156 | 57.7% | 78.8% | N/A |
| 2019 | 191 | 47.6% | N/A | N/A |

*Note: Starting with the Fall 2019 cohort, both state-support and self-support matriculated students are included in the cohorts.*

## Table 4. Degrees Awarded

Table 4. Degrees Awarded

| College Year | Degrees Awarded |
|---|---|
| 2013-2014 | 286 |
| 2014-2015 | 309 |
| 2015-2016 | 240 |
| 2016-2017 | 334 |
| 2017-2018 | 356 |
| 2018-2019 | 376 |
| 2019-2020 | 371 |
| 2020-2021 | 371 |

## Appendix B. Graduate Degree Programs

## Table 5. Graduate Program Applications, Admissions, and Enrollments

Table 5. Graduate Program Applications, Admissions, and Enrollments

| Fall | # Applied | # Admitted | # Enrolled |
|------|-----------|------------|------------|
| 2013 | 37 | 20 | 13 |
| 2014 | 29 | 15 | 12 |
| 2015 | 36 | 22 | 10 |
| 2016 | 39 | 20 | 12 |
| 2017 | 35 | 22 | 18 |
| 2018 | 20 | 15 | 9 |
| 2019 | 24 | 19 | 14 |
| 2020 | 29 | 23 | 19 |

## Table 6. Graduate Program Enrollment by Headcount and FTES

Table 6. Graduate Program Enrollment by Headcount and FTES

| Academic Year (Annualized) | Headcount | FTES | FTES per Headcount |
|---------------------------|-----------|------|--------------------|
| 2013-2014 | 35 | 20.5 | 0.59 |
| 2014-2015 | 33 | 18.7 | 0.58 |
| 2015-2016 | 27 | 16.5 | 0.61 |
| 2016-2017 | 24 | 14.2 | 0.59 |
| 2017-2018 | 35 | 21.2 | 0.61 |
| 2018-2019 | 32 | 19.5 | 0.62 |
| 2019-2020 | 29 | 17.2 | 0.59 |
| 2020-2021 | 36 | 21.5 | 0.61 |

## Table 7. Graduate Student Graduation Rates

Table 7. Graduation Rates for Master's Programs

| All Master's Entered in Fall: | Cohort | % Graduated | | |
|-------------------------------|--------|-------------|------------|------------|
| | | **In 2 Years** | **In 3 Years** | **In 4 Years** |
| 2012 | 20 | 45.0% | 45.0% | 65.0% |
| 2013 | 13 | 30.8% | 69.2% | 84.6% |
| 2014 | 12 | 50.0% | 58.3% | 75.0% |
| 2015 | 10 | 30.0% | 60.0% | 70.0% |
| 2016 | 12 | 16.7% | 58.3% | 75.0% |
| 2017 | 18 | 27.8% | 55.6% | 77.8% |
| 2018 | 9 | 33.3% | 66.7% | N/A |
| 2019 | 14 | 35.7% | N/A | N/A |

Table 8. Master's Degrees Awarded

Table 8. Graduate Degrees Awarded

| College Year | Degrees Awarded |
|---|---|
| 2013-2014 | 12 |
| 2014-2015 | 11 |
| 2015-2016 | 15 |
| 2016-2017 | 8 |
| 2017-2018 | 13 |
| 2018-2019 | 9 |
| 2019-2020 | 12 |
| 2020-2021 | 13 |

## Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

Table 9. Faculty Composition[1]

| Fall | Tenured | Tenure-Track | Sabbaticals at 0.5 | FERP at 0.5 | Full-Time Lecturers | Actual FTEF |
|------|---------|--------------|--------------------|-------------|--------------------|-------------|
| 2013 | 11 | 4 | 0.5 | 1.0 | 2 | 16.0 |
| 2014 | 11 | 2 | 0.5 | 1.0 | 1 | 13.0 |
| 2015 | 10 | 5 | 0.0 | 0.5 | 3 | 17.5 |
| 2016 | 9 | 7 | 0.0 | 0.5 | 1 | 16.5 |
| 2017 | 8 | 7 | 0.0 | 0.0 | 3 | 18.0 |
| 2018 | 8 | 8 | 0.5 | 0.0 | 4 | 20.0 |
| 2019 | 10 | 6 | 0.0 | 0.0 | 4 | 20.0 |
| 2020 | 10 | 7 | 2.0 | 0.0 | 5 | 22.0 |

[1] Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty.

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## EDUCATION

Ph.D. Sociology, University of California, Los Angeles
M.A. Sociology, University of Maryland, College Park
B.A. Sociology, University of Maryland, College Park

## PROFESSIONAL EXPERIENCE

| | | |
|---|---|---|
| Associate Professor of Sociology | California State University, Fullerton | 2019-Present |
| Assistant Professor of Sociology | California State University, Fullerton | 2013-2019 |

## RESEARCH AND TEACHING AREAS

Economic Sociology, Poverty and Inequality, Statistics, Research Methods, Historical Comparative Sociology, Race/Ethnicity, Computer/ Information Technology Studies

## PEER  REVIEWED PUBLICATIONS

Wherry, Fred, Kristin Seefeldt and Anthony S. Alvarez. 2019. *Credit Where It's Due: Rethinking Financial Citizenship,*  Russell Sage Foundation Press; NY, NY.

Wherry, Frederick, Kristin Seefeldt, and Anthony S. Alvarez. 2019. "To Lend or Not to Lend to Friends and Kin: Awkwardness, Obfuscation, and Negative Reciprocity", *Social Forces*

Thacker Thomas, Devon and Eileen Walsh, Berna Torr, Anthony S. Alvarez and Maria Malagon. 2019. "Incorporating High-Impact Practices for Retention: A Learning Community Model for Transfer Students", *Journal of College Student Retention: Research, Theory and Practice*

Krippner, Greta and Anthony S. Alvarez. 2007. "Embeddedness and the Intellectual Projects of Economic Sociology." Annual Review of Sociology 33: 219-240.

Alvarez, Anthony S. 2004. "Behavioral and Environmental Correlates of Digital Inequality", *IT&Society*, v.1(5):97-140. (**http://www.itandsociety.org/v01i05.html**)

Robinson, John P., Alain Chenu and Anthony S. Alvarez. 2002. "Measuring the complexity of hours at work: the weekly work grid" *Monthly Labor Review*, v.125(4): 44-54.

## NON-PEER REVIEWED PUBLICATIONS

Alvarez, Anthony S. 2020. "Dignity in an Era of Financialization", in *The Street – A Photographic Field Guide to American Inequality*, Naa Oyo A. Kwate ed., Rutgers University Press; Newark, NJ.

Wherry, Frederick F., Kristin S. Seefeldt, and Anthony S. Alvarez. 2017. "Too Small to help, too poor to Trust", *Contexts: Viewpoints.*

## FELLOWSHIPS AND GRANTS

2021 – Project Rebound Research Fellowship Mentor, for student Matthew Vasquez, "Financial Literacy and Student Mental Health"

2021 – CSUF Office of Assessment and Institutional Effectiveness, "Examining the Role of Major Advising in Student Success" (with Devon Thacker Thomas), ($1,000)

2021 – CSU Chancellors Office, "TitanTracks – course scheduling assistance", (with Elizabeth Boertz, John Faller, Michele Mouttapa, Parvin Shahrestani, and Hope Weiss), ($50,000)

2019 – Center for Organizational Studies, "Perspectives of Banking and Bankers" (with Rocio Rosales), ($1000)

2014 – Russell Sage Foundation, "Pilot Study of Lending Circles and Financial Inclusion among Lower-Income Immigrants and Minorities", ($75,000)

2013 – First Year Research Funds ($6,000)

## CONFERENCE PRESENTATIONS

"To Lend or Not to Lend: Obfuscating Denials and Managing Negative Social Capital", (with Fred Wherry and Kristin Seefeldt, presented by Fred Wherry in Markets and Morality regular session), Montreal, Canada, August 12, 2017.

"The Meaning of Credit Scores: Financial Citizenship and Family Obligations", Society for Social Work and Research 21st Annual Conference (with Fred Wherry and Kristin Seefeldt, presented by Kristin Seefeldt) New Orleans, LA, January 11-15, 2017.

"Family, Tradition, and Financial Citizenship: What Lending Circles Mean for Families", Research Forum paper at the 2016 Assets Learning Conference (with Fred Wherry and Kristin Seefeldt, presented by Fred Wherry)

"Relational Accounting and the Financial Self: Preliminary Evidence for the Mission Asset Fund", Invited Session Presentation at American Sociological Association 2014 meetings in San Francisco, CA (with Fred Wherry).

"Alternative and Informal Sources of Credit during the Great Recession, evidence from the Survey of Consumer Finances, 2007-2009", Panel Presentation in Consumer Finance Mini-Conference, Society for the Advancement of Socio-Economics 2014 meetings, Chicago, IL.

"Alternative and Informal Sources of Credit during the Great Recession, evidence from the Survey of Consumer Finances, 2007-2009", Panel Presentation, Pacific Sociological Association 2014 meetings, Portland, OR.

"Debt, Networks, and Payday Borrowing during the Great Recession", Panel Presentation, Eastern Sociological Association 2014 meetings, Baltimore, MD.

## INVITED PRESENTATIONS

"Credit Where It's Due" book release event (with Fred Wherry and Kristin Seefeldt), 5/3/19

"A Pilot Study of Lending Circles and Financial Inclusion", Invited Presentation at Mission Asset Fund (MAF), 6/19/2015

## TEACHING

Classes Regularly Taught

| | |
|---|---|
| Sociology 470 | Economic Sociology |
| Sociology 303 | Statistics for Social Sciences |
| Sociology 356 | Social Inequality |
| Sociology 502b | Graduate Quantitative Research Methods |
| Sociology 302 | Research Methods |

**Mariam Ashtiani**
Department of Sociology
California State University, Fullerton
800 N. State College Blvd., Fullerton, CA 92834-6846
mashtiani@fullerton.edu

Curriculum Vitae
(September 2021)

## ACADEMIC APPOINTMENTS

### CALIFORNIA STATE UNIVERSITY, Fullerton

2016-Present      *Assistant Professor of Sociology*

## EDUCATION

### UNIVERSITY OF CALIFORNIA, Irvine

Ph.D., Sociology, June 2016
M.A., Demographic and Social Analysis, December 2011

### UNIVERSITY OF MICHIGAN, Ann Arbor

B.A., *magna cum laude,* Sociology, April 2006

## RESEARCH AND TEACHING INTERESTS

Crime, Law, and Deviance; Race and Ethnicity; Inequality and Stratification; Education; Immigration

## PEER-REVIEWED PUBLICATIONS

**Ashtiani, Mariam**. 2021. "The Racially Disparate Effects of Juvenile Drug Arrest on High School
Dropout," *Socius 7: https://doi.org/10.1177/23780231211027097*

**Ashtiani, Mariam** and Cynthia Feliciano. 2018. "Access and Mobilization: How Social
Capital Relates to Low-Income Youth's Postsecondary Educational Attainment," *Youth & Society
50.4:439-461.*

Feliciano, Cynthia and **Mariam Ashtiani**. 2012. "How Low-Income Origins Affect Postsecondary Entry
and Degree Completion" *International Journal of Sociology of Education.* 1(2): 123-156.

## OTHER PUBLICATIONS

**Ashtiani, Mariam**, Edelina Burciaga and Cynthia Feliciano. 2013. "Labor Market Outcomes and the Postsecondary Educational Attainment of Low-Income Youth." Los Angeles, CA: UC ACCORD Pathways to Postsecondary Success: Maximizing Opportunities for Youth in Poverty, October.

**Ashtiani, Mariam** and Cynthia Feliciano. 2012. "Mentorship and the Postsecondary Educational Attainment of Low-Income Youth." Los Angeles, CA: UC ACCORD Pathways to Postsecondary Success: Maximizing Opportunities for Youth in Poverty, October.

Feliciano, Cynthia and **Mariam Ashtiani**. 2012. "Postsecondary Educational Pathways of Low-Income Youth: An Analysis of Add Health Data." Los Angeles, CA: UC ACCORD Pathways to Postsecondary Success: Maximizing Opportunities for Youth in Poverty, May.

**Ashtiani, Mariam** and Cynthia Feliciano. 2012. "Low-Income Young Adults Continue to Face Barriers to College Entry and Degree Completion." Los Angeles, CA: UC ACCORD Pathways to Postsecondary Success: Maximizing Opportunities for Youth in Poverty, January.

## WORKS IN PROGRESS

**Ashtiani, Mariam** "Racially Disparate Effects of Juvenile Drug Arrest on College Enrollment"

**Ashtiani, Mariam** "Enduring Effects?: Racial Differences in the Impact of Juvenile Drug Arrest on Unemployment in Adulthood"

Karlberg, Michael, **Mariam Ashtiani**, Mojgan Sami, Negin Toosi. "Aspirational Trends in the Evolution of Social Scientific Methodologies"

## AWARDS, FELLOWSHIPS, GRANTS, AND SCHOLARSHIPS

**Junior Intramural Research Grant,** California State University, 2020-2021

**President's Dissertation Year Fellowship**, University of California, Irvine 2015

**Ford Foundation Dissertation Fellowship,** National Research Council, 2015 (alternate)

**Graduate Dean's Dissertation Fellowship**, University of California, Irvine 2015 (declined)

**Pedagogical Fellowship,** University of California, Irvine 2015

**Department of Sociology Summer Research Fellowship**, University of California, Irvine 2010, 2013-14

**Public Impact Fellowship**, University of California, Irvine 2014

**Associate Dean's Fellowship**, University of California, Irvine 2011

**Outstanding Graduate Research Award**, University of California, Irvine 2012

**Nagoya American Studies Summer Seminar Travel Grant**, Nanzan University, Japan 2010

**Robert M. Williams Graduate Paper Award**, University of California, Irvine 2010

**CONFERENCE PRESENTATIONS** (*indicates scheduled)

*2019-2020* –     American Society of Criminology Annual Conference, San Francisco, CA.

2017-2018 –     Association for Baha'i Studies, Costa Mesa, CA.

2016-2017 –     Pacific Sociological Association Annual Conference, Oakland, CA.

2015-2016 –     American Sociological Association Annual Meeting, Chicago, IL.

2014-2015 –     American Sociological Association Annual Meeting, San Francisco, CA.
                Pacific Sociological Association Annual Conference, Long Beach, CA.
                American Society of Criminology Annual Conference, Washington DC.
                Population Association of America Annual Meeting, San Diego, CA.

2012-2013 –     Sociology of Education Association Annual Meeting, Monterey, CA.

2011-2012 –     American Educational Research Association Annual Meeting, Vancouver, BC.

2010-2011 –     American Sociological Association Annual Meeting, Las Vegas, NV.

2009-2010 –     American Sociological Association Annual Meeting, Boston, MA.
                American Educational Research Association Annual Meeting, Denver.
                Annual Nagoya American Studies Summer Seminar, Nanazan University, Nagoya Japan.

## INVITED TALKS

*"Reflections on Race: Exploring the Relationship between Justice and Oneness."* Invited Panelist.
        Association for Baha'i Studies Annual Conference, Orange County, CA, 2017

## TEACHING & ADVISING

**Courses Taught** (California State University, Fullerton)
        Deviant Behavior
        Statistics for Social Science
        Graduate Statistical Methods
        Juvenile Delinquency

**Courses Taught** (University of California, Irvine)
        Immigrant and Ethnic America

### Pedagogical Training/Certificates:
        **Accessible Instructional Material (AIM) Certificates:**
                #1 Accessibility Awareness IMPACT (2019)

### Faculty Development Center Teaching Workshops:

Collaborative Learning through Classroom Discussions IMPACT (2018)
Collaborative Learning through Projects and Assignments IMPACT (2018)
Active Engagement Strategies that Bring Life to the Curriculum IMPACT (2018)
Creative Techniques for Managing Longer Classes IMPACT (2018)
Natural Breaks for Increased Engagement IMPACT (2018)
Turning Your Classroom into a Community IMPACT (2017)
New Faculty Development Workshop Series (2016-2017)

### AVID Equity and Pedagogy: Changing the Narrative for Diverse College Students Workshop

(on behalf of the CSUF Provost and Faculty Community for Equity Practices) - Orange County Department of Education, Santa Ana, CA. May 2018

**Pedagogical Fellow**: Teaching Learning and Technology Center, University of California, Irvine, Teaching Assistant Professional Development Program, Department of Sociology, 2015.

### MA Thesis Committee Member

Robert Gladwell (current, CSUF Department of Sociology)
Samah Elsayes (current, CSUF Department of Sociology)
Iman Alsmadi (2020, CSUF Department of Sociology)
Jared Weissman (2019, CSUF Department of Sociology)

### MA Project Reader

Veronica Martinez (2021, Department of Sociology)
Kristine Olivares (2018, CSUF Department of Sociology)

### Teaching Symposium Mentor

Carlos Jimenez (2020, Department of Sociology)

### Independent Study Instructor

Julia Allen (2020, Department of Sociology)es

### Comprehensive Exam Reader

Statistics and Methods (2018-present, CSUF Department of Sociology)
Criminology (2019-present, CSUF Department of Sociology)

## PROFESSIONAL MEMBERSHIPS AND SERVICE

California State University, Fullerton:
**Undergraduate Advisor,** advisor, Department of Sociology (2020-present)
**CSUF Project Rebound**, faculty mentor, (2021-present)

**Undergraduate Advising Committee,** member, Department of Sociology (2020-present)
**Student Affairs & Scholarships Committee,** member, Department of Sociology (2016-present)
**Faculty Search Committee,** member, Department of Sociology (2019)
**IRB Reviewer,** Sociology alternate, (2018-2020)
**Commencement Committee,** chair, Department of Sociology (2018-2020)

**Ad Hoc Undergraduate Advisor,** CSUF Department of Sociology (2016-2017)

University of California, Irvine

**Mentor**, UCI Sociology Graduate Student Peer Mentoring Program (2014-2016)

**Graduate Student Representative**, UCI Sociology Department Admissions Committee (2014)

**Contributor,** DECADE Social Science Graduate Division Resource Project (2014)**Guest Speaker,** UCI Sociology Department Professional Seminar (2012-2014) **Panelist,** UCI Sociology Department Open House Workshops (2010-2013)

**Welcoming Committee**, UCI Sociology Department Graduate Student Association (2010)

## Executive Board Member:

Association for Baha'i Studies (2018-Present)

## Reviewer:

American Journal of Criminal Justice

Social Inquiry

Youth & Society

## Member:

American Sociological Association

*Section Membership:*

Inequality, Poverty and MobilityRacial and Ethnic Minorities Crime, Law, and Deviance

American Society of Criminology Society for the Study of Social Problems

# COMMUNITY SERVICE

**Board Member,** California Regional Training Institute (2019-2020)**Animator**, Jr. Youth Spiritual Empowerment Program (2009-2015)

**Mentor/Tutor**, Boys and Girls Club (2008-2010)

**Tutor**, Wayne County Juvenile Detention Facility, University of Michigan Project Community (2003-2006)

# Christina B. Chin

Department of Sociology
California State University, Fullerton
cchin@fullerton.edu

## EDUCATION

| | |
|---|---|
| 2004 - 2012 | Ph.D. in Sociology, **University of California, Los Angeles** |
| 2002 - 2004 | M.A. in Sociology, **University of California, Los Angeles** |
| 1997 - 2001 | B.A. in Sociology and Psychology, **University of California, Davis** |

## PROFESSIONAL APPOINTMENTS

| | |
|---|---|
| 2021 – Present | Associate Professor, Department of Sociology, California State University, Fullerton |
| 2015 – 2021 | Assistant Professor, Department of Sociology, California State University, Fullerton |
| 2014 - 2015 | Associate Director of Academic and Research Programs, Academic Advancement Program, University of California, Los Angeles |
| 2012 - 2014 | Chancellor's Postdoctoral Research Associate, Asian American Studies Dept., University of Illinois at Urbana-Champaign |

## TEACHING AND MENTORING EXPERIENCE

*California State University, Fullerton*
Assistant/Associate Professor (2015- Present)
Undergraduate
- Social Research Methods (Fall 2015- Spring 2022)
- Race and Ethnic Relations (Fall 2016, Fall 2017, Spring 2020)
- Sociology of Sport (Spring 2016)
Graduate
- Qualitative Research Methods (Spring 2017)

*University of Illinois, Urbana-Champaign*
Postdoctoral Associate (2012-2014)
- Asian American Popular Culture (Spring 2013, 2014)

*University of California, Los Angeles*
Teaching Fellow/Instructor (2011-2012)
- Racial and Gender Dynamics in Sports (Spring 2012)
- Interracial Dynamics in American Society and Culture: General Ed. Cluster (Fall 2011, Winter 2012)

Sociology Coordinator/Instructor (2005-2008)
- Community Internships: Ethnographic Fieldwork in LA (Spring 2005 - Fall 2008)

Teaching Assistant/Associate (2003-2005)
- Contested Sexualities (Spring 2005)
- Introduction to Sociological Research Methods (Winter 2005)
- Urban and Suburban Sociology (Spring 2004)
- Self and Society (Fall 2003, Winter 2004, Fall 2004)
- Field Research Methods (Summer 2003, Summer 2004)

Graduate Mentor/Instructor
- Demystifying the Graduate School Application Process (Summer 2010, 2011)
- Ethnographies of the Academy: Familiarizing yourself with your academic discipline (Spring 2010)

- Marginalized Experiences in the Academy (Winter 2010)

# SCHOLARLY PUBLICATIONS

*Peer- Reviewed Books*

Thangaraj, Stanley I., Constancio R. Arnaldo Jr., and Christina B. Chin (eds.). 2016. *Asian American Sporting Cultures*. New York: New York University Press.

*Peer-Reviewed Articles*

DuCros, Faustina M., Christina B. Chin, Jenny Jong-Hwa Lee, Nancy Wang Yuen, Meera E. Deo, and Noriko Milman. 2018. "Asian Americans and Pacific Islanders on TV." *Contexts* 17(4): 12-17.
   *Reprinted in Shrake, Eunai Kim, Teresa Williams Leon, and Edith Wen-Chu Chen (eds.) 2020. *Asian American Experiences: Past, Present, and Future*. USA: Kendall Hunt Publishing Company.

Chin, Christina B. 2016. "'We've got team spirit!': Ethnic Community Building and Japanese American Youth Basketball Leagues." *Ethnic and Racial Studies* 39(6): 1070-1088.
   *Reprinted in Omi, Michael, Dana Y. Nakano, and Jeffrey T. Yamashita (eds.). 2019. *Japanese American Millennials: Rethinking Generation, Community and Diversity*. Philadelphia: Temple University Press.

Chin, Christina B. 2015. "'Aren't you a Little Short to Play Ball?': Japanese American Youth and Racial Microaggressions in Basketball Leagues." *Amerasia Journal* 41(2): 47-65.

Deo, Meera, Jenny J. Lee, Christina Chin, Noriko Milman, and Nancy Yuen. 2008. "Missing in Action: 'Framing' Race on Prime Time Television." *Social Justice* 35 (2): 145-162.

*Peer-Reviewed Book Chapters*

Chin, Christina B., and Erica Morales. 2021. "Raising Racial Awareness: Strategies for Teaching Students about Racial Microaggressions" in *Cultural Competence in Higher Education*, edited by Tiffany Puckett and Nancy S. Lind. United Kingdom: Emerald Publishing Limited.

*Book Chapters*

Chin, Christina B. 2016. "The Continued Legacy of Japanese American Youth Basketball Leagues." Pp. 180-195 in *Asian American Sporting Cultures*, edited by Stanley I. Tangaraj, Constancio R. Arnaldo Jr., and Christina B. Chin. New York: New York University Press.

Chin, Christina B., Noriko Milman, Meera E. Deo, Jenny J. Lee, and Nancy Wang Yuen. 2007. "Without a Trace: Asian Americans and Pacific Islanders in Prime Time Television." Pp. 449-462 in *Contemporary Asian America: A Multidisciplinary Reader*, edited by Min Zhou and J.V. Gatewood. New York: New York University Press.

*Policy Reports*

Yuen, Nancy Wang, Christina B. Chin, Meera E. Deo, Faustina M. DuCros, Jenny Jong-Hwa Lee, and Noriko Milman. 2018. *Terrorists & Tyrants: Middle Eastern and North African (MENA) Actors in Prime Time and Streaming Television. Policy Report*. California: MENA Arts Advocacy Coalition.

Chin, Christina B., Meera E. Deo, Faustina M. DuCros, Jenny Jong-Hwa Lee, Noriko Milman, and Nancy Wang Yuen (alphabetical). 2017. *Tokens on the Small Screen: Asian Americans and Pacific Islanders in Prime Time and Streaming Television*. Policy Report. California: AAPIsOnTV.com.

Chin, Christina B., Meera E. Deo, Jenny Jong-Hwa Lee, Noriko Milman and Nancy Wang Yuen (alphabetical). 2006. "Asian Pacific Americans in Prime Time: Setting the Stage." Washington, D.C.: Asian American Justice Center.

Yuen, Nancy Wang, Christina B. Chin, Meera E. Deo, Jenny Jong-Hwa Lee, and Noriko Milman. 2005. "Asian Pacific Americans in Prime Time: Lights, Camera, and Little Action." Washington D.C.: National Asian Pacific American Legal Consortium.

*Works in Progress*
    Chin, Christina. *Off the Bench: Boundary Making and Community Building within Japanese American Youth Sports Leagues.* (Working manuscript.)

## RESEARCH GRANTS

| | |
|---|---|
| 2022 | Project upGRADS, California State University, Fullerton |
| 2017-2018 | Junior Faculty Intramural Research Grant, California State University, Fullerton |
| 2011-2012 | Aratani CARE Research Grant, UCLA Asian American Studies Center |
| 2005 | Research Grant, Asian American Justice Center, |
| 2005 | Research Grant, UCLA Institute of Industrial Relations |
| 2004 | Research Grant, National Asian Pacific Legal Consortium |

## FELLOWSHIPS, AWARDS, AND HONORS

| | |
|---|---|
| 2018 | Humanities and Social Science Outstanding Untenured Faculty Member Award Nomination, CSUF |
| 2017 | Humanities and Social Science Summer Stipend Award, CSUF |
| 2015-2017 | Milton Gordon Fellowship, CSUF |
| 2011-2012 | Excellence in Teaching Award, UCLA Department of Sociology |
| 2010-2011 | Dissertation Year Fellowship, University of California Office of the President |
| 2010 | Travel Award, UCLA Center for the Study of Women |
| 2009 | Honorable Mention, Ford Foundation Dissertation Fellowship |
| 2003 | Summer Research Mentorship Fellowship, UCLA Graduate Division |
| 2003-2005 | Teaching Assistant Fellowship Award, UCLA Graduate Division |

## CONFERENCE PRESENTATIONS

"Representing Romance: Asian American Relationships in Prime Time Television." November 2019. Panel organizer and presenter at the American Studies Association, Honolulu, HI.

"Researching (With) Youth of Color: Ethnographic Considerations." March 2019. Presenter at the Annual Meeting of the Pacific Sociological Association, Oakland, CA.

"In the Margins: Pan-Ethnic Diversity among Asian Americans and Pacific Islanders on Television." August 2018. Accepted paper at the American Sociological Association Annual Meeting, Philadelphia, PA.

"Tokenizing Asian Americans and Pacific Islanders on the Small Screen." March 2018. Accepted paper at the Annual Meeting of the Pacific Sociological Association, Long Beach, CA.

"Token Asians: Asian Americans in Prime Time and Streaming TV." March 2018. Presenter at the Annual Meeting of the Association for Asian American Studies, San Francisco, CA.

"Cultural Citizenship: Asian American and Pacific Islanders in Primetime Television." August 2017. Accepted paper at the American Sociological Association Annual Meeting, Montreal, Canada.

"(In)Visibility: Asian American Representation in Prime Time Television." April 2017. Presenter at the Association for Asian American Studies Annual Meeting, Portland, OR.

"No Longer 'Missing in Action'? Asian Americans and Pacific Islanders in Primetime," April 2017. Presenter at the Pacific Sociological Association Annual Meeting, Portland, OR.

"Making the Invisible Visible: Teaching and navigating racial microaggression." April 2017. Presenter at the Pacific Sociological Association Annual Meeting, Portland, OR.

"Reflections on Teaching and Research on Microaggressions." March 2016. Presenter at the Pacific Sociological Association, Oakland, CA.

"Asian American Sports Leagues as a Counter-space." October 2015. Presenter at the American Studies Association Annual Meeting, Toronto, Canada.

"Racialization and Racism in Public Discourse." August 2014. Panel Discussant at the American Sociological Association Annual Meeting, San Francisco, CA.

"Battling Racial Microaggressions on the Court: A comparison of between Jeremy Lin and Asian American youth basketball players." April 2013. Presenter at the Association for Asian American Studies Annual Meeting, Seattle, WA.

"JA Team Spirit: Japanese American Basketball League as a new Ethnic Community." April 2013. Presenter at the Association for Asian American Studies Annual Meeting, Seattle, WA.

"'Who's got Team Spirit?': Building Ethnic Community through Youth Sports." August 2012.  Presenter at the American Sociological Association Annual Meeting, Denver, CO.

"Dribbling, Passing, and (Bento) Boxing Out: Ethnic identity and community building through food within Japanese American basketball leagues." May 2011.  Presenter at the Association for Asian American Studies Annual Meeting, New Orleans, LA.

"Hooping it up 'JA style': Racial, ethnic, and gender boundary making in Japanese American youth basketball leagues."  August 2010.  Presenter at the American Sociological Association Annual Meeting, Atlanta, GA.

"Gender roles and dynamics within Asian American sport leagues." April 2010.  Presenter at the Association for Asian American Studies Annual Meeting, Austin, TX.

"'Asian boys can jump': Gender dynamics in Japanese American Basketball Leagues."  August 2009.  Presenter at the American Sociological Association Annual Meeting, San Francisco, CA.

"Hoops, History, and Crossing Over: A study of Japanese American youth basketball leagues." April 2009. Presenter at the Association for Asian American Studies Annual Meeting, Honolulu, HI.

## INVITED LECTURES AND TALKS

"'Aren't You a Little Short to Play Ball?': Japanese American Youth, Racial Microaggressions, and Counter-spaces in Basketball Leagues." May 2019. Invited speaker. Penny Lecture Series - Miami University, Oxford, OH.

"Crossover: Ethnic Basketball Leagues and Community Building." November 2018. Invited speaker. Humanities and Social Sciences Lecture Series. California State University, Fullerton, Fullerton, CA.

"Asian American and Pacific Islander Representation on TV." October 2017. Guest Lecture. ASAM 325: Asian American Film and Video for Dr. Jennifer Yee. California State University, Fullerton, Fullerton, CA.

"Discipline Based Workshops: Social Science." November 2016. Invited Panelist. Southern California Forum for Diversity in Graduate Education. Loyola Marymount University, Los Angeles, CA.

"Asian American Sporting Cultures." November 2016. Invited Speaker. American Studies Department and the Student Athletic Fee Committee, University of Hawaii at Manoa, Honolulu, HI.

"Battling Microaggression." February 2015. Invited Speaker. Pacific Diversity Programs - University of the Pacific. Stockton, CA.

"'Aren't you a little short to play ball?': Asian American Youth and Racial Microaggressions in Sports." Invited Speaker. February 2014. Asian American Studies Department - University of Illinois, Urbana-Champaign. Urbana-Champaign, IL.

"'Interracial Dynamics and the Perception of Jeremy Lin in the NBA." October 2013. Invited Speaker. Black Studies Fall Conference - University of Missouri, Columbia, Columbia, MO.

"Breaking the Mold: Asian American Athletes and the Intersection of Race and Gender." September 2013. Invited Speaker. Asian American Cultural Center - University of Illinois, Urbana-Champaign. Urbana-Champaign, IL.

"Hooping it up "JA" Style: Japanese American Youth Sports Leagues and the Negotiation of Racial and Ethnic Boundaries." February 2013. Invited Speaker. Asian American Studies Department - University of Illinois, Urbana-Champaign. Urbana-Champaign, IL.

"Team Spirit: Social networking and community building within Japanese American youth basketball leagues." May 2010. Invited Panelist. UCLA Asian American Studies Center. Los Angeles, CA.

"Shooting, Scoring, and Spam Musubi: Food Culture, Ethnic Identity, Community Building within Japanese American Youth Basketball Leagues." May 2010. Invited Panelist. UCLA Asia Institute - Asia in LA 2010: Creating and Consuming Asian Cuisines. Los Angeles, CA.

## MEDIA COVERAGE

"Why there isn't a single Asian player in the Baseball Hall of Fame." By Kimmy Yam, September 7, 2021. Quoted and research referenced. Available at: https://www.nbcnews.com/news/asian-america/isnt-single-asian-player-baseball-hall-fame-rcna1866?fbclid=IwAR2OVSBfajVBjeAJ6l2E_NKdXJ0uO-mRnAOSjH_EoQlBCawh2RllVRKmqjw

"Stephen A. Smith, Shohei Ohtani and how racism gets coded as concerns over 'marketability.'" By Kimmy Yam, July 14, 2021. Quoted and research referenced. Available at: https://www.nbcnews.com/news/asian-america/stephen-smith-shohei-ohtani-how-racism-gets-coded-concerns-over-n1274003

"Why there are so few Asian Americans in major U.S. sports." By Henry Bushnell, June 17, 2021. Quoted and research referenced. Available at: https://sports.yahoo.com/asian-americans-sports-athletes-stereotypes-bias-141443235.html

"Mike Magpayo, Jackson He helping to combat Asian American stereotypes in college athletics." By Catie Cheshire, June 11, 2021. Quoted and research referenced. Available at: https://cronkitenews.azpbs.org/2021/06/11/jackson-he-mike-magpayo-helping-to-combat-asian-american-stereotypes-in-college-athletics/?fbclid=IwAR1WXpKS43P8fFrSGHobxYrTDSnyofPWY-u-muzh3LtU_tBd49LGLrtbSmQ

"Disney+ pulls racially insensitive films from children's accounts." By Clara Uttenthal, February 16, 2021. Quoted. Available at: https://dailytitan.com/lifestyle/disney-pulls-racially-insensitive-films-from-childrens-accounts/article_1a0f398e-70c5-11eb-bab3-c3a0e60cfd03.html?utm_medium=social&utm_source=email&utm_campaign=user-share

"Study: Middle Eastern actors ignored, stereotyped by TV." By *Associated Press*, September 10, 2018. References policy report findings with co-authors. Available at: https://apnews.com/33fd62a17b0e4d7098823c122f1b0ed0

"Is 'Crazy Rich Asians' Asian enough?" By Allyson Chiu, *The Washington Post*, August 10, 2018. Quoted and references policy report findings with co-authors. Available at: https://www.washingtonpost.com/news/post-nation/wp/2018/08/10/is-crazy-rich-asians-asian-enough/?utm_term=.79801aafea1e

"How Cal State Fullerton got a shoutout in 'Crazy Rich Asians.'" By Wendy Fawthrop, *OC Register*, August 22, 2018. References policy report findings with co-authors. Available at: https://www.ocregister.com/2018/08/22/how-cal-state-fullerton-got-a-shoutout-in-crazy-rich-asians/

"Fans disheartened by Gurriel's gesture in city that prides itself on diversity." By Mike Hixenbaugh and Mihir Zaveri, *Houston Chronicle*, October 28, 2017. Quoted and references co-edited book. Available at: https://www.houstonchronicle.com/news/houston-texas/houston/article/Houston-news-12314652.php

"Asians Are Still Tokenized Or Just Missing From TV Shows, Report Says." By Kimberly Yam, *The Huffington Post*, September 15, 2017. References policy report findings with co-authors. Available at: https://www.huffingtonpost.com/entry/asian-representation-on-tv_us_59baa71fe4b086432b050792

"Asian Americans and Pacific Islanders remain underrepresented on television, study finds." By Greg Braxton, *The Los Angeles Times*, September 12, 2017. References policy report findings with co-authors. Available at:

"Masculinity, Femininity, and Asian American Basketball in 20th Century California." By Ryan Reft, *KCET*, Jan 2014. References research on Japanese American basketball leagues. Available at: http://www.kcet.org/socal/departures/columns/intersections/masculinity-femininity-and-asian-american-basketball-in-20th-century-california.html

## UNIVERSITY AND PROFESSIONAL SERVICES

*Department Committees*

| | |
|---|---|
| 2018 – Present | Graduate Advisor |
| 2017 – Present | Graduate Committee |
| 2017 – 2020 | Commencement Committee (Chair 2017) |
| 2016 – 2017 | Student Affairs Committee (Chair 2017) |

*College Committees*

| | |
|---|---|
| 2019 | Adhoc Grant Review Committee |
| 2017 – 2019 | Student Scholarships and Awards Committee |

*College Mentorship*

| | |
|---|---|
| 2019-2020 | Mellon Mays Undergraduate Fellowship Mentor |

*Reviewer*

*Ethnic and Racial Studies, Ethnicities, Journal of South Asian Popular Culture, Journal of Sport and Social Issues, Sociology Compass, American Journal of Sociology*

*Professional Memberships*

American Sociological Association, American Studies Association, Association for Asian American Studies, Pacific Sociological Association

## COMMUNITY INVOLVEMENT

Consultant for the National Japanese American Museum for "Evolving Pastimes: Connecting Community and Generations Through Sports" event - 2013

# Dana Collins, Ph.D.

*Department of Sociology*
*California State University, Fullerton*
*P.O. Box 6846*
*Fullerton, CA  92834-6846*
657-278-5420
*dcollins@fullerton.edu*

## Education

Ph.D. Sociology (Women's Studies doctoral emphasis) University of California, Santa Barbara.
Dissertation Title:  *Laboring Districts, Pleasuring Sites:  Hospitality, 'Gay' Life, and the Production of*
*Urban Sexual Space in Manila.*
Completed July 30, 2002.

M.A. Sociology (with honors), University of California, Santa Barbara, June 1996
B.A. Sociology and French (honors), Bowling Green State University, Ohio, June 1990

## Career

*Professor,* 2017-present
*Associate Professor,* 2012-2017
*Assistant Professor,* 2006-
2012Department of
Sociology
California State University, Fullerton

*Assistant Professor,* 2003-2006
Department of Sociology/Criminal Justice and Criminology
University of Missouri, Kansas City

*Visiting Assistant Professor,* 2002-2003
Women's Studies
Georgetown University, Washington, DC

## Research and Teaching Interests

Food studies, environmental justice, Philippine area studies, globalizations and post-colonial studies, gender, sexualities, urban communities, social theory and qualitative research

## Peer Reviewed Book Publications

Collins, Dana. (2016). *The Rise and Fall of an Urban Sexual Community: Malate (Dis)placed.* London,New York: Palgrave Macmillon.

Collins, Dana; Falcón, Sylvanna; Lodhia, Sharmila; & Talcott, Molly. (Eds.). (2011). *Newdirections in feminism and human rights.* London: Routledge.

## Peer Reviewed Journal Articles

Collins, Dana. (2012). Gay hospitality as desiring labor: Contextualizing transnational sexuallabor. *Sexualities, 15*(5-6), 538-553.

Talcott, Molly & **Collins, Dana**. (2012). Building a Complex and Emancipatory Unity: Documenting Decolonial Feminist Interventions within the Occupy Movement. *Feminist Studies, 38*(2), 485-506.

Collins, Dana. (2012). Performing location and dignity in a transnational feminist and queer study of Manila's gay life. *Feminist Formations, 24*(1), 49-72.

Collins, Dana & Talcott, Molly. (2011). "A new language that speaks of change just as it stepstoward it": Transnationalism, erotic justice, and queer human rights praxis. *Sociology Compass, 5*(7), 576-590.

Collins, Dana; Falcón, Sylvanna; Lodhia, Sharmila; & Talcott, Molly. (2010). New directions in feminism and human rights: An introduction. *International Feminist Journal of Politics, 12*(3/4), 298-318.

Collins, Dana. (2009). "We're there and queer:" Homonormative mobility and lived experience among gay expatriates in Manila. *Gender & Society, 23*(4), 465-493.

> Article reprinted in Spade, J. Z., & Valentine, C. G. (Eds.). (2010). *The kaleidoscope of gender:Prisms, patterns, and possibilities* (pp. 125-139). Thousand Oaks, CA: Pine Forge Press.

Collins, Dana. (2007). When sex work isn't "work": Hospitality, gay life, and the production of desiring labor. *Tourist Studies, 7*(2), 115-139.

Collins, Dana. (2005). Identity, mobility, and urban place-making: Exploring gay life in Manila. *Gender & Society, 19*(2), 180-198.

Collins, Dana. (1999). "No experts—guaranteed!": Do-it-yourself sex radicalism and the production of the lesbian sex zine *Brat Attack*. *Signs: Journal of Women in Culture and Society, 25*(1),65-89.

Collins, Dana. (1999). Lesbian pornographic production: Creating social/cultural space for subverting representations of sexuality. *Berkeley Journal of Sociology, 43*, 31-62.

## Editor Reviewed Book Chapters and Academic Magazine Publications

Collins, Dana. (2016). Why is gentrification so gay? *The Political Anthropologist,* November/December issue. London UK.

Collins, Dana. (2016). Gendered sexualities and lived experience: Revisiting the case of gay sexuality in women, culture, and development (rewritten chapter for new edition of book). In K.K. Bhavnani, J. Foran, & P. A. Kurian (Eds.), *Feminist futures: Re-imagining women, culture, anddevelopment*, 2nd edition. Chicago, IL: University of Chicago Press.

Collins, Dana. (2015). Queering tourism: Exploring queer desire and mobilities in a globalized world. Pp. 117-26 in M. Laing, K. Pilcher & N. Smith (Eds.), *Queer Sex Work.* New York: Routledge.

Bhavnani, Kum-Kum, Chua, Peter, & **Collins, Dana**. (2014). Critical Approaches to Qualitative Research. In P. Leavy (Ed.), *Handbook on Qualitative Methods* (pp. 165-78). Oxford:Oxford University Press.

Falcón, Sylvanna, Lodhia, Sharmila, Talcott, Molly, & **Collins, Dana**. (2014). Teaching outside liberal/imperial discourse: A critical dialogue about antiracist feminism among junior faculty. In P. Chatterjee & S. Maira (Eds.), *The imperial university: Race, war and the nation-state* (pp. 261-80).Minneapolis, MN: University of Minnesota Press.

Collins, Dana. (2003). Gendered sexualities and lived experience: The case of gay sexuality inwomen, culture and development. In K.K. Bhavnani, J. Foran, & P. A. Kurian (Eds.), *Feministfutures: Re-imagining women, culture, and development* (pp. 117-23). London: Zed Press.

## Book Reviews

Collins, Dana. (2009). *Respectably queer: Diversity culture in LGBT activist organizations* by Jane Ward.
*Gender & Society, 23*(6), 843-844.

## Unpublished manuscript

Dana Collins. *The Wash* is a 61,000-word fictional novel about colonial and capitalist conflict in the Philippines. I explore land struggles, environmental activism, and militarized conflict on a mountain in Bataan, where an unusual group of characters struggle with family, place, and journey in a world marked by displacement. The novel is completed, and I am currently seekingpublication.

## Works in progress

Dana Collins. Filipino Foodways and Food Consciousness in L.A. Manuscript in preparationfor edited collection on *Halo-Halo Ecologies: A Transnational Workshop on Emergent Philippine Environments and Foodways.* Accepted proposal 2021.

Pada, Orvic and **Dana Collins**. The Militarization of Storms: Neoliberal Crisis in Media Framings of Typhoon Yolanda in the Philippines. Journal article for submission to *Third WorldQuarterly.*

Talcott, Molly and **Dana Collins**. Carnist Vulnerability: Critical race theory and understandingwhy people eat meat. Journal article for submission to *Society and Animals.*

# Fellowships, Grants, and Honors

| | |
|---|---|
| CoJET Faculty Fellow, CSUF | 2022-23 |
| Sabbatical Leave Application, CSUF (applied 2018 and awarded) | 2019 |
| Sabbatical Leave Application, CSUF (applied 2011 and awarded) | 2013 |
| Carla B. Howery Teaching Enhancement Grants Program, ASA ($2000) | 2012 |
| HSS Summer 2012 Research and Writing Stipend, CSUF ($5000) | 2012 |
| FDC Faculty Service Award, CSUF | 2012 |
| NEH Awards for Faculty at Institutions with High Hispanic Enrollment (applied; not awarded) | 2011 |
| HSS International Travel Funds, CSUF ($1000) | 2011 |
| HSS Faculty Summer Writing Grant, CSUF (applied; not awarded) | 2011 |
| Faculty Development Center International Travel Grant, CSUF ($400) | 2010 |
| Hunt Postdoctoral Fellowship, Wrenner Gren Foundation (applied; not awarded) | 2009 |
| College of Humanities & Social Sciences Faculty Summer Writing Grant, CSUF ($3000) | 2008 |
| Outstanding Faculty Recognition for Teacher-Scholars, CSUF | 2008 |
| Outstanding Teaching Award, Department of Sociology, UMKC | 2007 |
| Office of Student Life Faculty Recognition, UMKC | 2005 |
| LGBT Office Outstanding Faculty recognition, UMKC | 2005 |
| Faculty Research Grant, UMKC, ($7000) | 2005 |
| Center for Creative Studies Curriculum Development Grant, UMKC, ($7000) | 2004 |
| Center for the City Faculty Fellows, UMKC, ($1500) | 2004 |
| Diversity Curriculum Infusion Institute, award, UMKC, ($1000) | 2004 |
| General Affiliates Dissertation Fellowship, UCSB, ($3,000) | 2001-02 |
| Graduate Division Dissertation Fellowship, UCSB, ($5,000) | 2001 |
| Pacific Rim Research Grant Program, Oakland, CA, ($30,000) | 2000-01 |
| Humanities/Social Sciences Research Grant Program, UCSB, ($2,000) | 2000 |
| Charlotte Stough Prize in Women's Studies, Dept. of Women's Studies, UCSB, ($500) | 1997 |

**Teaching, Mentoring, and Pedagogical Activities**

*Professor, Faculty Advisor*, California State University, Fullerton, 2006-present.
- New and Redeveloped Courses Taught:
    1) Soci 308 **Writing for Sociology Students** (undergraduate)—11 semesters,2008-2021.
    2) Soci 354 **Gender, Sex, & Society** (undergraduate)—19 semesters, 2006-2018.
    3) Soci 371 **Sociology of City Life** (undergraduate)—1 semester, 2006.
    4) Soci 380 **The Social Life of Food** (undergraduate, new course proposal)—4semesters, 2017-2021.
    5) Soci 403 **Queer Communities & Social Change** (undergraduate, new courseproposal)—2 semesters, 2012-2014.
    6) Soci 410 **Sociological Theory** (undergraduate)—6 semesters, 2017-2021.

7) Soci **Gender and Work in Global Perspective** (undergraduate, new courseproposal).
8) Soci 497 **Honor's project**—2 semesters, 2015-2016.
9) Soci 499 **Independent Study**—16 semesters, 2006-2021.
10) Soci 501T **Contemporary Gender Studies** (graduate, elective)—3 semesters,2007-2011.
11) Soci 501T **Methods of Qualitative Analysis** (graduate, elective)—7semesters, 2007-2021.
12) Soci 581 **Advanced Sociological Theory** (graduate, core course)—4semesters, 2017-2020.
13) Soci 585 **The Practice of Sociology** (graduate, core course)—4 semesters,2012-2016.
14) Soci 596 **Teaching Symposium**—1-2 times a year from 2006-2021.
15) Soci 597 **Project**— 8 semesters, 2014-2018.
16) Soci 598 **Thesis**—19 semesters, 2007-2020.
17) Soci 599 **Independent Graduate Study**—14 semesters, 2006-2018.

- Chair of M.A. Theses and Projects:
    1) Bailee Blankemeier "Work, family, and social eating;" thesis in process.
    2) William Green "Women's emotional labor in rental car work;" thesis inprocess.
    3) Brianna Tate "School dress codes;" thesis Department of Sociology, 2021.
    4) Valerie Beauchamp "Made in LA:  The lived experiences of garment workers and managers, a qualitative study;" thesis Department of Sociology, 2021.
    5) Thuận Phước Nguyễn "Who's eating rice? The sticky situation of being a gayVietnamese American man in the LGBTQ community of Southern California;" *recipient of the Outstanding Graduate Thesis Award*, thesis Departmentof Sociology, 2019.
    6) Takahito Tanaka "The oppositional solidarity against the Muslim ban;" thesis Department of Sociology, 2019.
    7) Kristine Olivares "Vegan animal activism from an intersectional lens;" project Department of Sociology, 2017.
    8) Alyssa Stenberg "Vegan Men Speak Out!: Gendered experiences of veganism;" *recipient of the Outstanding Graduate Thesis Award*, Department of Sociology, 2017.
    9) Alyssa Acosta "Emotional Labor: An analysis of supervised visitationproviders;" thesis Department of Sociology, 2016.
    10) Tristin Salazar "Women's Sexuality within the Public Spaces of Bars and Nightclubs;" thesis Department of Sociology, 2016.
    11) Melany Sanchez "The Experience of Voluntary Singlehood for Mexican American Women;" thesis Department of Sociology, 2015.
    12) Bernabe Rodriguez "'Hey, you! Get your damn hand off her!': Hegemonicmasculinity and how it affects men's performance and perceptions amongwomen cosplayers in popular culture conventions;" thesis Department of Sociology, 2015.
    13) Jessica Fleck "Away for the Summer: An ethnographic exploration of the

gendered study abroad experience;" thesis Department of Sociology, 2015.

14) Orvic Pada "A New Major Global City? Framing Urban Renewal and Gentrification in Metro Manila, Philippines;" *recipient of the Outstanding GraduateThesis Award*, thesis Department of Sociology, 2013.
15) Jessica Moronez "Violence Against Women: Feminist Perspectives on Male Anti-Violence Activism;" thesis Department of Sociology, 2013.
16) Ruben Echeverria "Gay Men's Body Perceptions: Exploring body image issuesand male beauty among gay men;" thesis Department of Sociology, 2012.
17) Heidi Saum "Lesbian Identity Formation: An Examination of Differences Across Generations;" project M.A. project in the Department of Sociology,2012.
18) Brianna Bekier "Peer Mentoring in OC ACCEPT;" M.A. project in the project Department of Sociology, 2011.
19) Sang Phan "Gendered Work at Vietnamese Cafés in Little Saigon;" *recipient ofthe Outstanding Graduate Thesis Award*, thesis Department of Sociology, 2011.
20) Elizabeth Morton "Completely Straight, Most of the Time: An Inquiry into the Sexuality of Male Swingers;" thesis Department of Sociology, 2010.
21) Melissa Govea "Women, Activism, and Globalization in the Zapatista Movement;" *recipient of the Outstanding Graduate Thesis Award*, thesis Departmentof Sociology, 2010.
22) Yuka Kawahito "Dominant Ideology and Discourse Analysis of Trafficking in the United Sates: The perspectives of social service providers;" thesis Department of Sociology, 2009.
23) Gail Araujo "Living to Read Romance: The Transformative Potential of Interpretative Practice in Romance Reading;" thesis Department of Sociology, 2009.
24) Bich Ha Dao "Gendered Migrant Work: The Case of Women DomesticWorkers in Contemporary Ho Chi Minh City;" *recipient of the Outstanding Graduate Thesis Award*, thesis Department of Sociology, 2008.

- MA Thesis Committee Member (19): Shelby Abrahamian, Ruth Calcanas, Edgar Peralta, Jeanette Hernandez, Ashley Briggs, Ivan Morales, Joy Tsuhako, Carly Cretney,Matthew Vickovic, Maya Wandsberg, Kyle Cook, Mitzi Avila, Taelor Lewis, Whitney Youngren, Candace Hodge, Aimee Yoon, Giana Cicchelli, Yesi King, Shaida Nabai.
- Graduate and Undergraduate Research Mentor:
  1) *Faculty Research Mentor* (for students who completed the comprehensive examoption)—Martha Contreras, Alex Francisco, Rachel Nankervis, Kunj Bhatt.
  2) *Faculty Mentor for the CSU Chancellor's Doctoral Incentive Program.* Orvic Pada and Jessica Moronez awarded; California State University, Fullerton 2014-present.
     Serving as their research, professionalization, and publication mentor while they complete their PhD's at Pomona College and UC Riverside.

3) *Faculty Mentor for the Sally Casanova California Pre-Doctoral Program.* California StateUniversity, Fullerton 2010-2011*.* Research and professionalization mentor for Burrel Vann.

4) *Faculty Mentor for McNair Scholars Program.* California State University, Fullerton2008-2012*.* Research and professionalization mentor for Pamela Rush (2011- 12) and Burrel Vann (2008-09).

5) Elizabeth Sanchez, "Female skateboarders: Contextualizing the Feminine Discourse," research paper selected to compete at the Southern CaliforniaConference on Undergraduate Research, academic research mentor, 2016.
6) Elyse Rickard "Women of color grappling with the beauty myth," CSUFhonor's thesis, academic mentor, 2016.
7) Martha Contreras, "Identity and Space in Huntington Park, LA," research mentor on this independent study into the urban community of HuntingtonPark, LA. Research in preparation for presentation at academic conferencesand for submission to graduate school. Academic mentor, 2016.

*FDC online teaching trainings.* California State University, Fullerton, 2020. Three online workshop trainings on intermediate Canvas instruction, VoiceThread, and online active learning strategies.

*Graduate Program Advisor,* Department of Sociology, CSUF, 2014-2018. Direct the sociologygraduate program.
- academic and career advisement
- review of applicants and admissions
- recruitment
- direct the "Teaching Symposium"
- developed and implemented grad program SLO's, assessment procedures and tools, and
  implemented assessment of first SLO
- oversee comprehensive exams
- mentor faculty on advising graduate students
- organize orientations and workshops
- attend and represent the sociology graduate program at grad program fairs and expos
- write and secure approval of graduate program policies
- created a grad advisor training guide document

*"Using the Case Method of Teaching to Promote Active Student Learning"* for the ASA Carla B. HoweryTeaching Enhancement Grant, 2012-13. Wrote two cases – "Gentrification Versus the LivableCity" and "Criminalizing Transgender Bodies and Trans Justice" – with teaching materials for grant project. Helped compose a website to enable access to cases with information on how to incorporate case method teaching into sociology classrooms.

*Curriculum reform for undergraduate sociology program.* California State University, Fullerton, 2006-08.Developed comprehensive plan for sociology undergraduate curriculum. Planned syllabi for potential course additions. Developed concentrations and reorganized sociology curriculum around core concentrations.

*Assistant Professor, Faculty Advisor*, University of Missouri, Kansas City, 2003-2006.
- New Courses: Sociology of Sexualities; Gender, Work, and Social Change; SociologyCapstone: Public Sociology; Creative Knowledges, Cultural Productions

(undergraduate). Qualitative Epistemologies (graduate).

*Visiting Assistant Professor, Faculty Advisor*, Georgetown University, 2002-2003.

- New Courses:  Sexual Politics, Sexual Cultures; Transnational Feminisms; Gender,Work, and Social Change (undergraduate).

*Academic Service-Learning course development*. University of Missouri, Kansas City, 2004-05. Partnered with Kansas City nonprofits to incorporate academic service-learning component fortwo undergraduate courses (Gender, Work, and Social Change and Sociology of Sexualities). Students earned course credit through carrying out research for local nonprofits engaging with immigrant urban farming, women refugee needs assessment and relocation services, HIV/AIDS services and outreach, and sex worker needs assessment.

*University of Missouri New Faculty Teaching Scholars Program.* University of Missouri, 2004-05. Participated in teaching development program for UM professors; developed curriculum,teaching, and lecturing tools, and faculty teaching portfolios.

*Diversity Curriculum Infusion Institute.* University of Missouri, Kansas City, 2004-05. Participated in a series of workshops on critical pedagogy and infusing diversity in curriculum; reorganized Gender, Work, and Social Change course to reflect critical pedagogical goals.

*Case Method Teaching Project.* University of California, Santa Barbara, 2001-02. Participated in Case Method Training and Teaching Project with Professor John Foran, which involved writing a case method and teaching notes based on my dissertation research, entitled "Desire, Labor, and Urban Space:  Local/Global Decisions for Malate's Afamistas."

*Teaching Associate and Assistant.* University of California, Santa Barbara, 1994-2002. Taught the following undergraduate courses in Sociology: Theories of Gender Inequality; Sociology of Sexual Politics; Feminist Qualitative Methods.

*Women, Culture, and Development Minor.* University of California, Santa Barbara, 1998-99. Served as lead research assistant for Professor Kum-Kum Bhavnani in the development of a new undergraduate minor in Women, Culture, and Development, addressing the intersection ofgender studies, cultural studies, and globalization.

*Graduate Mentor and Lead Researcher for the "Alternative Fashion Show."* University of California, Santa Barbara, 1998-99. Guided student research on working conditions in the global fashionindustry, completed scripts, and directed production of an alternative fashion show critiquing global clothing production. UCSB's alternative fashion show received favorable mention in a*Time Magazine* article on global justice student activism.

## Conferences Organized

New Directions in Feminism and Human Rights: Cross-disciplinary Perspectives on Human Rights in the Américas Speakers Series. Co-wrote and delivered introduction to conference andserved as discussant on sex trafficking panel. University of California, Santa Cruz, April 2011.

Annual Gender and Development Conference. Departments of Women's and Gender Studiesand Sociology, University of Missouri, Kansas City, 2004-06.

## Conference Panels Organized

"Forging Pathways out of Crisis." International Feminist Journal of Politics Conference. University of Southern California, Los Angeles, CA. May 2014.

"Global Feminist Research Praxis." Pacific Sociological Association. San Diego, CA. March 2012.

"Sociology of Tourism." Pacific Sociological Association. San Diego, CA. March 2012.

"Sociology of Human Rights." Pacific Sociological Association. San Diego, CA. March 2012.

"Transnational Sexualities in Local, National, and Global Contexts." Pacific Sociological Association. Seattle, WA. March 2011.

"Sociology of Human Rights." Pacific Sociological Association. San Diego, CA. April 2009.

"Sociology of Tourism: Exploration of Space and Place." Pacific Sociological Association. Portland, OR. April 2008.


## Invited Talks

Book talk on *The Rise and Fall of an Urban Sexual Community: Malate (Dis)Placed*. To course onTransnational Feminisms, Women's and Gender Studies, CSU Northridge, 2017.

Research presentation for CSUF's Queer Speakers Series. "Neoliberal Intimacies and Manila's Urban Gay Community." Department of Women's and Gender Studies, CSUF, CA. December2015.

Invited globalization panel participant for the University of California, Santa Barbara Sociology Department's 50th Anniversary Conference. "Globalization, place & neoliberal intimacy" Department of Sociology, UCSB, CA. December 2014.

Keynote for Gender Research Conference. "Queering Research in a Study of Manila's Irreverent Queer Public." Department of Women's and Gender Studies, CSUF, CA. April2011.

Discussant for paper panel "Sexuality & Politics." Pacific Sociological Association. Oakland, CA. April 2010.

"Desire, Imagination, and Urban Space – Counter-publics and Manila's Urban Gay Community." Department of Women's Studies, University of California, Irvine, CA. May 2009.

Author Meets Critic for book *Respectably Queer: Diversity Culture in LGBT Activist Organizations* byJane Ward. Pacific Sociological Association. San Diego, CA. April 2009.

"Gay Lives and Transnational Service labor: Exploring Filipino Gay Hospitality and ServiceWork in 'Paper Dolls'." Department of Women's Studies and Sociology, Appalachian State University. Boone, NC. October 2007.

"Identity, Mobility, and Urban Place-Making: Exploring Gay Life in Manila." Moynihan Institute's Gender and Globalization Initiative, Department of Sociology, Syracuse University. Syracuse, NY. November 2006.

Discussant for paper panel "Cultures of Research, Researching Culture(s)." Latin American Studies Association Conference. San Juan, Puerto Rico. March 2006.

"When Sex Work isn't 'Work': Hospitality, Gay Life, and the Production of Desirable Labor." Sociology Colloquia Series, Department of Sociology, University of Kansas. Lawrence, KS. March 2004.

## Conference Papers, Panel Discussions, Posters

Author meets critic *The Rise and Fall of an Urban Sexual Community: Malate (Dis)Placed.* PacificSociological Association. Long Beach, CA. April 2018.

"The Militarization of Rice and Storms: Neoliberal crisis in media framings of Typhoon Yolanda and the Golden Rice struggles in the Philippines." Pacific Sociological Association. SanFrancisco, CA. April 2016. (Presentation with former graduate student on collaborative research project).

"The Exclusions of Place: Gay gentrification within the City of Manila." Pacific Sociological Association. Long Beach, CA. March 2015.

"Seeds, Storms, and the Cultivation of Neoliberal Crisis: Analyzing media framings of Typhoon Yolanda and the Golden Rice struggles in the Philippines." Gender and Crisis in World Politics Conference (International Feminist Journal of Politics). University of Southern California, Los Angeles. May 2014.

"Ethnographers on the Craft of Ethnography." Pacific Sociological Association. Portland, OR. March 2014.

"'Love, Autonomy, and our Attempts at It': Coming of age in Malate". Pacific Sociological Association. Portland, OR. March 2014.

"Case Method Teaching in Transnational Feminist Classrooms." Sociologist for Women in Society (SWS) summer meetings. New York, NY. August 2013.

"Using the Case Method of Teaching to Promote Active Student Learning." Poster presentation at the American Sociological Association. New York, NY. August 2013.

"Critical Global and Feminist Frameworks in Professor Kum-Kum Bhavnani's Research Methodologies." Pacific Sociological Association. San Diego, CA. March 2012.

"From Hate Crimes to Human Rights: Queer Praxis as Human Rights Struggle." (Co-presentedwith Professor Molly Talcott) LGBT/Queer Studies: Toward Trans/national Scholarly and Activist Kinship Conference. Madrid, Spain. July 2011.

"Transnational sexualities and gay place in Manila." Pacific Sociological Association. Seattle, WA. March 2011.

"Challenging US Exceptionalism in the US Classroom: Pedagogies of an emerging human rights-conscious sociology." (Co-presented with Professor Molly Talcott) International Sociological Association. Gothenburg, Sweden. July 2010.

"Facilitating Professor-Graduate Student Dialogue on Economic & Institutional Barriers toEducation." (Co-presented with CSUF graduate students) Pacific Sociological Association. Oakland, CA. April 2010.

"Queering Human Rights." Pacific Sociological Association. San Diego, CA. April 2009.

"Feminist Research, Social Imaginings, and the Politics of Mediation." American Sociological Association. New York, New York. August 2007.

"Feminist Transnational Research: Exploring Desire and Translocality." International Research Conference: Dimensions of International Migration. California State Polytechnic University, Pomona. April 2007.

"Gay Travel, Identity, and Place in the Urban Philippines." Pacific Sociological Association. Portland, Oregon. April 2005.

"Identity, Mobility, and the Practice of Urban Place-making in 'Gay' Manila." American Sociological Association. San Francisco, California. August 2004.

"Feminist Methodologies Exploring Place-making." Pacific Sociological Association. San Francisco, California. April 2004.

"Gay 'Ghetto' or Gay Space?: Organization of Sexuality and the Production of Urban Sexual Space in Manila." American Sociological Association. Chicago, Illinois. August 2002.

"Tourism, Sexuality, and Development:  Globalization and Sexual Community in the Philippines." American Sociological Association. Anaheim, California. August 2001.

"Gay Tourism and Sex Tourism:  Assessing Connections for the Study of Sexuality, Development, and Critical Psychology." Millennium World Conference in Critical Psychology. Sydney, Australia. April 1999.

## Selected Campus and Community Symposiums

- "Faculty Panel on Advice to New Graduate Students;" CSUF Graduate Studies Orientation, 2016.
- "Gentrification and Highland Park, Los Angeles;" invited lecture to CSULA honor's class onthe Sociology of Los Angeles. CSULA, Los Angeles, 2015.
- "Gender, Neoliberal Intimacy, and Resistance" Talk given as part of a Sociology HonorsSymposium at California State University, Fullerton, 2015.
- "Faculty panel on securing a job at a Cal State or community college;" Sociology GradStudent Organization at the University of California, Irvine, 2014.
- "Visualizing Manila: A sociologist's photographic representation of a neighborhood;" photoessay presented as part of a photo critique at Avenue 50 studio in Highland Park. Los Angeles, 2013.
- Led community dialogue about the film "Flag Wars" to discuss gentrification in HighlandPark. Avenue 50 Studio, Highland Park, Los Angeles, 2013.
- "Critical Ethnography and the Study of Urban Gay Community in Manila;" invited lecture to
Pitzer College's sociology research methods class. Pitzer College, Claremont, 2012 & 2013.
- "Women's Leadership in the Academy: A personal and political experience" Discussion aspart of West Hollywood's Young Women's Leadership Conference, Los Angeles, 2012.
- "Queer Visions of Social Change: What's Human Rights got to do with it?" Talk given aspart of a Sociology Honors Symposium at California State University, Fullerton, 2011.
- Faculty panelist for the Hispanic Scholarship Fund Faculty Panel, California StateUniversity, Fullerton, 2010.
- "Another World is Possible! An Introduction to Globalization: Where do we go from here?"Talk for California State University Fullerton's Social Justice Summit, Fullerton, 2009.
- "Urban Tourism and Hospitality Work in Manila: A Look at Intimate Labor in Globalization." Talk given as part of a Sociology Honors Symposium at California SateUniversity, Fullerton, 2007.
- "Globalization and New Resistance in the Wake of Argentina's Financial Crisis: A Discussion of Naomi Klein's 'The Take'." Talk given as part of a documentary film series for Kansas City community dialogue, 2005.
- "Race, Class, Gender, and Global Inequalities and LGBT Communities." University of Missouri, Kansas City, LGBT Initiative, 2005.
- "Privilege, Power, and Prejudice: Unveiling the War Crimes at Abu Ghraib." University ofMissouri, Kansas City, Women's Center, 2004.
- "Truth and Lies? Lesbian representations in media." University of Missouri, Kansas City, LGBT Initiative, 2004.
- "Gendering Globalization: A Look at Tourism Development and the Restructuring of Women's Intimate Labor." University of Missouri, Kansas City Honors Colloquia, 2003.
- "Gendered Language, Gendered Communication." Women's Leadership Conference,

Kansas City, 2003.

# Professional Activities

- Member of ASA's new communities initiative, Philippines Community, 2021.
- Humanities and Social Sciences College Personnel Standards Review Committee, CSUF,2020-present.
- Department Personal Committee, Sociology, CSUF, 2015-16, 2017-present (chair 2018-19).
- Lecturer Evaluation Committee, Sociology, CSUF, 2015-present.
- Department Personal Committee, African American Studies, CSUF, 2014-16, 2020-present(chair 2020-21).
- Graduate Committee, Department of Sociology, California State University, Fullerton,2008-present.
- Student Services Committee, Department of Sociology, California State University,Fullerton, 2019.
- Graduate Program Assessment, Department of Sociology, California State University,Fullerton, (developed and instituted) 2015-2018.
- CFA Faculty Rights Committee, California State University, (chair 2018-19) 2018-21.
- CFA Eboard, California State University, Fullerton, (secretary 2019) 2018-present.
- Search committee for the Director of Diversity Initiatives and Resources Centers, CSUF,2014.
- Faculty Search Committee, Department of Sociology, CSUF, 2006-07, 2008-09, 2012-13,2014-15.
- Program Performance Review, Sociology, CSUF, 2013-14. Researched older reports, identified areas of need for writing up report, solicited faculty report writing, compiled andedited writing, and completed PPR report for the Department of Sociology.
- Department Personal Committee Alternate, Women's and Gender Studies, CSUF, 2014-2016.
- Reviewer for *Contexts,* 2014.
- Contributor to the Presidential Symposium "Confronting Inequalities", CSUF, 2012.
- HSS New Minor Advisory Committee, CSUF, 2011-12.
- Executive Program Committee, Pacific Sociological Association, 2011-2012.
- *Sin Turista* Advisory Board, 2013-15.
- Committee on Committees (elected position), Pacific Sociological Association, 2010-12.
- Advisory Committee for NSF grant proposal studying women faculty attrition, submittedby Associate Vice President for Academic Affairs Jennifer Faust, CSUF, 2011-2012.
- Women and Gender Studies Program Council, California State University, Fullerton, 2007-2011.
- Queer Studies Minor Advisory Board and Affiliated Faculty, California State University,Fullerton, 2010-2016.
- Reviewer for *International Feminist Journal of Politics,* 2011.
- Editorial Board Member and Reviewer for *Gender & Society,* 2007-2010.
- Social Justice Summit Advisory Board, California State University, Fullerton, 2008-2010.
- Scholarly advisor documentary film project, "Dhana & Indra," by Daven

Gee,director/producer, Kathadin Foundation, 2009.
- Program Committee, Pacific Sociological Association, 2007-08.

- Chair, Undergraduate Committee, Department of Sociology, California State University,Fullerton, 2006-08.
- Faculty Search Committee, Religious Studies/Sociology & Anthropology, UMKC, 2005.
- Urban Studies BA Program development committee, UMKC, 2005.
- Scholarly advisor documentary film project, "I saw you at the Mall," by Professor Daven Gee, 2004-2006.
- Faculty organizer Sociology colloquia series on Public Sociology, UMKC, 2004-06.
- Faculty Council on Urban Affairs, UMKC, 2003-06.
- Women's and Gender Studies Core Faculty/Executive Committee, UMKC, 2003-06.
- LGBT Initiative Advisory Board, UMKC, 2003-04.
- Women's Studies Executive Committee, Georgetown University, 2002-03.

## Selected Research

- Exploratory research into Filipino Foodways in Los Angeles, 2021-present. Accepted to take part in workshop and edited collection on *Halo-Halo Ecologies:  A Transnational Workshopon Emergent Philippine Environments and Foodways.*
- Research into environmental and land defender struggles in the Philippines, 2018-2021.
- Completed Advanced Creative Writing course through UCLA extension, summer 2020.
- Research for NSF grant ADVANCE IT on recruitment toolkits, workshops, and mentorship programs; exploring how to increase women and historically underrepresentedfaculty in STEM, CSUF, 2013-14.
- Three-month follow-up field research on urban sexual spaces; field and archival work,interviewing, and participant observation, Manila, 2013.
- "Sin Turista: A photography workshop in Highland Park," "Still Life Workshop," "Black and White Workshop"; & four one day street photograph workshops; preliminary researchthrough visual method sociology into urban community and change in Highland Park, LosAngeles, 2011-2015.
- Three-month follow-up field research on urban sexual spaces; field and archival work,interviewing, and participant observation, Manila, 2005.
- Preliminary research on an Immigrant Urban Plot Farming Project; informal interviews andfield observations, Kansas City, 2005.
- Thirteen-month ethnography researching the production of urban sexual spaces; field andarchival work, interviewing, and participant observation, Manila, 2000-2001.
- Three-month ethnography researching the production of alternative lesbian sex publications; field and archival work, in-depth interviewing, and textual analysis, SanFrancisco, California, 1994.

## Selected Community Work
- Creative writing working group, Los Angeles, 2018-present.
- Member of Asian American Justice Innovation Lab (AAJIL) 2019-present.
- People's Freedom University, Occupy LA, presentation on Occupy movement and LGBT

Human Rights, 2011.
- Member, Cypress Park Community Chamber of Commerce, Los Angeles, CA, 2010.

- Volunteer, Downtown Women's Center (providing permanent housing and meals forhomeless women), Los Angeles, CA, 2009.
- Interviewee for documentary film on "Race", Los Angeles, CA, 2008.
- Participant U.S. Social Forum, Atlanta, GA, 2007.
- Election Protection poll monitor for 2004 presidential elections, Kansas City, MI, 2004.
- Grass Roots Radio Conference, Santa Barbara, CA, 2004.
- Guest contributor to community radio program (KCSB) "Voices for Global Justice," SantaBarbara, CA, 2003.
- Organizer of feminist studies research group, Georgetown University, Washington, DC,2003-05.
- Founder, editor, writer for *Steam... A Zine for Women on the Brink.* Independent publication,Manila, the Philippines, 2000-01.
- Writer/contributor for *Natives' Wish,* a Pinoy centric web magazine for Filipino overseasworkers, Manila, the Philippines, 2000-01.

**Professional Membership** Pacific Sociological Association, Sociologists for Women in Society, American Sociological Association Philippine Community (new community initiative)

**Language Skills** French (conversational)

# TAYLOR MARION CRUZ
*Curriculum Vitae*

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*Website:* taylormcruz.com

## APPOINTMENT

2018-    Assistant Professor of Sociology, California State University, Fullerton
*Faculty Affiliate,* Center for Ethnography and Cultural Analysis

## EDUCATION

2018    Ph.D. in Sociology, University of California, San Francisco
*Committee:* Janet Shim (chair), Howard Pinderhughes, Catherine Bliss2012
B.S. with Honors in Business, Minor in Sociology, Arizona State University

## AREAS OF EXPERTISE

Sociology of health and illness; Science and technology studies (STS); Health politics and policy;
Sociological theory; Gender, race, and sexuality; Qualitative research methods

## PUBLICATIONS

### Peer-Reviewed Publications

2022    Cruz, Taylor M. "The Social Life of Biomedical Data: Capturing, Obscuring, and
Envisioning Care in the Digital Safety-Net." *Social Science & Medicine.* doi:
10.1016/j.socscimed.2021.114670

2021    Cruz, Taylor M. and Emily Allen Paine. "Capturing Patients, Missing Inequities:Data
Standardization on Sexual Orientation and Gender Identity across Unequal
Clinical Contexts." *Social Science & Medicine.* doi:
10.1016/j.socscimed.2021.114295

2021    Cruz, Taylor M. "Data Politics on the Move: Intimate Work from the Inside of a
Data-Driven Health System." *Information, Communication & Society.* doi:
10.1080/1369118X.2021.1954972

2021    Cruz, Taylor M. and Sheridan A. Smith*. "Health Equity Beyond Data: Health Care
Worker Perceptions of Race, Ethnicity, and Language Data Collection in Electronic
Health Records." *Medical Care.* doi: 10.1097/MLR.0000000000001507

2021        Joyce, Kelly, Laurel Smith-Doerr, Sharla Alegria, Susan Bell, Taylor M. Cruz, Steven
           G. Hoffman, Safiya Noble, and Benjamin Shestakofsky. "Toward a Sociology of
           Artificial Intelligence: A Call for Research on Inequalities and Structural Change."
           *Socius.* doi: 10.1177/2378023121999581

| 2021 | Cruz, Taylor M. "Shifting Analytics within US Biomedicine: From Patient Data to the Institutional Conditions of Health Care Inequalities." *Sexuality Research & Social Policy*. doi: 10.1007/s13178-021-00541-6 |
|------|------|
| 2020 | Cruz, Taylor M. "Perils of Data-Driven Equity: Safety-Net Care and Big Data's Elusive Grasp on Health Inequality." *Big Data & Society* January-June: 1-14. |
| 2017 | Cruz, Taylor M. "The Making of a Population: Challenges, Implications, and Consequences of the Quantification of Social Difference." *Social Science & Medicine* 174: 79-85. |
| 2016 | Nemoto, Tooru, Taylor M. Cruz, Mariko Iwamoto, Karen Trocki, Usaneya Perngparn, Chitlada Areesantichai, Sachiko Suzuki, and Colin Roberts. "Examining the Sociocultural Context of HIV-related Risk Behaviors among Kathoey Sex Workers in Bangkok, Thailand." *Journal of the Association of Nurses in AIDS Care* 27(2): 153-65. |
| 2015 | Nemoto, Tooru, Taylor M. Cruz, Mariko Iwamoto, and Maria Sakata. "A Tale of Two Cities: Access to Care and Services among African American TransgenderWomen in Oakland and San Francisco." *LGBT Health* 2(3): 235-42. |
| 2014 | Cruz, Taylor M. "Assessing Access to Care for Transgender and Gender Nonconforming People: A Consideration of Diversity in Combating Discrimination." *Social Science & Medicine* 110: 65-73. |

## Other Publications

| 2018 | Cruz, Taylor M. "The Declining Significance of Class? A Renewed Call for Health Equity." *Synapse* (https://synapse.ucsf.edu). |
|------|------|

## Manuscripts under Review

Cruz, Taylor M., Jaewoo Park*, Austin Chen*, Emily Moore*, and Andrea Gordillo*. "Artificial Intelligence in the Margins: Port Worker and Community Resistanceto Automation in the Los Angeles Harbor Region." Revise and resubmit.

Cruz, Taylor M. "Racing the Machine: How Data Analytics Obscures the Social Nature of Racialized Health Inequality." Revise and resubmit.

## Manuscripts in Progress

Cruz, Taylor M., Emily Moore*, Andrea Gordillo*, Jaewoo Park*, and Austin Chen*. "Who's Driving AI Injustice? Community, Policy, and Expert Engagement with Automation and Structural Inequality." Draft under revision.

Cruz, Taylor M. "Engaging AI and Society, from Center to Margin." In preparation.

Cruz, Taylor M. "Viral Data, Dirty Logics: Learning to Live with Digital Health Data in the COVID-19 Pandemic." In preparation.

*CSUF Student co-author

# GRANTS AND FUNDING

| 2020-21 | "Distrust in Pandemic Response: Perceptions of Expertise across Southern California's Diverse Publics" |
|---|---|
| | Research, Scholarship, and Creative Activity Award to Promote External Funding, CSUF Office of Research and Sponsored Projects ($15,000) |
| | Summer Undergraduate Research Academy (SUReA), CSUF Office of Researchand Sponsored Projects ($9,000) |
| 2018 | "Reform by Numbers: Accountability and the Sociotechnical Transformation of American Medicine" |
| | Forsythe Award for Social Studies of Science, Technology, and Health, UCSF Anthropology, History, and Social Medicine ($5,000) |
| 2017-18 | "Reform by Numbers: Metrics, Accountability, and Health Care Delivery" |
| | Newcomer Policy Fund, UCSF Social and Behavioral Sciences ($2,500) |
| 2016-17 | "Shifting Logics of Medical Rationality during Health Care Reform" |
| | Harrington Policy Fund, UCSF Social and Behavioral Sciences ($3,000) |

## Grants Submitted (Not Funded)

| 2021 | "Distrust in Pandemic Response: Perceptions of Science and Government among Diverse Publics" |
|---|---|
| | Presidential Grant (Letter of Inquiry), Russell Sage Foundation |
| | Democratic Anxieties in the Americas Grant, Social Science Research Council |
| | Major Research Grant, John Randolph Hanyes and Dora Haynes Foundation Early |
| | Career Award for Promoting Quality in Research, Einstein Foundation |
| 2020 | "Data-Driven Reform: The Rise of Big Data in United States Health Politics" Summer Research and Writing Stipend, CSUF Humanities and Social Sciences |
| 2019 | "Stakeholder Perceptions of Automation at the Port of Los Angeles" |
| | Faculty Fellowship, John Randolph Haynes and Dora Haynes Foundation |
| 2019 | "Data-Driven Reform: Health Tech and the New Politics of Care" |
| | Grant for Works in Progress, Robert B. Silvers Foundation |
| 2019 | "EHRs and Health System Big Data in the Era of Accountable Care" |
| | Summer 2020 Residency, Fondation Brocher |

# HONORS AND AWARDS

| 2021-22 | Faculty Recognition for Scholarly Activities, CSUF Faculty Development Center |
|---|---|
| 2020-21 | Outstanding Untenured Faculty Award (Nominated, Department of Sociology), CSUF College of Humanities and Social Sciences |
| 2018 | Dissertation Completion Fellowship (Declined for faculty position), Andrew W. Mellon Foundation and American Council of Learned Societies |
| 2017 | Health, Health Policy, and Health Services Division Graduate Paper Award, Society for the Study of Social Problems |
| 2017 | Dissertation Completion Fellowship (Alternate), Ford Foundation |
| 2014-17 | Graduate Research Fellowship, National Science Foundation |
| 2014 | Population Health Training Fellowship, Fenway Institute and Boston University |
| 2012-17 | Graduate Dean's Health Science Fellowship, UCSF Graduate Division |

2008-12    National Hispanic Recognition Program, College Board and Arizona State

# INVITED PRESENTATIONS

2021    "Racing the Machine: How Data Analytics Obscures the Social Nature of Racialized
        Health Inequality," Institute for Computational and Data Science, Pennsylvania State
        University.
2020    "The Social Lives of Big Data in a Data-Driven Health System," Invited Session on
        Artificial Intelligence (AI) and Inequalities, American Sociological
        Association, Science, Knowledge, and Technology Section. (cancelled, COVID)
2020    "A University for the 2020s," Humane Infrastructures: An Experimental
        Humanities Workshop, UC Humanities Research Institute, UC Los Angeles.
2019    "The Difference Organizationally Embedded Users Make with Data-Driven
        Technologies," Algorithms on the Shop Floor Workshop, Data & Society.
2019    "Population Health and the Emerging Technopolitics of Data-Driven Care," Diana
        Forsythe Lecture, UCSF Anthropology, History, & Social Medicine.
2019    "The Emerging Technopolitics of Data-Driven Society," University Hour, CSU EastBay
        Department of Sociology.

# CONFERENCE PRESENTATIONS

2021    "Capturing Patients, Missing Inequities: Data Standardization on Sexual Orientation and
        Gender Identity across Unequal Clinical Contexts." AmericanSociological
        Association, San Francisco. (virtual)
2021    "Governing AI: Worker, Policy, and Engagements with Automation at the Port of Los
        Angeles." Computer Ethics Philosophical Enquiry/International Associationfor
        Computing and Philosophy, University of Hamburg, DE. (virtual)
2021    "Governing Automation at the Port of Los Angeles: Worker, Policy, and Expert
        Engagements with AI." Pacific Sociological Association, San Diego. (virtual)
2021    "Understanding Race, Ethnicity, and Language in Electronic Health Records."
        Pacific Sociological Association, San Diego. (virtual)
2020    "The Real on REAL: A Qualitative Study of Health Care Workers' Understanding of
        Race, Ethnicity, and Language in EHRs." American Public Health Association, San
        Francisco. (virtual)
2020    "Challenges of Data-Driven Equity: Provider and Staff Reactions to EHR Data
        Collection on Sexual Orientation and Gender Identity." American Public
        Health Association, San Francisco. (virtual)
2020    "Perils of Data-Driven Equity: Confronting the Fundamental Conditions of Genderand
        Sexual Minority Health Inequities." American Sociological Association, San
        Francisco. (virtual)
2020    "Understanding Race, Ethnicity, and Language in Electronic Health Records," Society
        for the Study of Social Problems, San Francisco. (cancelled, COVID).
2019    "Provider and Staff Reactions to EHR Data Collection on Sexual Orientation and
        Gender Identity: Notes from the Safety-Net," Gay and Lesbian Medical
        Association, New Orleans, LA.
2019    "Population Health and the Emerging Technopolitics of Data-Driven Care," Societyfor
        Social Studies of Science, New Orleans, LA.
2019    "The Technopolitics of Data-Driven Society: The Difference End-Users Make with
        Information Technology and Data Analytics," American Sociological Association,
        New York, NY.

| 2019 | "The Emerging Technopolitics of Data-Driven Society," Pacific Sociological Association, Oakland, CA. |
|---|---|
| 2018 | "Accounting for Difference: Conceiving 'the Social' in the Era of Accountability," Pacific Sociological Association, Long Beach, CA. |
| 2017 | "Critique, Reform, and Accountability in United States Health Care Policy," American Sociological Association, Montreal, Canada. |
| 2016 | "Three Tensions in the Quantification of Difference for Population Research: TheCase of Sexuality," American Sociological Association, Seattle, WA. |

## INVITED WORKSHOP PARTICIPATION

| 2020 | Sociology of Artificial Intelligence/Machine Learning (AI/ML), Drexel University |
|---|---|
| 2020 | Contested Data: What Happens When the Givens Aren't Taken, Data and Society |
| 2019 | Datafication and Community Activism, UC Irvine Department of Informatics |

### INVITED FORUM PANELIST

| 2021 | Applying for Graduate Fellowships: NSF GRFP & Ford Foundation, CSU Fullerton McNair Scholars Program Summer Institute |
|---|---|
| 2020 | Social Sciences Panel, California Forum for Diversity in Graduate Education |
| 2020 | Applying for Graduate Fellowships: NSF GRFP & Ford Foundation, CSU Fullerton McNair Scholars Program Summer Institute |
| 2019 | Applying for Graduate Fellowships: NSF GRFP & Ford Foundation, CSU Fullerton McNair Scholars Program Summer Institute |

## TEACHING EXPERIENCE

### Instructor of Record

California State University, Fullerton
| Theories of Social Behavior | Fa18, Sp19, Fa19, Sp20, Fa20, Sp21, Sum21, Fa21 |
|---|---|
| Sociology of Health and Illness | Spr20, Fa20, Sp21 |
| Health, Tech & Society Lab (Independent Study) | Sp19, Fa19, Sp20, Sum20, Fa20, Sp21, Sum21, Fa21 |
| Advanced Theories of Social Behavior (graduate) | Fa21 |

California State University, East Bay
| Sociological Theory | Wn17, Sp17, Fa17, Wn18, Sp18 |
|---|---|
| Social Policy | Wn18 |
| Racial and Ethnic Relations | Fa17 |

### Additional Teaching

California State University, Fullerton
| Social Media and Social Interaction | Sp19 |
|---|---|
| *Guest Lecture,* Carter Rakovski | |

<u>University of California, San Francisco</u>
Sociology of Health and Medicine (graduate)                 Fa14
   *Teaching Assistant*, Howard Pinderhughes
Policy and Politics of Health (graduate)                    Sp17
   *Guest Lecture*, Howard Pinderhughes

## PROFESSIONAL DEVELOPMENT (TEACHING)

| | |
|---|---|
| 2020 | Teaching Remotely (Canvas Intermediate), CSUF Faculty Development Center |
| 2020 | Teaching Remotely (Canvas Beginner), CSUF Faculty Development Center |
| 2019 | Teaching and Learning Preconference: "Inclusive Pedagogy for a More Just World," American Sociological Association |
| 2019 | IMPACT Teaching Certificate, CSUF Faculty Development Center |
| 2017 | Science Teaching Effectiveness Program for Upcoming Professors, UCSF Office of Career and Professional Development |

## PROFESSIONAL DEVELOPMENT (RESEARCH)

| | |
|---|---|
| 2019 | New Faculty Support Certificate, CSUF Faculty Development Center |
| 2017 | Certificate of Accomplishment in French, City College of San Francisco |
| 2014 | Summer Institute in Population Health Training Fellowship, Fenway Institute and Boston University School of Public Health |
| 2013 | Summer Institute in Community-Based Research, San Francisco State University |

## SERVICE TO UNIVERSITY

<u>California State University, Fullerton</u>
Student Services Committee, Department of Sociology (2018-20; Chair, 2019-20)
Faculty Search Committee, Department of Sociology (2019-20)
Student Services/Commencement Committee, Department of Sociology (2020-22; Chair, 2020-22)
Graduate Committee, Department of Sociology (2020-22)
University Search Committee, Associate Vice President for Faculty Affairs and Support (2020-21)
University Writing Proficiency Committee, Academic Senate (2021-22)

**Advising and Mentorship**

| | | |
|---|---|---|
| Mariana Lopez | CSUF Sociology Undergraduate Research | (Mentor, 2018-) |
| Madeline Kim | CSUF Senior Honors Thesis | (Chair, 2019-20) |
| Sheridan Smith | CSUF Sociology Undergraduate Research | (Mentor, 2019-) |
| Chris Fuentes | CSUF Sociology MA Thesis | (Chair, 2020-) |
| R.J. Gladwell | CSUF Sociology MA Thesis | (Mentor, 2020-) |

**Health, Tech & Society Lab (Undergraduate Research Group)**

| | | |
|---|---|---|
| Tiffany Resendiz | Race, Technology & Health | Spring 2019 |
| Paige Ridgeway | Race, Technology & Health | Spring 2019 |
| Adriana Trujillo | Race, Technology & Health | Spring 2019 |
| Heather Willis | Race, Technology & Health | Spring 2019 |
| Bethzaida Ferrari | Race, Technology & Health | Fall 2019 |
| Dan'L Gallagher | Race, Technology & Health | Fall 2019 |
| Kelley Sagal | Race, Technology & Health | Fall 2019 |
| Sheridan Smith | Race, Technology & Health | Fall 2019, Spring 2020, Summer 2020 |
| Austin Chen | Automation at the Port of LA | Spring 2020, Summer 2020, Fall 2020 |
| Melissa Lopez | Automation at the Port of LA | Spring 2020 |
| Emily Moore | Automation at the Port of LA | Spring 2020, Summer 2020, Fall 2020, Spring 2021 |
| Jaewoo Park | Automation at the Port of LA | Spring 2020, Summer 2020 |
| Jessica Rodriguez | Automation at the Port of LA | Spring 2020 |
| Olivia Venegas | Automation at the Port of LA | Spring 2020 |
| Mychaela Moore | Data-Driven Health Reform | Fall 2020 |
| Jocelyn Aldape | Distrust in Pandemic Response | Fall 2020, Spring 2021, Summer 2021, Fall 2021 |
| Lucy Grams | Distrust in Pandemic Response | Fall 2020, Spring 2021, Summer 2021 |
| Ryan Miller Meier | Distrust in Pandemic Response | Fall 2020 |
| Keri Nicholson | Distrust in Pandemic Response | Fall 2020, Spring 2021, Summer 2021 |
| Brithany Sigala Diaz | Distrust in Pandemic Response | Fall 2020, Spring 2021 |
| Ernesta Herrera | Distrust in Pandemic Response | Spring 2021, Summer 2021, Fall 2021 |
| Christina Tharpe | Distrust in Pandemic Response | Spring 2021, Summer 2021, Fall 2021 |
| Michael Kruger | Distrust in Pandemic Response | Summer 2021 (SUReA), Fall 2021 |
| Allison Brown | Distrust in Pandemic Response | Summer 2021 (SUReA), Fall 2021 |
| Lauren Herrera | Distrust in Pandemic Response | Fall 2021 |

# SERVICE TO PROFESSION

Journal Reviews (Referee)
*Social Studies of Science, Social Forces, Social Science & Medicine, Medical Anthropology Quarterly, LGBT Health, Medical Care, Health Education & Behavior, Sociology of Health & Illness, Social Science Research Council (SSRC)*

Grant Reviews (Panelist)
National Science Foundation, Computer and Information Science and Engineering (CISE) (2021)

Review and Award Committees (Member)
American Sociological Association
    Robert K. Merton Book Award, Science, Knowledge, and Technology Section (2020)
Society for the Study of Social Problems
    Graduate Student Paper Award, Health, Health Policy, and Health Services Division (2018)

Conference Sessions (Organizer)

American Sociological Association, SKAT Section, "Anti-Racist Science", Los Angeles, CA (2022)
Pacific Sociological Association, "Sociology of Science and Technology," Sacramento, CA (2022)
Society for the Study of Social Problems, "Health Equity Today," Philadelphia, PA (2018) California
Sociological Association, "Health and Inequality," Sacramento, CA (2017)

## SERVICE TO COMMUNITY

Academic Coach, First Graduate, San Francisco, CA (2016-18)
High School Student Mentor, East Bay College Fund, Oakland, CA (2016-18)

## AFFILIATIONS AND MEMBERSHIPS

American Sociological Association (2014-)
  *Sections:* Medical Sociology; Science, Knowledge, and Technology; Theory; Political SociologySociety for the Social Studies of Science (2015-)

## LANGUAGES

Spanish (Advanced in reading, speaking, and writing)
French (Intermediate in reading, Beginner in speaking and writing)

**Jorge Fontdevila, Ph.D.**
Work: 657.278.2755; Fax: 657.278.2001
Email: jfontdevila@fullerton.edu

## ACADEMIC APPOINTMENTS

2019-present    Professor, Department of Sociology, California State University, Fullerton.
2013-2019       Associate Professor, Department of Sociology, California State University, Fullerton.
2006-2013       Assistant Professor, Department of Sociology, California State University, Fullerton.
2003-2006       Research Scholar, Center for AIDS Prevention Studies, University of California, San Francisco.

## EDUCATION

1994-2002       Ph.D. in Sociology with Distinction, Columbia University.
1988-1990       M.A. in Cultural Anthropology, University of Chicago.
1983-1988       Licenciatura, Universidad Autónoma de Barcelona, Spain.

## AREAS OF SPECIALIZATION

Sexualities/sexual health; health and illness; HIV/AIDS; Latino populations and health; migration; microsociology/emotions; language/sociolinguistics; semiotics; network theory; sociological theory.

## PEER-REVIEWED PUBLICATIONS (Selection)

2022    **Fontdevila, J.** "Stigma Embedded Semiotics: Indexical Dilemmas of HIV across Local and  Migrant Networks." In A. Cossu and J. Fontdevila (Eds.), *Interpretive Sociology and the Semiotic    Imagination*. Bristol, UK: Bristol University Press (Forthcoming 2022)

2022    Cossu, A. and **Fontdevila, J.** (Eds). *Interpretive Sociology and the Semiotic Imagination*. Bristol,    UK: Bristol University Press (Forthcoming 2022)

2020    **Fontdevila, J.** "Epidemics as Complex Systems: Sexual Meanings and HIV among Latino    Gay and Bisexual Men." In A. Patterson and I. Read (Eds.), *Epidemics: The SHAPES of Global  Disease*. Newcastle, UK: Cambridge Scholars Publishing.

2019    **Fontdevila, J.** "Productive Pleasures across Binary Regimes: Phenomenologies of Bisexual   Desires among Latino Men." *Sexualities*, published ahead of print, April 5, 2019,       https://doi.org/10.1177/1363460719839915

2018    **Fontdevila, J.** "Switchings among Netdoms: The Relational Sociology of Harrison C.        White." In F. Depelteau (Ed.), *The Palgrave Handbook of Relational Sociology*. New York:        Palgrave MacMillan.

2014    Carrillo, H. and **Fontdevila, J.** "Border Crossings and Shifting Sexualities among Mexican    Gay Immigrant Men: Beyond Monolithic Conceptions." *Sexualities* 17:919-938.

2013    **Fontdevila, J.** and White, H. C. "Relational Power from Switching across Netdoms through
        Reflexive and Indexical Language." In C. Powell and F. Depelteau (Eds.), *Applying Relational  Sociology: Relations, Networks, and Society*. New York: Palgrave MacMillan.

2011    **Fontdevila, J.**, Opazo, M.P., and White, H.C. "Order at the Edge of Chaos: Meanings from Netdom Switchings across Functional Systems." *Sociological Theory* 29:178-198.

2010    **Fontdevila, J.** "Indexes, Power, and Netdoms: A Multidimensional Model of Language in    Social Action." *Poetics* 38:587-609.

2010    **Fontdevila, J.** and White, H. C. "Power from Switching across Netdoms through Reflexive  and Indexical Language." *REDES* 18:326-349.

2010    Carrillo, H. and **Fontdevila, J.** "Rethinking Sexual Initiation: Pathways to Identity    Formation among Gay and Bisexual Mexican Male Youth." *Archives of Sexual Behavior*    40:1241-1254.

2009    **Fontdevila, J.** "Framing Dilemmas during Sex: A Micro-Sociological Approach to HIV        Risk." *Social Theory & Health* 7:241-263.

2008    Carrillo, H., **Fontdevila, J.**, Brown, J., and Gomez, W. *Risk across Borders: Sexual Contexts and  HIV Prevention Challenges among Mexican Gay and Bisexual Immigrant Men.* Trayectos Study        Monograph (UCSF/SFSU).

2007    El-Bassel, N., Gilbert, L., Wu E., Chang, M., and **Fontdevila, J.** "Perpetration of Intimate    Partner Violence among Men in Methadone Treatment Programs in New York City."        *American Journal of Public Health* 97:1230-1232.

2006    **Fontdevila, J.** "Phenomenologies of the *Akratic* Self: Masculinity, Regrets, and HIV Risk     among Men on Methadone." *Journal of Urban Health* 83:586-601.

2005    **Fontdevila, J.**, El-Bassel, N., and Gilbert, L. "Accounting for HIV Risk among Men on        Methadone." *Sex Roles* 52:609-624.

2004    Schilling, RF., **Fontdevila, J.**, Fernando, D., El-Bassel, N., and Monterroso, E. "Proximity   to Needle Exchange Programs and HIV-related Risk Behavior among Injection Drug Users      in Harlem." *Evaluation and Program Planning* 27:25-33.

2004    El-Bassel, N., Gilbert, L., Golder, S., Wu EW., Chang, MW., **Fontdevila, J.**, and Sanders, G.
        "Deconstructing the Relationship between Intimate Partner Violence and Sexual HIV Risk   among Drug-involved Men and their Female Partners." *AIDS and Behavior* 8:429-439.

2003    Fernando, D., Schilling, RF., **Fontdevila, J.**, and El-Bassel, N. "Predictors of Sharing Drugs  among Injection Drug Users in the South Bronx, NYC: Implications for HIV        Transmission." *Journal of Psychoactive Drugs* 35:227-236.

2001    El-Bassel, N., **Fontdevila, J.**, Gilbert, L., Voisin, D., Richman, BL., and Pitchell, P. "HIV     Risks of Men in Methadone Maintenance Treatment Programs who Abuse their Intimate   Partners: A Forgotten Issue." *Journal of Substance Abuse* 13:29-43.

2000    Schilling, RF., Fernando, D., **Fontdevila, J.**, and El-Bassel, N. "HIV Risk Reduction among Injection Drug Users: Explaining the Lack of Anticipated Outcomes in a Community-level   Controlled Comparison Study." *Evaluation and Program Planning* 23:301-313

2000    Gilbert, L., El-Bassel, N., Rajah, V., Foleno, A., **Fontdevila, J.**, Frye, V., and Richman, BL.   "The Converging Epidemics of Mood-Altering-Drug-Use, HIV, HCV, and Partner        Violence: A Conundrum for Methadone Maintenance Treatment." *The Mount Sinai Journal of        Medicine* 67:452-464.

## PROFESSIONAL DEVELOPMENT

2021    "Foundations and Applications of Humanities Analytics," Certificate of Completion, Online Course, Santa Fe Institute for Complexity Systems Science, NM, December 2021

2017    "Introduction to Dynamical Systems and Chaos," Certificate of Completion, Online Course,        Santa Fe Institute for Complexity Systems Science, Santa Fe, NM, November 2017

2013    "Introduction to Complexity" Certificate of Completion, Online Course, Santa Fe Institute   for Complexity Systems Science, Santa Fe, NM, June 2013.

2007    Teaching and Learning Academy Certificate (TLAC), Faculty Development Center,   California State University, Fullerton, CA, May 2007.

## HONORS, AWARDS, GRANTS (Selection)

2020    Sabbatical Leave (Fall 2020). Sabbatical Project "Interpretive Sociology and the Semiotic        Imagination."

2017    PI, Senior Intramural Research Award "Stigma-related Barriers to HIV Prevention and Care  among Men who have Sex with Men in Orange County" (Office of Research and Sponsored         Projects, CSUF).

2016    Carlos Monsiváis Award from the Latin American Studies Association (LASA) Sexualities     Section to the article by Carrillo, H. and Fontdevila, J. (2014) "Border Crossing and Shifting         Sexualities."

2013    Sabbatical Leave (Fall 2013). Sabbatical Project "Indexes, Switchings, Netdoms: An   Exploration of Harrison White's Sociolinguistics."

2013    Grant course release to develop an external research proposal "HIV-HPV Syndemic  Relations among Men who have Sex with Men in Southern California" (Health Promotion   Research Institute, CSUF).

2012    PI, Milton A. Gordon Award for Scholarly and Creative Activities (Office of the President,   CSUF).

2009    PI, Community-based Research Grant in collaboration with AIDS Services Foundation        Orange County (Health Promotion Research Institute and Center for Internships and        Community Involvement, CSUF).
2009    PI, CSU Special Fund for Research, Scholarship, and Creative Activity (Office of Grants and        Contracts, CSUF).
2009    Faculty Summer Research and Writing Award (College of Humanities and Social Sciences,    CSUF).
2009    Faculty Recognition Service to Students (Faculty Development Center, CSUF).
2008    Faculty Summer Research and Writing Award (College of Humanities and Social Sciences,    CSUF).
2008    Outstanding Faculty Recognition Teacher-Scholar: Category of Exceptional Teaching        Effectiveness (CSUF).
2007    Faculty Development Grant (Faculty Development Center, CSUF).
2000    Alex Inkeles Prize for excellence in Doctoral Studies, Department of Sociology, Columbia    University, NY.
1994    Lazarsfeld, Presidential, and Dissertation Fellowships for Doctoral Studies in Sociology        (1994-2001), Graduate School of Arts and Sciences, Columbia University, NY.


## CONFERENCES, INVITED PRESENTATIONS, THINK TANK (Selection)

2019    **Fontdevila, J.** "Stigma and Biomedical Paradoxes: Sexual Meanings and HIV among Young        Latino Gay Men." American Sociological Association Preconference "Social Science and     Social Justice: Global Health Research since the Start of the HIV Pandemic," August 9, New        York, NY.
2018    **Fontdevila, J.** "Semiotic Embeddedness over Silence: Indexing HIV across Local and        Migrant Sexual Networks." In Featured Thematic Panel: Semiotics and Social Interpretation,        at Conference "The Roots and Branches of Interpretive Sociology: Cultural, Pragmatists,        and Psychosocial Approaches," August 11, Philadelphia, PA.
2017    **Fontdevila, J.** Invited to Organize and Preside Session on Social Dimensions of AIDS        "Neoliberal Governance and Biomedical Battlefields." American Sociological Association        Meeting, August 13, Montreal, Canada.
2017    **Fontdevila, J.** Invited Presentation "Sexual Meanings and HIV among Latino Gay and        Bisexual Men." *The SHAPE of Global Disease*, Interdisciplinary Epidemics Conference, Department of Liberal Studies, February 24, CSUF.
2017    **Fontdevila, J.** Invited Presentation "Crossing Borders and Shifting Sexualities." Humanities        and Social Sciences (HSS) Lecture Series on "Crossing Borders," February 17, CSUF.
2016    **Fontdevila, J.** Invited Presentation "Metacommunicative Grammars in Sexual Encounters:  Indexing HIV Status across Migrant and Local Sexual Networks," XXXVI Sunbelt   Conference of the International Network for Social Network Analysis (INSNA), April 8,    Newport Beach, CA.
2015    **Fontdevila, J.** Invited Presentation "Productive Pleasures and Binary Regimes:        Phenomenologies of Desire across Gender among Latino Bisexual Men," Thematic Session:        Sexual Practices and Sexual Pleasures, American Sociological Association Meeting, August    25, 2015, Chicago, IL.
2013    **Fontdevila, J.** "From Performatives to Indexes: Beyond Strategy and Consensus in   Communicative Action." American Sociological Association Meeting, August 11, New York,  NY.
2013    **Fontdevila, J.** Session Organizer and Discussant "Sociologies of Risk, Religion, and Health: Exploring Recent Cross-fertilizations" Pacific Sociological Association Meeting, March 24,        Reno, NV.
2012    **Fontdevila, J.** "Heteronormativity or Homoeroticism? Contexts of HIV Risk among Non-  gay Identified Latino Men who have Sex with Men and Women." XIX International AIDS  Conference, July 24, Washington, DC.
2011    **Fontdevila, J.** Invited author to the "Q&A Authors of *Poetics* Issue (Toward a Relational        Sociology of Meaning: Language and Socio-cultural Processes)," Language and Culture     Network Roundtable, American Sociological Association Meeting, August 23, Las Vegas,        NV.
2011    **Fontdevila, J.** "Phenomenologies of Courtship: Sexual Rituals across Genders among        Latino Immigrant Men." Pacific Sociological Association Meeting, March 10, Seattle, WA.

2011    **Fontdevila, J.** Session Organizer "Framing Binaries: New research on Bisexualities." Pacific Sociological Association Meeting, March 10, Seattle, WA.

2010    **Fontdevila, J.** Invited Presentation "Communicative, Power, and Resource Asymmetries in Heterosexual Relationships: Implications for HIV" at the Presidential Session "Gender, Sexuality, and the Global HIV/AIDS Epidemic." Pacific Sociological Association Meeting, April 9, Oakland, CA.

2010    **Fontdevila, J.** Invited to the Think Tank of the Office of AIDS Research "Social and Behavioral Prevention Research" (Theoretical Models Group), US National Institutes of Health (NIH), September 26-28, Bethesda, MD.

2009    **Fontdevila, J.** Co-organizer/discussant of Regional Session "Migration and Shifting Sexualities among Latinos/as in California: Implications for HIV." American Sociological Association Meeting, August 9, San Francisco, CA.

2009    **Fontdevila, J.** Co-facilitator **"**Workshop on Teaching the Sociology of HIV/AIDS." American Sociological Association Meeting, August 8, San Francisco, CA.

2009    **Fontdevila, J.** Session Organizer "The Sociology of Risk." Pacific Sociological Association Meeting, April 10, San Diego, CA.

2009    Carrillo, H. and **Fontdevila, J.** "Border Crossing and Shifting Sexualities: Implications for Sexual Health among Gay and Bisexual Mexican Immigrants." Pacific Sociological Association Meeting, April 9, San Diego, CA.

2008    **Fontdevila, J.** Invited Presentation "An Exploration of Meaning through Indexing: Meta-communicating HIV Status across Sexual Networks" at *Workshop on Meaning: Language and Socio-Cultural Process*, Institute for Social and Economic Research and Policy, Columbia University, November 13, New York.


## PEER REVIEWER (Journals, Grants, Conference Abstracts)
Archives of Sexual Behavior; American Journal of Sociology; Sociological Theory; Culture, Health and Sexuality; Sex Roles; Sexualities; Contexts; Sexuality Research and Social Policy; Social Problems; National Science Foundation; International AIDS Society.


## PROFESSIONAL MEMBERSHIPS (Current)
American Sociological Association (ASA); Sociologists' AIDS Network (SAN/ASA); Pacific Sociological Association (PSA); International AIDS Society (IAS).


## DEPARTMENT/UNIVERSITY SERVICE (Selection)
2022-present    Department Undergraduate Advisor
2021-present    Department Grant for Faculty Scholarly Productivity Committee (Chair)
2020-present    Program Performance Review Committee
2014-present    Department Assessment Committee (Chair 2016-2020)
2008-present    Institutional Review Board University Committee—Sociology Representative
2008-present    MA Thesis Committees (Chair 2015-2017)
2016-2019    McNair Scholar Mentor
2016-2018    DPC Lecturer Evaluation Committee
2016-2017    Department Webmaster
2014-2016    Department Undergraduate Advisor
2012    Faculty Recruitment Committee (Fall 2012)
2008-2017    Faculty Member, Health Promotion Research Institute (HHD College)
2008-2012    Qualitative Research Group, Faculty Development Center
2007-2014    Student Relations/Public Affairs Committee (Chair 2007-2009, 2012-2013)
2007-2013    Faculty Advisor Alpha Kappa Delta (AKD) Sociology Honor Society
2006-2008    Library University Committee
2006-2007    Undergraduate Curriculum Committee


## LANGUAGES

Spanish (Native); English (Fluent); Hindi (Beginner)

# CHRISTOPHER W. GIBSON

cwgibson@fullerton.edu

Assistant Professor • Department of Sociology • California State University, Fullerton

## APPOINTMENTS

| | |
|---|---|
| 2020 – | Assistant Professor of Sociology, California State University, Fullerton |

## EDUCATION

| | | |
|---|---|---|
| 2020 | \| | Ph.D. Sociology, University of California, Irvine |
| 2017 | \| | M.A. Sociology, University of California, Irvine |
| 2009 | \| | M.A. Global Studies, University of California, Santa Barbara |
| 2007 | \| | B.A. English, California State University, Channel Islands |
| 2005 | \| | A.A. General Ed Transfer, Folsom Lake College |

## RESEARCH AND TEACHING INTERESTS

Environmental sociology; governance of natural resources; climate change adaptation and transitions; urban and municipal governance; public policy; water resources management

Economic sociology; financialization and financial markets; inequality; global political economy; state spending; public perception of immigrants; economic perceptions and craftwork labor

## PUBLICATIONS

*Peer-reviewed Journal Articles*

**Gibson, Christopher W.** 2021. "Financialized Savings in Public Water Governance: An Illustrative Case Study in the Arid American West." *Finance & Society.* 7(2):94-112

**Gibson, Christopher W.** 2021. "'I like working with my hands': performative and embodied nostalgia among post-industrial blacksmiths." *Visual Studies.* (online preprint available)

Bandelj, Nina and **Christopher W. Gibson**. 2020. "Contextualizing Anti-Immigrant Attitudes of East Europeans." *Review of European Studies*. 12(3):32-49

**Gibson, Christopher W.** 2020. "Determinants of State Spending Patterns in Arab League Member States: A Post-Arab Spring Analysis, 1996–2014." *International Journal of Politics, Culture, and Society* 33(1):23–48.

*Book Chapters*

**Gibson, Christopher W.** 2021"Cities and the Green New Deal: Addressing the Financialization of Urban Production." in *Routledge Handbook on the Green New Deal*, edited by K. Tienhaara and J. Robinson. (forthcoming)

Bandelj, Nina and **Christopher W. Gibson**. 2019. "Relational Work and Consumption." in *Oxford Handbook of Consumption*. Vol. 1, edited by F. F. Wherry and I. Woodward. Oxford University Press.

*Other Publications*

**Gibson, Christopher W.** 2020. "Financialization of Urban Governance: Thinking Globally about Local Environments." *Global-e* 13(31).

## MANUSCRIPTS IN PROGRESS

Gibson, Christopher W. "'How Will This Affect Our Credit Rating?': Municipal Debt And Governing The Environment" (under review)

Gibson, Christopher W. "Institutional Logics and Strategic Actions in Public Environmental Governance: How Water Managers Navigate Competing Policy Domains"

Gibson, Christopher W. "Covid-19 and Local Governance: Taking Stock and Looking Forward in Southern California"

## PRESENTATIONS

August 2019 – "Governance and Finance: How Municipalities Use Financial Markets and Why it Complicates the Public/Private Divide" American Sociological Association Annual Meeting                    NYC, NY

June 2019 – "Financialization of Municipal Water: A Case Study in the Arid American West" Society for the Advancement of Socio-Economics Annual Meeting                    NYC, NY

March 2019 – "Contextualizing Anti-Immigrant Hostility: East Europeans' Attitudes Before and After the 2015 Refugee Crisis" Center for the Study of Democracy, UC Irvine                    Irvine, CA

November 2018 – "The Financialization of Municipal Water Agencies: A Case Study in the American West" Earth System Governance Annual Conference                    Utrecht, The Netherlands

April 2018 – "The Financialization of The Environment: Local Agencies in Global Markets" Capitalism: Culture and the Individual Conference                    San Diego, CA

March 2018 – "The Financialization of Municipal Water Agencies: Local Agencies in Global Markets" Pacific Sociological Association Annual Conference                    Long Beach, CA

March 2017 – "Social Policy Responsiveness and Military Expenditures in Arab League Member States: A post-Arab Spring Analysis, 1996-2014" GPACS Graduate Student Conference                    Irvine, CA

August 2016 – "Determinants of State Spending Patterns in Arab League Member States" in Critical Dialogue Session. Society for the Study of Social Problems Annual Conference                    Seattle, WA

October 2015 – "Social Policy Responsiveness in Arab League Member States: A Post-Arab Spring Analysis, 1996-2013." Center for Global Peace and Conflict Studies Mini-Conference                    Irvine, CA

August 2015 – "Social Policy Responsiveness in Arab League Member States: A Post-Arab Spring Analysis, 1996-2013." Society for the Study of Social Problems Annual Conference                    Chicago, IL

## FUNDING AND AWARDS

2022 – 2021-22 ORSP Grant for Faculty Support for Scholarly or Creative Productivity: $5,000
2021 – Nominated for a CSUF Titan Excellence Award
2019 – Haynes Lindley Doctoral Dissertation Fellowship: $22,000
         Associate Dean Fellowship: $6900
         Sociology Department Summer Research Grant: $1224
         Center for Organizational Research Summer Research Grant: $1000
         Outstanding Paper in International Relations, UCI School of Social Sciences: $1000
2018 – Sociology Department Summer Research Grant: $2104
2017 – Pedagogical Fellowship, Division of Teaching Excellence and Innovation (DTEI): $2000
         Center for Organizational Research Summer Research Grant: $1000
         Sociology Department Summer Research Grant: $1200
2016 – Center for Global Peace and Conflict Studies Summer Research Grant: $400
         Best Paper, 2016 CGPACS Working Paper Series

Sociology Department Summer Research Grant: $600
2015 – Center for Global Peace and Conflict Studies Summer Research Grant: $1000
Clifford C. Clogg Scholarship, ICPSR Summer Program – University of Michigan: $3500
2014 – Social Science Merit Fellowship: $10,000
2009 – Critical Language Scholarship – Amman, Jordan
2008 – Critical Language Scholarship – Salalah, Oman
Clinton Foundation/Orfalea Foundation Fellowship: $12,000

## TEACHING RECORD

*California State University, Fullerton*
    *Assistant Professor*
        Graduate Seminar: Environment and Society, Spring 2022
        Statistics for Social Sciences (Hybrid), Spring 2022
        Theories of Social Behavior (Hybrid), Fall 2021
        Statistics for Social Sciences (Online), Spring 2021
        Statistics for Social Sciences (Online), Fall 2020

    *Lecturer*
        Statistics for Social Sciences (Online/In-person Hybrid), Spring 2020
        Statistics for Social Sciences (Online/In-person Hybrid), Fall 2019
        Theories of Social Behavior, Spring 2019

*UC Irvine*
    *Lecturer*
        Environment and Society, Summer 2020
        Introduction to Sociology, Summer 2019

    *Graduate Teaching Assistant*
        Principles of Social Science, Fall 2018
        Probability and Statistics A, Spring 2018
        Probability and Statistics B, Winter 2018
        Principles of Social Science, Fall 2017
        Domestic Gangs, Spring 2017
        Global and Transnational Sociology, Winter 2017
        Business Decisions, Fall 2016
        Probability and Statistics C, Spring 2016
        Prison Gangs, Winter 2016
        Business Decisions, Fall 2015
        Intro to Sociology, Spring 2015
        Social Problems, Winter 2015

*Charter College*
    *Instructor of Record (2012 – 2014)*
        Logic and Reasoning
        Success Strategies
        English Composition
        Oral Communications
        Customer Service

*UC Santa Barbara*
    *Graduate Teaching Assistant (2008 – 2009)*

Global History, Culture, and Ideology, Spring 2009
Black Studies: Blacks and Western Civilization, Spring 2008
Global Socioeconomic and Political Processes, Winter 2008

## PROFESSIONAL DEVELOPMENT

*Recent Courses*

| | |
|---|---|
| Blended and Flipped Course Design – CSUF | Summer 2021 |
| Keeping the Good Stuff – CSUF | Summer 2021 |
| Pedagogy for an Equitable Classroom, Part 2/2 – CSUF | Spring 2021 |
| Pedagogy for an Equitable Classroom, Part 1/2 – CSUF | Fall 2020 |
| Teaching Remotely with Canvas (Intermediate, asynchronous) – CSUF | Summer 2020 |
| Teaching Remotely with Canvas (Beginner, synchronous) – CSUF | Summer 2020 |
| Creating Accessible Documents and Presentations – CSUF | Summer 2019 |
| Introduction to Open Educational Resources (OER) – CSUF | Summer 2019 |
| Workshop, "Making Group Work… Work!" – UCI | Spring 2019 |
| Academic Job Prep – UCI | Fall 2018 |
| Advanced Pedagogy 3 – UCI | Spring 2018 |
| Advanced Pedagogy 2 – UCI | Winter 2018 |
| Advanced Pedagogy 1 – UCI | Spring 2017 |
| 3-Week Program, Course Design Certificate – UCI | Winter 2017 |
| Workshop, "Overcoming the Challenges of Classroom Time Management" – UCI | Winter 2017 |
| Time Series Analysis – ICPSR Summer Program – University of Michigan | Summer 2015 |
| Advanced Regression – ICPSR Summer Program – University of Michigan | Summer 2015 |
| Introduction to R Workshop – UCI Data Science Initiative | Winter 2015 |

*Certificates*

| | |
|---|---|
| Certificate in Teaching Excellence | Spring 2018 |
| CIRTL Associate | Spring 2018 |
| Mentoring Excellence Program | Winter 2015 |

*Professional Affiliations*

| | |
|---|---|
| Society for the Advancement of Socio-Economics Member | Present |
| American Sociological Association Member | Present |
| Pacific Sociological Association Member | Present |
| Society for the Study of Social Problems Member | Present |
| Earth System Governance Research Fellow | Present |

## SERVICE ACTIVITIES

*Formal Mentorship*

| | |
|---|---|
| Applied research mentorship and thesis chair for 2 grad students | 2021 – present |
| Applied research mentorship for undergraduate student on Independent Study | 2021 |
| CSUF Sociology MA Program Faculty Mentor | 2020 – present |
| UCI Sociology Graduate Student Peer Mentoring Program | 2018 – 2019 |
| UCI Global InterConnect Program | 2015 – 2017 |

*Service*

As CSUF Assistant Professor

| | |
|---|---|
| Soc Department Assessment Committee, Chair | 2021-22 |
| Soc Department Assessment Committee, Member | 2020-21 |
| Soc Department Student Affairs Committee, Member | 2020-22 |
| Statistics and Methods Comp Exam Reader | 2020-22 |

<u>As UCI Graduate Student</u>

| | |
|---|---|
| TA Professional Development Program, 2nd year teaching 1.5-day workshop for new TAs | 2019 |
| Society and Environment Reading Group, Founding Chair | 2018 – 2019 |
| Pedagogical Fellows Alumni Panel | 2019 |
| Social Science Academic Resource Center, Graduate Student Panel | 2018 |
| TA Professional Development Program, Designed and taught 1.5-day/12-hour workshop | 2018 |
| Sociology Graduate Student Association, Cohort Representative | 2018 – 2019 |
| DECADE Social Science Council, Member/Participant | 2017 – 2019 |

*Book Reviews*

2020. *Environmental Sociology: From Analysis to Action*. in *Teaching Sociology.* 48(3):257-258.

*Peer-Reviewing*

| | |
|---|---|
| Socio-Economic Review | 2021 |
| Social Forces | 2021 |
| Socio-Economic Review | 2020 |
| Social Problems | 2018 |
| International Journal of Politics, Culture, and Society | 2018 |

## SELECTED WORK EXPERIENCES

Lead Instructor, Charter College                                February 2012 – September 2014
    Taught courses, designed/implemented new curricula, organized department administration

Content Editor, Social Capital Ventures                                May 2011 – December 2011
    Assisted with development of tech start-up

Consultant, California Institute for Social Business at CSU Channel Islands        April 2010 – Nov 2010
    Created content for new research center

Programming Intern, Clinton Global Initiative, NYC                August 2008 – December 2008
    Worked at and observed the intersection of the global NGO sector, big money, and politics

Middle East Bulletin Research Intern, Center for American Progress        December 2008 – March 2009
    Researched politics for twice weekly policy bulletin from Tel Aviv office

            Writing Tutor, CSU Channel Islands and UC Santa Barbara            September 2006 – Jan 2008
    Where I discovered and developed my fondness for working with students

## ADDITIONAL LANGUAGES

Arabic – Intermediate

## EDUCATION

Ph.D., **University of Southern California**, Los Angeles, Sociology, June 2003
M.A., **University of California, Los Angeles**, Asian American Studies, June 1994
B.A.,  **University of California, Berkeley**, Asian American Studies, June 1990

## PROFESSIONAL CAREER

2016-present       Professor, Department of Sociology (CSUF)
2011-2016          Associate Professor, Department of Sociology (CSUF)
2005-2011          Assistant Professor, Department of Sociology (CSUF)
2002-2005          Post-Doctoral Fellow, Department of Sociology (Occidental College)

## SPECIALIZATIONS

Social Inequality, Race and Ethnic Relations, Immigration, Religion, Asian Americans, Qualitative Methodology, Social Theory, Globalization

## COURSES TAUGHT

California State University Fullerton, Department of Sociology

*Introduction to Sociology, Race and Ethnic Relations, Social Inequality, Sociology of Religion, Korean American Experience*

## PUBLICATIONS

### Peer-reviewed books, articles, and book chapters

2016       Kim, Sharon and David Kim, "Best Family Rwanda: A Case Study on Religious Sources of Resilience," in Michele Companion and Miriam Chaiken eds., *Understanding Vulnerability, Building Resilience: Responses to Disasters and Climate Change.* Florida: CRC Press.

2012       Kim, Rebecca and Sharon Kim, "Revival and Renewal: Korean American Protestants beyond Immigrant Enclaves," *Studies in World Christianity* 18(3): 291-312.

2012       Kim, Sharon, "Korean American Churches," in Grace Yoo ed., *Koreans in America.* San Diego, CA: Cognella Academic Press.

2012       Kim, Sharon and Rebecca Kim, "Second Generation Korean American Christians' Communities of Faith," in Carolyn Chen and Russell Jeung eds., *Sustaining Faith Traditions: Race, Ethnicity, and Religion among the Latino and Asian American Second Generation.* New York: New York University Press.

2010       Kim, Sharon, *A Faith of Our Own: Second Generation Spirituality in Korean American Churches.* New Jersey: Rutgers University Press.

2010       Kim, Sharon, "Shifting Boundaries within Second Generation Korean American Churches," *Sociology of Religion* 71(1): 98-122.

2008  Kim, Sharon, "Replanting Sacred Spaces: the Emergence of Second Generation Korean American Churches," in David Yu and Ruth Chung eds., *Sacred Spaces: Religion and Spirituality in Korean America*.  Champaign, IL: University of Illinois Press.

2006       Kim, Sharon, "Hybrid Spiritualities: Second Generation Korean American Religion," *Human Architecture*: *The Journal of the Sociology of Self Knowledge* 4(2): 225-238.

2000       Kim, Sharon, "Creating Campus Communities:  Korean American Ministries at UCLA."  In Don Miller and Richard Flory, eds. *GenX Religion.* New York: Routledge Press.

1993       Kim, Sharon, "Visions of Sa-I-Gu," *Amerasia Journal*, 19(2): 161-175.

## Non-peer reviewed publications

2005    Tseng, Timothy, Anthony Alumkal, Peter Cha, Young Lee Hertig, Russell Jeong, Jung Ha Kim, Sharon Kim, David Yoo. *Asian American Religious Leadership Today: A Preliminary Inquiry*, Pulpit and Pew Project, Durham, NC: Duke Divinity School.

2003    Kim, Sharon, "Asian American Religions." Dennis Arguelles ed., *The New Face of Asian Pacific America*, UCLA Asian American Studies Center Publications.

2002 Kim, Sharon, "Second Generation Asian American Entrepreneurship," report prepared for the AsianBusiness Association, University of California, Los Angeles, Asian American Studies Center.

## Book reviews
2013 *When Diversity Drops: Race, Religion, and Affirmative Action in Higher Education.* By Julie Park in
 *The Sociology of Religion.*

## Publications in progress
2017 Kim, Sharon and Jessica Moss, "Contact, Compassion and Dialogue: A Case-Study of the OrangeCounty Interfaith Network"


## PRESENTATIONS
2016 "The Spirit Moves West," Annual Meeting for the Sociology of Religion, Chicago, Illinois
2015 "Becoming Priscilla and Aquila: Partnerships and Shared Leadership Between Men and Women in Asian American Churches," Society for the Scientific Study of Religion. Annual Meeting, San Diego, California.
2013 "Second Generation Spirituality within Korean American Churches," Society for the Scientific Study of Religion, Annual Meeting, Baltimore, Maryland.
2010 "The Current State of Korean American Churches and Leadership," Global Legacy Conference, Seoul, South Korea.
2010 "Hybridity among Second Generation Korean Americans," Association for Asian American Studies, Annual Meeting, Austin, Texas.
2008 "Twenty- and Thirty-something Religion in America," Society for the Scientific Study of Religion, Annual Meeting Louisville, Kentucky.
2007 "Neither Greek Nor Jew Nor Korean?: Shifting Ethnic Boundaries within Korean American Churches," Society for the Scientific Study of Religion, Annual Meeting Tampa, Florida.
2006 "Spiritual Laboratories," Social Theory Forum, University of Massachusetts, Boston.
2006 "Shifting Ethnic Boundaries in Korean American Churches," Annual Meeting, Association for Asian American Studies, Atlanta, Georgia
2005 "Hybrid Spirituality," Annual Meeting, Association for Asian American Studies, Los Angeles, California


## SELECTED RESEARCH GRANTS, FELLOWSHIPS, AWARDS, AND HONORS
2015 International Travel Grant ($1000) California State University, Fullerton
2014 Dean's Research Award ($2000) California State University, Fullerton
2010 Summer Research Stipend ($3,000) California State University, Fullerton
2008 Louisville Institute First Book Grant for Minority Scholars ($40,000)
2008 Untenured Faculty Research Grant (release time) California State University, Fullerton
2007 Outstanding Faculty Recognition for Scholarly and Creative Activity Cal State University, Fullerton
2007 Summer Research Stipend ($3,000) California State University, Fullerton
2007 Untenured Faculty Research Grant (release time) California State University, Fullerton
2006 Junior Faculty Research Grant Recipient ($5,000) California State University, Fullerton
2002-2005 Irvine Foundation Post-Doctoral Fellowship ($78,000)
1998-1999 Louisville Institute Dissertation Fellowship ($15,000)
1994-1997 All-University Merit Fellowship ($86,000) University of Southern California


## PROFESSIONAL ASSOCIATIONS
American Sociological Association, Asian and Pacific Americans and Religion Research Initiative, Associationfor Asian American Studies, Association for Sociology of Religion, Society for the Scientific Study of Religion

## ACADEMIC SERVICE

**College:** Study Abroad Committee, Research Grants and Awards Committee
**Department:** Faculty Personnel Committee (chair)**,** Undergraduate Advisor for Department of Sociology**,** FacultyRecruitment Committee (chair)**,** Assessment Committee **,** Graduate Program Committee
**Community:** Consultant at USC's Center for Religion and Civic Culture (Los Angeles, CA)

# Patricia E. Literte, Ph.D.

Department of Sociology
California State University, Fullerton
Titan Hall 1229
Phone:  (657) 278-7367
E-mail: pliterte@fullerton.edu

## EDUCATION

**Ph.D. Sociology**      2007
University of Southern California

*Dissertation*:  "Campus Colorlines:  The Changing Boundaries of Race within  Institutions of Higher Education in the Post-Civil Rights Era"
  *Chair*: Leland Saito, Ph.D.
  *Committee Members:* Ricardo Stanton-Salazar, Ph.D. and Janelle Wong, Ph.D.

**M.A. Sociology**      2004
University of Southern California

*Thesis:* "Biracial College Students and Race Based Student Services:  Navigating Structural Monoracialism and Double/Multiple Consciousness"
*Chair:* Leland Saito, Ph.D.
  *Committee Members:* Elaine Bell Kaplan, Ph.D., Ed Ransford, Ph.D., Ricardo  Stanton Salazar, Ph.D. and Janelle Wong, Ph.D.

**B.A. Sociology & Urban Studies**      2001
**Loyola Marymount University**

*Thesis:* "The Murals of Los Angeles African American and Mexican American Neighborhoods:  Symbols of a Sense of Place and Continuing Racial  Stratification"
*Advisor:* Pete Hoffman, Ph.D.

## RESEARCH INTERESTS

Race and Ethnicity, Higher Education, Urban Sociology, Social Movements

# TEACHING & RESEARCH EXPERIENCE

**Associate Professor**                                                   August 2007 - Present
*Department of Sociology*
*California State University, Fullerton*
Fullerton, CA

Courses: Juvenile Delinquency, Writing for Sociology Students, Sociology of Education, Women in Contemporary Societies, Gender, Sex and Society, Sociology of Families, Social Inequality, Race and Ethnic Relations, Sociology of City Life, Critical Race Studies, Biracial and Multiracial People, Political Science: Practicing Politics, Political Science: Internship, Honors: Race in U.S. Society, Honors: History, Power, and Culture

**Adjunct Faculty**                                                       September 2005 - June 2006
*Department of Sociology*
*El Camino College*
Torrance, CA

Courses: Sociology of the Family

**Adjunct Faculty**                                                       January 2006 - May 2006
*Department of Sociology*
*California State University, Long Beach*
Long Beach, CA

Courses: Sociology of Race, Class, and Gender

# RELATED PROFESSIONAL EXPERIENCE

Director                                                                   August 2017- Present
Titan Scholars Grad Prep for Transfer Student Program
*Center for Educational Partnerships*
*Division of Student Affairs*
*California State University, Fullerton*
Fullerton, CA

Responsibilities:

- Design and oversee the implementation of academic skill development, professional development, and graduate school preparation services and programming for community college transfer students from first-generation, low-income, and underrepresented backgrounds
- Manage budget and ensure compliance with campus regulations

Director                                                      October 2014 - Present
Ronald E. McNair Post-Baccalaureate Achievement Program
*Center for Educational Partnerships*
*Division of Student Affairs*
**California State University, Fullerton**
Fullerton, CA

Responsibilities:
- Design and oversee the implementation of services and programming designed to prepare first-generation, low-income, and underrepresented students for successful entrance into and completion of Ph.D. programs
- Manage budget and ensure compliance with federal  legislation and regulations
- Develop internal and external relationships with various  graduate programs, summer research opportunity programs, admissions personnel, and  other McNair programs to increase the resources and support available to students
- Compose Annual Performance Report for the U.S. Department of Education

Academic Coordinator                                          May 2012-May 2015
Sociology Online Degree Completion Program
**Department of Sociology**
**California State University, Fullerton**
Fullerton, CA

Responsibilities:
- Provide academic counseling to  prospective and current students
- Oversee admissions process and decisions
- Provide advisement, support, and resources to instructors

Program Coordinator & Counselor                              May 2013 – October 2014
Ronald E. McNair Post-Baccalaureate Achievement Program
*Department of Educational Partnerships*
*Division of Student Affairs*
*California State University, Fullerton*
*Fullerton, CA*

Responsibilities:
- Advise and mentor first generation, low-income, and underrepresented students to increase preparedness for successful entrance into and completion of Ph.D. programs
- Monitor and address concerns about students' academic progress, research conducted under faculty mentorship, and family/personal life
- Organize workshops and presentations on conducting research, scholarly writing, mentorship, networking, and graduate school admissions

## GRANTS & AWARDS

2018 – 2023    **Ronald E. McNair Post-Baccalaureate Achievement Program**
**$1,162,500**
United States Department of Education

2020-2021    **Graduation Initiative 2025 Innovation Grant**
**$10,000**
California State University, Fullerton

2019    **HERD Award**
WoMen's and Adult Re-entry Center
California State University, Fullerton

2018-2019    **Graduation Initiative 2025 Innovation Grant**
**$10,000**
California State University, Fullerton

2017-2018    **Graduation Initiative 2025 Innovation Grant**
**$10,000**
California State University, Fullerton

2017-2018    **Ronald E. McNair Post-Baccalaureate Achievement Program**
**$226,600 (Continuing Award)**
United States Department of Education

2016-2017    **Ronald E. McNair Post-Baccalaureate Achievement Program**
**$226,600 (Continuing Award)**
United States Department of Education

2015-2016    **Ronald E. McNair Post-Baccalaureate Achievement Program**
**$225,000 (Continuing Award)**
United States Department of Education

| 2014-2015 | Ronald E. McNair Post-Baccalaureate Achievement Program $225,000 (Continuing Award) |
|---|---|
| | United States Department of Education |

| 2011-2012 | State Special Fund Grant |
|---|---|
| | California State University, Fullerton |

| 2011-2012 | Faculty-Undergraduate Student Research/Creative Activity Grant |
|---|---|
| | Faculty Development Center |
| | California State University, Fullerton |

| 2010 – 2011 | Intramural Junior/Senior and General Faculty Research Program Grant |
|---|---|
| | California State University, Fullerton |

| 2009 – 2010 | Call to Service – Move to Action Grant |
|---|---|
| | The Center for Internships and Community Engagement, United Health Foundation, Gianneschi Center's Beulah and Cecil Ballentine Endowment, and Graduate Studies and Research, California State University, Fullerton |

| 2007 – 2008 | Faculty-Undergraduate Student Research/Creative Activity Grant |
|---|---|
| | Faculty Development Center |
| | California State University, Fullerton |

| 2007 – 2008 | Intramural Junior/Senior and General Faculty Research Program Grant |
|---|---|
| | California State University, Fullerton |

## PUBLICATIONS

Literte, Patricia E. & Chris Chin. "The Manhood of Brony-dom: Conceptions of Masculinity Among Male Fans of My Little Pony." Manuscript in preparation for submission.

Literte, Patricia E. 2021. "Mobilizing Beyond Black and White: Coalition Building and Identity Formation among Students of Color at a Public and Private University." Building Among Students of Color." *Journal of Minority Achievement, Creativity, and Leadership* 1(2):301-333.

Literte, Patricia E. 2021. "The Multidimensionality of Multiracial Identity in the Post-Civil Rights Era." In Square Pegs and Round Holes: Alternative Approaches to Diverse College Student Development Theory, edited by Fred A. Bonner II, Rosa M. Banda, Stella L. Smith, and aretha f. marbley. Sterling, Virgina: Stylus Publishing.

Emery, Alan, **Literte, Patricia E.**, & Echo Chang. 2014. "Developing, Implementing and Experiencing an Online Sociology Degree Completion Program at a Large California Public University." In *Cases on Critical and Qualitative Perspectives in Online Higher Education*, edited by Myron Orleans. Hershey, Pennsylvania: IGI Global.

**Literte, Patricia E**. & Candice Hodge. 2011. "Sex and Sisterhood: Attitudes About Homosexuality Among Members of Historically Black Sororities." *The Journal of African American Studies* 14(2):1-26.

**Literte, Patricia E.** 2011. "Competition, Conflict, and Coalitions: Black-Latino/a Relations Within Institutions of Higher Education." *The Journal of Negro Education* 80(4):477-90.

**Literte, Patricia E**. 2010. "Book Review: Hurricane Katrina – America's Unnatural Disaster." *Ethnic and Racial Studies* 33(6):899-900.

**Literte, Patricia E.** 2010. "Revising Race: How Biracial Students are Changing and Challenging Student Services." *Journal of College Student Development* 51(2):115 – 35.

**Literte, Patricia E.** 2009. "We Have Created Our Own Meaning for Hapa Identity: The Mobilization of Self-proclaimed Hapas Within Institutions of Higher Education. *Amerasia Journal* 35(2):191 – 212.

## PRESENTATIONS

| 2020 | "Strengthening Your Graduate School Application" |
| | California Forum for Diversity in Graduate Education |

| 2020 | "Social Sciences: The Graduate School Experience" |
| | California Forum for Diversity in Graduate Education |

| 2020 | "Why Grad School" |
| | *Invited speaker* |
| | Outreach and Recruitment |
| | California State University, Fullerton |
| | Fullerton, CA |

| 2017 | "Getting into the Graduate School of Your Dreams" |
| | *Invited speaker* |

Career Center
California State University, Fullerton
Fullerton, CA

2017       "Navigating Graduate School as a Person of Color"
*Invited speaker*
Health Careers Opportunity Program Pre-Matriculation Program
California State University, Fullerton
Fullerton, CA

2017       "Infusing Cultural Experiences and Professional Development into Graduate School Tours"
*Oral presentation*
Council for Opportunity in Education Annual Conference
Washington, D.C.

2017       "Aligning Assessment in Student Affairs: How McNair Scholars is Making a Difference in Graduate Education Enrollment"
*Oral presentation*
WASC Senior College and University Commission
Irvine, CA

2017       "Fostering the McNair Student Pipeline: Early Intervention and Graduate School Preparation through McNair Prep and Pre-McNair Programs"
*Invited speaker*
McNair Promising Practices Institute
University of Central Florida
Orlando, FL

2016       "Fostering the McNair Student Pipeline: Early Intervention and Graduate School Preparation through McNair Prep and Pre-McNair Programs"
*Invited speaker*
Council for Opportunity in Education Professional Development Conference
New Orleans, LA

2016       "Early Intervention and Graduate School Preparation through McNair Prep and Pre-McNair Programs: Cal State Fullerton and University of New Hampshire Case Studies"
*Oral presentation*
Council for Opportunity in Education Annual Conference
San Diego, CA

2015       "Best Practices for Engaging McNair Scholars Alumni"
*Oral presentation*
Council for Opportunity in Education Annual Conference

Atlanta, GA

2015        "The Manhood of Brony-dom: Conceptions of
            Masculinity Among Male Fans of My Little Pony"
            *Oral presentation*
            Annual Pacific Sociological Association Meeting
            Long Beach, CA

2015        "Mobilizing Beyond Black and White"
            *Oral presentation*
            National Association for African American Studies and  Affiliates National
            Conference
            Baton Rouge, LA 2015

2014        "Attitudes Towards the LGBTQ Community Among Members of Historically Black
            Sororities"
            *Invited speaker: Oral presentation*
            Thinking Queer Series
            LGBTQ Resource Center
            California State University, Fullerton
            Fullerton, CA

2014        "Bridges, Boundaries, and the Campus Colorline: Coalition Building Among Students
            of Color"
            *Oral presentation*
            Annual Pacific Sociological Association Meeting
            Portland, OR

2014  "Developing, Implementing and Experiencing an Online
            Sociology Degree Completion Program   at a Large California Public University"
            *Oral presentation*
            Annual Pacific Sociological Association Meeting
            Portland, OR

2013        "Graduate School: Why? When? How?"
            *Invited speaker*
            Grad   School   Prep   Weeks
            California   State   University,   Fullerton
            Fullerton, CA

2012        "Sex and Sisterhood: Attitudes About Homosexuality Among
            Members of Historically Black  Sororities"
            *Oral presentation*
            Annual Association of Black Sociologists Meeting
            Denver, CO

2012        "Black Immigrants in Southern California"
            *Oral presentation*
            Annual Association of Black Sociologists Meeting
            Denver, CO

2012        "Black-Latino/a Relations in Low-Income Housing"
            *Oral presentation*
            Annual Association of Black Sociologists Meeting
            Denver, CO

2011         "An Evaluation of Social Services and Race Relations at a Low-Income Community
             Housing  Development"
            *Oral presentation*
            Annual Pacific Sociological Association Meeting
            Seattle, WA

2010        "Black-Latino/a Relations in Higher Education"
            *Oral presentation*
            Annual American Sociological Association Meeting
            Atlanta, GA

2009         "Black – Latino Relations in the Inland Empire of Southern California"
            *Oral presentation*
            Annual Association of Black Sociologists Meeting
            New Orleans, LA [

2009        "College 101"
            *Invited speaker*
            Step Up Program
            Las Brisas Community Center
            Long Beach, CA

2008        "Preparing for College"
            *Invited speaker*
            Step Up Program
            Las Brisas Community Center
            Long Beach, CA

2008         "Black – Latino Relations in the Inland Empire of Southern California"
            *Invited speaker*
            Annual Western Social Science Association Meeting
            Denver, CO [

2008        "Black – Latino Relations in the Inland Empire of Southern California"
*Oral presentation*
Alpha Kappa Delta Sociology Week
California State University, Fullerton
Fullerton, CA

2008.       "Black – Latino Relations in the Inland Empire of Southern California"
*Oral presentation*
Annual Pacific Sociological Association Meeting
Portland, OR

2007        "Succeeding in Higher Education"
*Invited speaker*
Black Consciousness High School Conference
California State University, Fullerton [
Fullerton, CA

# SERVICE

2022        **Member, Grant Writing Team for Upward Bound**
Center for Educational Partnerships
California State University, Fullerton

2021-Present      **Editorial Board, National McNair Research Journal**

2020-Present      **Program Committee Co-Chair, California Forum for Diversity in  Graduate Education**
California State University Chancellor's Office

2015-Present      **Member, Southern California Planning Committee for the California Forum for Diversity in  Graduate Education**
California State University Chancellor's Office

2021-2022      **Member, Curriculum Committee**
Department of Sociology, California State University, Fullerton

2021        **Member, Grant Writing Team for GEAR Up**
Center for Educational Partnerships
California State University, Fullerton

2021             Member, Grant Writing Team for Educational Talent Search
                 California State University, Fullerton

2020-2021        Chair, Curriculum Committee
                 Department of Sociology, California State University, Fullerton

2017-2019        Member, Diversity and Inclusion Committee
                 Academic Senate, California State University, Fullerton

2017-2019        Member, Student Academic Life Committee
                 Academic Senate, California State University, Fullerton

2016-2019        Hearing Officer, Office of the Dean of Students
                 California State University, Fullerton

2017             Reviewer, GEAR Up Grant
                 Department of Educational Partnerships
                 California State University, Fullerton

2016-2017        Member, University Honors Board
                 California State University, Fullerton

2016-2017        Mentor, Santa Ana Innovation Scholars Program

2016-2017        Member, Graduate Program Committee
                 Department of Sociology
                 California State University, Fullerton

2015-2016        Evaluator, Chancellor's Doctoral Incentive Program
                 Application Committee
                 Office of Graduate Studies
                 California State University, Fullerton

2015             Member, Hispanic Education Endowment Fund Interview
                 Committee

2015             Member, Educational Talent Search Hiring Committee
                 Department of Educational Partnerships
                 California State University, Fullerton

2015             Reviewer, The Sociological Quarterly

2012-2015        Chair, Online Education Committee
                 Department of Sociology
                 California State University, Fullerton

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|---|---|
| 2014 | Reviewer, Faculty Enhancement and Instructional Development Grants Selection Committee<br>Faculty Development Center<br>California State University, Fullerton |
| 2013 – 2014 | Faculty Advisor, Students for Human Rights<br>California State University, Fullerton |
| 2012 – 2013 | Member, Student Assessment Committee<br>Department of Sociology<br>California State University, Fullerton |
| 2012 - 2013 | Mentor, Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic  Students<br>Office of Graduate Studies<br>California State University, Fullerton |
| 2011 – 2013 | Member, Social Justice Summit Advisory Board<br>California State University, Fullerton |
| 2010 – 2013 | Member, Campus Disability Taskforce<br>California State University, Fullerton |
| 2012 | Reviewer, Faculty Enhancement and Instructional Development Grants Selection Committee<br>Faculty Development Center<br>California State University, Fullerton |
| 2012 | Chair, Commencement Committee<br>Department of Sociology<br>California State University, Fullerton |
| 2012 | Faculty Panelist, McNair Program Summer Institute<br>California State University, Fullerton |
| 2012 | Faculty Panelist, Welcome to Cal State Fullerton Day<br>Office of Graduate Studies<br>California State University, Fullerton |
| 2010 – 2012 | Faculty Representative, Titan Student Center Governing Board<br>California State University, Fullerton |
| 2008 – 2012 | Consultant, STEP-Up Program<br>Las Brisas Community Housing |

| 2011 | Textbook Reviewer, Pearson-Prentice-Hall |
|---|---|
| 2010 – 2011 | Moderator, "Desserts and Dialogue" Workshop Series<br>Multicultural Center<br>California State University, Fullerton |
| 2010 – 2011 | Faculty Consultant, Student Diversity Program<br>California State University, Fullerton |
| 2009 – 2011 | Chair, Student Services Committee<br>Department of Sociology<br>California State University, Fullerton |
| 2009 – 2010 | Committee Member, Undergraduate Curriculum Committee<br>Department of Sociology<br>California State University, Fullerton |
| 2009 | Textbook Reviewer, Pearson-Prentice-Hall |
| 2009 | Reviewer, The Sociological Quarterly |
| 2008-2009 | Committee Member, Personnel Sub-Committee<br>Department of Sociology<br>California State University, Fullerton |
| 2008 – 2009 | Presenter, Student Leadership Program: "Dealing with Racism"<br>Dean of Students Office<br>California State University, Fullerton |
| 2007-2008 | Committee Member, Undergraduate Curriculum Committee<br>Department of Sociology<br>California State University, Fullerton |
| 2007-2008 | Committee Member, Student Services Committee<br>Department of Sociology<br>California State University, Fullerton |

# CERTIFICATIONS & PROFESSIONAL DEVELOPMENT

| 2021 | Council for Opportunity in Education Grant Proposal Writing Workshop |
|---|---|

| 2017 | U.S. Department of Education Grant Proposal Writing Seminar |
|---|---|

| 2015 | Council for Opportunity in Higher Education Policy Seminar |
|---|---|

2011        **Titanium Computer Program Training**
Faculty Development Center
California State University, Fullerton

2010 – 2011        **Student Learning and Teaching Excellence (SLATE) Academy**
Faculty Development Center
California State University, Fullerton

2009 – 2010        **Academic Advisement Certificate in Excellence Program**
Faculty Development Center
California State University, Fullerton

2009        **Summer School for Non-Profits**
Center for Community Internships and Engagement
California State University, Fullerton

2009        **Safe Space Training and Certification**
LGBT Queer Resource Center
California State University, Fullerton

2007 – 2009        **Teaching Learning Academy Certificate Program**
Faculty Development Center
California State University, Fullerton [

2004 – 2005        **Center for Excellence in Teaching Seminar Certificate Program**
University of Southern California

# PROFESSIONAL MEMBERSHIPS

Association of Black Sociologists

Pacific Sociological Association

American Sociological Association

Council for Opportunity in Education

**Edwin López, Ph.D.**
Curriculum Vitae
Associate Professor, Sociology Department

California State University, Fullerton
800 N. State College Blvd.
Fullerton, CA 92834-6846

tel. 657.278.3462
edwlopez@fullerton.edu

**Research Interests:** Immigration, Chicana/o & Latina/o Studies, Race, Ethnicity, Culture, Globalization, Social Movements, Resistance

## ACADEMIC APPOINTMENTS

- ❖ **California State University, Fullerton** – Associate Professor, Sociology Department, Present.
- ❖ **California State University, Fullerton** – Assistant Professor, Sociology Department, August 2015 – 2021.
- ❖ **University of California, Merced** – Lecturer, Sociology Program, August 2012 – July 2015.
- ❖ **California State University, Channel Islands** – Lecturer, Sociology Program, January 2012 – June 2012.
- ❖ **California State University, Channel Islands** – Lecturer, Chicano Studies Program, January 2012 – July 2012.

## EDUCATION

Ph.D.:          University of California, Santa Barbara, Sociology, 2010.
                Dissertation: "Local Justice Organizing in Post-Katrina New Orleans: AFirst World Case of Community Opposition to Globalization."

M.A.:           University of California, Santa Barbara, Sociology, 2004.
                M.A. thesis with honors: "Through the Prism of Racialized Political Cultures: An Analysis of Racialized Cultural Hegemony and Resistancein Revolutionary Guatemala, 1944-1954." Passed with Highest Honors.

          M.A.:  University of California, Santa Barbara, Latin American and Iberian Studies, 2000. M.A. thesis: "Race and Revolution: Indigenous Peasantsand Reform in Guatemala, 1944-1954."

B.A.:           University of California, Santa Barbara, Sociology, 1995.

## PUBLICATIONS, PEER REVIEWED

López, Edwin. 2019. "Race, Culture, and Resistance at Standing Rock: An Analysis of Racialized Dispossession and Indigenous Resistance." *Perspectives on Global Development and Technology*, Brill Publishers. 18: 113-133.

López, Edwin. 2018. "Water is Life at Standing Rock: A Case of First World Resistance to Global Capitalism." *Perspectives on Global Development and Technology*, Brill Publishers. 17: 139-157.

López, Edwin. 2017. "Migration as Resistance to Global Capitalism: From Cause to Action in the Migration of Central American Children to the United States, Summer 2014." *Perspectives on Global Development and Technology*, Brill Publishers. 16: 34-59.

López, Edwin (co-author). 2009. "History, Development, and Transformation in Paule Marshall's *The Chosen Place, The Timeless People*: A Conversation Among Students ofDevelopment," by Erin Kennedy, Edwin Lopez, Moira O'Neil, and Molly Talcott. Pp.
188-195 in Kum-Kum Bhavnani, John Foran, Priya Kurian, and Debashish Monshi, editors, *On the Edges of Development: Cultural Interventions*. New York: Routledge.

## WORK IN PROGRESS

López, Edwin. A Model for Justice and the Place we call "Home": El Centro and theChicana/o Pursuit for Equity in Higher Education. In Progress.

López, Edwin with Julian Jeffries. Untitled Work on Latino Male Migrant Detention andDeportation. In Progress.

López, Edwin with Seida Barrera Rodríguez. "The Economy Behind Cuba's Non-Agricultural Cooperatives and Social Property Model." In Progress.

López, Edwin. "Toward a Framework for Studying Globalization Through theLens of Critical Race Theory." In Progress.

## AWARDS AND FELLOWSHIPS

- Sabbatical Award, California State University, Fullerton, Fall 2021
- H&SS Summer Stipend, California State University, Fullerton. 2020
- Titan Excellence Award. 2019, nomination
- Chicana and Chicano Resource Center's *Premios de Estrellas Brillantes* Award. 2017, nomination.
- Milton Gordon Fellowship, California State University, Fullerton. 2015-2017.
- Distinguished Faculty Award. Chicana/o Latina/o Council. University of California,

Merced.  2015.

## TEACHING EXPERIENCE

### California State University, Fullerton (2015-Present)

Collective Behavior (SOCI 348)
Race and Ethnic Relations (SOCI 357) Gender, Sex,
and Society (SOCI 354) Social Inequality (SOCI
356) Independent Study (SOCI 499) Research
Process Seminar (SOCI 502A)
Structures and Process Seminar (SOCI 501T)Thesis
Supervision (SOCI 598)
Independent Graduate Research (SOCI 599)

### Lecturer, University of California, Merced (2012-2015)

Gender and Society (SOC 160) Advanced Race and
Ethnicity (SOC 180)Social Stratification (SOC 130)
Latina/o Immigration (SOC 182) Chicanas/os in
U.S. Society (SOC 181)Social Inequality (SOC 30)
Health Sociology (SOC 185-2)

### Lecturer, California State University Channel Islands (2012)

Diversity in Latina/o Communities (CHS 200)Globalization
and Development (SOC 448) Research Methods in
Sociology (SOC 310)


## RESEARCH EXPERIENCE

*Fieldwork*

Traveled throughout California to conduct interviews and archival research on the meaning and experiences on Race, Space, and the Chicana/o Movement for Higher Education (winter 2019 to spring 2020, transition to virtual from spring 2020 to present).

Traveled to Havana, Cuba to conduct field and archival research on non-agriculturalcooperatives (fall 2017).

Traveled to New Orleans to conduct observation, participant observation, and interviewsof local residents, workers, and volunteers on the rebuilding of post-Katrina New Orleans. Gathered quantitative data on demography, labor, and housing. (fall 2007, spring-summer 2008).

*Archival and library research*

"Chicano Students in Los Angeles [OHP 226]." Center for Oral and Public HistoryArchives, California State University, Fullerton.  Summer 2020-Present.

"Chicana and Chicano Studies Oral Histories Collection." University of California, LosAngeles Special Collections. Summer 2020-Present.

"Chicana/o Struggle for Higher Education." *El Gaucho/Daily Nexus* Archives,University of California, Santa Barbara.  Summer 2020-Present.

"Chicana/o Student Struggle for Higher Education." El Centro Arnulfo CasillasArchives, University of California, Santa Barbara.  2019-2020.


# PAPERS PRESENTED

Edwin López, "The 1968 Computer Takeover: A Working Analysis
of Black Student Power at UC Santa Barbara," 2021 Humanities and Social SciencesLecture Series, California State University, Fullerton (Virtual).  April 2021.

Edwin López, "Black Student Power at a Seaside University: Racial Harassment, InterestConvergence, and the 1968 Computer Takeover," 2021 Pacific Sociological Association (Virtual). March 2021.

Edwin López, "Contentions over Racial Cultural Hegemony: Creating Chicano Studiesand the Diversity Politics that Followed." 2019 California Sociological Association.
Sacramento, CA November 2019. Unlisted.

Edwin López, "Transcending Local Justice Organizing through Social Media in theMovement to Stop the Dakota Access Pipeline." 2019 Global Studies Association. Chicago, IL June 2019.

Edwin López, "Race, Culture, and Resistance at Standing Rock: An Analysis of Racialized Dispossession and Indigenous Resistance." 2018 Global Studies Association.Washington D.C., CA June 2018.

Edwin López, "The Struggle to Stop the Dakota Access Pipeline: Resisting the Lived Experience of Globalization," 2018 Pacific Sociological Association. Long Beach, CAMarch 2018.

Edwin López, "Neoliberal Dispossession as a Cause for Unaccompanied Child Migrationfrom Honduras to the U.S. in Summer 2014," 2017 Network for the Critical Study of Global Capitalism. Havana, Cuba November 2017.

Edwin López, "Water is Life at Standing Rock: A Case of First World Resistance toGlobal Capitalism," 2017 Global Studies Association. Berkeley, CA June 2017.

Edwin López, "Resisting Racism, Globalization, and the State: The Indigenous Struggle for Water, Life, and Land at Standing Rock," 2017 Mobilization Conference. San Diego,CA May 2017.

Edwin López, "Resistance in Child Migration: An Alternative Causal Explanation for Central American Child Migration in Summer 2014," "Interdisciplinary Conversations onCrossing Borders," 2017 Humanities and Social Sciences Lecture Series, California StateUniversity, Fullerton.  May 2017.

Edwin López, "Toward an Understanding of Racialized Resistance to the Lived Experience of Globalization," 2017 Pacific Sociological Association. Portland, OR April2017.

Edwin López, "The Centrality of Racism in Immigrant Flexible Labor Relations," 2016California Sociological Association.  Riverside, November 2016.

Edwin López, "Migration as Resistance to Global Capitalism: From Cause to Action inthe Migration of Central American Children to the United States, Summer 2014," 2016 Global Studies Association.  Austin, TX June 2016.

Edwin López, "Fear and Resistance in Child Migration: An Analysis of Central American Unaccompanied Child Migration to the United States in Summer 2014," 2014Pacific Sociological Association.  Oakland, CA March 2016.

Edwin López, "The Central American Child Immigration Crisis, the Media, and GlobalCapitalism Theory," 2015 Pacific Sociological Association. Long Beach, CA April 2015.

Edwin López, "Revisiting Trayvon: Notes on Examining Race Beyond a Nation-StateParadigm," 2014 Pacific Sociological Association.  Portland, OR March 2014.

Edwin López, "Racing the Study of Globalization." "Research and Teaching Matters:Creating Knowledge, Policy, and Justice," 2013 Pacific Sociological Association.
Reno/Sparks, NV March 2013.

Edwin López, "Valorized and Condemned: Conflicting Racial Attitudes of ImmigrantLatinas/os in the United States." "Intersectionalities and Inequalities: Knowledge andPower for the 21st Century," 2012 Pacific Sociological Association. San Diego, CA March 2012.

Edwin López, "Race in Grassroots Organizing: How Black Residents and White Volunteers Worked to Rebuild the Lower Ninth Ward." "Intersectionalities and Inequalities: Knowledge and Power for the 21st Century," 2012 Pacific SociologicalAssociation.  San Diego, CA March 2012.

Edwin López, "How do we take the profit out of it?": Race, Housing, and Inequality in Post-Katrina New Orleans." "Intersectionalities and Inequalities: Knowledge and Powerfor the 21st Century," 2012 Pacific Sociological Association. San Diego, CA March 2012.

Edwin López, "Guest Worker Racial Images and Flexible Labor Practices in Post-KatrinaNew Orleans." "Social Conflict: Multiple Dimensions and Arenas," 2011 American Sociological Association. Las Vegas, NV. August 2011.

Edwin López, "Using Race as a 'Wedge' in Post-Katrina New Orleans: An Examinationof African American and Immigrant Latino Racialization in a City's Recovery Efforts." "The New Racism: Illusions of Equality and the Assault on Ethnic Studies," 2011 National Association for Ethnic Studies. Claremont, CA. April 2011.

Edwin López, "The Role of Culture in Immigrant Labor Organizing in Post-Katrina NewOrleans." "Sites of Education for Social Justice," 2011 National Association for Chicanaand Chicano Studies. Pasadena, CA. April 2011.

Edwin López, "Immigrant Labor Organizing in Post-Katrina New Orleans: Labor Strategies of Resistance in the Era of Globalization." "Sociologists as Claims Makers:Turning Theory into Action," 2011 Pacific Sociological Association Annual Meeting. Seattle, WA. March 2011.

Edwin López, "Notes on the Role of Scholar Activists as Participants and Contributors,not 'Experts.'" "Sociologists as Claims Makers: Turning Theory into Action," 2011 Pacific Sociological Association Annual Meeting. Seattle, WA. March 2011.

Edwin López, "How Volunteer Gendered and Racial Privilege Reproduced a Racial Division of Labor in Lower Ninth Ward Rebuilding Effort." "Sociologists as ClaimsMakers: Turning Theory into Action," 2011 Pacific Sociological Association AnnualMeeting. Seattle, WA. March 2011.

Edwin López, "Researcher Positionality: Navigating Perceptions and Relationships in Post-Katrina New Orleans." "Sociologists as Claims Makers: Turning Theory into Action," 2011 Pacific Sociological Association Annual Meeting. Seattle, WA. March2011.

Edwin López, "Critical Race Theory in the Sociology of Globalization: Notes Toward aFramework." "Sociologists as Claims Makers: Turning Theory into Action," 2011 Pacific Sociological Association Annual Meeting. Seattle, WA. March 2011.

Edwin López, "Doing Qualitative Research in Post-Katrina New Orleans: Challenges in Conducting Ethnographic Research on Volunteerism in the Lower Ninth Ward." "Worlds at Risk," 73rd Annual Southern Sociological Meeting. Atlanta, GA. April 2010.

## SERVICE TO THE DEPARTMENT AND UNIVERSITY

- **Project upGRADS – Pa'lante Fellowship Program Faculty Mentor,** Fall 2021-Present
  - CSUF Summer Undergraduate Research Academy (SUReA) Mentor, Summer 2021
- **Institutional Review Board Committee (IRB),** Fall 2020-Present
- **Undergraduate Curriculum Committee,** Fall 2020-Present
- **Assessment Committee for Sociology Department,** Fall 2018-Present
- **Chair, HSS Study Abroad Committee,** Fall 2020-Spring 2021
- **Chair, Assessment Committee for Sociology Department,** Fall 2020-Spring 2021
  - McNair Scholars Program Candidate Reviewer/Interviewer, Spring 2020
- **Chair, Graduate Committee for Sociology Department**, 2019-2020
- **HSS Study Abroad Committee,** Fall 2019-Spring 2020
- **Sally Casanova Scholars Mentor,** Fall 2019-Spring 2020
- **McNair Scholars Program Mentor,** Fall 2017-Spring 2020
  - McNair Scholars Program Job Candidate Panel Interviewer, 2017
- **Graduate Committee for Sociology Department**, 2015-2020
- **Graduate MA Student Thesis Committee/Chair**, 2015-Present
  - MA Comprehensive Exam Evaluator (Race and Ethncity and Gender), 2015-Present
- **Department Faculty Mentor**, 2015-Present
- **Strengthening Opportunities, Access and Resources (SOAR) Advising Committee**, 2015-2019

## SERVICE TO THE PROFESSION

- **Executive Council** for the California Sociological Association, 2020-2021.
- **President** for the California Sociological Association, 2019-2020.
- **President-Elect** for the California Sociological Association, 2018-2019.
- **Program Chair** for the California Sociological Association Annual Conference to be held November 2019, Sacramento CA, 2018-2019.
- **Book Manuscript Reviewer**: Oxford University Press, Spring 2020-Present
- **Session Organizer**: Session on "Critical Issues in Ethnic Studies," for the California Sociological Association Annual Conference, November 2019, Sacramento CA.
- **Session Organizer/Presider**: Session on "Ethnic Identity, Resistance, and Resilience," for the California Sociological Association, Riverside, CA, 2018.
- **Presider**: Session on "Environmental Racism" for the Global Studies Association, Washington D.C, 2018.
- **Manuscript Reviewer**: *Journal of Human Trafficking*, 2018-2020.

- **Book Manuscript Endorsement**: *Unauthorized Portraits of Latino Immigrants*, Rowman & Littlefield, 2017.
- **Manuscript Reviewer**: *Social Problems*, 2016-2020.
- **Topical Area Organizer**: Topical Area of Migration and Immigration for the Pacific Sociological Assocation, Portland, OR, 2016-2017.

- **Session Organizer/Presider**: Session on "Race, Racism, and Immigration," for the California Sociological Association, Riverside, CA, 2016.

## OTHER SERVICE ACTIVITIES

- Faculty Co-Panelist, "Graduate School Experiences and Expectations," California Forum for Diversity in Graduate Education.  October, 2020.
- Faculty Representative, "Faculty Appreciation, TRIO Programs." California State University, Fullerton.  December, 2019.
- Faculty Co-Panelist, "Families Belong Together." Titan Dreamers Resource Center, California State University, Fullerton.  October, 2019.
- Faculty Co-Panelist, "Seeking Refuge: Understanding the Central American Migration Crisis." California State University, Long Beach.  September, 2019.
- Faculty Co-Presenter, "Family and Loved Ones Workshop," McNair Scholars Program, California State University, Fullerton.  July, 2019.
- Faculty Presenter, "Networking at Conferences," Elevar Scholars Workshop, California State University, Fullerton.  October, 2018.
- Faculty Presenter, "Social Movements and College Diversity," Diversity Initiatives & Resource Centers (DIRC), California State University, Fullerton.  August, 2018.
- Faculty Co-Presenter, "Family and Loved Ones Workshop," McNair Scholars Program, California State University, Fullerton.  July, 2018.
- Faculty Panel Member, "Best Practices for Choosing a Mentor," McNair Scholars Program, California State University, Fullerton.  June, 2018.
- Lecture Co-organizer: Ralph Armbruster-Sandoval, *Starving for Justice: Hunger Strikes, Spectacular Speech, and the Struggle for Dignity*. March, 2018.
- Faculty Participant, "Conference Networking," McNair Scholars Program, California State University, Fullerton.  March, 2018.
- Faculty Panel Member, "Black and Brown Unity Pt. 2: Black Panthers and Brown Berets," Chicana/o Resource Center, California State University, Fullerton.  April, 2017.
- Faculty Presenter, "Community and Scholarship," Elevar Scholars Workshop, California State University, Fullerton.  February, 2017.
- Faculty Panel Member, "Black and Brown Unity Pt. 1: Discovering Identity Through Intersectionality," Chicana/o Resource Center, California State University, Fullerton. November, 2016.
- Faculty Panel Member, "Inclusive Classroom Teaching," Developing Effective Practices that Serve Hispanic Graduate Students conference for Strengthening Opportunities, Access and Resources (SOAR), California State University, Fullerton.  September, 2016.
- Faculty Panel Member, "The Road to Success: Experiences of Men of Color in Graduate School," Chicana/o Resource Center, California State University, Fullerton. September, 2016.
- Faculty Panel Member, McNair Scholars Program, California State University, Fullerton. July, 2016.
- Faculty Advisor, Movimiento Estudiantil Chicana/o de Aztlan, University of California,

Merced.  2014-2015.

- Faculty Advisor, Hermanos Unidos, University of California, Merced.  2014-2015.

# PROFESSIONAL ASSOCIATIONS

- ❖ American Sociological Association
     - Section on Latino/a Sociology
     - Section on Racial and Ethnic Minorities
- ❖ California Sociological Association
- ❖ Pacific Sociological Association
- ❖ Global Studies Association
- ❖ The Network for Critical Studies of Global Capitalism

# MARIA C. MALAGON, PH. D

Department of Sociology
California State University, Fullerton
P.O. Box 6846
Fullerton, CA 92834-9480
657-278-8364
mmalagon@fullerton.edu

## ACADEMIC POSITIONS

**2021 – Present**    **Associate Professor**
Department of Sociology, California State University, Fullerton

**2015 – 2021**    **Assistant Professor**
Department of Sociology, California State University, Fullerton

## POSTDOCTORAL TRAINING

**2011—2013**    **Postdoctoral Scholar**
UC/ACCORD Pathways to Postsecondary Success, University of California, Los Angeles

## EDUCATION

**2011**    **Ph.D., University of California, Los Angeles**
Social Sciences & Comparative Education, specialization in Race & Ethnic Studies
Dissertation: *Trenches Under the Pipeline: The Educational Trajectories of Chicano Male Continuation High School Students*

**2005**    **M.A., University of California, Los Angeles**
Social Sciences and Comparative Education, specialization in Race and Ethnic Studies

**2004**    **B.A., University of California, Irvine**
Sociology, Chicano/Latino Studies, Political Science (emphasis in Political Theory)

## AREAS OF SPECIALIZATION
Chicana and Women of Color Feminist Epistemologies
Critical Race Theory & Latina/o Critical Theory
Oral Histories
Remedial and Alternative Education
Sociology of Education
Urban Youth Identity and Resistance
Youth Participatory Action Research

# PUBLICATIONS

## Peer-Reviewed Journal Articles

**Malagon, M**., Perez Huber, L., Velez, V. (2021). Advancing relationships among critical race feministas: Maintaining ethical ambitions within the coloniality of academia. *Journal of Women and Gender in Higher Education,* 14(1), 79-99.

Thomas, D. T., Walsh, E. T., Torr, B. M., Alvarez, A. S., & **Malagon, M**. (2018). Incorporating high-impact practices for retention: A learning community model for transfer students. *Journal of College Student Retention: Research, Theory & Practice*, 152102511881361.

Calderon, D., Delgado Bernal, D., Perez Huber, L., **Malagon, M.**, Velez, V. (2012). A Chicana feminist epistemology in education revisited: Building on ideas a generation later." *HarvardEducational Review,* 82(4), 513-539.

Oseguera, L. & **Malagon, M.** (2011). For-profit colleges and universities and the Latina/o students who enroll in them. *Journal of Hispanic Higher Education*, 10(1), 66-91.

**Malagon, M**. & Alvarez, C. (2010). Scholarship girls aren't the only Chicanas that go to college:Former Chicana continuation high school students disrupting the educational achievementbinary. *Harvard Educational Review*, 80(2), 149-173.

**Malagon, M**. (2010). All the losers go there: Challenging the deficit educational discourse of Chicano racialized masculinity in a continuation high school. *The Journal of Educational Foundations*, 24(1/2), 59-76.

**Malagon, M**., Perez Huber, P., Velez, V. (2009). Our experiences, our methods: Using 'grounded theory' to inform a critical race theory methodology in educational research. *Seattle Journal for Social Justice*, 8(1).

Perez Huber, L., Benavides Lopez, C., **Malagon**, **M**., Velez, V., Solórzano, D. (2008). Getting beyond the 'symptom,' acknowledging the 'disease': Theorizing racist nativism." *Contemporary JusticeReview*, 11(1), 39-51.

Perez Huber, L., & **Malagon, M**. (2007). "Silenced struggles: The experiences of Latina and Latinoundocumented college students in California." *Nevada Law Journal*, 7(3), 841-861.

## Peer-Reviewed Book Chapters

**Malagon, M.** (*forthcoming*). Towards a genealogy of ruse and rousing: Cases of Chicanx youth refusal. In Watson, K.; Cisneros, N.; Perez Huber, L.; & Velez, V. Eds. Like a path in tall grasses: Ahandbook of race and refusal in higher education. Edward Elgar Publishing.

Delgado Bernal, D., Perez Huber, L., **Malagon, M**. (2019). Bridging theories to name and claim a

critical race feminista methodology. In DeCuir-Gunby, J.T.; Chapman, T.K.; Schultz, P. A. Eds. *Undersgtanding critical race research methods and methodologies: Lessons from the field*. Routledge 109-121.

Perez Huber, L., Benavides Lopez, C., **Malagon, M**., Velez, V. Solorzano, D. (2010). Getting beyond the "symptom," acknowledging the "disease": Theorizing racist nativism. In S.R. Harper and S. Hurtado (Eds.), *Racial and Ethnic Diversity in Higher Education* (3rd Ed.), (pp.925-936).

## Published Reports

Perez Huber, L., **Malagon, M.,** Ramirez, B., Camargo Gonzalez L., Jimenez, A., Velez, V. (2015). *Still falling through the cracks: Revisiting the Latina/o Education Pipeline*. 2015 Latina/o Education Summit Report CSRC Research Report. Number 19.

**Malagon, M**., Alonso, L., Johnson, R.N., Shek, Y.L. (2013). *Inside the basic skills classroom: The student experience in California community college developmental education*. Pathways to Postsecondary Success. UC/ACCORD Policy Report. Number 12.

Perez Huber, L., **Malagon, M**., Solorzano, D. (2009). *Struggling for opporutnity: Undocumented AB540 students in the Latina/o education pipeline*. 2009 Latina/o Education Summit Report. CSRC Research Report. Number 13.

Perez Huber, L., Huidor, O., **Malagon, M**., G. Sanchez, D. Solórzano. (2006). *Falling through the cracks: Critical transitions in the Latina/o educational pipeline*. 2006 Latina/o Education Summit Report. CSRC Research Report. Number 7.

## Submitted for Peer Review

**Malagon, M.** (Under review). Academic help-seeking behaviors of non-dominant community college students." *Journal of College Student Retention: Research, Theory & Practice.*

## Works in Progress

**Malagon. M.** (Manuscript in preparation). "*No hay mal que por bien no venga:* Refusal, transformation, and resilience of Chicano male youth once deemed at risk*."* Target journal*: Harvard Educational Review*

**Malagon, M**. (Manuscript in preparation). 'We're Gangsters or Gardeners:' Exposing the binary of surveillance and neglect in the educational trajectories of Chicano continuation high school students." Target journal: *International Journal of Qualitative Studies in Education*.

**Malagon, M**. (Manuscript in preparation). "Chicana/o education: Navigating structural and interactional barriers to success." Target journal: *Aztlan*

**Malagon, M**. (Book manuscript in preparation). (Re)formed: Silence and erasureof Mexican-origin youth at the Ventura School for Girls.

## RESEARCH ACTIVITIES

*Telling to reclaim: Oral histories and participatory action research project with court-involved youth.*
Partnership with Santa Ana Unified School District. Principal Investigator, February 2019-Present.

## FELLOWSHIPS AND AWARDS

| | |
|---|---|
| 2020 | California State University, Fullerton Faculty Development Center Faculty Recognition in Service |
| 2019 | California State University, Fullerton Faculty Development Center Faculty Recognition in Teaching |
| 2019 | California State University, Fullerton College of Humanities and Social Sciences Summer Research Stipend |
| 2018 | California State University, Fullerton Junior Faculty Intramural Grant |
| 2017 | California State University, Fullerton College of Humanities and Social Sciences Summer Research Stipend |
| 2016 | Diverse: Issues in Higher Education, Emerging Scholar |
| 2014 | California State University, Fullerton Humanities and Social Sciences Temporary Faculty Award, Winner |
| 2013 | Ford Foundation Postdoctoral Fellowship, Alternate Candidate |
| 2012 | American Association of Hispanics in Higher Education Outstanding Dissertation Competition, Finalist |
| 2012 | California State University, Fullerton Humanities and Social Sciences Part-time Faculty Award, Finalist |
| 2011 | Critical Race Studies in Education Daniel G. Solorzano Travel Grant Award |
| 2010 | Ford Foundation Dissertation Year Fellowship, Honorable Mention |
| 2009 | UC/ACCORD Dissertation Year Fellowship |
| 2009 | UCLA Institute of American Cultures- Chicano Studies Research Center Latino Policy Studies Research Grant |
| 2009 | UCLA Dissertation Year Fellowship |
| 2008 | Ford Foundation Dissertation Year Fellowship, Honorable Mention |
| 2007 | UCLA Graduate Summer Research Mentorship Program Fellowship |
| 2006 | UCLA Graduate Summer Research Mentorship Program Fellowship |
| 2004 | City of Santa Ana Exceptional Quality Service Award |
| 2004 | UCI Chicano Latino Studies Program Undergraduate Research Paper Award |
| 2003 | UCI Chicano Latino Studies Program Undergraduate Research Paper Award |

## CONFERENCE PRESENTATIONS

**Malagon, M**., Perez Huber, L., Velez, V. (November 2021). Advancing relationships among criticalrace feministas: Maintaining ethical ambitions within the coloniality of academia. Paper presented at the Latina/o Critical Theory conference, Seattle, WA.

**Malagon, M**., Perez Huber, L., Velez, V. (October 2021). Advancing relationships among critical

race feministas: Maintaining ethical ambitions within the coloniality of academia. Paper presented at the Critical Race Studies in Education Association conference, Newark, DE.

**Malagon. M**. (May 2020). *Refusing Excellence: Former "push-outs" challenging the educational achievement binary*. Paper accepted for presentation at the Critical Race Studies in Education Association conference, Newark, DE. (Conference Canceled).

**Malagon. M**. (May 2020). *Refusal or Resistance? Court-involved high school students telling to reclaim*. Paper accepted for presentation at the Critical Race Studies in Education Association conference, Newark, DE. (Conference Canceled).

**Malagon, M**. (April 2020). *Silence and Erasure: Life Histories of Mexican-Origin Girls in California Reformatory Schools, 1942–1955*. Paper accepted for presentation at the American Educational Research Association annual meeting, San Francisco, CA. (Conference Canceled).

**Malagon, M.** (May 2019). *Telling to Reclaim: Engaging court-involved high school students through youth participatory action research and oral history*. Paper presented at the Critical Race Studies in Education Association conference, Los Angeles, CA.

**Malagon, M.,** Perez Huber, L., Velez, V. (May 2019). *Relationship building in RaceCrit work: Reflections in ethical ambitions*. Paper presented at the Critical Race Studies in Education Association conference, Los Angeles, CA.

**Malagon, M.** (April 2019). *Resisting erasure: Life Histories of Mexican American youth in California reformatory schools*. Paper presented at the 2019 American Educational Research Association annual meeting, Toronto, Canada.

**Malagon, M**. (June 2018). '*Y me estas oyendo inutil:'Disrupting discourses of Chicano masculinity through a Critical Race Feminista Methodology.* Paper presented at the 2018 Critical Race Studies in Education Association conference, Albuquerque, NM.

**Malagon, M**. (April 2018). *Former Latino continuation high school students' experiences: Disrupting the educational achievement binary in higher education.* Paper presented at the 2018 American Educational Research Association annual meeting, New York, NY.

**Malagon, M**. (June 2017). *Resisting erasure: Life histories of WWII Mexican American Youth in California reformatory schools.* Paper presented at the 2017 Critical Race Studies in Education Association conference, Indianapolis, IN.

**Malagon, M**. (April 2017). *Resisting erasure: Life histories of WWII Mexican American Youth in California reformatory schools.* Paper presented at the 2017 American Educational Research Association annual meeting, San Antonio, TX.

**Malagon, M.** (June 2016). *Mexican girls in the Ventura School for Girls, 1944-1956: Oral Histories, memory and resistance.* Paper presented at the 2016 Critical Race Studies in Education Association conference, Denver, CO.

**Malagon, M.** (April 2015). *Mexican girls in the Ventura School for Girls, 1944-1956: Oral Histories, memory and resistance.* Paper presented at the 2015 National Chicana and Chicano Studies conference, San Francisco, CA

**Malagon, M**. (April 2014). *Examining the Cumulative Effects of Racial Microaggressions in the Schooling Lives of Chicano Male Youth.* Paper presented at the 2014 National Chicana and Chicano Studies conference, Salt Lake City, Utah.

**Malagon, M**. (May 2013). *Challenging the gangster/gardener binary: Chicano youth's discussions on racialized/gendered discourses in education.* Paper presented at the 2013 Critical Race Studies in Education Association conference, Nashville, Tennessee.

Johnson-Ahorlu, N. & **M. Malagon.** (April 2013). *Non-help seeking behaviors in low-income community college students.* Paper presented at the 2013 American Educational Research Association annual meeting, San Francisco, CA.

**Malagon, M**. (April 2013). *Challenging the gangster/gardener binary: Chicano youth's discussions on racialized/gendered discourses in education*. Paper presented at the 2013 American Educational Research Association annual meeting, San Francisco, CA.

**Malagon, M.** (July 2012). *Aspirations at the nexus of expectations: Symbolic violence and the educational trajectories of Chicano continuation high school students.* Paper presented at the 2012 Mujeres Activas en Letras y Cambios Sociales (MALCS) Summer Institute, Santa Barbara, CA.

Watford, T. & **M. Malagon**. (April 2012). *Persistence in career and technical education: Students meaning-making of validating moments*. Paper presented at the 2012 American Educational Research Association annual meeting, Vancouver, Canada.

Calderon, D., D. Delgado Bernal, L. Perez Huber, **M. Malagon**, V. Velez. (July 2011). *A Chicana feminist epistemology in education revisited: Building on ideas a generation later*. Paper presented at the 2011 Mujeres Activas en Letras y Cambios Sociales (MALCS) Summer Institute, Los Angeles, CA.

**Malagon, M**. & C. Alvarez. (April 2011). *Scholarship girls aren't the only Chicanas that go to college: Former Chicana continuation high school students disrupting the educational achievement binary.* Paper presented at the 2011 American Educational Research Association annual meeting, New Orleans, LA.

**Malagon, M.** (April 2011). *Aspirations at the nexus of expectations: Symbolic violence and the educational trajectories of Chicano continuation high school students*. Paper presented at the 2011 American Educational Research Association annual meeting, New Orleans, LA.

Oseguera, L. & **M. Malagon** (March 2010). *For-profit colleges and universities and the Latina/o Students who enroll in them*. Paper presented at the 2010 American Association of Hispanics in

Higher Education conference, Costa Mesa, CA.

**Malagon, M**. (October 2009). *All the losers go there: Challenging the deficit educational discourse of Chicano racialized masculinity in a continuation high school*. Paper presented at the 2009 Latina/o Critical Race Theory Conference, Washington D.C.

**Malagon, M**. (May 2009). *All the losers go there: Challenging the deficit educational discourse of Chicano racialized masculinity in a continuation high school*. Paper presented at the 2009 Critical Race Theory in Education Conference, Tucson, AZ.

**Malagon, M.,** L. Perez Huber, V. Velez. (May 2009). *Our experiences, our methods: Using 'grounded theory' to inform a critical race theory methodology in educational research.* Paper presented at the 2009 Critical Race Theory in Education Conference, Tucson, AZ.

Perez Huber, **M. Malagon**, V. Velez. (April 2009). *Getting Beyond the 'symptom,' acknowledging the 'disease': Theorizing racist nativism*. Paper presented at the 2009 Paper presented at the American Educational Research Association Conference annual meeting, San Diego, CA.

Watford, T. & **M. Malagon**. (October 2008). *Moving toward equity at the community college: Part II —The California Benchmarking Project: Setting goals and adopting Solutions*. Presented at the 2008 Tomas Rivera Policy Institute, Long Beach, CA.

Perez Huber, **M. Malagon**, V. Velez. (October 2008). *Our experiences, our methods: Using 'grounded theory' to inform a critical race theory methodology in educational research* Paper presented at the 2008 Latino Critical Theory conference, Seattle, WA.

**Malagon, M.** (July 2008). *Locating Chicano racialized masculinities in education discourse, policy, and practice.* Paper presented at the 2008 Mujeres Activas en Letras y Cambios Sociales (MALCS) Summer Institute, Salt Lake City, Utah.

Perez Huber, **M. Malagon**, V. Velez. (May 2008). *Getting Beyond the 'symptom,' acknowledging the 'disease': Theorizing racist nativism*. Paper presented at the 2008 Critical Race Studies in Education Conference, Chicago, IL.

Perez Huber, **M. Malagon**, V. Velez. (April 2008). *Getting Beyond the 'symptom,' acknowledging the 'disease': Theorizing racist nativism*. Paper presented at the 2008 Nationwide Immigration Conference: From Strawberries to Software—Immigration to Silicon Valley, San Jose, CA.

Perez Huber, **M. Malagon**, V. Velez. (October 2007). *Getting Beyond the 'symptom,' acknowledging the 'disease': Theorizing racist nativism*. Paper presented at the 2007 Latino Critical Theory Conference, Miami, FL.

Perez Huber & **M. Malagon**. (April 2007). *Silenced struggles: The experiences of Latina and Latino undocumented college students in California.* Paper presented at the American Educational Research Association annual meeting, Chicago, IL.

Perez Huber & **M. Malagon**. (April 2007). *Silenced struggles: The experiences of Latina and Latino undocumented college students in California*. Paper presented at the National Association of Chicana and Chicano Studies Conference, San Jose, CA.

Perez Huber & **M. Malagon**. (October 2006). *Silenced struggles: The experiences of Latina and Latino undocumented college students in California.* Paper presented at the Chicana Chicano Graduate Student Colectiva Conference: Activist Scholarship: Documenting Undocumented Border Space, Santa Barbara, CA

Perez Huber & **M. Malagon**. (October 2006). *Silenced struggles: The experiences of Latina and Latino undocumented college students in California.* Paper presented at the Latino Critical Race Theory Conference, Las Vegas, NV.

**Malagon, M**., L. Antonio, J. Jauregui. (April 2006). *Examining transformational resistance: Creating spaces for Chicana Chicano student empowerment.* Paper presented at the California Association of Freirean Educators, Los Angeles, CA.

**Malagon, M**. (June 2003). *This is what a relevant education looks like: La Escuelita Student Initiated High School Outreach*. Paper presented at the UCI Chicano Latino Studies Program Undergraduate Symposium.

## INVITED LECTURES

"Critical race methodology." Invited Lecture. University of Southern Carolina. September 2021. "Chicana

feminista intersectional work." Invited Lecture. University of New Mexico, Albuquerque. September 2020.

"A critical race feminista testimonial of fugitivity while disrupting pathological discourses of genderedChicanx identities in Education." Keynote speaker. Fourth Annual Social Theory Conference: Radical Legacies of Social Sciences, California State University, Los Angeles. April 2019.

"Mexican-origin students and the Ventura School for Girls." Keynote panelist. PachuquismaSymposium. California State University, Channel Islands. March 2019.

"Critical Race Pedagogies." Invited speaker. CSU Fullerton Academic Affairs – Academic Senate Fall2018 Retreat.

"Disrupting antagonisms against Muslim, Black, and Latinx students and communities: What's the rolefor public education practice and policy?" Presidential Session. American Educational ResearchAssociation, New York, NY. April 2018

"How do you do LatCrit Research? Reflections of a Race/Gender Intersectional Scholar." Latina/oCritical Race Theory in Education Panel, Fullerton, CA, 2016.

"Improving educational and life trajectories for Latino Boys." UCLA Chicano Studies Research CenterTenth Annual Latina/o Education Summit, Los Angeles CA, 2015

"Why students don't ask for help: Understanding the help-seeking behavior of low-income communitycollege students." Southern Indian Polytechnic Institute, Albuquerque, NM, 2013.

"Exploring racialized masculinities in the educational trajectories of Chicano continuation high school students: Discourses, Resistance and Consequences." University of Illinois, UrbanaChampaign, 2011.

"Falling Through the Cracks: Critical Transitions in the Latina/o Educational Pipeline." UCLA ChicanoStudies Research Center First Annual Latina/o Education Summit, Los Angeles, CA, 2006.


## SELECTED CAMPUS & COMMUNITY LECTURES/PANEL INVITATIONS

"Critical race theory: What it is, what it isn't." Tustin Democratic Club. September 2021.

"GEAR UP College Majors Series Day." California State University, Fullerton, Educational Partnerships. July 2020.

"Developing a Critical Pedagogy." Department of Sociology Teaching Symposium Workshop. California State University, Fullerton. February 2020

"Families Belong Together: Immigrant Detention and Family Separation." Faculty Panel. CaliforniaState University, Fullerton, Titan Dreamers Resource Center. October 2019.

UCI Chicano Latino Studies Alumni Panel. University of California, Irvine. October 2018. "Student

Activism and Empowerment." Workshop for Diversity Initiatives and Resource Centers (DIRC) Advance staff. California State University, Fullerton, August 2017.

"Keynote Address: Latina Educational Pipeline." Young Latinas Empowerment Conference, CerritosCollege, March 2017.

"Graduate School Experiences:" McNair Scholars Faculty Panel. California State University, Fullerton,July 2017.

"How do you do LatCrit Research? Reflections of a Race/Gender Intersectional Scholar." Latina/o Critical Race Theory in Education Panel. California State University, Fullerton, November 2016.

"Chicana youth resistance at the Ventura School for Girls, 1944-1956." Department of Education,California State University, Long Beach, September 2016.

"Student Activism and Empowerment." Workshop for Diversity Initiatives and Resource Centers(DIRC) Advance staff. California State University, Fullerton, August 2016.

"How to hit the job market as a critical researcher." Workshop co-facilitated with Dr. Jose Aguilar-Hernandez at the pre-conference graduate student workshop for the Critical Race Studies in

Education Association annual meeting, Denver, CO, June 2016

"Careers in race and ethnic studies." UCLA Center for Critical Race Studies Symposium, Los Angeles,May 2016.

"Trump and the Mexican other." Faculty panel symposium. California State University, Fullerton, April,2016.

"The Chicana and Chicano Educational pipeline." 2016 Young Women's Leadership Conference hostedby Senator Connie Leyva, Fontana, CA, March 2016.

"Exploring intersections of race and class." Workshop for CSUF EMBRACE staff, California State University, Fullerton, February 2016.

"Teaching a CRT pedagogy." Invited panelist for UCLA Department of Education Research ApprenticeCourse, Los Angeles CA, January 2016.

"Big Brothers Big Sisters Oakley Career Day." Big Brothers Big Sisters of Orange County,Foothill Ranch CA, October 2015.

"Towards a genealogy of Chicana youth resistance in schools: Archival research on the Ventura Schoolfor Girls, 1944-1956." Department of Education, California State University, Long Beach, October 2015.
"Critical race theory and the education pipeline." Workshop for CSUF New Student Programs staff. California State University, Fullerton, September 2015.

"Challenging the gangster/gardener binary: Discourses of Chicano masculinities amongst Chicano high school students." Education M102: Mexican Americans and the Schools, UCLA, 2013.

"The Educational Trajectories of Chicana Ph.D Students." Chicana Chicano Studies 313: La Chicana,California State University, Fullerton, 2010.

"Trenches Under the Pipeline: The Educational Trajectories of Chicano Male Continuation High SchoolStudents." Education M102: Mexican Americans and the Schools, UCLA, 2010

"The Educational Trajectories of Chicana Ph.D Students." Chicana Chicano Studies 313: La Chicana,California State University, Fullerton, 2009.

"Trenches Under the Pipeline: The Educational Trajectories of Chicano Male Continuation High SchoolStudents." Education M102: Mexican Americans and the Schools, UCLA, 2009.

"Silenced Struggles: The Educational Experiences of Latina and Latino Undocumented College Students in California." Education M102: Mexican Americans and the Schools, UCLA, 2007.


# PROFESSIONAL HISTORY

## Postdoctoral Positions

2014-2015
Lecturer
University of California, Los Angeles

2010—2015
Adjunct Faculty
Department of Chicana and Chicano Studies, California State University, Fullerton

## Predoctoral Positions

2009—2011
Graduate Research Assistant
UC/ACCORD Pathways to Postsecondary Success, University of California, Los Angeles

2008—2009
Graduate Research Assistant
Center for Urban Education, University of Southern California

2007—2009
Adjunct Faculty
Sociology Department, Cypress Community College

2006—2008
Instructor
Dean of Students, University of California, Irvine

2005—2008
Teaching Associate
Department of Chicana and Chicano Studies, University of California, Los Angeles

2005-2008
Gender Education Series Program Coordinator
Cross Cultural Center, University of California, Irvine

2003-2005
Management Aide
Parks, Recreation and Community Services Agency, City of Santa Ana, CA

2001-2004
Instructor & Coordinator
La Escuelita High School Outreach Program, Santa Ana, CA

2001-2003
Senior Administrative Intern

Community Development Agency, City of Santa Ana, CA

2000-2001
Tutor
Library, City of Santa Ana, CA

## TEACHING EXPERIENCE

### Baccalaureate and Post-Baccalaureate Level

**California State University, Fullerton**
Department of Sociology—Introduction to Sociology
Department of Sociology—Non-Western Social Theory (Graduate course)
Department of Sociology—Race and Ethnic Relations
Department of Sociology—Sociology of Education
Department of Sociology—Sociology of Education (Graduate course)
Department of Sociology—Writing for Sociology Students Department of
Chicana and Chicano Studies—Chicana/o Families Department of Chicana
and Chicano Studies—Communication SkillsDepartment of Chicana and
Chicano Studies—Chicana/o History
Department of Chicana and Chicano Studies—Introduction to Chicana/o Studies
Department of Chicana and Chicano Studies—La Chicana
Department of Chicana and Chicano Studies—Mexican/Chicana/o Intellectual Thought
Department of Chicana and Chicano Studies—Social Conditions and Contemporary Issues
Department of Chicana and Chicano Studies—The Chicano and Immigration

### University of California, Los Angeles

Department of Education—Mexican Americans in the Schools

Teaching Associate
Department of Chicana and Chicano Studies—History and Culture
Department of Chicana and Chicano Studies—Social Structure and Contemporary Conditions Department of
Chicana and Chicano Studies—Theoretical Concepts in Chicana and Chicano StudiesDepartment of Chicana and
Chicano Studies—Transnational Women's Movements in Latin America

### University of California, Irvine

Dean of Students—Chicana/o Latina/o Student Leadership SeminarDean
of Students—Race in America (I, II, II)

### Cypress Community College

Sociology Department—Introduction to Sociology
Sociology Department—Social Problems

### Middle & High School Experience

California State University, Fullerton Upward Bound Program—Politics and Democracy in the UnitedStates

California State University, Fullerton GEAR UP—Introduction to Sociology

La Escuelita High School Outreach and Mentoring Program—Various topics related to social inequitiesand mass
mobilizations

# Advising & Mentoring

## Graduate

### *Doctoral Dissertation Committee Member*

Rebeca Millan, M.A. "Redefining civic engagement: The effects of culturally relevant teaching onLatina
youth." Concordia University Wisconsin, Department of Education. Dissertation in progress.

Rosamaria Murillo, M.A. "*Testimonios* of Dual Language Program teachers in California"CSU
Fullerton, Department of Education. Completed Fall 2018.

Johnny Carlos Ramirez, M.A.*"They say Pushout, we say pushback!!!" A case study
examination of Chican@-Latin@ After-School Youth Development and
Transformational Resistance.*" UCLA, Department of Education. Completed Fall 2018.

### *M.A. Thesis/Project Committee Chair*

Laura Barreto. Pending title / study on housing insecure students at the CSU. In progress.

Alondra Alexander-Hughes. *Agency in Beauty: Black women rearticulating beauty ideals through
color cosmetics.* CSU Fullerton, Department of Sociology. In progress.

Odalys Bravo. *Identity formation of Latinx college students in race/ethnic-based student
organizations at a Hispanic Serving Institution.* CSU Fullerton, Department of Sociology. In
progress

Elise Dang. *Building critical consciousness in ethnic studies serving learning courses.* CSU Fullerton,
Department of Sociology. In progress

Vincent Fuentes. *Mentorship in a restorative practice program for urban youth.* CSU
Fullerton, Department of Sociology. Completed October 2020.

Veronica Martinez. *Effective strategies for undergraduate advising.* CSU Fullerton, Department of
Sociology, May 202.

Ivan Morales. *Youth negotiating and resisting gender/sex roles in ballet folklorico.* CSU
Fullerton, Department of Sociology, July 2019.

Roman Nunez. *A qualitative approach f how college students with children balance the
student and parent role.* CSU Fullerton, Department of Sociology, July 2018.

Jeannette Hernandez. *Disciplinary action of Latino students in public education*. CSU Fullerton, Department of Sociology, June 2017.

*M.A. Thesis Committee Member*

Brianna Tate. *School dress codes*. CSU Fullerton, Department of Sociology, January 2022.

Elizabeth Sanchez. *The great sham of student affairs: How the power of storytelling ignited a student movement and revealed the darkside in reaching higher*. CSU Fullerton, Department of Sociology, April 2020.

Takahito Tanaka. *The oppositional solidarity against the Muslim ban.* CSU Fullerton, Department of Sociology, June 2019.

James Ulloa. *Teachers' experiences with student bullying in continuation high schools*. CSU Fullerton, Department of Sociology, April 2016.

Melany Sanchez. *The experience of voluntary singlehood for Mexican American women*. CSU Fullerton, Department of Sociology, October 2015.

# Undergraduate

*Honors Thesis Faculty Mentor*

Isabel Escobedo. *Leadership, collaboration, and teacher burnout*. CSU Fullerton, Sociology. May 2016.

*Sally Casanova California Pre-doctoral Program Mentor*

Kimberly Madrigal. *Latinas and their pathways to Academic Deanship*. CSU Fullerton, Sociology, May 2019.

*Robert E. McNair Scholars Program Faculty Mentor*

Kimberly Madrigal. *Latinas and their pathways to Academic Deanship*. CSU Fullerton, Sociology, May 2019.

Marialexia Zaragoza. *Latinx Students and their experiences in a Study Abroad Program*. CSU Fullerton, Sociology. May 2019.

Carlos Beltran. *Unmasking the hidden curriculum: Chicana/o disengagement in the K-12 system.* CSU Fullerton, Chicana and Chicano Studies. May 2016.

Christina Acosta. Sealing the cracks in the higher education pipeline. CSU Fullerton,Chicana and Chicano Studies. May 2015.

Alexa Harris. *Righteous minds: Connecting Black liberation to five percenter rap and militant rap*. CSU Fullerton, Chicana and Chicano Studies and African American Studies

Department. May 2013.


## UNIVERSITY AND PROFESSIONAL SERVICE

### National
Reviewer, American Educational Research Association, Division G Annual Meeting Proposals, 2019.Reviewer, *Aztlan*, 2019, 2020
Reviewer, American Educational Research Association, Scholars of Education Committee Proposals,2017
Reviewer, American Educational Research Association, Division B Annual Meeting Proposals, 2016Reviewer, *Contemporary Sociology*, 2016
Reviewer, *International Qualitative Studies in Education*, 2016
Reviewer, *Social Currents*, 2016
Reviewer, *Sociology of Education*, 2015
Reviewer, *Frontiers Journal of Womens Studies*, 2014
Reviewer, *Urban Education*, 2012
Reviewer, *Association of Mexican American Educators*, 2011
Reviewer, *Journal of Equity and Excellence in Education*, 2011


### University
California State University, Fullerton, Student Affairs Advisory Committee, 2020-Present California State University, Fullerton, Male Success Institute, Faculty Success Coach, 2020-PresentCalifornia State University, Fullerton, Faculty Community for Equity Practices, 2019-2020 California State University, Fullerton, DREAMers Graduate Recognition Ceremony Reader, 2019. California State University, Fullerton, Associate Vice-President of Student Transitions, Search
 Committee Member, 2018.
California State University, Fullerton, Undocumented Student Ally Training, Facilitator, Present.California State University, Fullerton, DREAMers Graduate Recognition Ceremony, Planning
 Committee, 2017.
California State University, Fullerton, BOLD Scholars Program, Faculty Affiliate, 2016-2017. California State University, Fullerton, Educational Partnerships Faculty Affiliate, 2016—PresentCalifornia State University, Fullerton, DREAMers Graduate Recognition Ceremony, Planning
 Committee and Co-Master of Ceremony, 2016.
California State University, Fullerton, AB540 Book Scholarship Selection Committee, Reader, 2015
California State University, Fullerton, Chicana Chicano Resource Center, Coordinator Hiring
 Committee, Chair, 2015
California State University, Fullerton, McNair Scholars Program, Hiring Committee Member, 2015California State University, Fullerton, McNair Scholars, Mentor, 2013- Present
California State University, Fullerton, Chicana and Chicano Studies Department, AssessmentCommittee
 Adjunct Faculty Member, 2013-2014
California State University, Fullerton, Dream Center Founding Vision Committee, Co-chair, 2013-2014
California State University, Fullerton, Alliance of Students for an Equal Education, Club Advisor 2012-
 2014


### College
CSUF College of Humanities and Social Sciences, Curriculum Committee, 2021.

CSUF College of Humanities and Social Sciences, Research and Grants Committee, 2017-2019.

### Department
CSUF Department of Sociology, Social Justice Committee, Chair, 2020-Present
CSUF Department of Sociology, Undergraduate Advisory Committee (Chair in Fall 2021), 2020-PresentCSUF
Department of Sociology, Undergraduate Advisor, 2017 – Present
CSUF Department of Sociology, Curriculum Committee, 2019-Present CSUF
Department of Sociology, Student Services Committee, 2019-2020 CSUF
Department of Sociology, Commencement Reader, 2017, 2018, 2019CSUF
Department of Sociology, Graduate Committee, 2018 – 2019
CSUF Department of Sociology, Hiring Search Committee, 2017
CSUF Department of Sociology, Commencement Faculty Marshall, 2016CSUF
Department of Sociology, Undergraduate Committee, 2015—2017

### Community
Baden Powell Elementary, School Site Coordinating Committee, Fall 2016—Spring 2018


## PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA) Critical
Race Studies in Education Association (CRSEA)Mujeres Activas
en Letras Y Cambio Sociales (MALCS)
National Association for Chicana and Chicano Studies (NACCS)

# CALIFORNIA STATE UNIVERSITY, FULLERTON

## MICHAEL P. PEREZ, PH.D.

*Professor of Sociology,*
*Faculty Athletic Representative (FAR)*
Department of Sociology, College of Humanities and Social SciencesDepartment of
Intercollegiate Athletics

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***CURRICULUM VITAE***
January 2022

## HIGHER EDUCATION

**Ph.D.-Sociology**. Dissertation - *The Dialectic of Indigenous Identity in the Wake Colonialism: The Case of Chamorros of Guam*. (Specializations: Race & Class Inequality, Crime & Socio-Legal Studies, Micro-Sociology/Social Psychology), University of California, Riverside. August 1997.

**M.A.-Sociology**. Pro-Paper/Thesis - *"The Child Abuse - Delinquency Connection andthe Role of Intervention: An Extension of Differential Association Theory."*
University of California, Riverside. June 1994. (Specializations: Criminology, Micro-Sociology/Social Psychology).

**B.S.-Sociology**. University of California, Riverside. June 1991.

**A.A.-Liberal Arts**. Riverside Community College, Riverside, CA. July 1989.Cypress

College, Cypress, CA. August 1986 – Dec. 1988.

## GENERAL TEACHING AND SCHOLARLY AREAS

Critical Race Studies
Comparative Race Relations
Native Pacific Studies and Indigeneity
and Critical Pedagogy

Sociology of Sports
Deviance and Delinquency
Micro-Sociology Education

## ACADEMIC EXPERIENCE

Since 8/08 **Professor of Sociology** (Early Promotion)
Department of Sociology, California State University Fullerton.

8/04 – 7/08 **Associate Professor of Sociology** (Early Tenure & Promotion)Department
of Sociology, California State University Fullerton.

8/00 – 7/04 **Assistant Professor of Sociology**
Department of Sociology, California State University Fullerton.

8/99 – 6/00 Assistant Professor of Ethnic Studies and Sociology
Sociology and Ethnic Studies Programs, Cypress College.

Spring 2000 **Adjunct Faculty**
Psychology and Sociology Department, Cal Poly Pomona.

8/98 – 6/99 **Lecturer of Sociology – Full-Time**
Department of Sociology, California State University Fullerton.

9/97 - 8/98 **Assistant Professor of Sociology**
Sociology Program, Division of Social/Behavioral Sciences & SocialWork,
University of Guam.

1/97 - 8/98 **Adjunct Faculty in Sociology**
University of Maryland, University College, Asian Division, Guam.

Summer Counselor/Graduate Student Adviser
1993-96 Minority Summer Research Internship Program (MSRIP), GraduateDivision
- Affirmative Action Programs, University of California, Riverside.

1/96-3/96 **Lecturer of Sociology/Associate-In**
Department of Sociology, University of California, Riverside.

9/93-2/96 **Adjunct Faculty in Sociology**
Department of Humanities & Social Sciences, Crafton Hills College,
Yucaipa, CA.

9/95-12/95 **Teaching Assistant in Ethnic Studies**
Department of Ethnic Studies, University of California at Riverside.

9/93-6/95 **Teaching Assistant in Sociology**
Department of Sociology, University of California, Riverside.

9/94-6/95      **<u>Adjunct Faculty in Sociology</u>**
              Department of Behavioral Sciences, Riverside Community College,
              Riverside, CA.

## Courses Taught:

- Chamorro/*Chamoru* Studies/Identity
- Chicana/o Studies
- City Life
- Conflict Resolution
- Criminology
- Deviant Behavior
- Graduate Seminar: Crime, Justice and Inequality
- Graduate Seminar: Critical Race Studies / formerly Minority-Majority Relations
- Graduate Seminar: Social Inequality
- Honors Seminar: Altruism and Social Justice: Focus on Sports
- Honors Seminar: Race and Ethnic Relations
- Introduction to Asian American & Pacific Islander Studies
- Introduction to Sociology
- Juvenile Delinquency
- Kinesiology/Sport Sociology
- Minority Communities
- Race and Ethnic Relations/ formerly Minority Group Relations
- Research Methods
- Social Research Design
- Social Inequality
- Social Interaction
- Social Problems
- Social Psychology
- Socialization and Personality/Human Development
- Sociological Theory
- Sociology of Families
- Sociology of Guam
- Sociology of Sport
- Theories of Social Behavior
- Work, Bureaucracy and Industry

## Faculty Development Activities:

Digging into Diversity Summer Intensive Workshop – CSUF Faculty
         Development Center, June 7-8, 2017.
Titanium/Moodle Training, CSUF Faculty Development Center (FDC), 2012.Cengage
Teaching & Learning symposium 2012
Norton Teaching & Learning workshop 2012
Online Instruction Support Group, Department of Sociology, 2006 – 2011.Service
Learning Academy, CSUF Center for Service Learning, June 2003. Faculty
Development Center: Summer Technology Institute Grants.

June 2002.
Diversity Facilitator, CSUF Faculty Development Center, 2002.
Distance Learning workshop, CSUF 2001

## Other Teaching Related Experiences:
Service Learning
Online Instruction/Distance learning
Course Developer (online and hybrid/blended courses) Online System
Competencies: Blackboard, Canvas, E-College,
Titanium/Moodle, Demosphere.

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# ADMINISTRATIVE/EDUCATIONAL LEADERSHIP EXPERIENCE

Since 8/13     **Faculty Athletic Representative (FAR) / Athletics Admin. Team**
Department of Intercollegiate Athletics, California State University
Fullerton.

8/19 – 5/20 **Faculty Fellow**, Teaching and Pedagogy, Humanities and Social Sciences
College Office of Equity and Diversity (COED), CaliforniaState University
Fullerton.

7/18-7/19     **Academic Senate Executive Committee**
Academic Senate, California State University Fullerton.

Since 2013     **Senator**
Academic Senate, California State University Fullerton.

2017-18     **Executive Committee**
Big West Conference (BWC) Council

8/16 – 7/17     **President**
Big West Conference (BWC) Council

8/15 – 7/16     **Vice President**
Big West Conference (BWC) Council

8/13–12/14     **Department Vice Chair**
Department of Sociology, California State University Fullerton.

8/11 – 8/13     **Department Chair**
4/14 – 6/14   Department of Sociology, California State University Fullerton.

8/05 - 7/06     **Department Vice Chair**
Department of Sociology, California State University Fullerton.

2/02 – 6/02 **Diversity Consultant/Facilitator**

Faculty Development Center, California State University Fullerton.

9/97 - 8/98  **Program Coordinator/Adviser**
Sociology Program, Division of Social/Behavioral Sciences & SocialWork,
University of Guam.

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## SCHOLARLY ACTIVITIES

### Theses:

Ph.D.  "The Dialectic of Indigenous Identity in the Wake Colonialism:The Case
of Chamorros of Guam"

M.A.  "The Child Abuse - Delinquency Connection and the Role of Intervention:An
Extension of Differential Association Theory"

### Work in Progress:

Perez, Michael P. Review of *Navigating Chamoru Poetry: Indigeneity, Aesthetics, and
Decolonization* by Craig Santos Perez. *American Indian Culture and Research Journal*
(UCLA).

Reyes, Jorge. And Michael P. Perez. "*Estoy Solo*! Appropriating *Futbol* Spaces toward
Educational Mobility."

Perez, Michael P. *Native Restlessness: Chamoru Indigeneity, Resistance, and Diaspora*.
Book Prospectus.

Perez, Michael P. and Marissa Banuelos. "Navigating Racialized Classroom Space:Postcolonial
Reflections and Critical Race Pedagogical Transformations."

### Publications:

#### *Journal Articles and Chapters:*

King, Yesenia and <u>Michael P, Perez</u>. 2016. "Double-Edged Marginality and Agency:
Latina Muslims in the Borderland." In *Crescent of Another Horizon: Islam in Latin
America, the Caribbean and Latino U.S.A.* (John Tofik Karam, Maria del Mar Logroño-
Narbon, Paulo Gabriel Hilú da Rocha Pinto, eds.). University of Texas Press.
(Peer-reviewed)

Perez, Michael P. 2006. "Negotiating Identity and Learning from a Native Pacific Perspective: Contradictions of Higher Learning in Cultural Diversity Classes." Pp. 247-262 in *Faculty of Color Teaching in Predominantly White Institutions,* (Christine Stanley, ed.). Boston, Massachusetts: Anker Publishing Company.
(Invited, non-peer-reviewed)

Preston, Pamela J. and Michael P. Perez. 2006. "The Criminalization of Aliens:Regulating Foreigners." *Critical Criminology.* 14(1): p. 43-66.
(Equal co-authorship, peer-reviewed)

Juge, Tony and Michael P. Perez. 2006. "The Modern Politics of Citizenship and Whiteness in France." *Social Identities: Journal of the Study of Race, Nation and Culture*. 12(2): 187-212.
(Equal co-authorship, peer-reviewed)

Perez, Michael P. 2005. "Colonialism, Americanization, and Indigenous Identity: A Research Note on Chamorro Identity in Guam." *Sociological Spectrum.* 25(5); p. 571-591.
(Peer-reviewed)

Perez, Michael P. 2005. "Chamorro Resistance and Prospects for Sovereignty in Guam." Pp. 169-189 in *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination.* (Joanne Marie Barker, ed.) Universityof Nebraska Press.
(Invited, peer-reviewed/refereed)

Perez, Michael P. 2005. "Insiders Without, Outsiders Within: Chamorro Ambiguity and Diasporic Identities on the U.S. Mainland." Pp. 47-72 in *Global Processes, Local Impacts: The Effects of Globalization in the Asia Pacific Region.* (Nora Chang, John Lidstone, and Rebecca A. Stephenson, eds.). University Press of America.
(Invited, non-peer-reviewed)

Perez, Michael P. 2002. "Pacific Identities Beyond U.S. Racial Formations: The Caseof Chamorro Ambivalence and Flux," *Social Identities: Journal of the Study of Race, Nation and Culture*. 8(3): 457-479.
(Peer-reviewed)

Pinhey, Thomas K., Perez, Michael P., and Randall L. Workman. 2002. "The Fighting Behavior of Asian-Pacific Males in Guam: Do High School ExtracurricularActivities Matter?" *Social Science Quarterly.* 83 (4) December: 1086-1096.
(2nd author, peer-reviewed)

Pinhey, Thomas K., Carpenter, John, Michael P. Perez, and Randall L. Workman. 2002. "Marijuana Use among High School Students in Guam." *Pacific Studies*. 25(3):95-106.
(3rd author, peer-reviewed)

Workman, Randall L., Leon Guerrero, Rachael T., Pinhey, Thomas K., and <u>Michael P. Perez</u>. 2002. "Highlights of Findings from the 1999 Guam Study of Youth Risk Behaviors." *Public Health Dialog: Journal of Community Health and Clinical Medicine for the Pacific.* 9(2): 233-236.
(4th author)

Perez, Michael P. 2001. "Contested Sites: Pacific Resistance in Guam to U.S.Empire." *Amerasia Journal.* 27(1): 97-115.
(Peer-reviewed)

Perez, Michael P. 2000. "Interethnic Antagonism in the Wake of Colonialism: U.S. Territorial Racial and Ethnic Relations at the Margins." *Ethnic Studies Review*. 23 (1-3): 1-32.
(Peer-reviewed)

Pinhey, Thomas K. and <u>Michael P. Perez</u>. 2000. "Recounting the Wages of Self- Appraised Sinfulness: A Research Note on Divorce, Cohabitation, and Guilt." *DeviantBehavior.* 21(1) January - February: 1-13.
(Equal co-authorship, peer-reviewed)

Pinhey, Thomas K., Arria, Amelia; Workman, Randall, L., and <u>Michael P. Perez</u>. 1999. "Family Structure and Alcohol Use among Asian-Pacific High School Students in Guam." *Alcoholism: Clinical and Experimental Research.* 23 (supplement).
(4th author)


***Community Publication Articles:*** (Non-refereed)

Perez, Michael P. 2003. "Insiders Without, Outsiders Within: Chamorros on the U.S. Mainland." *Gailaide: The Global Voice for the People of the Marianas and Micronesia.* 2(2): 6-8. (Invited)

Workman, Randall L., Pinhey, Thomas K., and <u>Michael P. Perez.</u> 1999. "The Reduction of Teenage Fighting through Extracurricular Activities: Evidence from Guam." *Guam Health Research Notes: A Periodic Publication Series for Applied Research and Training.* No. 3, April.


***Conference and Symposia Proceedings:*** (Non-refereed)

Perez, Michael P. 2003. "Chamorro Ambivalence and Diaspora: Beyond U.S. Racial Formations." Pp. 31-44 in *Global Processes, Local Impacts: The Effects of Globalization in the Asia Pacific Region.* Proceedings of the Symposium of the Globalization and Human Dynamics Taskforce of the Pacific Science Association, conducted at its Congress in Guam, June 2001. (Nora Chang, John Lidstone, and Rebecca A. Stephenson, eds.). Published jointly by University of Guam, MicronesiaCentre, The Pacific Science Association, Taiwan, ROC.

Perez, Michael P. 1998. "Indigenous Identity and Political Resistance in Guam." *Sociological Abstracts, Inc. American Sociological Association.* 1-25.

### *Encyclopedia/Reference Work Entries:* (Invited, Non-refereed)

Perez, Michael P. 2000. "External Colonialism." in *Racial and Ethnic Relations in America*. Salem Press.

Perez, Michael P. 2000. "Family and Socialization: Latinos." Pp. 415-417 in *Racial and Ethnic Relations in America.* Salem Press.

### *Technical Research Reports:* (Non-refereed)

Workman, Randall L., Perez, Michael P., and Thomas K. Pinhey. 1999. *'Becoming aBig Kid': Substance Use and Fighting in Guam's Middle Schools*. Community Development Report, Community Resource Development, Guam Cooperative Extension, University of Guam Press. Pp. 1-103..

Workman, Randall L., Pinhey, Thomas K., and Michael P. Perez. 1998. *'In Pursuit of Happiness': Substance Use and Violence Among High School Youth in Guam*, Community Development Report, Community Resource Development, Guam Cooperative Extension, University of Guam Press. Pp. 1-119.

### *Textbook Supplements/Ancillaries:* (Non-refereed)

Perez, Michael P. 2004. Study Guide for *Sociology: Your Compass for a New World*. Second Edition. Wadsworth. Pp. 1-417.

Perez, Michael P. 2003. Study Guide for *Sociology: Your Compass for a New World*. Wadsworth. Pp.1-296.

## Data Sets:

Workman, Randall L, Pinhey, Thomas K., and Michael P. Perez. (1998). [Substance Use and Perceptions of Violence in Guam High Schools]. Machine-readable raw datafile. Community Resource Development, Guam Cooperative Extension: University ofGuam.

Workman, Randall L, Pinhey, Thomas K., and Michael P. Perez. (1998). [SubstanceUse and Perceptions of Violence in Guam Middle Schools]. Machine-readable raw data file. Community Resource Development, Guam Cooperative Extension: University of Guam.

Grant for Associate Professor Research and Publication for Spring 2008. College ofHumanities and Social Sciences. (release time).

$500, First Time Online Grant, Faculty Development Center: Summer TechnologyInstitute Grants. (June 7 & 14, 2002).

$10,000, "A Study of Parental Knowledge, Attitudes, and Behaviors Related to the Reduction of Health Risks Among Middle School Student." (Randall L. Workman andRonald San Nicholas, University of Guam). The University of Guam, Guam Cooperative Extension: Community Development, The Department of Education, Curriculum & Instruction: HIV/AIDs Prevention Programs. (2001).

$3,500, "Racial and Ethnic Relations in a U.S. Territory: Comparative Analysis of Interethnic Antagonism on Guam," Junior/Senior/General Faculty Research Awards,California State University Fullerton. (2000-2001).

$10,000, Safe & Drug Free Schools and Communities Act Research Grant, c/o Officeof the Lt. Governor of Guam, "A Cross-Panel Study of Substance Use and Violence Among Youth on Guam." (co-principal investigator with Randall L. Workman, Thomas K. Pinhey - University of Guam, Mamie C. Balajadia – Guam Dept. of MentalHealth & Substance Use, and Amelia Arria – Johns Hopkins University School of Public Health), (1998).

$31,500, Safe & Drug Free Schools and Communities Act Research Grant, c/o Office of the Lt. Governor of Guam, "Substance Use, Violence, and Guam's Youth: A Study ofHigh School Students." (co-principal investigator, with Thomas K. Pinhey and Randall L. Workman - University of Guam), (1997-98).

$1,400, Continental Micronesia Community Service Travel Grant Award, Universityof Guam, (April 1998).

$1,200, Graduate Dean's Dissertation Research Grant, University of California,Riverside, (1996-97).

$1,000, DYFA Research Grant, University of California, Riverside (1996-97).

$1,500, Block Grant, Department of Sociology, University of California, Riverside,(1995-96, 1996-97).

$1,500, Grant-In Aid, Department of Sociology, University of California, Riverside,(1992-1993).

## Grant Proposals:

2005. "Analysis of Primary Data on Youth Substance Use and Violence in Guam." Junior/Senior/General Faculty Research Program and State Special Fund for Research, Scholarship and Creative Activity, California State University Fullerton.(Fall 2005, not funded)

2001. "Teaching Sociology in Non-Traditional Ways," 2001-2002 Cal State FullertonMission and Goals Initiatives (with John W. Bedell and Troy Zimmer, prepared by John W. Bedell).

1998. "A Study of Violence, Substance Use, and Deviance: A Survey of Students atCalifornia State University Fullerton." Junior/Senior/General Faculty Research Awards, and State Special Fund for Research, Scholarship, and Creative Activity, California State University Fullerton. (Fall 1998, not funded)

 "Contemporary Indigenous Identity: The Case of Chamorros of Guam."
UC Pacific Rim Research Program - Planning Grant Proposal, University of California,Riverside. (1994, not funded).

## Conferences and Colloquia Presentations:

2021. "*Estoy Solo! Appropriating Futbol Spaces toward Educational Mobility"* (with Jorge Reyes). 92nd Annual Meeting of the Pacific Sociological Association: The New Normal and the Redefinition of Deviance. Session #155: Confronting the Legacies of Colonialism.  March 20, 2021.

2021. "The Trust Factor -- Theorizing a Sociology of Trust and Its Implications onDiversity and Mentoring" (with Orvic Pada). 92nd Annual Meeting of the Pacific Sociological Association: The New Normal and the Redefinition of Deviance.
Session #189: Confronting the Legacies of Colonialism.  March 21, 2021.

2019. Keynote Speaker. "*Holokahiki, Ho'omau, Tu'uva'aga, Inafa'maolek I Hasso, Tere /* Sail to Foreign Lands, Persist, Navigate, Restore Balance, Think and Remember, 'Tere'/ the Edge, from a Diasporic Native Pacific Perspective. President's Reception forAsian Pacific Islander Desi American Heritage Month. California State University Fullerton. April 9, 2019.

2019. "The Intersection of Race and Indigeneity in Appropriating Academic Spaces."Sociology Week Symposium: Race and Society. March 20, 2019.

2019.  "Critical Race Pedagogical Reflections on Higher Learning, Curriculum andPedagogy from a Diasporic Native Pacific Perspective." Technology, Education, Assessment, Management (TEAM) Third Annual International Conference.
University of Guam, School of Education. March 10-11, 2019.

2019. "Navigating Identity and Learning in the Era of Multicultural Higher Education from a Native Pacific Perspective."  APIDA Community Conversations.

Asian Pacific American Resource Center. California State University Fullerton. February 6m 2019.

2018. "Diasporic *Chamoru* (Chamorro) Indigeneity: Cultural Renaissance, Political Status, and Academic Trajectories." 29th California Sociological Association CSA Meeting. Panel Session, Indigenous Peoples: Historical Perspectives, ContemporaryRealities and Future Trajectories. Mission Inn, Riverside, CA. November 9, 2018.

2016. "Contemporary Chamorro/Chamoru Articulations from a Native Pacific Diasporic Perspective." Native American & Indigenous Studies (NAISA) 8th AnnualMeeting. Honolulu, Hawaii. May 18-21, 2016.

2016. "Diasporic Educational Trajectories and Chamorro/Chamoru Articulations inHistorical Context." *Mo'na* Our Pasts Before Us: 22nd Pacific History Association (PHA) Conference. Guam, Mariana Islands. May 19-21, 2016.

2016. Inaugural FESTPAC Indigenous Language Conference: "Moving, Owning,Having, Sharing Our Pacific Heritage Languages into Our Pacific Futures!" University of Guam, Mangilao, Guam. May 27-28, 2016. (attendance only).

2015, "Exploring the Multiple Marginalities of Student Athletes." (with MeredithBasil). Digging into Diversity: A Lunchtime Series on Diversity and Inclusivity. Faculty Development Center, CSUF. September 15, 2015.

2015. "Racialization, Indigeneity, and U.S. Ethnic Studies from a Diasporic Chamorro/*Chamoru* Perspective." Session: Racial Currents and Crossings: Indigenizing Ethnic Studies. University of Hawaii, Manoa. Department of EthnicStudies Conference: Our Future, Our Way: Directions in Oceanic Ethnic Studies. March 11-14, 2015. https://www.youtube.com/watch?v=hKrq4axOaH0

2015. "Implications of Chamorro/*Chamoru* Studies Beyond Guam: A Native Pacific Diasporic Perspective." Session: *Chamoru Identity: Intersections of Culture and Politics*. University of Guam. College of Liberal Arts & Social Sciences (CLASS) Annual Research Conference (ARC). March 10, 2015.

2014. "Implications for Chamorro/*Chamoru* Studies Beyond Guam: A Native Pacific Diasporic Perspective." University of Guam Chamorro Studies Summer Colloquium. (prepared but cancelled due to tropical storm). Mangilao, Guam/Guahan. Scheduledfor July 30, 2014.

2014. "Mapping the Terrain of Chamorro/*Chamoru* Diaspora and Indigeneity." (presented by Ivan Sanchez). The 85th Annual Meeting of the Pacific Sociological Association: (Un)Changing Institutions: Work, Family and Gender in the New Economy. Session #62: On the Move: Migration and Uprisings (Session Organizer:Rebecca S.K. Li, The College of New Jersey). Portland, Oregon. March 27-30. 2014.

2014. "Wrestling, Masculinity, and the Community College." (with and presented byIvan Sanchez). The 85th Annual Meeting of the Pacific Sociological Association: (Un)Changing Institutions: Work, Family and Gender in the New Economy. Session#174: Sport, Leisure, & Society I: Identity and Family (Session Organizer: Derek Martin, University of Arizona). Portland, Oregon. March 27-30. 2014.

2014. "Negotiating Identity and Navigating Multicultural Classroom Space: Postcolonial Reflections and Critical Race Pedagogical Transformations." (with Marissa Banuelos). California Chapter of the National Association for MulticulturalEducation. 3rd Annual Conference, Reclaiming Multicultural Education: Fighting Back, Imagining and Building Social Just Worlds. CSU Fullerton, January 11, 2014.

2013. "Critical Race Pedagogical Praxis: Strategies for Maintaining Multicultural andDemocratic Learning Spaces." (presented by Marissa Banuelos). The 84th Annual Meeting of the Pacific Sociological Association: Research and Teaching Matters: Creating Knowledge, Policy, and Justice. Session #27: Race and Class in Education (Session Organizer: Amy Orr). Reno, Nevada. March 21-24, 2013. http://pacificsoc.typepad.com/reno_2013/preliminary-program.html

2013. "Gender Transcendence in Women's Soccer: Bridging Aesthetics and Social Dynamics." (with Diego Bocanegra). 34th Annual Research Conference (ARC), Charter Day, College of Liberal Arts & Social Sciences, University of Guam. March 12,2013. http://www.uog.edu/dynamicdata/CLASSResearchConference.aspx.

2012. "Gender Transcendence in Women's Soccer: Bridging Aesthetics and Social Dynamics." (with Diego Bocanegra).  CSUF Sociology Lecture Series.  September 28th.

2012. "Girl's and Women's Soccer in the New Millenium: Bridging Aesthetics andSocial Dynamics." (with Diego Bocanegra). The Third International Conference onSport & Society, 23-25 July, Cambridge University, Cambridge, UK. July 2012. (Virtual participation).

2012. "Wrestling Masculinities: A Study of College Wrestlers." Session: "Understanding Intersectionality and Inequality in Sports," (with Ivan Sanchez). The83rd Annual Meeting of the Pacific Sociological Association: Intersectionalities and Inequalities: Knowledge and Power for the 21st Century. San Diego, CA. March 22- 25.

2012. "Girl's and Women's Soccer in the New Millennium: Triumph and Contradiction." Session: "Gender and Sport," (with Diego Bocanegra). The 83rd Annual Meeting of the Pacific Sociological Association: Intersectionalities and Inequalities: Knowledge and Power for the 21st Century. San Diego, CA. March 22-25.

2012. "Resisting Racialized Discourse: Reflections on Navigating Institutions of Higher Education." Session: "Identity, Belonging, and Navigating Higher Education,"(with Marissa C. Banuelos). The 83rd Annual Meeting of the Pacific Sociological Association: Intersectionalities and Inequalities: Knowledge and Power for the 21st Century. San Diego, CA. March 22-25.

2010. "Contradictions of Higher Learning in Cultural Diversity Classes: Critical RacePedagogy and Postcolonial Reflections." CSUF Sociology Week 2010: Educational Inequalities. March.

2009. "Mapping the Terrain of Chamorro Diaspora and Indigeneity." University of Guam – Presidential Lecture Series. President Robert A. Underwood. (YouTube Link: http://www.youtube.com/view_play_list?p=1EF6D8CBCD6F2DEB).

2009. "Contradictions and Negotiations of Identity and Learning in "Cultural Diversity" Classes: Critical Race Pedagogy and Postcolonial Reflections." Colloquium. Department of Ethnic Studies. University of California, Riverside.January.

2009. "Critical Pedagogical Reflections on Classroom Interactions and Colonial Discourse." The 80th Annual Meeting of the Pacific Sociological Association: TheShifting Foundations of Social Inequality.  San Diego, CA. April 8-11. (panelist).

2009. "Workshop: Academic Job Search: Getting Ready, Letter, CV, Interviews and After." The 80th Annual Meeting of the Pacific Sociological Association: The ShiftingFoundations of Social Inequality.  San Diego, CA. April 8-11.

2008. "Contradictions of Higher Learning in Cultural Diversity Classes: Critical RacePedagogy and Postcolonial Reflections." The 79th Annual Meeting of the Pacific Sociological Association (PSA), The Messiness of Human Social Life: Complexity, Contradiction, Tension and Ambiguity.  Portland, Oregon. April 2008.

2008. "The Ghost of Guam in the Machinery of American Sovereignty." UC San DiegoEthnic Studies Conference, "Postcolonial" Futures in a Not-Yet Postcolonial World: Locating the Intersections of Ethnic, Indigenous, and Postcolonial Studies. March 2008 (Invited).

2006. "Negotiating Identity and Learning from Native Pacific Faculty and Asian American Student Perspectives." With Sandy Koh. The 77th Annual Meeting of Pacific Sociological Association. Playing with Sociology: Pedagogy, Postmodernismand Pop Culture. Hollywood, CA. April 2006.

2004. "Insiders Without, Outsiders Within: Chamorro Ambiguity and Diasporic Identities on the U.S. Mainland." In *Global Processes, Local Impacts: The Effects of Globalization in the Asia Pacific Region.* (Nora Chang, John Lidstone, and Rebecca A. Stephenson, eds.). University Press of America. Mini-Conference, Book Release Event. University of Guam. Mangilao, Guam. December 2004. (Chapter presentation).

2004. "Pacific Islanders in Higher Education: Invisible Minorities or "Just" Another Minority?" 17th Annual National Conference on Race and Ethnicity in Higher Education NCORE. Miami Beach, Florida. June 1-5, 2004 (Invited, major workshop).

2003 "Pacific Islanders and Higher Education." National Pacific Islander EducationNetwork and Pacific Islanders Association, Cal State Long Beach 2nd NPIEN Conference. California State University, Long Beach. November 2003.

2003. "Insiders Without, Outsiders Within: Contesting 'Asia Pacific'." 45th Annual Conference of the Western Social Science Association. Session: Contemporary SocialChange and Socialization. Las Vegas, Nevada. April 10, 2003.

2003. "Moving Toward the Tenure-Track." The 74th Annual Meeting of the Pacific Sociological Association: *Social Science and Social Policy.* Pasadena, CA. April 4, 2003.

2003. "Understanding the Pacific Islanders: People, Culture, and Communication."Diversity Development Program. Diversity Relations and Educational Programs. University of California, Irvine. March 19, 2003.

2003. "Uniting the Village: Pacific Islander Student Achievement" Association of California School Administrators (ACSA) 2003 Pupil Services and Special EducationSymposium: *Dreaming, Reaching, Achieving.* Monterey Hyatt Hotel, Monterey, CA. January 10,2003.

2002. "Myths and Stereotypes Affecting Pacific Islander Students." National Pacific Islander Education Network and Pacific Islanders Association, Cal State Long Beach First NPIEN Conference: *Uniting the Village: Bridging Institutions and Resources.* Student Union Hall, California State University, Long Beach. November 22-23, 2002.

2002. "Insiders Without, Outsiders Within: Chamorro Ambiguity and Diasporic Identities on the U.S. Mainland." American Studies Association Annual Meeting: *TheLocal and the Global.* Houston, Texas. November 15, 2002.

2002. "Racial and Ethnic Antagonism and Otherness in a U.S. Colonial Outpost," 2002 California Sociological Association Annual Meeting, *The Challenges of Social Justice and Diversity in a Changing World.* Session: "Racial and Ethnic Relations in Comparative Perspective." Mission Inn, Riverside, CA, October 18, 2002.

2002. "National Pacific Islander Educator Network" 2002 Asian Pacific Americans inHigher Education (APAHE) Conference. April 29, 2002.

2001. "Pacific Islanders Beyond U.S. Racial Formations: The Case of Chamorro Ambivalence and Flux." The 96th Annual Meeting of the American Sociological Association, *Cities of the Future.* Regular Session Paper Presentation: "Race inPolitical, Domestic, and Global Perspective." Joe Feagin and Eileen O'brien. Anaheim, CA, August 18 – 21, 2001.

2001. "Chamorro Ambivalence and Diaspora: Beyond U.S. Racial Formations," 10th Pacific Science Inter-Congress, *The Integration of Natural and Social Sciences in the New Pacific Millennium.* The Pacific Science Association and the University of Guam. Paper Presentation, Session: "Globalization in the Pacific and Asian Regions: New Perspectives in the 21st Century." Rebecca Stephenson. Tumon, Guam, June 1 – 6, 2001.

2001. "Globalization and Ethnic Antagonism on Guam: Where America's Divide Begins," 10th Pacific Science Inter-Congress, *The Integration of Natural and Social Sciences in the New Pacific Millennium.* The Pacific Science Association and the University of Guam. Paper Presentation, Session: "Globalization in the Pacific and Asian Regions: New Perspectives in the 21st Century." Rebecca Stephenson. Tumon,Guam. June 1 – 6, 2001.

2001. Summit on Pacific Islanders and Southeast Asian Americans in Higher Education, Congressman Robert A. Underwood, Congress of the United States, Houseof Representatives, Washington D.C. May 19, 2001.

2001. "Interaction Rituals and Emotion Management: Towards an Integrative Modelof Power and Emotional Outcomes." Western Social Science Association 43rd AnnualConference. Paper Presentation, Session: "Emotions and Social Change." Perry Jacobson. Reno, Nevada. April 18 – 22, 2001.

2001. "Indigenous Contestation and Resistance in a U.S. Territory: Prospects for Sovereignty in Guam." The 72nd Annual Pacific Sociological Association Meeting, *Transformations: Social Activism and Social Change.* Paper Presentation, Session: "Social Change and Social Policies Effecting American Indians." James Fenelon. SanFrancisco, CA. March 29 – April 1, 2001.

2000. "Chamorro Contestation and Resistance: Prospects for Sovereignty in Guam."Sovereignty 2000: Locations of Contestation and Possibility. Paper Presentation.
University of California, Santa Cruz, May 19 – 20, 2000.

2000. "Intergroup Relations and Social Change in a U.S. Territory: Cross-Cultural and Transnational Implications for Sociological Inquiry." Western Social Science Association 42nd Annual Conference. Paper Presentation, Session: "Sociology on theCutting Edge: Continuing Issues for the Next Century." San Diego, CA. April 26 – 29, 2000.

2000. "Toward an Alternative Perspective on Minority Families: An Interpretive Note on Adaptive Responses and Socialization Patterns ." The 71st Annual Pacific Sociological Association Meeting, *Expanding Social Horizons in the 21st Century.* Paper Presentation, Session: "The Family in Cross-Cultural Minority Settings." SanDiego, CA. March 23 - 26, 2000.

2000. "Substance-Use, Delinquency and Violence in the Pacific: A Research Note onGuam's Youth." (with Thomas K. Pinhey and Randall L. Workman – University of Guam), Western Society of Criminology 27th Annual Conference, *Diversity and Justice*. Paper Presentation, Session on Substance Abuse. Kona, Hawaii. February 24 – 27, 2000.

2000. "Chamorro Transiency and Flux: Bridging Identities in Pacific Cultural Studies." Invited participation. *Native Pacific Cultural Studies on the Edge: A Symposium of Pacific Scholars*.  UC Santa Cruz.  February 11 – 12, 2000.

2000. "The Fighting Behavior of Asian-Pacific Youth: A Research Note on the Effectsof Extracurricular Activities." (with Thomas K. Pinhey and Randall L. Workman), 2000 Mid-South Sociological Association Annual Meeting, Paper Presentation, Galveston, Texas.

1999. "Alcohol Use Among Pacific-Asian Youth in Guam: The Effects of Family Structure and Parental Relationships."  (with Thomas K. Pinhey – University of Guam, Amelia Arria – Johns Hopkins University, and Randall L. Workman – University of Guam), 1999 Scientific Meeting of The Research Society on Alcoholism.Poster Presentation. Santa Barbara, CA, June 26 - July 1, 1999.

1999. "Criminalization of Immigrant Workers in Europe: A Comparative Analysis."(with Pamela Preston – CSU Fullerton), The 70th Annual Pacific Sociological Association Meeting, *Social Difference and Social Connection.* Paper Presentation, Session on Immigration, Social Differences, New Connections. Portland, Oregon, April 15-19, 1999.

1999. "Interethnic Antagonism in Guam: A Case of Territorial Racial-Ethnic Relations." (with Edna Bonacich – UC Riverside), The 70th Annual Pacific Sociological Association Meeting, *Social Difference and Social Connection.* Paper Presentation, Session on Ethnic Stratification/Inequality. Portland, Oregon, April15-19, 1999.

1999. "Indigenous Identity Formation in a U.S. Territory." The 70th Annual Pacific Sociological Association Meeting, *Social Difference and Social Connection.* Paper Presentation, Session on Indigenous People.  Portland, Oregon, April 15-19, 1999.

1999. "The Reduction of Teenage Fighting Through Extracurricular Activities:Evidence from Guam." (with Thomas K. Pinhey and Randall L. Workman – University of Guam), The 19th Annual Guam Association of Social Workers Conference.  Guam Hilton Hotel, Tumon, Guam, March 24-26, 1999.

1999. "The Influence of Extracurricular Activities on Fighting Among Asian-Pacific Youth: Social Integration and Social Control Theories Revisited in a Cross-Cultural Context," (with Thomas K. Pinhey and Randall L. Workman – University of Guam), Western Society of Criminology 26th Annual Conference, *The Challenges of Crime andJustice in the New Millennium.*  Paper Presentation, Session on Criminological Theory. Oakland, CA, February 26-27, 1999**.**

1999. "Indigenous Identity and Political Resistance in Guam." 93rd American Sociological Association Annual Meeting, *Inequality and Social Policy,* Regular Session Paper Presentation, Section on Indigenous Peoples, San Francisco, CA.,August 22, 1998.

1998. "Substance Abuse and Violence Among Guam's High School Students." (with Randall L. Workman and Thomas K. Pinhey – University of Guam). Pacific Rim Seminar - Guam 1998: *War on Ice*. Drug Enforcement Administration, University ofGuam, Guam Police Department, Safe Streets Foundation.  Hyatt Regency Hotel.
Tumon Bay, Guam.  August 18, 1998.

1998. "Nationalism, Panethnicity, and Resistance: Chamorro Identity Politics in Guam." (with Adalberto Aguirre, Jr. – UC Riverside), The 69th Annual Pacific Sociological Association Meeting, *The Value of Sociology,* Paper Presentation, Sectionon Race and Nationalist Movements in the United States and its Territories, San Francisco, CA., April 16-19, 1998.

1998. "The Social Psychological Basis of Indigenous Identity, Consciousness, and Resistance: An Exploratory Study of Chamorros in Guam." (with Adalberto Aguirre, Jr. – UC Riverside), The 69th Annual Pacific Sociological Association Meeting, *The Value of Sociology,* Paper Presentation, Section on The Social Psychology of Race andEthnicity, San Francisco, CA., April 16-19, 1998.

1998. "Belief in Sin and Feelings of Guilt: A Test of the Reflected Self-Appraisal Hypothesis." (with Thomas K. Pinhey – University of Guam), The 69th Annual PacificSociological Association Meeting, *The Value of Sociology,* Paper Presentation, Sectionon Deviance and Social Psychology, San Francisco, CA., April 16-19, 1998.

1998. "Dialectic Tension: An Interpretive Note on Contemporary Chamorro Identity." 1998 College of Arts and Sciences Annual Conference, University of Guam,Paper Presentation, March 27, 1998.

1997. "The Influence of Child Abuse Experiences on Delinquency: Implications for Community Involvement, Prevention, and Intervention on Guam." 18th Annual Public Administration Island Conference, *Crime on Guam: Its Economic, Societal, andPolitical Impact,* Paper Presentation, Section on Community Involvement, Guam Hilton Hotel, Tumon, Guam, November 6, 1997.

1997. "The Dialectic of Indigenous Identity in the Wake of Colonialism: The Case ofChamorros of Guam." University of California, Riverside, Department of Sociology, Research Presentation, Colloquium, June 11, 1997.
1996. "Divorce, Cohabitation, and Guilt in Guam: Recounting the Wages of Self- Appraised Sin." (with Thomas K. Pinhey – University of Guam)*,* Mid-South Sociological Association Annual Meeting, Paper Presentation, Little Rock, Arkansas,October 1996.

1996. "A Further Analysis of the Child Abuse-Delinquency Connection." Western Society of Criminology 23rd Annual Conference, *Reassessing Crime, Realizing Justice: Collaborating for a New Agenda,* Paper Presentation, Section on Crimes Among Families and Intimates, Rohnert Park, CA, February 22-25, 1996.

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# SERVICE ACTIVITIES: PROFESSIONAL, UNIVERSITY, AND COMMUNITY

## Professional Service:

August 2018. Invited Peer-Reviewer. *Radical History Review*. Special Issue: Radical Histories of Sanctuary.

Since May 2016. Invited Peer-Reviewer. *American Indian Culture and ResearchJournal*.

2016.  Invited Peer-Reviewer. *Qualitative Sociology*.

2016. Chapter Review. Ferris and Stein. Chapter 8 "Race and Ethnicity as LivedExperience," *The Real World*, 5th Edition. W.W. Norton.

2013. Workshop/Panelist. Writing the Teaching Philosophy. UC Irvine CareerCenter. October 18, 2013.

2013. Invited Editorial Reviewer. *What White People Think They Know: Questioning Conventional Wisdom on Race in the United States*.  Sage Publications.

2012.  Invited Peer-Reviewer. *The Journal of Pacific History*.  Dr. Vicki Luker, Executive Editor.

2012-13.  Committee on Committees. Pacific Sociological Association.

2008-09. Session Organizer. "Indigenous Peoples." 80th Annual Meeting of the Pacific Sociological Association: The Shifting Foundations of Social Inequality. SanDiego, CA, April 2009.

2008-09. Session Organizer. "Issues in Race and Ethnicity in the Contemporary Moment." 80th Annual Meeting of the Pacific Sociological Association: The ShiftingFoundations of Social Inequality. San Diego, CA, April 2009.
2008-09.  Co-Session Organizer (with Yesenia King). "Graduate Student Voices onSocial Inequalities." 80th Annual Meeting of the Pacific Sociological Association (PSA), San Diego, CA, April 2009.
2008-09. Session Organizer. "Critical Reflections on Race, Ethnicity, and Education."80th Annual Meeting of the Pacific Sociological Association (PSA), San Diego, CA, April 2009.

2008-09. Planning Committee Member – race and ethnic studies sections. 80th Annual Meeting of the Pacific Sociological Association (PSA).

2008 - 10. Pacific Sociological Association (PSA) Committee on Race and Ethnic Minorities. Member.
(Committee member)

2007. "Workshop on the Academic Job Search: Getting Ready, Letter, CV, Interviews and After." The 77th Annual Meeting of the Pacific Sociological Association.
Sociology in the Academy: It's Current and Prospective Position. April 2007. (Workshop Panelist)

2007. Invited Peer-Reviewer. *Sociological Spectrum*. John Lynxwiler & David Gay, Editors.
(Peer-Reviewer)

2006. "Race, Gender, and Labor in the New Global Economy: A Conference in Honor of Professor Edna Bonacich." UC Riverside. June 2, 2006.
(Moderator)

2004 – 2006. Invited Peer-Reviewer. *Sociological Perspectives.* Donald C. Barrett and Richard T. Serpe, Co-Editors.
(Peer-Reviewer)

2005. "Racial and Ethnic Minority Family Experiences I." The 76th Annual Meeting of the Pacific Sociological Association. Public Sociology: What is our purpose? What are our priorities? Portland, Oregon. April 7 2005.
(Session Organizer)

2005. "Racial and Ethnic Minority Family Experiences II. The 76th Annual Meeting of the Pacific Sociological Association. Public Sociology: What is our purpose? What are our priorities? Portland, Oregon. April 9 2005.
(Session Organizer)

2005. "Workshop: Preparing for Academic Job Search I: Getting Organized and Finding the Fit." The 76th Annual Meeting of the Pacific Sociological Association. Public Sociology: What is our purpose? What are our priorities? Portland, Oregon. April 8, 2005.
(Workshop Panelist)

2005. "Workshop: Preparing for Academic Job Search I: Interviews and Handling Job Offers." The 76th Annual Meeting of the Pacific Sociological Association. Public Sociology: What is our purpose? What are our priorities? Portland, Oregon. April 9, 2005.
(Workshop Panelist)

2005. "Workshop: Your first years toward tenure track." The 76th Annual Meeting of the Pacific Sociological Association. Public Sociology: What is our purpose? What are our priorities? Portland, Oregon. April 9, 2005.
(Workshop Panelist)

2005. Editorial Review of David Thio *Deviant Behavior*. Eighth Edition. Allyn & Bacon. 2005.
(Reviewer)

2005. Editorial Review of David M. Newman. Book Proposal, *Identities and Inequalities: Understanding Race, Class, Gender, and Sexuality in Everyday Life.* McGraw-Hill. 2005.
(Reviewer)

2005. Editorial Review of Erich Goode's *Deviant Behavior.* 7th Edition. Prentice Hall.
(Reviewer)

2005. Editorial Review of Vincent N. Parillo's *Strangers to These Shores* 7th Edition. Allyn and Bacon.
(Reviewer)

2004. Session Organizer. Pacific Islander Higher Educational Networking. 3nd Annual National Pacific Islander Educator Network (NPIEN) Conference. Cal State Long Beach. November 2004.
(Session Organizer)

2004. Workshop Organizer, 75th Pacific Sociological Association Meeting. Workshop: Teaching and Learning Racial and Ethnic Relations. San Francisco, CA. April 2004.

2004. "Verbosity and Listening: The Delicate Balance of Student Dialogue." 75th Pacific Sociological Association Meeting. Workshop: Teaching and Learning Racial and Ethnic Relations. San Francisco, CA. April 2004
(workshop presentation)

2004. "Collegiality, Professionalism, and Diversity." 75th Pacific Sociological Association Meeting. Workshop: Your First Years Toward Tenure: Things You Should Know. San Francisco, CA. April 2004.
(workshop presentation)

2004. "Moving Toward the Tenure-Track." 75th Pacific Sociological Association Meeting. Workshop: Navigating the Academic Job Search Process I: Getting Organized, CV, Application Letter, and Teaching Portfolio. San Francisco, CA. April 2004.
(workshop presentation)

2003. Session Organizer. Pacific Islander Higher Educational Challenges. 2nd Annual National Pacific Islander Educator Network (NPIEN) Conference. Cal State Long Beach. November 2003.

2003. Editorial Review of Erich Goode's *Deviant Behavior.* 6th Edition. Prentice Hall. May 2003.

2002. Session Organizer. "Myths and Stereotypes Affecting Pacific Islander Students," and "Higher Education: Barriers, Access, and Retention." National PacificIslander Education Network and Pacific Islanders Association, Cal State Long BeachFirst NPIEN Conference: *Uniting the Village: Bridging Institutions and Resources.*
Student Union Hall, California State University, Long Beach. November 22-23, 2002.

2002. Session Organizer. "Racial and Ethnic Relations in Comparative Perspective." California Sociological Association Annual Meeting, *The Challenges of Social Justice and Diversity in a Changing World.* Session: Mission Inn, Riverside, CA. October 18, 2002.

1999-2003. Editorial Review Board, *Journal of Mundane Behavior.* (1999-2003) 2000-2001. Editorial Review of Brym and Lie's *Sociology: Your Compass for a NewWorld.* Harcourt Brace Publishers.

2000-2001. Research Consultancy. "The Tamuning Eagles: A Video Treatment for Research and Development." (Vicente M. Diaz, University of Guam). University of Guam, Moving Islands Inc.

2000. Session Co-Organizer (with Ronald Elliot Hughes), The 71st Annual Pacific Sociological Association Meeting, Session: "Indigenous People," San Diego, CA. March 23 - 26, 2000.

2000. Session Organizer. Western Society of Criminology 27th Annual Conference, *Diversity and Justice.* Session on Substance Abuse in Diverse Settings. Kona, Hawaii.February 24 – 27, 2000.

1999. Session Organizer/Discussant, The 70th Annual Pacific Sociological Association Meeting, Session: "Indigenous People," Portland, Oregon. April 15-19,1999.

Academy of Teaching and Learning, Cypress College. 1999-2000.

Moderator, Guam and Micronesia Section. 1997 College of Arts and Sciences Annual Conference, University of Guam, April 1997.

### *Professional Memberships and Affiliations***: (past and/or present)**

American Sociological Association (ASA)Big

West Conference (BWC)

California Sociological Association (CSA)

Chi Omicron Gamma Honor Society, University of Guam.

Community Resource Development Center, University of Guam.Faculty

Athletics Representatives Association (FARA)

*Famoksaiyan* "the place or time of nurturing" or "the time to paddle forward and move ahead." A diasporic Chamoru space.

Guam Communications Network (GCN), Long Beach, CA.

Hawaii Sociological Association (HAS)

Native American & Indigenous Studies Association (NAISA)

National Association for Ethnic Studies (NAES)

National Collegiate Athletic Association (NCAA)

National Conference on Race and Ethnicity in Higher Education (NCORE)National

Pacific Islander Educator Network (NPIEN) Los Angeles County.Pacific History

Association (PHA)

Pacific Sociological Association (PSA)

Researchers and Critical Educators (RACE), Cal State Fullerton.

RFT Micronesian Area Research Center (MARC), University of Guam.TASI

Traditional Seafarers Association, Micronesia, Guam.

Western Society of Criminology (WSC) Western

Social Science Association (WSSA)

Center for Asian Pacific America, University of California, Riverside (1995-96)

Chicana/o Scholars Seminar, University of California, Riverside(1995-96)

Pacific Islander Students Association (PISA), University of California,Riverside (1994-95)

Sociology Graduate Students Association (SGSA), University of California, Riverside (1991-93)

## University Service:

*National:*

NCAA Faculty Athletics Representative (FAR) Institute, NCAA National Headquarters, Indianapolis, Indiana.  May 15-17, 2014.

*System- and Conference-Wide Service:*

Big West Conference Council.  October 2013 – present.

Big West Conference (BWC) Council, Executive Committee, Fall 2017- Spring 2018.Big West

Conference, Championships Ad Hoc Committee, 2017-18.

President, Big West Conference Council, August 2016 – July 2017. Vice

President, Big West Conference Council, August 2015 – July 2016.

Big West Conference Men's Basketball Strategic Planning Ad-hoc Committee, September 2014 – present.

Mentor, Orvic Pada, Cal State University Doctoral Student Incentive Program (CDIP) New

Department Chairs 15th Annual Workshop, CSU Long Beach, February 10, 2012.***All-University***

***Service:***

Coaching Authentic Allyship and Community-Building Panel: Best Practices fromTitan Athletics Coaching Faculty. Faculty Development Center (FDC), Fall 2020, Spring 2021 Fall 2021.

Mentor Connext, New Faculty Mentorship Program. CSUF AY 2020-21, Fall 2021,McNair

Mentor Panel. CSUF McNair Program. June 2021.

Anti-Racism Module Steering Committee, CSUF Human Resources and DiversityInitiatives (HRDI), AY 2020-21.

Graduate Student Workshop "Preparing for a Ph.D." with Dr. Sandra Perez. Strengthening Opportunity, Access and Resources (SOAR). February 26 and March5, 2020.

Faculty Mentor. CSUF Faculty/Graduate Student Mentoring Program. Sponsored by Strengthening Opportunity, Access and Resources (SOAR) grant, the Faculty Development Center (FDC), and the Office of Graduate Studies.  AY 2019-20.

Search Committee for Dean of the College of Communications, CSUF 2018-19. Academic

Standards Committee, CSUF, Academic Senate Exec. Liason, 2018-19.Writing Proficiency

Committee, CSUF, Academic Senate Exec. Liason, 2018-19.

University Honors Program Committee, CSUF, Academic Senate Exec. Liason, 2018-19.

Faculty Moderator.  Etiquette dinner mimicking conference luncheons / dinners.CSUF McNair
Program. March 9, 2018.

Male Success Initiative (MSI) Search Committee. Summer-Fall 2017.

Male Success Initiative (MSI) Think-Tank Meeting, CSUF Student Affairs.October
2016.

Institutional Purposes, Structures, and Processes Subcommittee (Self-Study and Institutional
Report) in preparation for our Fall 2019 visit from the WASC SeniorCollege and University
Commission (WSCUC), since Spring 2017.

Faculty Athletics Representative (FAR), Department of Intercollegiate Athletics, CSUFullerton,
since September 2013.

Academic Senate Diversity and Inclusion Committee, CSU Fullerton, since August2016.

McNair Scholars Faculty Panel, CSUF, July 16, 2015.

Search Committee for Associate Vice President of Information & Academic
Technology, CSUF AY 2014-15.

Senator, Academic Senate, CSUF, 2013-18.

"Getting to Know the Faculty: Faculty Panel." New Graduate Student Orientation.CSU
Fullerton. January 17, 2015.

Dissertation Committee, CSUF College of Education, Doctoral Program in Educational
Leadership, Futoshi Nakagawa "The Decision-Making Process of AdultLearners who are
Nearing Completion of their Institution's Noncredit ESL Sequence." AY 2014-15

Faculty Mentor/Advisory Board, Enhancing Post baccalaureate Opportunities atCSUF for
Hispanic Students (EPOCHS), Faculty/Student Mentoring Program AY 2011/12, 2012/13,
2014/15.

University Strategic Plan - Gap Closing Task Force, CSUF, 2013-14.

Search Committee for Associate Vice President of Student Affairs, CSUF Fall 2014.

Search Committee for Director of Diversity Initiatives and Cultural Centers, Student Affairs, CSUF Spring 2014.

Associate Dean Recruitment Committee, CSUF Extended Education. 2013-14. Athletics Advisory

Council, CSUF, 2013-14.

Athletics Equity Committee, CSUF, 2013-14.

Athletics Exceptions Committee, Chair, CSUF 2013-14. IT

Committee, CSUF, 2013-14.

Department Chairs Panel, CSUF Chairs Meeting, Academic Affairs & Faculty Development Center, September 12, 2013.

Department Chairs Panel, CSUF Leadership Institute, June 7, 2013. All-

University Strategic Planning Steering Committee, CSUF, 2012-13
    Co-Chair, Strategic Plan Goal 2 –"Improve student persistence, increase
    graduation rates University-wide, and narrow achievement gap for
    underrepresented students. "

Athletic Director Recruitment Committee, CSUF, 2012.

Associate Dean Recruitment Committee, CSUF Irvine Campus.  2012. Advisory Board,

Social Justice Summit, Cal State Fullerton, 2005-06; 2009-12.

University 100 Presentation. "Freshmen Student Athletes Navigating College." Athletic Academic Advisement, CSUF. Fall 2011.

50th Anniversary Committee, Community Engagement Subcommittee, CSUF Summer & Fall 2006.

CSUF Student Club Advisor, "Save Africa." 2006.

CFA Affirmative Action Committee Member. 2006-07.

Researchers and Critical Educators (RACE), group member. since 2001.
"Pacific Islanders in Higher Education Community Forum." Multicultural Leadership, CSUF. Panel presentation. May, 2006.

Guest lecture on Chamorro culture. BIO 352 Plants + Life (ethnobotany) for Dr. Sandra Banack. February 15, 2007.

CSUF Future Scholars Committee. Spring 2002-2005.CSUF

Honors Program Faculty. since Fall 2004.

CSUF Faculty Development Center (FDC), Diversity Consultant/Facilitator. Spring2002. Advisory Committee Member, Cesar Chavez Heroes Project, CSUF. Spring 2002-2004.

Film Screening and Presentation on *Once Were Warriors.* Global Issues in WorldCinema: Peace and War on Planet Earth. An International Film Series and Discussion, California State University, Fullerton, Spring 2003.

Brown-Bag Presentation, Asian American Studies Program, California State University, Fullerton. "Pacific Islanders Beyond U.S. Racial Formations." April 4,2001.

Panelist "Preparing for the Academic Professions," *Succeeding in Graduate and Professional School,* California State University Fullerton. Organized by Dean Thomas Klammer. October 24, 2000.

Honors Program Committee, University of Guam. 1997-1998.

## College-Level Service:

Faculty Search Committee. Women's, Gender, and Queer Studies Department.2021-22.

Mentorship Panel for New Tenure-Track Faculty. CSUF Humanities & SocialSciences (HSS), September 2021.

Faculty Search Committee. Asian American Studies Department. 2020-21.

Department Personnel Committee, CSUF Asian American Studies Program,AY 2016-17.

Chair Department Personnel Committee of Evaluation of Promotions to FullProfessor, CSUF Asian American Studies Program, AY 2016-17.

Department Personnel Committee, CSUF Department of Chicana/o Studies,AY 2016-17.

College Advisement Committee. College of Humanities and Social Sciences, CSUFullerton. AY 2012-13, AYU 2013-14.

College Strategic Planning Committee, College of Humanities and Social Sciences,CSU Fullerton. AY 2011-12; 2012-13, AY 2013-14.

Grants Committee. College of Humanities and Social Sciences, CSU Fullerton. AY2010-11; 2011-12.

Chair, Department Personnel Committee. Asian American Studies Program. Spring2011; AY 2016-17.

Asian American Studies Department Council Member, California State Fullerton.Since 1998.

Asian American Studies Program, Recruitment and Retention Committee. AY 2008-09.

Department Personnel Committee, Asian American Studies Program. AY 2007-08;AY 2008-09; AY 2016-17.

Department Personnel Committee, Department of Chicana/o Studies. Spring 2005-Spring 2006; AY 2007-08; AY 2008-09; AY 2016-17.

Department Personnel Committee, Department of African American Studies. AY2008-09; AY 2009-10; AY 2010-11.

Department Personnel Committee, Department of Modern Languages & Literatures.AY 2008-09.

Chair, Committee on Review of Market or Equity Increases, Department ofChicana/o Studies. Spring 2005.

Masters Thesis Committee Member for Sean Slusser, Department of AmericanStudies, Chair: John Ibson, 2005-07.

CSUF HSS Curriculum Committee. 2002-2004.

Chair, Paper Proposal Review Panel, 1998 College of Arts and Sciences AnnualConference, University of Guam. 1997-1998.

## Department-Level Service:

Social Justice Committee. CSUF Department of Sociology. Since Fall 2020.

Anti-Racism, Diversity, Equity, and Inclusion, Curriculum Development, CSUF Department of Athletics. Since Fall 2020.

Assessment Committee, CSUF Department of Sociology AY 2016-17, 2017-18.

Department Personnel Committee, CSUF Department of Sociology, AY 2016-17,2017-18, 2018-19.

Chair Department Personnel Committee of Evaluation of Promotions to FullProfessor, CSUF Department of Sociology, AY 2016-17.

Faculty Search Committee, Department of Sociology, CSUF. (2017-18, 2015-16, 2013-14 [dept. chair], 2006-07 [comm. chair], 2005-06 [comm. chair], 2004-05.

2015. "Exploring the Multiple Marginalities of Student Athletes." (with Meredith Basil). Presented at All-Coaches meeting, Athletics Department CSUF. September15, 2015.

Department Chair, Department of Sociology, CSUF (8/11-8/13, 4/14 – 6/14)Department

Vice Chair, Department of Sociology, CSUF (8/13 – 12/14).

Chair of Assessment and Undergraduate Committee, Department of Sociology,Fall 2014.

Life-Skills Coordinator Search Committee, CSUF Student Affairs, Fall 2014.

Compliance Director Search Committee, CSUF Department of IntercollegiateAthletics, Fall 2014.

Women's Soccer Assistant Coach Search Committee, CSUF Department of Athletics,Spring 2013.

Administrative Support Coordinator Search Committee, CSUF Department ofAthletics, Fall 2013.

Men's Soccer Head Coach Search Committee, CSUF Department of Athletics, Fall2013.

Undergraduate Committee Chair, Department of Sociology, CSUF 2013-14.Department Chair,

Department of Sociology, CSUF. 2011- 2014.

Strategic Planning Committee, Department of Sociology, 2010–12.

Sociology Degree Completion Committee, Department of Sociology, 2011–12.

Public Affairs/Student Relations/Community Engagement Committee, Departmentof Sociology, 2011–12.

Scheduling Committee, Department of Sociology, 2011-13.

Guest Lecture, Indigeneity and Race, The Practice of Sociology proseminar. September 2012.

Chair, Department Personnel Committee, Department of Sociology, CSUF. AY 2010-2011.

Department Personnel Committee, Department of Sociology, CSUF. 2007-11.


Strategic-Action Planning Committee, Department of Sociology, CSUF.2009-10.

Public Relations Committee, Department of Sociology, CSUF. AY 2009-10; 2010-11,2011-12.

Chair, Post-Promotion Increase Implementation committee, Department ofSociology, CSUF. 2008-09.

Panelist, "Getting Published Sociology Panel." Department of Sociology, CSUF. April2008.

Graduate Education Committee member, Department of Sociology, CSUF. 2002-04,2005-06, 2007-09.

Chair Election Committee member, Department of Sociology, CSUF (Fall 2007).Chair,

Faculty Recruitment Committee, CSUF. 2005-06, 2006-07.

Online Support Group, Department of Sociology, CSUF. 2006 – 10.Vice

Chair, Department of Sociology, CSUF. 2005-06.

AKD Sociology Honor Society, Advisor, CSUF. 2005 - 06. Sociology

Recruitment Committee, member, CSUF. 2004-05.

Community-Based Learning Committee, Department of Sociology, CSUF. 2002-04.Executive

Committee, Department of Sociology, CSUF. 2005-07.

Course Committees for Introduction to Sociology and Theories of Social Behavior, Department of Sociology, CSUF. 2003.

Curriculum Committee, Department of Sociology, California State UniversityFullerton. 2000-02.

Lecture Series Committee, Asian American Studies Program, California StateUniversity Fullerton. 2000 – 01.

Sociology Student Association (SSA) Brown Bag Lunch Presentation, California StateUniversity Fullerton. May 16, 2001.

Sociology Student Association (SSA) Presentation, California State UniversityFullerton. March, 9, 2001.

Co-Chair, Student Relations Committee, California State University Fullerton, Department of Sociology. 1998-99.
Organizer, "Professor For A Day," California State University Fullerton, Departmentof Sociology. April 21, 1999.

Organizer, "Welcome to Fullerton Day," California State University Fullerton, Department of Sociology. April 17, 1999.

Viewsheet/Brochure Committee, Asian American Studies Program, California StateUniversity Fullerton. 1998 - 99.

Sociology Day Conference – Human Sexuality: Your Body and Society, CaliforniaState University Fullerton, Titan Student Union. November 10, 1998.

Curriculum Development – Revision of Ethnic Studies courses, Cypress College.1999-2000.

Sociology Search Committee, Division of Social/Behavioral Sciences & Social Work,University of Guam. 1997- 98.

Curriculum Development/GE Articulation/Assessment of Sociology Program at theUniversity of Guam. 1997- 98.

Sociology Advisor, University of Guam. 1997- 98.

Guest Lecture. "Dimensions of Chamorro Resistance and Diverse Historical Experiences." Micronesian Studies Graduate Seminar - Contemporary Issues andProblems in Micronesia, University of Guam. July 9, 1998.

Guest Lecture. "The Impact of Colonization on Chamorro Culture and Identity."Micronesian Studies Graduate Seminar - Contemporary Issues and Problems inMicronesia, University of Guam. May 4, 1998.

Graduate Affairs Committee on Recruiting and Retaining Minority Students,University of California, Riverside, Department of Sociology. 1994- 95.

## Community Service:

Career/Mentorship Workshop. Aquinas High School - Career Day 2772 Sterling Ave.San Bernardino, CA. March 23, 2018.

*13th*: A Documentary Discussion. CSUF Honors Program, CSUF Housing – FIG 5 Active Room, February 28, 2018.

Presentation to Arsenal Futbol Club (AFC) on Academic Profile, NCAA EligibilityCenter, and Recruitment. Norco College. August 2016.

Keynote Presentation. "Student Athlete Persistence from 'Within' in the Historical Context of Pacific Diaspora." ARISE Program, Leadership Retreat. Mt. San Antonio College. Irvine Center Park Orange, CA. August 4, 2015.

Presentation to Century High School Students. "What is Sociology? Careers in Sociology." CSU Fullerton, Upward Bound. Housing Pine 140. March 18, 2015.

2016 Festival of Pacific Arts (FESTPAC) Literary Arts Diaspora Delegation, October2014.

Career Panel, South Pacific Islander Cultural Association (SPICA), June 8, 2013.

Faculty Mentor, Enhancing Post baccalaureate Opportunities at CSUF for HispanicStudents (EPOCHS), Faculty/Student Mentoring Program, 2011-2014.

Mentor Workshop/Presentation on At-Risk Youth and Identity. Male Academy (At-risk minority male youth group). NPIEN. Lakewood High School, CA. April 23, 2012.

Navigating the College Recruitment, Application and Scholarship Process. Pacific Islander Students Association. NPIEN. Lakewood High School, CA. April 23, 2012.Community Presentation. "Native Sovereignty and Nation State Recognition: The Case of Chamorus of Guam." Social Justice Summit Presentation. CSUF. April 14, 2012.

Keynote Presenter & College Workshop, National Pacific Islander Education Network and Paramount High School Pacific Islander Club, 10th Annual NPIEN Conference: *Uniting the Village to Strengthen Families, the Community, and to Promote Educational Excellence: Bridging Institutions and Resources.* ParamountHigh School, Paramount, CA. November 12, 2011.

College Presentation, Artesia High School Pacific Islander Club, Lakewood, CA. May2011.

U.S. 2010 Decennial Census: Chamorro Complete Count Committee. 2009. Advisory Board, National Pacific Islander Educator Network (NPIEN), Los AngelesCounty.

Community lecture on Chamorro diaspora, University of Guam. December 2004.

UCI Medical Center Diversity series, Workshop on Pacific Islander Cultures andHealth Care. 2003.

UCI Diversity Series, Workshop on Pacific Islanders in Higher Education. 2003.

Session Organizer, Pacific Islanders in Higher Education, National Pacific Islander Education Network and Pacific Islanders Association, Cal State Long Beach First NPIEN Conference: *Uniting the Village: Bridging Institutions and Resources.* StudentUnion Hall, California State University, Long Beach. November 2003.

Community Conference Organizer. National Pacific Islander Education Network andPacific Islanders Association, Cal State Long Beach First NPIEN Conference: *Uniting the Village: Bridging Institutions and Resources.* Student Union Hall, California State University, Long Beach. November 22-23, 2002.

Congressional Task Force on the Status of Pacific Islanders and Southeast Asians inHigher Education. 2001- 02.

Board of Directors, Vice President of Internal Affairs, Annual Conference AgendaOrganizer, National Pacific Islander Educator Network (NPIEN). 2001- 04.
Ninth Annual Multicultural Day, Presenter, Waite Middle School, Norwalk, CA. May17, 2002.

Presentation on making the transition to college from high school, Student Affairs –Upward Bound, California State University Fullerton. June 2001.

"Substance Use among Guam's School-Aged Youth: A Look at Past Studies and Findings from Ongoing Research" (with Randall L. Workman, Ronald San Nicholas,and Thomas K. Pinhey – University of Guam). Community Service Education/Training. A training workshop presentation conducted for 52 teachersand counselors of the Guam Public School System, January 20, 1999. Mangilao, Guam.

Puente Program Mentor, Cypress College. 1999-2000.

Community Service Presenter List, Office of the President, Cypress College. 1999-2000.

Consultation for Chamorro Language Immersion School Proposal, ChamorroLanguage Commission, Government of Guam. 1997- 98.

Academic Outreach, Presentation on the Honors Program at the University ofGuam, George Washington High School, Mangilao, Guam. March 9, 1998

Orange County Register – Cal State Fullerton Edition. "Sociology Professor's Dual Track: Academics and Athletics." By Brian Robin. March 7, 2019. https://www.ocregister.com/2019/05/13/sociology-professors-dual-track-academics-and-athletics/

Angels radio interview on boxing, society, and under-privilege. With Dr. MikeMoodian. 2010.

Documentary. 2009. A Film About Races. A Short Film. Directed by Jonathan MarcBaker. Written by Paul Duddridge. Marmer Films and Seagull Design Films. http://www.dailymotion.com/video/x1ylfcy_a-film-about-races_shortfilms.

2009. "Mapping the Terrain of Chamorro Diaspora and Indigeneity." University of Guam – Presidential Lecture Series. President Robert A. Underwood. (YouTube Link: http://www.youtube.com/view_play_list?p=1EF6D8CBCD6F2DEB).

Television interview on Chamorro Migration, Guam. Pacific News Center (PNC). May2009. https://video.search.yahoo.com/video/play;_ylt=A2KLqIVvkvlWUx0Ae4AsnIlQ;_ylu =X3oDMTByZWc0dGJtBHNlYwNzcgRzbGsDdmlkBHZ0aWQDBGdwb3MDMQ-- ?p=michael+perez+csu+fullerton&vid=4c319cd0c1be1f89a543762ec35d6e9d&turl =http%3A%2F%2Ftse3.mm.bing.net%2Fth%3Fid%3DOVP.V3488e2ff3311150cae5 e4bb6a0339096%26pid%3D15.1%26h%3D200%26w%3D300%26c%3D7%26rs %3D1&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DWTYBoylm 2gA&tit=Dr.+Michael+Perez+Says+Chamorros+Are+On+the+Move!&c=0&h=200&w =300&l=120&sigr=11bu8agoh&sigt=11h6927p7&sigi=131ujbgtt&age=124162560 0&fr2=p%3As%2Cv%3Av&fr=yhs-mozilla-004&hsimp=yhs- 004&hspart=mozilla&tt=b

Radio interview on Chamorro Migration with Jay Gibson, Guam May 2009.

Interview with *Marianas Variety: The Local and Regional Newspaper*. (Mar-Vic Cagurangan, news staff), "Negotiating one's cultural identity," and KUAM radio December 13, 2004. Mangilao, Guam.

Televised Presentation at the 18th Annual Public Administration Island Conference,*Crime on Guam: Its Economic, Societal, and Political Impact,* Section on Community Involvement, "The Influence of Child Abuse Experiences on Delinquency: Implications for Community Involvement and Intervention on Guam." Guam HiltonHotel, Tumon, Guam, Guam Cable Television. 1998.

Televised Interviewee and Consultation on "Graffiti." *Island Focus* (with Grace Lee),KUAM & Pacific Telestations, Inc. Fall 1998.

## HONORS AND AWARDS

2015.  Academic Affairs Faculty Recognition Award for Service.  CSUF. (March 25,2015).

2009. Invited Speaker. University of Guam Presidential Lecture Series. PresidentRobert A. Underwood. (May 5, 2009).

2007.  CSUF Outstanding Faculty: Scholarship & Creative Activity. (April 11, 2007).

2004.  CSUF Outstanding Faculty: Scholarship & Creative Activity. (March 17, 2004).

2004. Invitation, major workshop speaker, 17th Annual National Conference on Race and Ethnicity in American Higher Education NCORE, Miami Beach, Florida(June 1-5, 2004).

2003.  Certificate of Special Congressional Recognition, Madeline A. Bordallo,Member of Congress, (June 7, 2003).

2003. Tan Chong Padula Humanitarian Award, 2003 Medallion, philanthropicgroup. Garden Grove, CA. (June 7, 2003).

2001. Invited speaker (declined) 2001 "Pacific Islands, Atlantic Worlds," Pacific Islands Studies Symposium at New York University, The Asian/Pacific/AmericanStudies Program and Institute of New York (October 25-27, 2001).

2001. Invited speaker (declined) 2001 "East of California," Junior Faculty Retreatand Annual Meeting, Oberlin College, Oberlin, Ohio, "Locating East of California" (October 11-14, 2001).

2001. Invitation, delegate member, (cancelled), People to People AmbassadorPrograms, Sociology Delegation to Cuba, Douglas Massey, Delegate leader, (September 14-22, 2001).

2001. Invitation, summit participant and congressional task force member, Summiton Pacific Islanders and Southeast Asian Americans in Higher Education, Congressman Robert A. Underwood, Congress of the United States, House of Representatives, Washington D.C. (May 19, 2001).

2001. Invitation, speaker/participant. Sovereignty 2000: Locations of Contestationand Possibility. Paper Presentation. University of California, Santa Cruz, (May 19 – 20, 2000).

2000.  Invitation, keynote speaker.  2000 Alpha Kappa Delta Induction Ceremony.Vanguard University, Costa Mesa, CA. (April 4, 2000).

2000. Invitation, speaker/participant. *Native Pacific Cultural Studies on the Edge: ASymposium of Pacific Scholars*. University of California, Santa Cruz. (February 11 – 12, 2000).

1998. Nominated member, Chi Omicron Gamma Honor Society, University of Guam, (May 1998, induction).

1996-97. Dissertation-Year Fellowship Award (DYFA), University of California, Riverside.

1992.  Ford Foundation Honorable Mention.

1991-93.  Distinguished Scholars Fellowship, University of California, Riverside.

Dean's Honors List, University of California, Riverside (1989-1991)
                    Riverside Community College
                    (1989)Cypress College (1986-
                    1988).

# Carter Rakovski

Professor of Sociology
California State University, Fullerton
Office: CP 920
(657) 278-2737
crakovski@fullerton.edu

**Current Position**

*Full Professor* Fall 2017-present, *Associate Professor,* Fall 2012 – Spring 2017, *Assistant Professor*, Fall 2006 – Spring 2012, Department of Sociology, California State University, Fullerton.  Courses:
    *Social Media and Social Interaction* (SOCI 201, developed and add this course to the CSUF catalog)
    *Social Interaction* (SOCI 341)
    *Statistics for the Social Sciences* (SOCI 303)
    *Social Behavior and Organizations* (SOCI 473)
    *The American Drug Scene* (SOCI 325, developed and added this new course to the CSUF catalog)
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**Education**

Ph.D. Sociology, University of Massachusetts at Amherst 2004.
Dissertation title "An Organizational Perspective on Quality of Care in Nursing Homes".
Committee Members: Douglas Anderton (chair), Rick Tessler, Peter Brandon, and Kathryn Tracy.

M.S. Statistics, University of Massachusetts at Amherst 2000.

M.A. Sociology, University of Massachusetts at Amherst 1998.
Thesis title "Romance is in the Air: An Analysis of a Nightly Radio Program and its Listeners".
Concentrations: Quantitative Methods and Social Psychology.

B.A. Rollins College, Winter Park, Florida 1995.
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**Scholarly and Creative Activities**

**Peer-reviewed Publications**

1. Price-Glynn, K. and Rakovski, C. (2019), "Vulnerable Caregivers: A Comparison of Direct Care Workers' Health Risks in Skilled Nursing Facilities and Private Homes", Underserved and Socially Disadvantaged Groups and Linkages with Health and Health Care Differentials (Research in the Sociology of Health Care, Vol. 37), Emerald Publishing Limited, pp. 225-238. https://doi.org/10.1108/S0275-495920190000037018.

2. Dill, JS, Price-Glynn, K., & *Rakovski, C.* 2016. "Does the 'Glass Escalator' Compensate for the Devaluation of Care Work Occupations: The Careers of Men in Low- and Middle-Skill Health Care Jobs" Gender & Society 30 (2): 334-360. DOI: 10.1177/0891243215624656.

3. Price-Glynn K, *Rakovski C.* 2015. "The Best of Both Worlds?: How Direct Care Workers Perceive Home Health Agencies and Long-term Care Institutions Identity" in *Caring on the Clock: The Complexities and Contradictions of Paid Care Work*, editors Mignon Duffy, Clare Stacey and Amy Armenia, Rutgers University Press: New Brunswick, NJ, 31-41.

4. Jones, J., *Rakovski, C.*, Rutledge D. & Gutierrez A. 2015. "A Comparison of Women With Fibromyalgia Syndrome to Criterion Fitness Standards: A Pilot Study" Journal of Aging and Physical Activity 23: 103-111. DOI: 10.1123/JAPA.2013-0159.

5. Rutledge, D., *Rakovski C.*, & Zettel-Watson L. 2012. "Healthcare Underutilization in Overweight Mexican-Americans with Chronic Pain" <u>Ethnicity and Inequalities in Health and Social Care</u> 5(4): 123-132.

6. Price-Glynn K, *Rakovski C.* 2012. "Who Rides the Glass Escalator?: Gender, Race and Nationality in the National Nursing Assistant Study" <u>Work, Employment, and Society</u> 26(5): 699-715.

7. *Rakovski C*, Price-Glynn K. 2012. "Intersectional Identities and Worker Experiences in Home Health Care: The National Home Health Aide Survey" <u>Research in the Sociology of Healthcare</u> (Special Edition: Issues in Health and Health Care Related to Race/Ethnicity, Immigration, SES and Gender) 30: 261-280.

8. *Rakovski C*, Zettel-Watson L, Rutledge D. 2011. "Association of Employment and Working Conditions with Physical and Mental Health Symptoms for People with Fibromyalgia" <u>Disability and Rehabilitation: An International, Multidisciplinary Journal</u> 34(15): 1277-1283.

9. Zettel-Watson L, *Rakovski C*, Levine B*, Rutledge D, Jones J. 2011. "Employment status and care-giving responsibilities: Quality of life, general health, depression, and physical abilities in people with Fibromyalgia" <u>Journal of Musculoskeletal Pain</u> 19: 8-17.

10. Rutledge D, Cherry B, Rose DJ, *Rakovski C*, Jones J. 2010. "Do Fall Predictors in Older Adults Predict Fall Status in Persons 50+ with Fibromyalgia?" <u>Research in Nursing & Health</u>, 33: 192-206.

11. *Rakovski C*, Price-Glynn K. 2010. "Caring Labor and Intersectionality: Findings from the National Nursing Assistants Survey" <u>Sociology of Health and Illness</u>, 32(3): 400-414.

12. Malgwi C, *Rakovski C*. 2009. "Combating Academic Fraud: Are Students Reticent about Uncovering the Covert?" <u>Journal of Academic Ethics</u> 7(3): 207-221.

13. Malgwi C, *Rakovski C*. 2009. "Behavioral Implications and Evaluation of Academic Fraud Risk Factors" <u>Journal of Forensic & Investigative Accounting</u> 1(2): 1-37.

14. Owhoso V, *Rakovski C*, Messier B. 2008. "Audit Partners' Prediction of Subordinates Ability to Detect Errors" <u>Journal of Accounting Research</u> 46(5): 1241-1264.

15. *Rakovski C.* and Levy E. 2007. "Academic Dishonesty: Perceptions of Business Students" <u>College Student Journal</u> 41(2): 466-481.

16. Levy E, *Rakovski C*. 2006. "Academic Dishonesty: A Zero Tolerance Professor and Student Registration Choices" <u>Research in Higher Education</u> 47(6): 735-754.

17. Rosen A, Wang F, Montez M, *Rakovski C*, Berlowitz D, Lucove J. 2005. "Identifying future high-healthcare users: exploring the value of diagnostic and prior utilization information" <u>Disease Management and Health Outcomes</u> 13 (2): 117-127.

18. Rosen A, Reid R, Broemeling A-M, *Rakovski C*. 2003. "Applying a Risk-Adjustment Framework to Primary Care: Can We Improve on Existing Measures?" <u>Annals of Family Medicine</u> 1(1):44-51.

19. Rosen A, Loveland S, *Rakovski C*, Christiansen C, Berlowitz D. 2003. "Do Different Case-mix Measures Affect Assessments of Provider Efficiency? Lessons from the Department of Veterans Affairs." <u>Journal of Ambulatory Care Management</u> 26 (3): 229-242.

20. *Rakovski C*, Rosen A, Wang F, Berlowitz, D. 2002. "Predicting Elderly at Risk of Increased Future Healthcare Use:  How Much Does Diagnostic Information Add to Prior Utilization?" <u>Health Services and Outcomes Research Methodology</u> Special Issue: International Conference on Health Policy Research 3(4): 267-277.

21. *Rakovski C*, Rosen A, Loveland S, Anderson J, Berlowitz, D, Ash A. 2002. "Evaluation of Diagnosis-Based Risk Adjustment Measures among Specific Subgroups: Can Existing Measures be Improved by Simple Modifications?" <u>Health Services and Outcomes Research Methodology</u>, 3(1): 57-74.

22. Rosen A, *Rakovski C*, Loveland S, Christiansen C, Berlowitz D. 2002. "Profiling Resource Use: Do Different Outcomes Affect Assessments of Provider Efficiency?" <u>The American Journal of Managed Care</u>, 8(12): 1105-1115.

23. Rosen A, Wu J, Chang BH, Berlowitz D, *Rakovski C*, Ash A, Moskowitz M.  2001. "Risk Adjustment for Measuring Health Outcomes: an Application in VA Long-term Care" <u>American Journal of Medical Quality</u> 16(4):118-127.

24. Rosen A, Loveland S, Anderson J, Rothendler J, Hankins C, *Rakovski C*, Moskowitz M, Berlowitz D. 2001. "Evaluating Diagnosis-Based Case-mix Measures: How well do they Apply to the VA Population?" <u>Medical Care</u> 39(7):692-704.

**Works in Progress**
 "Working the Romance: Race, Gender and Occupations in Romantic Films" *C. Rakovski,* under review in *Feminist Media Studies*, 2022.

"The Occupational Identities of Top Social Media Influencers" C. Rakovski & Marisa Rodriguez*.

<span style="color:blue">Other Scholarly Publications</span>
*Rakovski C*. 2013. "Writing for the Institutional Review Board" in <u>Writing for Emerging Sociologists</u> by Angelique Harris and Alia Tyner-Mullings, Sage Publications: Thousand Oaks, CA.

*Rakovski C*. 2006. Book Review: <u>Regression with Social Data: Modeling Continuous and Limited Response Variables</u> by Alfred DeMaris. American Statistician, 60(2): 206-206. doi:10.1198/tas.2006.s48.

<span style="color:blue">*Indicates CSUF student coauthor.</span>
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**Recent Academic Service**
**CSUF University & College Service**
HSS Liaison to Assessment Office, Fall 2016 – present.
Member, Faculty Research Committee, Fall 2021-Spring 2023.
Member, Professional Leaves Committee, Fall 2017-Spring 2019.
Member, Fibromyalgia & Chronic Pain Research Center, 2010 – 2017.

**Department and College Service**
Chair, Department Personnel Committee, Fall 2021-present.

Member, Lecturer Review Committee, Spring 2021.
Member, Department Personnel Committee, Fall 2018-Spring 2020.
Member, Assessment and Undergraduate Curriculum Committee, 2017-2020.
Member, Assessment Committee, Spring 2021-present.
Member, Comprehensive Exam Committees (Methods and Statistics; Gender), 2017– present.
Member, HSS Curriculum Committee, California State University, Fullerton, Fall 2016 – Spring 2018.

**Professional Service**
Section Editor: *California Journal of Health Promotion*.
Manuscript Reviewer: *Social Science & Medicine*, *Journal of Mental Health, PLOS ONE, Disability & Rehabilitation*, *Journal of the Poor and Underserved, Sociological Focus*.

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Teaching Experience
*Full Professor* Fall 2017-present, *Associate Professor,* Fall 2012 – Spring 2017, *Assistant Professor*, Fall 2006 – Spring 2012, Department of Sociology, California State University, Fullerton.

*Instructor,* Summer 2005 & Summer 2006, Management Department, Bentley University.
        *Organizations & their Environment* (MG345)

*Instructor,* Fall 2005, Department of Mathematical Sciences, Bentley University.
         *Business Statistics* (GB210)

*Teaching Assistant*, Fall 1995 – Spring 1998, Sociology Department, University of Massachusetts, Amherst.
        *Drugs & Society, Social Theory, Social Psychology, Race, Class, & Gender, Introduction to Sociology,*
        *Quantitative Methods in the Social Sciences*.

*Teaching Assistant*, Fall 1997 – Spring 1998, Mathematics Department, University of Massachusetts, Amherst.        *Introduction to Probability and Statistics*.

*Teacher*, Winter 1994, Prospect College, Ocho Rios, Jamaica. Courses taught: *Geometry, Algebra*.

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**Grant Experience**
"Compassion Fatigue and Secondary Traumatic Stress among Direct Care Workers" Submitted Application June 2011 and Resubmitted June 2012 to the National Institute for Occupational Safety and Health (NIOSH) Small Research Grants Program (R03), Role: Principal Investigator.

"Evaluating Health Outcomes of Veterans in VA and Community Nursing Homes." July 1, 2001 – May 30, 2002. Dan Berlowitz, MD, MPH, Principal Investigator, Funding by VA HSR&D. Role: Data Analyst, SAS Programmer, and Project Manager.

"Functional Status as a Quality Indicator for Long-term Care." July 1, 1997 – December 31, 1999. Amy Rosen, PhD, Principal Investigator, VA HSR&D grant IR#96-065. Role: Data Analyst and SAS Programmer.

"Developing a Psychiatric Case-Mix Measure for the VA" October 1, 2001 – May 30, 2002. Amy Rosen, PhD, Principal Investigator, Funding by VA HSR&D.  Role: Consultant.

Study of Foster Care using the Survey of Income and Program Participation. Social and Demographic Research Institute, Summer 1999. Principal Investigator, Peter Brandon, PhD, Role: Graduate Assistant.

**Professional Experience Prior to CSUF**

*Senior Research Consultant*, April 2002 – August 2006. Academic Technology Center, Bentley University, 175 Forest Street, Waltham, Massachusetts.
Activities include: senior member of the research support team, supervising six graduate assistants, instructing faculty on quantitative and qualitative software and techniques through individual meetings and seminars, advising on survey design and implementation, and providing statistical guidance for faculty research projects.

*Statistical Analyst and SAS Programmer*, August 1999 - April 2002. Center for Health, Quality, Outcomes & Economics Research, Boston University School of Public Health and a Department of Veterans Affairs Health Services Research and Development Center for Excellence, Edith Nourse Rogers Memorial Veterans Hospital, Bedford, Massachusetts.
Activities included: project management of funded research, data management using various medical, administrative databases, data analysis, statistical consulting, writing and presenting grant-funded research.

CURRICIULUM VITAE

## Devon Thacker Thomas, Ph.D.

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Office: College Park 908
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Email: dthackerthomas@fullerton.edu

## ACADEMIC POSITIONS

2019-present    Associate Professor
                Department of Sociology, California State University, Fullerton

2013-2019       Assistant Professor
                Department of Sociology, California State University, Fullerton

## EDUCATION

2013    Ph.D.    University of Colorado Boulder, Department of Sociology.
                 Dissertation Title: "Mandatory Arrest Laws: The Scales or Swords of Justice?"

2007    M.A.     University of Colorado Boulder, Department of Sociology.

2006    B.A.     University of Colorado Boulder, Depart

## AREAS OF SPECIALIZATION

Criminology and Criminal Justice
        *Intimate Partner, Family, and Interpersonal Violence*
        *Gender and Victimization*
        *Women and Crime*
        *Law enforcement and the Criminal Justice System*
        *Corrections, penology, and reentry*
 Gender
 Qualitative Research Methods

## PUBLICATIONS & CURRENT RESEARCH

*Peer-Reviewed Journals*

Ramirez, Blanca and **Devon Thacker Thomas**. 2019. "Mexican Immigrant Women's Reconstruction of Punishment and Victimhood in Intimate Partner Violence." *Violence against Women* 26(9): 987-1007.

**Thacker Thomas, Devon** and Jenny R. Vermilya. 2019. "Framing 'Friend': Media Framing of 'Man's Best Friend' and the Pattern of Police Shootings of Dogs." *Social Sciences* 8(4):107.

**Thacker Thomas, Devon,** Eileen T. Walsh, Berna M. Torr, Anthony S. Alvarez, and Maria Malagon. 2018. Incorporating High-Impact Practices for Retention: A Learning Community Model for Transfer Students. *Journal of College Student Retention: Research, Theory & Practice* 23(2): 243-263.

**Thacker Thomas, Devon**, Berna M. Torr, and Eileen T. Walsh. 2017. "Experiential Learning: Benefits for Hispanic and First-Generation College Students." *International Journal of Learning, Teaching, and Educational Research* 16(5):102-117.

**Thacker Thomas, Devon** and Laura L.B. Border. 2017. "Diversity as a Threshold Concept: Graduate Student Teachers' Experiences Negotiating Liminality in the Postsecondary Classroom." *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education* 12(2):185-204.

Potter, Hillary and **Devon Thacker Thomas**. 2012. "I Told You That's How They Are": Responses to White Women in Abusive Intimate Relationships with Men of Color." *Deviant Behavior* 33:469-491.

**Thacker Thomas, Devon** and Laura L.B. Border. 2011. "A Study of Graduate Student Consultant Programs Reveals Misalignment in Program Rationales, Program Content, Activities, and Perceived Benefits." *Studies in Graduate and Professional Student Development* 14:37-51.

*Encyclopedia Entries*

Devon Thacker. 2011. "Honor Suicide." Pp. 722-723 in *Encyclopedia of Women in Today's World* edited by Mary Zeiss Stange, Carol K. Oyster, and Jane E Sloan. Thousand Oaks, CA: Sage Publications.

Devon Thacker. 2010. "Incest." Pp. 474-476 in *Encyclopedia of Victimology and Crime Prevention* edited by Bonnie S. Fisher and Steve P. Lab. Thousand Oaks, CA: Sage Publications.

Devon Thacker. 2010. "Anna Marie Zwanziger." Pp. 653-654 in *Women and Crime: Encyclopedia of People and Issues* edited by Vickie Jensen and Karren Baird-Olson. Westport, CT: Greenwood Press.

Devon Thacker. 2010. "Joyce Ann Brown." Pp. 341-343 in *Women and Crime: Encyclopedia of People and Issues,* edited by Vickie Jensen and Karren Baird-Olson (Eds.). Westport, CT: Greenwood Press.

Devon Thacker. 2010. "Mary Flora Bell." Pp. 310-312 in *Women and Crime: Encyclopedia of People and Issues,* edited by Vickie Jensen and Karren Baird-Olson. Westport, CT: Greenwood Press.

Devon Thacker. 2008. "Molly Blackburn." Pp. 72 in *Encyclopedia of Gender and Society*, edited by Jodi O'Brien. Thousand Oaks, CA: Sage Publications.

*Research Report*

Devon Thacker. 2011. "Differential Sentencing in Intimate Partner Violence: A Study of Case Dismissal for Men and Women in Boulder County." Prepared for the Domestic Violence Research Team, Boulder County Community Justice Services.

*Manuscripts In Preparation*

Mary Underwood and **Devon Thacker Thomas**. Navigating Intersecting and Dual-Sourced Stigmatization: Experiences of Asexuality using Stigma Management.

Devon Thacker Thomas. An Application of Strain Theory: Perceptions of Crime during the COVID-19 Pandemic.

Devon Thacker Thomas. "'Protect Yourself': Navigating the Police Danger Narrative Around in Cases of Intimate Partner Violence."

## HONORS, AWARDS, GRANTS & FUNDING

*Grants & Funding*

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|---|---|
| 2022 | "Pivoting and Persisting: The Faculty Research Experience during the COVID-19 Pandemic." 2021-22 ORSP Grant for Faculty Support for Scholarly or Creative Productivity. Office of Research and Sponsored Projects, California State University, Fullerton. ($5,000) |
| 2021 | "Examining the Role of Major Advising in Student Success." Assessment Inquiry Grant with Anthony Alvarez. California State University, Fullerton. ($1,000) |
| 2018 | Dean's Faculty Fellow for Student Success, Humanities and Social Sciences, California State University, Fullerton. ($11,219) |
| 2018 | "Increasing Retention and Graduation Rates of Sociology Transfer Students: A Transfer Student Learning Community Built on First Year Experiences." Graduation Initiative (GI) 2025 Innovation Grant with Eileen Walsh and Berna Torr. California State University, Fullerton. ($10,000) |
| 2017 | Faculty Enhancement and Instruction Development Grant, California State University, Fullerton. ($4,500) |
| 2017 | Humanities and Social Sciences International Travel Grant. Humanities & Social Sciences Research and Grants Committee. California State University, Fullerton. ($1,000) |
| 2014-2015 | Junior/Senior Faculty Research Grant, California State University, Fullerton. ($8,719) |
| 2014 | Call to Service – Move to Action mini-grant. Center for Internships & Community Engagement. California State University, Fullerton. ($1,000) |
| 2013 | CSUF New Faculty Stipend Award, California State University, Fullerton. ($1,000) |

*Honors & Awards*

2021        Outstanding Serve Award (Nominated, Department of Sociology). College of
            Humanities and Social Sciences. California State University, Fullerton.

2021        Sabbatical Award. California State University, Fullerton. (Spring 2021)

2019        Faculty Recognition for Excellence in Teaching. Faculty Development Center.
            California State University, Fullerton.

2017        Faculty Recognition for Extraordinary and Sustained Service. Faculty Development
            Center. California State University, Fullerton.


## SELECTED PRESENTATIONS, INVITED LECTURES, & MEDIA ACTIVITIES

*Papers Presented at Professional Meetings*
*\* indicates graduate student*

2021    Devon Thacker Thomas. "An Application of Strain Theory to Perceptions of Crime
        during the COVID 19 Pandemic." Annual Meeting of California Sociological
        Association. Virtual Meeting.

2021    Devon Thacker Thomas. ""Police(ing) Danger: Construction and Management of Risk
        by Law Enforcement when Responding to Intimate Partner Violence." Annual Meeting
        of the Society for the Study of Symbolic Interaction. Virtual Meeting.

2017    Devon Thacker Thomas. "Service Learning as a Tool for Emotion Management in a
        Course on Sensitive Topics." Annual Meeting of American Society of Criminology.
        Philadelphia, PA.

2017    Devon Thacker Thomas and Jenny Vermilya. "Biscuits or Bullets?": News Media
        Narratives of police Shootings of Dogs." Annual Meeting of the Society for the Study of
        Symbolic Interaction. Montreal, Quebec, Canada.

2017    Devon Thacker Thomas. "Team-Based, Problem-Based Learning." Annual Meeting of
        Pacific Sociological Association, Portland, OR.

2016    Devon Thacker Thomas and Eileen Walsh. "Experiential Learning: Lessons and
        Challenges for Students Who Are First in Their Family to Attend College." Annual
        Meeting of California Sociological Association, Riverside, CA.

2016    Devon Thacker Thomas. "Separate and NOT Equal: A Consideration of Violence against
        Women." Humanities and Social Sciences Lecture Series: Interdisciplinary Conversations on
        Inequality and Violence, California State University, Fullerton.

2016    Devon Thacker Thomas. "Protect Yourself": Police Discourse Around Liability in Cases of
        Intimate Partner Violence." Annual Meeting of Western Society of Criminology, Vancouver,
        BC.

2015    Devon Thacker Thomas and Sergio Torres**. "All the Punishments, None of the Privileges? Law Enforcement Responses to Same-Sex Intimate Partner Violence." Annual Meeting of Pacific Sociological Association, Long Beach, CA.

2013    Devon Thacker Thomas. "'They may be preparing for an ambush': The Police Danger Narrative in Intimate Partner Violence." Annual Meeting of American Society of Criminology, Atlanta, GA.

2013    Devon Thacker Thomas. "Teaching Sensitive Topics Online." Annual Meeting of American Society of Criminology, Atlanta, GA.

*Roundtable Presentations at Professional Meetings*

2018    Discussant. "Techniques for a Healthy Work/Life Balance." Annual Meeting of American Society of Criminology, Atlanta, GA. *(forthcoming November 2018)*

2014    Discussant.  "Teaching about Intimate Partner Abuse." Annual Meeting of American Society of Criminology, San Francisco, CA.

2014    Discussant.  "Integrating Service Learning in Criminology Courses." Annual Meeting of American Society of Criminology, San Francisco, CA.

2013    Discussant.  "Teaching Sensitive Topics Online." Annual Meeting of American Society of Criminology, Atlanta, GA.

2013    Discussant.  "Race, Class, and Gender in Criminology and Criminal Justice:    Engaging Students in the Examination of Visible and Invisible Difference."  Annual Meeting of American Society of Criminology, Atlanta, GA.

*Posters Presented at Professional Meetings*

2014    Devon Thacker Thomas. "Sustaining Student Interest: Using Technology for Communication, Collaborative Learning, and Assessment." 17th Annual CSU Symposium on University Teaching.

*Invited Speaking Opportunities*
*\* indicates graduate student*

2017   Devon Thacker Thomas. "It's about Time: Dismantling the Global Culture of Violence." Keynote Workshop at the 18th Annual Violence Prevention Conference, WoMen's & Adult Reentry Center. California State University, Fullerton, CA.
2017    Erick Aguinaldo** and Devon Thacker Thomas. "Presenting at Conferences." McNair Summer Prep Academy, California State University, Fullerton, CA.

2016    Devon Thacker Thomas. "Intervening in the Uncomfortable: 'Speaking Up' among Friends and Peers." 17th Annual Violence Prevention Conference, WoMen's & Adult Reentry Center. California State University, Fullerton, CA.

2016    Devon Thacker Thomas. "Violence against Women around the World." Sexual Assault
        Awareness Month Invited Presentation. WoMen's & Adult Reentry Center Event. California
        State University, Fullerton, CA.

2015    "Female Perpetrators of Intimate Partner Violence and the Criminal Justice System."
        Sociology Days, *Gender: Facts and Fictions*. California State University, Fullerton.

2014    Industry expert at 4-day training on "Diversity in the Classroom and on the Job Market."
        Graduate Teacher Program, University of Colorado Boulder.

2014    Discussant. Faculty Roundtable on Service Learning Strategies. Center for Internships
        & Community Engagement and the Faculty Development Center. California State
        University, Fullerton.

*Media Activities and Coverage*

Huor, Anita.  2017.  "18th annual Violence Prevention Conference at CSUF raises awareness of
domestic violence." Daily Titan. October 29.

Murray, Stacey.  2014. "No Clear Solution to Sexual Assault."  *The Daily Iowan*. March 6.


## CERTIFICATIONS

2021        Teaching Remotely Certificate: Intermediate Canvas. Faculty Development Center.
            California State University, Fullerton.

2018        Intentional and Meaningful Pedagogy to Achieve Classroom Transformations
            (IMPACT) Certification. Faculty Development Center. California State University,
            Fullerton.

2017        Academic and Career Advising Professional Development Certificate. California State
            University, Fullerton.

## PROFESSIONAL DEVELOPMENT TRAININGS AND WORKSHOPS

2018        "Online Writing Support Clinic for Summer 2018." Faculty Development Center.
            California State University, Fullerton.

2018        "Faculty Research Community: Writing an Article in 12 Weeks." Faculty Development
            Center. California State University, Fullerton.

2018        "FEID Grant Review Workshop. Faculty Development Center." California State
            University, Fullerton.

| | |
|---|---|
| 2018 | CSU Symposium + PolyTeach, "Productive Disruption," 20th CSU Symposium on University Teaching. California State Polytechnic University, Pomona. |
| 2017 | High-Impact Advising Workshop: The Advisor as Intervention Strategist |
| 2017 | High-Impact Advising Workshop: Beyond the Study Plan |
| 2017 | How Can the Career Center Help You? |
| 2017 | How Does the Academic Advising Center (AAC) Support Major Advisors? |
| 2017 | "Digging into Diversity: Testimonios: Understanding our Students' Lived Experiences." Faculty Development Center. California State University, Fullerton. |
| 2017 | "Using Grounded Theory for Social Justice Research." Society for the Study of Symbolic Interaction. Montreal, Quebec, Canada. |
| 2016 | 17th Annual Violence Prevention Conference, "Empowerment as Prevention." California State University, Fullerton. |
| 2016 | "Faculty Research Community: Writing an Article in 12 Weeks." Faculty Development Center. California State University, Fullerton. |
| 2016-present | Researchers and Critical Educators (RACE). California State University, Fullerton. |
| 2016 | "Scholarship of Teaching and Learning Institute." Faculty Development Center. California State University, Fullerton. |
| 2016 | "Quality Online/Hybrid Teaching: Best Practices in Online/Hybrid Course Design and Delivery." Faculty Development Center. California State University, Fullerton. |
| 2015 | "Faculty Learning Community: Energizing Instruction through Student Engagement." Faculty Development Center. California State University, Fullerton. |
| 2015 | Advanced SafeSpace Training, "Experiences of LGBTQ Students in Higher Education." LGBTQ Resource Center, California State University, Fullerton. |
| 2015 | Advanced SafeSpace Training, "Trans* Identities & Experiences." LGBTQ Resource Center, California State University, Fullerton. |
| 2014 | 15th Annual Violence Prevention Conference, "Deconstructing Microaggressions; Building Communities of Support." California State University, Fullerton. |

| 2014 | Basic SafeSpace Training. LGBTQ Resource Center, California State University, Fullerton. |
|---|---|
| 2013-2014 | "Faculty Learning Community: Teaching with Technology in Mind." Faculty Development Center. California State University, Fullerton. |
| 2013 | "Dating Violence: Warning Signs and Hotlines." WoMen's Center. California State University, Fullerton. |

## COURSES TAUGHT

California State University, Fullerton

Criminology, Deviant Behavior, Family Violence, Sexual Abuse in American Society, Research Applications, Violence against Women & Girls: Global Realities, Crime, Justice, & Inequality (graduate seminar), The Practice of Sociology (graduate seminar)

## STUDENT MENTORSHIP AND SUPERVISION

In Progress Master's Program Committee Work, CSUF, Sociology

- Chair, Alondra Espinoza, "Allyship Among Participants of the Black Lives Matter Protests of 2020."
- Chair, Aspen Dyer, "Examining the Role of Masculinity and Stigma in U.S. Military Members' Perceptions of Male Victims of Sexual Assault."

Completed Master's Program Committee Work, CSUF, Sociology

- Chair, Elham Ahmadi, "Framing Child Marriage: A Comparative Study of the United States, Afghanistan, and India as Portrayed in United States Newsprint Media." (thesis defended May 2021)
- Chair, Catie Storms, "Rape and Molka in Club Burning Sun: Analyzing South Korean Newspaper Portrayals of Sexual Violence against Women." (thesis defended April 2021)
- Chair, Jozef Robles, "Place[ing] Social Spaces: Exploring Feelings of Place Dependence and Place Identity among the Latinx Community in a Gentrifying La Cuatro." (thesis defended March 2021)
- Chair, Mary Brock, "'We Don't Understand You as Much as You Don't Understand Us': Navigating an Asexual Identity in Contemporary Society." (thesis defended March 2020)
- Member, Ryan Bagwell, "Colin Kaepernick: Media, Protest, Patriotism and Racial Narratives." (thesis defended May 2019)
- Chair, Edgar Peralta, "Hardcore Crews: Friends, Crews or Street Gangs?" (thesis defended December 2017)
- Chair, Sacramento Mendoza Ramos, "Shifting the Surveillance Gaze: Officers' Experiences with Body-Worn Cameras in Southern California." (thesis defended June 2017)

- Chair, Sergio Torres, "How Boxing Club Membership Shapes the Lives of "At-Risk" Youth Inside and Outside of the Gym." (thesis defended June 2016)
- Chair, James Ulloa, "Teachers' Experiences with Student Bullying in Continuation High Schools." (thesis defended April 2016)
- Chair, Ashley Briggs, "The Impact of Gender Identity: A Quantitative Analysis of Transgender Individuals' Self-Reported Contact with the Criminal Justice System." (thesis defended April 2016)
- Member, Alyssa Acosta, "Emotional Labor: An Analysis of Supervised Visitation Providers." (thesis defended April 2016)
- Chair, Maya Wandsberg, "The One Who Got Away: Sex Trafficking in Southern California." (thesis defended April 2015)
- Member, Jessica Fleck, "Away for the Summer: An Ethnographic Exploration of the Gendered Study-Abroad Experience." (thesis defended March 2015)

McNair Postbaccalaureate Achievement Program, CSUF

- Advisor: Briana Salazar, "Consent Development and Application in Partnered Relationships of People of Color Who Identify as Millennials." (thesis in progress, Fall 2018)
- Advisor: Blanca Ramirez, "Analysis of Changes in Perceptions of Intimate Partner Violence and the Culture of Honor based on Years of Assimilation." (thesis completed, April 2015)

University Undergraduate Honors Program, CSUF

- Advisor: Samantha Silver, "Gender Portrayal through the Lens of Disney's Princess Merida in *Brave*." (thesis completed, May 2016)

Teaching Symposium Students, CSUF, Sociology

- Jozef Robles, Fall 2020
- Shelby Abrahamian, Fall 2020
- Ryan Bagwell, Fall 2018
- Sergio Torres, Spring 2016
- James Ulloa, Spring 2016
- Jessica Fleck, Fall 2014

*Independent Study Advising, CSUF, Sociology*

| | |
|---|---|
| Spring 2021 | Jennifer Lau, "Conducting Qualitative Research on Economic Intimate Partner Violence." (Undergraduate) |
| Fall 2021 | Maegan Aronson, "Researching Miscarriage and Pregnancy Loss Resources." (Undergraduate) |
| Spring 2020 | Aimee Mejia, "Family Experiences of Tracking in the Education System." (Graduate) |
| Spring 2019 | Melissa Sanchez, "Examining Social Inequality and Graduate School." |
| Fall 2018 | Briana Salazar, "Researching Perception of Sexual Consent" (Undergraduate) |
| Fall 2018 | Olivia LeValley, "Racial Identity and Graduate School Applications and Admissions" |

| | (Undergraduate) |
|---|---|
| Fall 2018 | Elleni Conley, "Research on Violence against Women and Girls" (Undergraduate) |
| Spring 2016 | Edgar Peralta, "Hardcore Crews and Anti-Racism." (Graduate) |
| Spring 2016 | Taylor Schmelz, "Physical Deformities and Effect on Self-Esteem." (Undergraduate) |
| | |
| Fall 2015 | Sergio Torres, "Hispanic/Latino Perceptions of Incidents with Police Contact." (Graduate) |
| Fall 2015 | Ashley Briggs, "Experiences of Transgender Inmates in Prison." (Graduate) |
| Spring 2014 | Destinee Arnold, "Sociological Examination of Eating Disorders." (Undergraduate) |
| Fall 2014 | Blanca Ramirez, "Perception of Intimate Partner Violence and the Culture of Honor based on Years of Assimilation." (Undergraduate) |
| Fall 2014 | Kristy Dandie, "Treatment of Mental Illness and Homelessness by the Criminal Justice System." (Undergraduate) |
| Fall 2014 | Ana Lopez, "Same-Sex Intimate Partner Violence." (Undergraduate) |
| Spring 2014 | Jennifer Chapman, "Homelessness in Southern California." (Undergraduate) |

## UNIVERSITY AND PROFESSIONAL SERVICE

*Professional Association Service*
- Co-Chair, Committee on Teaching and Pedagogy, American Society of Criminology Division of Women and Crime (2016-2018).
- Committee Member, Committee on Teaching and Pedagogy, American Society of Criminology Division of Women and Crime (April 2011-ongoing)
- Committee Member, Syllabus Collection Committee, American Society of Criminology Division of Women and Crime (April 2011-May 2013)

*University Service*
- Member, Program Performance Review Committee. Department of Criminal Justice, California State University, Fullerton. (Spring 2021)
- Member, University Curriculum Committee. California State University, Fullerton. (Fall 2021-present)
- Member, Extension and International Programs Committee. California State University, Fullerton. (Fall 2021-present)
- Member, Humanities and Social Sciences Study Abroad Committee. California State University, Fullerton. (Fall 2021-present)
- Member, Reviewer of Applicants for McNair Scholars Program Assistant Director. California State University, Fullerton. (September 2017)
- Discussant, New Faculty Orientation Panel (August 15, 2017)
- Member, Pedagogy Support Committee, College of Humanities and Social Sciences. California State University, Fullerton. (Fall 2015-2016)
- Discussant, New Faculty Orientation Panel. California State University, Fullerton. (August 15, 2016)
- Member, Faculty Mentoring Ad-Hoc Committee, Faculty Development Center. California State University, Fullerton. (Spring 2016)

- Member, International Women's Day Organizing Committee. California State University, Fullerton. (Spring 2016)
- Member, Internship and Service Learning Committee. California State University, Fullerton. (Fall 2014)

*Department Service*
- Vice Chair, Department of Sociology, California State University, Fullerton. (Fall 2021-present)
- Chair, Student Services Committee, Department of Sociology, California State University, Fullerton. (2018-2019)
- Organizer and Facilitator with Maria Malagon, Preparing for Graduation and Beyond Workshop for Sociology Seniors. Department of Sociology, California State University, Fullerton. (August 24, 2018)
- Organizer and Facilitator with Maria Malagon, Welcome Workshop: Incoming Transfer Students and First-time Freshman. Department of Sociology, California State University, Fullerton. (August 22, 2018)
- Organizer and Facilitator with Anthony Alvarez, Fall 2017 New Transfer Student Workshop. Department of Sociology, California State University, Fullerton. (September 27, 2017)
- Student Success Coordinator, Department of Sociology, California State University, Fullerton. (2017-2018)
- Organizer and Presenter, Engaging Our Students, Engaging Ourselves: A Workshop on Techniques, Strategies, and Experimentation inside and outside of the Classroom. Department of Sociology, California State University, Fullerton. (May 1, 2017)
- Undergraduate Advisor, Department of Sociology, California State University, Fullerton. (Spring 2017-present)
- Coordinator, New and Transfer Student Orientations and Student Advising, Department of Sociology, California State University, Fullerton. (Summer 2016, 2017, 2018, 2019)
- Member, Commencement Committee, Department of Sociology, California State University, Fullerton. (2016, 2017, 2018)
- Organizer and Facilitator with Anthony Alvarez, Transfer Student Workshop, Department of Sociology, California State University, Fullerton. (October 19, 2016)
- Member, Search Committee, Two Tenure Track Positions in Sociology, California State University, Fullerton. (Fall 2015)
- Representative, College of Humanities and Social Sciences Welcome Day, Department of Sociology, California State University, Fullerton. (September 8, 2015)
- Member, Assessment & Curriculum Committee, Department of Sociology, California State University, Fullerton. (2014-2015 & 2017-2018)
- Adjunct Faculty Reviewer, Department of Sociology, California State University, Fullerton. (Spring 2014)
- Participant, Mock Interviews for SOCI 596, Department of Sociology, California State University, Fullerton. (Spring 2014)
- Member, Ad Hoc Student Opinion Questionnaire Committee, California State University, Fullerton. (Spring 2014)
- Co-chair, Undergraduate Committee, Department of Sociology, California State

University, Fullerton. (2013-2014)

## PROFESSIONAL MEMBERSHIPS

- American Society of Criminology
  - o Division of Women and Crime
  - o Division of Victimology
- Pacific Sociological Association
- Study for the Society of Symbolic Interaction

# BERNA M. TORR, Ph.D.
**btorr@fullerton.edu**

## PROFESSIONAL APPOINTMENTS

| | | |
|---|---|---|
| Department Chair, Sociology | California State University, Fullerton | 2020-present |
| Professor of Sociology | California State University, Fullerton | 2019–present |
| Associate Professor of Sociology | California State University, Fullerton | 2014–2019 |
| Assistant Professor of Sociology | California State University, Fullerton | 2008–2014 |
| Postdoctoral Research Fellow in Population Studies | RAND Corporation | 2006–2008 |
| Postdoctoral Research Associate | Minnesota Population Center, University of Minnesota | 2005–2006 |

## EDUCATION

| | | |
|---|---|---|
| Ph.D. | Brown University, Department of Sociology, Providence, RI | 2005 |
| M.A. | Brown University, Department of Sociology, Providence, RI | 2002 |
| B.S. | Cornell University, Department of Rural Sociology, Ithaca, NY | 1996 |

## COURSES TAUGHT

Statistics (graduate and undergraduate), Sociology of Family, Research Methods (graduate and undergraduate), Immigrant Orange County, Sociology for Career Success, Population and Environment, Sociology of City Life, Global Cuisines, Supervision Courses: Independent Study, MA Thesis, MA Project, Comprehensive Exams, Teaching Symposium

## DEPARTMENT AND UNIVERSITY SERVICE

CSUF Sociology Department Chair, 2020-present
CSUF Sociology Department Vice Chair, 2015–2020
CSUF Sociology Department Search Committee Member, 2015; 2017; 2019, chair 2015 & 2017
CSUF Sociology Department Personnel Committee, 2015–2017; 2019, chair 2016
CSUF Sociology Lecturer Evaluation Committee, 2016–2020, chair 2016
CSUF Sociology Department Student Affairs Committee, 2015–2018
CSUF Sociology Department Graduate Adviser, 2010–2014.
CSUF Sociology Department Graduate Committee, 2008–2014; Chair, 2009–2014
CSUF Sociology Department Sociology Week Presenter/Organizer, 2010–present
CSUF Sociology Department Methods Comprehensive Exam Reviewer, 2012–present
CSUF Faculty Research Committee (Academic Senate, elected) 2015-2017
CSUF Sociology Representative to the Center for Demographic Research Technical Advisory Committee, 2009–present, Vice-chair 2013-present

## PUBLICATIONS—PEER REVIEWED
### JOURNAL ARTICLES

Thacker Thomas, Devon, Eileen T. Walsh, **Berna M. Torr**, Anthony Alvarez, and Maria Malagon. 2018. "Incorporating High-Impact Practices for Retention: A Learning Community Model for Transfer Students" *Journal of College Student Retention: Research, Theory and Practice*. https://doi.org/10.1177/1521025118813618

**Torr, Berna M.** and Eileen T. Walsh. 2018. "Does the Refugee Experience Overshadow the Effect of SES? An Examination of Self-Reported Health Among Older Vietnamese Refugees." Race and Social Problems 10:259-271. https://doi.org/10.1007/s12552-018-9240-6

Otanez, Staci* and **Berna M. Torr.** 2017. "Ethnic and Racial Disparities in HPV Vaccination Attitudes" *Journal of Immigrant and Minority Health.* DOI 10.1007/s10903-017-0685-2

Thacker Thomas, Devon, **Berna M. Torr** and Eileen T. Walsh. 2017. Experiential Learning: Benefits for Hispanic and First-Generation College Students. *International Journal of Learning, Teaching, and Educational Research* 16(5):102-117. http://ijlter.org/index.php/ijlter/article/view/938/pdf

**Torr, Berna M**. 2011. "The Changing Relationship Between Education and Marriage in the United States, 1940–2000." *Journal of Family History*. 36(4):483–503.

Walsh, Eileen T., **Berna M. Torr**, and Bonnie Ha Bui. 2010. "Inequalities in Self-Rated Health: Untangling Ethnicity, Social Class, and Lifestyle Effects on Vietnamese, Other Asians, Hispanics, and Whites." *International Review of Modern Sociology*. 36(2):195–220.

Rendall, Michael S., and **Berna M. Torr**. 2008. "Emigration and Schooling Among Second-Generation Mexican-American Children." *International Migration Review*. 42(3):729–738.

Short, Susan E., Frances K. Goldscheider, and **Berna M. Torr.** 2006. "Less Help for Mother: The Decline in Adult Support for Mothers of Small Children, 1880–2000." *Demography*. 43(4): 617–629.

**Torr, Berna Miller**, and Susan E. Short. 2004. "Second Births and the Second Shift: A Research Note on Gender Equity and Fertility." *Population and Development Review*. 30(1):109–130.

## BOOKS AND BOOK CHAPTERS
Goldscheider, Frances K., and **Berna Torr**. October 2015. "Leaving Home in the Transition to Adulthood (revised)." In *Blackwell Encyclopedia of Sociology, 2nd edition*, edited by G. Ritzer. Blackwell Publishing, pp. 2570-2575.

Goldscheider, Frances K., and **Berna Torr**. 2006. "Leaving Home in the Transition to Adulthood." In *Blackwell Encyclopedia of Sociology*, edited by G. Ritzer. Blackwell Publishing, pp. 2570–2575.

**Miller, Berna**, and James D. Torr, eds. 2003. *Developing Nations: Current Controversies*. San Diego, CA: Greenhaven Press.

## REPORTS—NOT PEER REVIEWED
Miller, Ron, Pearl Beck, and **Berna Torr**. 2016. *Nazi Victims of the Holocaust Currently Residing in Canada, the United States, Revised Estimates and Projections: 2010–2030.* Report Prepared for the Claims Conference.

Torr, Berna M. and Staci Otanez. 2016. *Estimates and Projections of Hungarian Jewish Survivors of the Holocaust 2014-2040.* Report Prepared for the Claims Conference.

Torr, Berna M. and Staci Otanez. 2016. *Estimates and Projections of Canadian Jewish Survivors of the Holocaust 2014-2040.* Report Prepared for the Claims Conference.

Miller, Ron, Pearl Beck, and **Berna Torr**. 2015. *Estimates and Projections of Former Austrian Jewish Nazi Victims to 2040 by Country of Residence.* Report Prepared for the Claims Conference.

Miller, Ron, and Berna M. Torr. 2011. *Estimates and Projections of Evacuees Living in Russia and Ukraine/Moldova 2011—2040.* Report prepared for the American Jewish Joint Distribution Committee.

Cohen, Steve M., Ron Miller, Ira M. Sheskin, and **Berna Torr.** 2010. *The Long-Term Impact of Jewish Camp Upon Adult Jewish Engagement: Evidence From Twenty-Six Population Studies in the United States.* Report Prepared for the Foundation for Jewish Camp.

Miller, Ron, Pearl Beck, and **Berna Torr**. 2009. *Nazi Victims of the Holocaust Currently Residing in Canada, the United States, Central and Eastern Europe and Western Europe, Estimates and Projections: 2010–2030.* Report Prepared for the Claims Conference.

## INTRAMURAL RESEARCH GRANTS AWARDED

Torr, Berna M. *Study Abroad London Semester*, Spring 2020.

Walsh, Eileen T., Berna M. Torr, and Devon Thacker Thomas. *Increasing Retention and Graduation Rates of Sociology Transfer Students: A Transfer Student Learning Community Built on First Year Experiences.* GI2025 Innovation Grant. $10,000 AY 2018-2019.

Torr, Berna M., and Eileen T. Walsh. 2014. *Robert and Louise Lee Collaborative Teaching Award.* for SOCI 456: Immigrant Orange County. Amount: $4,747 for one class, 3-WTU assigned time for Spring 2015.

Torr, Berna M. 2014. *Sabbatical Award for Fall 2014.*

Torr, Berna M., and Eileen T. Walsh. 2013. "NCP for SOCI 456: Immigrant Orange County." *Call for Proposals for Vietnamese Studies Curriculum Development.* Amount: $4,000 total

Torr, Berna M. 2012. CSUF FDC Faculty Enhancement and Instructional Development (FEID) Award for "Enhancing the Teaching Symposium in Sociology." Amount: $4,747.

Torr, Berna. 2011. "Inequalities in Children's Health: Untangling Ethnicity, Social Class, and Lifestyle Effects on the Vietnamese, Other Asians, Hispanics, and Whites." *California State University, Fullerton Junior Faculty Award.* Amount: $5,000 for students.

## FELLOWSHIPS, HONORS, AND AWARDS

Faculty Recognition Award: Teaching, 2014
HSS Outstanding Service & Student Success Award Nominee, 2011, 2012, 2018
NICHD Postdoctoral Fellowship in Population Studies, RAND Corporation, 2006–2008
Florence Harnish Dissertation Fellowship, Brown University, 2004–2005
Alden Speare Jr. Memorial Award for Best MA Thesis in Sociology, Brown University, 2002
NICHD Fellowship, Population Studies and Training Center, Brown University, 2001–2004
Dean's Fellowship, Brown University, 2000–2003

# LaTosha L. Traylor, Ph.D.

Department of Sociology, CP-917
California State University, Fullerton
Phone: 657.278.2770
Email: ltraylor@fullerton.edu

## Education

| 2014 | Ph.D. | University of Illinois at Chicago |
| | | Criminology, Law, and Justice |
| 2007 | M.A. | University of Illinois at Chicago |
| | | Criminal Justice |
| 2002 | B.A. | University of California, Santa Barbara |
| | | Women's Studies |

## Professional Appointments

| 2016-present | Assistant Professor | Department of Sociology |
| | | California State University, Fullerton |
| 2013-2016 | Assistant Professor | Department of Criminal Justice |
| | | Temple University |

## Teaching (* indicates graduate level course)

*California State University, Fullerton*

| Spring 2022 | Social Research Methods, Section 50 (SOCI 302) |
| | Social Research Methods, Section 51 (SOCI 302) |
| | Social Inequality, Section 01 (SOCI 356) |
| Fall 2021 | Social Inequality, Section 01 (SOCI 356) |
| | Social Inequality, Section 52 (SOCI 356) |
| Summer 2021 | Social Inequality, Section 50 (SOCI 356) |
| Spring 2021 | Social Research Methods, Section 01 (SOCI 302) |
| | Social Research Methods, Section 04 (SOCI 302) |
| | Criminology, Section 01 (SOCI 411) |
| Fall 2020 | Criminology, Section 01 (SOCI 411) |
| | Criminology, Section 50 (SOCI 411) |

|  | The Practice of Sociology (SOCI 585)* |
|---|---|
| Spring 2020 | Social Research Methods, Section 04 (SOCI 302) |
|  | Social Research Methods, Section 05 (SOCI 302) |
|  | Independent Study (SOCI 499) |
|  | Crime, Justice, and Inequality (SOCI 501T)* |
| Fall 2019 | Criminology, Section 50 (SOCI 411) |
|  | Mass Incarceration and Punishment (SOCI 415) |
|  | Independent Graduate Research (SOCI 599)* |
| Summer 2019 | Gender, Sex, and Society, Section 50 (SOCI 354) |
| Spring 2019 | Social Research Methods, Section 05 (SOCI 302) |
|  | Gender, Sex, and Society, Section 50 (SOCI 354) |
|  | Gender, Sex, and Society, Section 51 (SOCI 354) |
|  | Gender, Sex, and Society, Section 75 (SOCI 354) |
|  | Independent Study (SOCI 499) |
| Fall 2018 | Gender, Sex, and Society, Section 50 (SOCI 354) |
|  | Criminology, Section 50 (SOCI 411) |
|  | Criminology, Section 70 (SOCI 411) |
|  | The Practice of Sociology (SOCI 585)* |
| Summer 2018 | Gender, Sex, and Society, Section 50 (SOCI 354) |
| Spring 2018 | Sociology of Corrections (SOCI 415) |
|  | Independent Study (SOCI 499) |
|  | Crime, Justice, and Inequality (SOCI 501T)* |
|  | Thesis (SOCI 598)* |
| Winter 2018 | Gender, Sex, and Society, Section 50 (SOCI 354) |
| Fall 2017 | Social Research Methods, Section 01 (SOCI 302) |
|  | Social Research Methods, Section 05 (SOCI 302) |
|  | Independent Graduate Research (SOCI 599)* |
| Spring 2017 | Research Process (SOCI 502A)* |
|  | Social Inequality (SOCI 356) |
|  | Independent Study (SOCI 499)* |
| Fall 2016 | Social Research Methods, Section 03 (SOCI 302) |
|  | Sociology of Corrections (SOCI 415) |

*Temple University*

| Spring 2016 | Correctional Philosophy and Administration (CJ8202)* |
| | Introduction to Criminal Justice Research (CJ2601) |
| Fall 2015 | Introduction to Criminal Justice Research (CJ2601) |
| | Prisons in America (CJ3302) |
| Spring 2015 | Introduction to Criminal Justice Research (CJ2601) |
| | Prisons in America (CJ3302) |
| Fall 2014 | Introduction to Criminal Justice Research (CJ2601) |
| | Prisons in America (CJ3302) |
| Spring 2014 | Introduction to Criminal Justice Research (CJ2601) |
| | Prisons in America (CJ3302) |
| Fall 2013 | Prisons in America (CJ3302) |

*University of Illinois at Chicago*

| Summer 2012 | Research Methods I (CLJ261) |
| Spring 2012 | Research Methods I (CLJ261) |
| Fall 2011 | Research Methods I (CLJ261) |
| Summer 2011 | Research Methods I (CLJ261) |
| Spring 2011 | Research Methods I (CLJ261) |
| Fall 2010 | Research Methods I (CLJ261) |

*Northeastern Illinois University*

| Fall 2010 | Justice and Inequality (JUST202) |

*University of Illinois at Chicago*

| Summer 2010 | Criminology (CLJ220) |
| Spring 2008 | Research Methods I (CLJ261) |

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Summer 2007    Research Methods I (CLJ261)

Summer 2007    Faculty Assistant
               Summer Research Opportunity Program;
               (Assistant to Dr. Beth E. Richie)

Spring 2007    Research Methods I (CLJ261)

## Publications

*Refereed Journal Articles*
Fader, Jamie J., and LaTosha L. Traylor. 2015. Dealing with difference in desistance theory: the promise of intersectionality for new avenues of inquiry. *Sociology Compass 9*(4) :247-260.

Richie, Beth, Dana Davis, and LaTosha L. Traylor. 2012. Feminist politics, racialized imagery and social control: reproductive injustice in the age of Obama. *Souls: a critical journal on black politics, culture, and society 14*(1-2) :54-66.

*Handbook Article*
Traylor, LaTosha L., and Beth E. Richie. 2012. "Female Offenders and Women In Prison." Pp. 561-583 in *The Oxford Handbook on Sentencing and Corrections*, edited by J. Petersilia and K. Reitz. New York: Oxford University Press.

## Research Projects

| | | |
|---|---|---|
| 2019-present | Principal Investigator | 'Ordering my steps:' Decision-making sequencing used by formerly incarcerated women during post-incarceration reintegration; Fullerton, CA |
| 2015 | Principal Investigator | 'Doing the right things' (in the right order?): Decision sequencing among mothers reentering the community following incarceration; Philadelphia, PA |
| 2014-2015 | Research Coordinator | I'm FREE: Females Reentering and Empowering Each Other; Philadelphia, PA |

## Presentations

*Papers Presented at Professional Meetings*

Traylor, LaTosha L. 2017. "Author Meets Critics: Caught Up: Girls, Surveillance, and Wraparound Incarceration." Paper Presented at the Annual Meetings of the American Society of Criminology, November 17, Philadelphia, PA.

Traylor, LaTosha L. 2015. "Author Meets Critics: <u>The Ex-Prisoner's Dilemma: How Women Negotiate Competing Narratives of Reentry and Desistance.</u>" Paper Presented at the Annual Meetings of the American Society of Criminology, November 18, Washington, DC.

Traylor, LaTosha L. 2015. "Motherhood, Punishment, and Support: Selected Findings from an Exploration of Motherhood for Formerly Incarcerated Black Women." Paper Presented at the Annual Meetings of the American Society of Criminology, November 19, Washington, DC.

Traylor, LaTosha L. 2014. "'I Can't Do It On My Own': An Intersectional Perspective on Motherhood During Reintegration." Paper Presented at the Annual Meetings of the American Society of Criminology, November 21, San Francisco, CA.

Traylor, LaTosha L. 2014. "Moving Beyond Gender: An Intersectional Analysis Of Motherhood For Formerly Incarcerated Black Women." Paper Presented at the Annual Meetings of the National Women's Studies Association, November 13, San Juan, PR.

Traylor, LaTosha L. 2011. "The Social Organization of Motherhood for Formerly Incarcerated Black Women." Paper Presented at the Annual Meetings of the American Society of Criminology, November 17, Washington, DC.

O'Brien, Patricia, and LaTosha L. Traylor. 2011. "Going Too Far—The Perils and Possibilities of Teaching Prison Abolition." Paper Presented at the Unsettling Feminism(s) conference, May, Chicago, IL.

Traylor, LaTosha L. 2010. "Mass Incarceration and Motherhood for Black Women." Paper Presented at the Annual Meetings of the American Society of Criminology, November 19, San Francisco, CA.

Traylor, LaTosha L. 2007. "Institutionalized Motherhood and the Criminalized Black Mother," Paper Presented at the Annual Meetings of the National Women's Studies Association, June, St. Charles, IL.

Traylor, LaTosha L. 2006. "Institutionalized Motherhood and Female Offending," Paper presented at the 10th anniversary meetings of the Association for Research on Mothering, October, 28. Toronto, ON.


*Invited Lectures*

Traylor, LaTosha L. 2017. "Qualitative Research Methods". Guest lecture for CSUF Ronald E. McNair Scholars Program summer research course. June 29, Fullerton, CA.

Traylor, LaTosha L. 2015. Keynote address at the induction ceremony of the Temple University National Society of Leadership and Success. April, Philadelphia, PA.

**Service**

*Professional*

| 2021 | Panelist, "How to Better Support Women and Girls Who Have Been Justice Impacted" | Ronnie's House, Long Beach, CA |
|------|--------------------------------|--------------------------------|
| 2020-present | Diversity, Equity, Inclusion Consultant | (R)Evolve Consulting, Inc. |
| 2018-2019 | Committee, Member | American Society of Criminology membership committee |
| 2014-2016 | Manuscript Reviewer | Asian Journal of Criminology<br>Journal of Criminal Justice<br>Race and Justice: An International Journal |
| 2014 | Panel Chair and Moderator | Annual meetings of National Women's Studies Association |
| 2014 | Annual meetings proposal reviewer | National Women's Studies Association |

*University*

| 2021-present | Faculty Mentor, Pa'lante Fellowship Program | CSUF Office of Graduate Studies |
|------|--------------------------------|--------------------------------|
| 2021 | Community Coordinator Search Committee, Member | CSUF Housing and Residential Engagement |
| 2020-present | Vice President of Student Affairs Advisory Board, Member | CSUF Office of the Vice President of Student Affairs |
| 2020-2021 | UPD Chief's Advisory Board, Member | CSUF Police Department |
| 2019 | Faculty Guest Lecturer | Overnight Orientation Classroom Experience; Office of Outreach, Recruitment and Orientation |
| 2019 | Assistant Director for Academic Engagement Search Committee, Member | CSUF Housing and Residential Engagement |
| 2019 | Faculty Guest Lecturer | Developmental Psychology course (PSYC 361); Dr. Lucia Alcala |
| 2019 | New Faculty Panelist | CSUF New Faculty Orientation, Faculty Development Center |
| 2019 | Associate Director for Outreach, Recruitment, and Orientation Search Committee, Member | CSUF Department of Outreach, Recruitment, and Orientation |

| | | |
|---|---|---|
| 2019 | CSU Student Research Competition, Judge/Moderator | 2019 CSU system-wide Student Research Competition, CSUF Student Creative Activities and Research |
| 2018-present | Faculty-in-Residence | CSUF Housing and Residential Engagement |
| 2018-present | Committee, Member; African American Yield Subcommittee, Member | Black Excellence Care Group; Office of the Vice President of Student Affairs |
| 2017-2019 | Faculty Mentor | Ronald E. McNair Scholars Program |
| 2017-2018 | Committee, Member | CSUF Strategic Planning Steering Committee (2018-2023) |
| 2017 | Guest Lecturer | Ronald E. McNair Scholars Program |
| 2016-present | Graduate Mentor | Laura Barreto Cindy Jimenez Catherine "Ashley" Baker Inyssa Perez Elizabeth Sanchez Cynthia Cuevas |
| | MA Thesis Committee, Chair | Catherine "Ashley" Baker Elizabeth Sanchez Cynthia Cuevas |
| | MA Thesis Committee, Member | Catie Storms Jozef Robles Cuevas Mary Underwood Brianna Tate Roman Nunez Sacramento Mendoza Ramos |
| | Teaching Symposium Mentor | Catherine "Ashely" Baker Mary Underwood Jared Weisman Cynthia Cuevas |
| | Social Justice Committee, Member | CSUF, 2020-present HSS Sociology |
| | Student Affairs Committee, Member | CSUF, 2018-present HSS Sociology |

| | Commencement Planning Committee, Member | CSUF, 2019, 2018 HSS Sociology |
| | Commencement Planning Committee, Member | CSUF, 2017 HSS Sociology/History Commencement |
| | Planning Committee, Member | CSUF, 2018 Lavender Celebration |
| | Volunteer | CSUF, 2017 Lavender Celebration |
| | Consultant | CSUF, Project Rebound |

## Honors

| | | |
|---|---|---|
| 2020 | Faculty Recognition for Service | Faculty Development Center; CSUF |
| 2019 | Junior/Senior Intramural Grant | Office of Research and Sponsored Projects; CSUF |
| 2015 | Summer Research Award | Office of the Vice Provost for Faculty Development and Faculty Affairs; Temple University |
| 2012 | Abraham Lincoln Fellowship | Graduate College; University of Illinois at Chicago |
| 2011 | Michael D. Maltz Distinguished Graduate Student Award | Department of Criminology, Law, and Justice; University of Illinois at Chicago |
| 2011 | Departmental Service Award | Department of Criminology, Law, and Justice; University of Illinois at Chicago |
| 2011 | Ford Foundation Dissertation Fellowship, *Honorable Mention* | The National Academies; Ford Foundation Fellowship Program |
| 2010 | Grace Holt Memorial Scholarship | Department of African American Studies; University of Illinois at Chicago |
| 2010 | Provost's Award For Graduate Research | University of Illinois at Chicago |
| 2010 | Al and Betty Brauner and Scott Brauner Fellowship | College of Liberal Arts and Sciences University of Illinois at Chicago |
| 2009 | ASC Graduate Fellowship For Ethnic Minorities | American Society of Criminology |
| 2009 | Kellogg Rainbow Merit Scholarship, *Honorable Mention* | University of Illinois at Chicago |

| 2009 | Diversifying Faculty in Illinois Fellowship | Illinois Board of Higher Education |
|------|---------|---------|
| 2008 | Martin Luther King, Jr. Scholarship | University Of Illinois at Chicago |
| 2008 | Ford Foundation Predoctoral Diversity Fellowship, *Honorable Mention* | The National Academies; Ford Foundation Fellowship Program |
| 2005 | Abraham Lincoln Fellowship | Graduate College; University of Illinois at Chicago |

## Other Professional Positions Held

| 2012-2013 | Graduate Assistant | Department Of Criminology, Law, And Justice University Of Illinois At Chicago |
|------|---------|---------|
| Summer 2008 | Intern | Goodwill Industries Of Metropolitan Chicago Chicago, Il |
| Spring 2008 | Graduate Assistant | College Of Liberal Arts And Science; University Of Illinois At Chicago |
| 2004-2005 | Graduate Program Assistant | Educational Leadership Program; University Of California, Los Angeles |
| 2002-2004 | Assistant Undergraduate Advisor | Department Of Psychology; University Of California, Santa Barbara |

# CURRICULUM VITAE

## Eileen Therese Walsh

Professor of Sociology California State University, Fullerton
ewalsh@fullerton.edu

## Education

Ph.D. in Sociology, University of Southern California. Dissertation Title: Re-Racing Reality: Families Formed across the Color Line Reassert Race, Class and Gender.

M.A. in Sociology
University of Southern California

A.B. in English
University of Southern California

## Teaching

| | |
|---|---|
| 2019-present | Professor, Department of Sociology |
| 2012-2019 | Associate Professor, Department of Sociology Cal State University, Fullerton |
| 2006-2012 | Assistant Professor, Department of Sociology Cal State University, Fullerton |
| 1999-2005 | Lecturer, Department of Behavioral Science California State Polytechnic University |
| 2002-2006 | Lecturer, Department of Sociology CSU Fullerton |
| 2004-2006 | Lecturer, CSU Los Angeles Department of Sociology |
| 2001-2005 | Lecturer, Chapman University Teaching Assistant, U.S.C. |

## Publications
### Peer reviewed Journal Articles

- Thacker Thomas, Devon, **Eileen T. Walsh**, Berna M. Torr, Anthony Alvarez, and Maria Malagon**.** 2018. Incorporating High-Impact Practices for Retention: A Learning Community Model for Transfer Students.  Journal of College Student Retention: Research, Theory and Practice.
- Taylor, Matthew R. and **Eileen T. Walsh**. 2018. When Corporal Acts are Labeled Criminal: Lack of Privacy among the Homeless.  Sociology Mind, Vol 8 (2)
- Thacker Thomas, Devon, Torr, Berna M. and **Eileen T. Walsh**. 2017. Experiential Learning: Benefits for Hispanic and First-Generation College Students. International Journal of Learning, Teaching and Educational Research, Vol 16 (5)
- **Walsh, Eileen T.** 2012. How "Commonsense" Notions of Race, Class and Gender Infiltrate Families Formed across the Color Line. Sociology Mind, Vol 2 (1):
- Walsh, Eileen T., Berna M. Torr and Bonnie Ha Bui. 2010. Inequalities in Self-Rated Health: Untangling Ethnicity, Social Class, and Lifestyle Effects on Vietnamese, Other Asians, Hispanics, and Whites. International Review of Modern Sociology. 36 (2): 195—220

- **Walsh, Eileen. 2009.** Representations of Race and Gender in Mainstream Media Coverage of the 2008 Democratic Primary. Journal of African American Studies, 13 (2): 121-130

### Refereed Chapters

Walsh, Eileen. 2010. Dimensions and Indicators of Poverty in Sociological Studies in the United States. In Putcha Chandrasekhar (Editor), Mathematical Formulation of Poverty Index: How we Measure Poverty in Different Nations around the World. Edwin Mellon Press

Walsh, Eileen. 2004. Ideology of the Multiracial Movement: Dismantling the Color Line and Disguising White Supremacy? Pp 382-410 in Heather Dalmage, editor, The Politics of Multiracialism: Transforming, Transcending and Challenging Racial Thinking. State University of New York (SUNY) Press

### Book Reviews

Walsh, Eileen. 2008. Review of Making Multi-racials: State, Family and Market in the Redrawing of the Color Line, by Kimberly McClain DaCosta, Stanford University Press, 2007. International Review of Modern Sociology (34) 146— 147

# Honors

The Faculty Leadership Award, CSUF 2019

Outstanding Faculty Recognition for Service, CSUF 2013

Outstanding Faculty Recognition for teacher-scholars, CSUF 2008

Outstanding Faculty Recognition for service to students, CSUF 2009

# Grants

### CSUF Innovation Grant Awarded

- Walsh, Eileen; Berna M. Torr and Devon Thacker Thomas. 2018. Increasing retention and graduation rates of Sociology transfer students: a Transfer Student Learning Community built on first year cohort experiences. Amount: $10,000.

### Intramural Research Grants Awarded

- Torr, Berna M., and Eileen T. Walsh. 2014. Robert and Louise Lee Collaborative Teaching Award. Awarded in April 2014 for Spring 2015 for SOCI 456: Immigrant Orange County. Amount: $4,747 for one class, 3-WTU assigned time for Spring 2015.
- Sabbatical Award. Spring 2013
- Eileen T. Walsh and Berna M. Torr. 2013. "NCP for SOCI 456: Immigrant Orange County." Call for Proposals for Vietnamese Studies Curriculum Development. Amount: $2,000 each.
- Perez, Michael, Berna Torr, and Eileen Walsh. 2013. "Undergraduate and Graduate Student Research Conference Professional Presentations" HSS Miscellaneous Course Fees Grant Proposal. Amount: $5,000 for students.
- Walsh, Eileen. 2011. "Inequalities in Children's Health: Untangling Ethnicity, Social Class, and Lifestyle Effects on the Vietnamese, Other Asians, Hispanics, and Whites." California State University,

**Fullerton Junior Faculty Award. Amount: $5,000 for students.**
- Walsh, Eileen. 2008. California Junior Faculty Award. Amount $ 3,500. Multi racial families.

## Manuscripts in Process

- Walsh, Eileen T., Torr, Berna M. and Pada, Orvic. "An Examination of Ethnic Density Effect on Health Disparities in Mexican and Vietnamese Communities in Orange County," Paper in progress

## Conference Presentations

2017 Thacker Thomas, Devon, Berna M. Torr and Eileen Walsh. "Experiential Learning Benefits for Hispanic and First Generation Students." Paper presented for California Sociological Association Annual Meeting. Riverside

2017 Torr, Berna M. and Eileen T. Walsh. "Applied Sociology: Career strategies for Sociology majors." Paper presented at Pacific Sociological Annual Meeting. Portland

2015 Walsh, E.T. and Torr, Berna M. "Sociologists can Do Anything: Careers with a BA Degree." Panel discussion Pacific Sociological Association annual meetings, Long Beach Ca.

2015 Torr, Berna M., and Eileen T. Walsh. 2015. "The Effect of Ethnic Density on Health: A

2015 Comparison of Vietnamese and Mexicans Living in Orange County." Poster presented at the annual meeting of the Population Association of America, San Diego, CA.

2014 Walsh, Eileen T. and Berna M. Torr. "Ethnic Density Effect on Self-Rated Health: VietnameseandMexicans." PaperpresentedforPacificSociologicalAssociationAnnual Meetings, Portland, OR.

2013 Torr, Berna M. and Eileen T. Walsh. "Does the Refugee Experience Overshadow SES? An examination of Self Rated Health in two cohorts of Vietnamese Americans." Paper presented for the Pacific Sociological Association Annual Meetings, Reno, NV.

2013 Walsh, Eileen T. and Berna M. Torr. "So, you are on the Job Market? How to find and obtain a community college teaching position." Panel presentation for the Pacific Sociological Association Annual Meetings, Reno, NV.

2012 Eileen T. Walsh. "Notions of Race in Multiracial Families: Diversity and Dangers." Paper presented for Association of Black Sociologists Annual Meeting. Denver, CO.

2012 Eileen T. Walsh. "Social Media and Justice: Trayvon across the Pond." Paper presented for Association of Black Sociologists Annual Meeting. Denver, CO.

2011 Eileen T. Walsh. "Reproduction of Race and Class: Kinship among Multi-racial Families." Paper presented for Pacific Sociological Association Annual Meetings. Seattle

2011 Eileen T. Walsh and Berna M. Torr. "Interrogating Self-rated Health of Vietnamese Americans in "Little Saigon." Co-authored with Berna M. Torr. Paper presented for Pacific Sociological Association Annual Meetings. Seattle 2011.

2010 Eileen T. Walsh. "Race, Gender and the 'Black Other:' Media Constructions of Hilary Clinton." Paper accepted for International Communication Association Conference Panel on Becoming the Model Political Woman: Female as Media Spectacle and National Commodity. Singapore, 2010

2009 Eileen T. Walsh. "From De Jure to De Facto Segregation: Limited Access to Inheritance in Multiracial Families." Paper presented for Annual Meetings of the Society for the Study of Social Problems. San Francisco, August 2009

2008 Eileen T. Walsh. "B*tch is the New Black: Race and Gender Representations in Media Coverage of the Democratic Primary Election." Paper presented for Annual Meetings of Association of Black Sociologists. Boston, August 2008

2006 Eileen T. Walsh. "Race Class and Gender Collide with Commonsense in Families Formed across the Color." Line" Paper presented in the Session on Race, Class, Gender organized by Margaret Andersen for American Sociological Association meetings, Montreal, August 2006

2005 Eileen T. Walsh. "Gendered Whiteness in Families on the Color Line." at Pacific Sociological Association meetings Hollywood, California 2006

2002 Eileen T. Walsh. "The Edge of the Color Line: How Whites Married to Blacks Negotiate Identity and Experience Whiteness." at American Sociological Association annual meetings, Chicago

## Professional Service

Peer Reviewer for National Association of Social Science Journal 2015—present

Present Panel discussion on "Now that You're Almost Done: Preparing for Success on the Job Market" at Pacific Sociological Association 2013

Editorial Board, Journal of Integrated Social Sciences 2012 Peer-Reviewer for Sociological Forum 2010-2012 Peer-Reviewer for Gender and Society 2010—present Peer-Reviewer for Critical Culture 2010-2012

Organize, Preside and Discussant panel on "Segregated Social Networks," Pacific Sociological Association annual meeting, Portland, Oregon, April 10—12, 2008

Organize, Preside and Present panel on "Multiracial Families," Pacific Sociological Association, annual meeting, Hollywood, California, April 12-14, 2006

National Science Foundation grant proposal to disseminate findings on Gender Inequities in Engineering Careers

National Science Foundation grant proposal on Underserved Minorities in Engineering

Consultant, Family Violence Project. At the request of Honorable Pam Iles, I designed the evaluation research component of the $500,000 National Institute of Justice grant. Responsible for recruitment , selection and training of the research staff for the Family Violence Project, 2003

Member, Planning & Support Committee for USC Conference, "Beyond Black and White: Race in the 21st Century" April 6, 2001

# Community Service

Board Member, Higher Ground (2016—2021)
Judge, Council of African American Parents sponsored competition, 2012

Board Member, Go Far (2008—2011)

Consultant, Laguna Beach Unified School District, Quest for Excellence. Q4E is a committee charged to use research based empirical findings for continuous improvement of a high performing K-12 school district (2000—2007)

President, Governing Board, Laguna Beach Unified School District (1999-2000)
Board of Trustees, Laguna Beach Unified School District (1996-2000)
President, Governing Board, Capistrano-Laguna Regional Occupational Program (1998-1999)

Governing Board, Capistrano-Laguna Regional Occupational Program (1996-1999)
President of the Board of Directors, CREATE (1999-2002)

Board of Directors CREATE (1997-1999)
Board of Trustees (1994-1996) SCHOOLPOWER ©
Treasurer, Laguna Beach Endowment and Capital Fund Foundation (1994-1996) Board of Directors Orange County Youth and Family Service (1989—1995) Orange County Girls Scout Council, 1986-1988

# University Service

Chair, Department of Sociology 2014—2020

Academic Senator 2019—present

Academic Senate Executive Committee 2019--present
Acting Chair, Department of Sociology Fall 2013
Member, Exceptional Admissions Committee 2007—present
Member, University Curriculum Committee 2012-2014 & 2016—2018

Member, Committee on Internships and Service Learning, 2015—present
Chair, Academic Standards Committee 2007—2010
Member, Academic Standards Committee 2007--2011
Member, Assessment Task Force 2013
Member, Academic Senate Ad Hoc Committee to revise UPS 411.104, 2013-2014

Member, Recruitment Committee for Vice Provost 2021

Member, Recruitment Committee for AVP Government Relations 2020

Member, Recruitment Committee for Director Student Health Center, 2018

Member, Recruitment Committee for AVP of Finance Student Affairs, 2013

# College Service

Member, Budget Committee inception to 2016
Chair, Dean's Ad Hoc Committee on Civic Engagement 2015-2016

Member, Study Abroad Committee 2012 to 2013

Member, Research Committee 2007—2009

Member, Personnel Standards Committee 2018-2020

# Professional Affiliations

American Sociological Association

Pacific Sociological Association

Association of Black Sociologists

Society for Study of Social Problems

# Executive Experience

### 1996-1999 County of Orange

Special assignments and litigation support in the County's bankruptcy proceedings.

### 1989—1995 County of Orange

I served six years in Executive Management as one of three Associate Administrative Officers reporting to the Chief Administrative Officer. My responsibilities included: directing the county's self-insured program; managing the lobbyist contracts in Washington D.C. and Sacramento; and directing the infrastructure finance program that built arterial highways, libraries, fire stations, courthouses and sheriff stations in South Orange County.

# Management Experience

### 1985—1989 County of Orange

As the designated "trouble-shooter" for the Chief Administrative Officer I directed a team of managers who evaluated human service delivery by county agencies and departments. In that capacity, I recommended a major reorganization of the county's Children's Services that was approved by the Board of Supervisors. For two years I directed Correctional Medical Services in the five county jails while the jails were under the supervision of a Federal Magistrate. The assignment resulted in improving the standard of care to community standards and averted a class action suit by the American Civil Liberties Union.

# Applied Research Experience

### 1979—1985 County of Orange

Beginning as a Senior Research Analyst, I spent eight years directing a staff of more than 20 research assistants in the design and conduct of performance and outcome evaluations of the county's community- based social programs and its criminal justice programs. These community-based programs included shelters for battered women, halfway houses for parolees, runaway shelters for youth, day care programs for frail elderly, court-ordered drug counseling programs, rape crisis hotlines, work-furlough programs and a regional network of juvenile diversion programs. This work resulted in funding recommendations to the Board of Supervisors and in the development of county- wide service delivery networks as well as development of a program for emancipated youth.

## Appendix E. Long-Term Planning – Budget info

Appendix E
Table 10
Sociology

| Year | State OE (Including Travel) (1) | Student Assistants (1) | Professional Development (1) | Total State Support | Course Match | On-line Degree Completion | CSFPF Accounts (2) | Comments |
|---|---|---|---|---|---|---|---|---|
| AY 20/21 | $ 27,584 | $ - | $ 8,500 | $ 36,084 | $ 51,000 | Not available | $ 45,701 | Reduction in state allocations due to budget reduction |
| AY 19/20 | $ 38,000 | $ 14,500 | $ 9,600 | $ 62,100 | $ 57,800 | $ 60,446 | $ 39,410 | |
| AY 18/19 | $ 38,000 | $ 11,500 | $ 9,600 | $ 59,100 | $ 57,800 | $ 137,406 | $ 43,080 | |
| AY 17/18 | $ 37,500 | $ 10,750 | $ 9,000 | $ 57,250 | $ 17,000 | $ 129,466 | $ 42,725 | |
| AY 16/17 | $ 35,010 | $ 10,250 | $ 9,900 | $ 55,160 | $ 10,200 | $ 144,830 | $ 31,567 | |

(1) Fiscal year allocations
(2) Balance as of June 30th.

**SOCI 308: Writing for Sociology Students CORE COMPETENCIES**
Students who take and complete SOCI 308, will exhibit the following core competencies:

(1) Use and apply a sociological lens in writing, which may include the application of sociological theories and concepts

SLO 1: Students will apply key sociological concepts.

SLO 3: Students will demonstrate critical thinking from various sociological perspectives, such as reflecting on their social location, evaluating the implicit assumptions of everyday life, challenging commonsense understandings, and assessing the structure of an argument.

*Optional:* SLO 2: Students will compare, contrast, and critique major theoretical and epistemological orientations in sociology including functionalism, conflict, interactionism, and feminism.

(2) Form a written thesis or argument.

SLO 4: Students will demonstrate clear and effective written and oral communication skills.

(3) Identify and assess evidence from scholarly/academic sources; Support a written thesis or argument with evidence from scholarly/academic sources.

SLO 4: Students will demonstrate clear and effective written and oral communication skills.

(4) Identify an author's thesis and argument.

SLO 4: Students will demonstrate clear and effective written and oral communication skills.

(5) Identify and analyze evidence used to support an author's thesis and argument.

SLO 4: Students will demonstrate clear and effective written and oral communication skills.

(6) Use and apply a specific writing style (i.e., ASA, APA)

SLO 4: Students will demonstrate clear and effective written and oral communication skills.

(7) Understand plagiarism and strategies to avoid plagiarism.

SLO 4: Students will demonstrate clear and effective written and oral communication skills.

(8) Draft, incorporate feedback into, and revise writing assignments.

SLO 4: Students will demonstrate clear and effective written and oral communication skills.

# Appendix G. Assessment Materials.

## G1. Undergraduate Assessment Rubrics

### SL0-2:

"Students will compare, contrast, and critique major theoretical and epistemological orientations in sociology including functionalism, conflict, interactionism, and feminism."

| | Advanced 4 | Proficient 3 | Developing 2 | Not sufficient 1 |
|---|---|---|---|---|
| Can identify and define sociological theory or theoretical framework | Provides a sophisticated explanation of two theoretical frameworks. Both frameworks explained clearly, accurately, and comprehensively | Provides an adequate explanation of two theoretical frameworks. At least one is explained clearly, accurately, and comprehensively | Provides a basic explanation of at least one theoretical framework. Explained poorly, brief or unclear. | Does not provide a clear explanation and understanding of any theoretical framework |
| Can compare and contrast theoretical framework (Consider application of theory in the assessment) | Demonstrates a sophisticated comparison and contrast of two theoretical frameworks. Both are explained clearly, accurately, and comprehensively | Demonstrates an adequate comparison and contrast of two theoretical frameworks. At least one is explained clearly, accurately, and comprehensively | Demonstrates a basic comparison and contrast of two theoretical frameworks. Explained poorly, brief or unclear. | Does not demonstrate at least a basic comparison and contrast of two theoretical frameworks (may define each theoretical framework). Explained poorly, brief or unclear. |
| Can critique theoretical framework | Provides a sophisticated critique of a theoretical framework that is explained clearly, accurately, and comprehensively | Provides an adequate critique of a theoretical framework that is explained clearly, accurately, and comprehensively | Provides a basic critique of a theoretical framework that is explained poorly, brief or unclear. | Does not provide a critique of a theoretical framework. |

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

| | Advanced (4) | Proficient (3) | Developing (2) | Not sufficient (1) |
|---|---|---|---|---|
| Explanation of issues | Issue/problem/thesis to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/problem/thesis to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem/thesis to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem/thesis to be considered critically is stated without clarification or description. |
| Evidence | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of authors and/or others are questioned thoroughly. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of authors and/or others are subject to some questioning | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of authors and/or others are taken as mostly fact, with little questioning | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of authors and/or others are taken as fact, without question. |
| Influence and analysis of context | Carefully and insightfully evaluates the relevance of contexts when presenting a position. Student shows originality. The analysis may include social structural and/or domain transfer contextualizing. | Clearly identifies and connects relevant contexts when presenting a position. The analysis may include social structural and/or domain transfer contextualizing. | Begins to develop one or few relevant contexts when presenting a position. | Begins to identify some contexts when presenting a position. |
| Student's position and assumptions | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Thoroughly (systematically and methodically) analyzes own and others' assumptions | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Identifies own and others' assumption. | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa). | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). |
| Conclusions and related outcomes (implications and consequences) | Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. | Conclusion is logically tied to a range of information, including multiple viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequence and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |

## APPENDIX 1: SERVICE-LEARNING RUBRIC (adapted from Association of American Colleges and Universities Civic Engagement Value Rubric)

Definition: A teaching method that combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service learning involved students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community (adapted from Campus Compact, a national coalition of college and university presidents that is dedicated to promoting civic engagement and service-learning in higher education).

| | Advanced (4) | Proficient (3) | Developing (2) | Not Sufficient (1) |
|---|---|---|---|---|
| Diversity of Communities and Cultures | Demonstrates evidence of adjustment in attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. | Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity of what can be learned from diversity of communities and cultures. | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures |
| Analysis of Knowledge | Connects and extends knowledge from one's own academic study/field/discipline to service learning and to one's own participation in civic life, politics and government | Analyzes knowledge, from one's own academic study/field/discipline making relevant connections to service learning and to one's own participation in civic life, politics, and government | Begins to connect knowledge from one's own academic study/field discipline to service learning and to one's own participation in civic life, politics and government | Begins to identify knowledge from one's own academic study/field/discipline that is relevant to service learning and to one's own participation in civic life, politics, and government |
| Civic Identity and Praxis | Describes what she/he has learned about themselves as it relates to a reinforced and clarified sense of civic-identity. Shows reflective insights or analysis about the aims and accomplishment of one's actions and a continued commitment to public action. | Describes what she/he has learned about themselves as it relates to a growing sense of civic-identity. Shows reflective insights about the aims and accomplishments of one's actions. | Evidence suggests involvement in service learning activities generated from expectations or course requirements rather than from a sense of civic-identity. Has clearly participated in service learning and begins to reflect or describe how these actions may benefit individuals or communities | Provides little evidence of her/his experience in service learning and does not connect experiences to civic-identity. Shows little internalized understanding of aims or effects of service learning and little commitment to future action. |

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## "POWER, PRIVILEGE, OPPRESSION" SLO-07 RUBRIC

| | Advanced 4 | Proficient 3 | Developing 2 | Not sufficient 1 |
|---|---|---|---|---|
| Can identify and explain systems of power, privilege and oppression | Demonstrates sophisticated critical understanding of power, privilege, and oppression dynamics. Provides two or more concrete examples that identify and explain who has power and privilege, and where there is oppression. | Demonstrates adequate critical understanding of power, privilege and oppression dynamics. Provides at least one concrete example that identifies and explains who has power and privilege, or where there is oppression. | Provides a basic description or one concrete example of who has power and privilege, and/or where there is oppression. | Does not provide a clear description or example of who has power and privilege, and/or where there is oppression. |
| Can identify and reflect upon the perspective of other people and cultures | Demonstrates sophisticated understanding of different experiences and perspectives of other peoples and cultures. Provides one or more concrete examples that elaborate on social groups' interconnectedness and identifies at least two different experiences by social categories. | Demonstrates adequate understanding of different experiences and perspectives of other peoples and cultures. Provides at least one concrete example that elaborates on social groups' interconnectedness or identifies some experiences by social categories. | Provides a basic understanding of different experiences and perspectives of other peoples and cultures. Identifies but does not substantially elaborate on social groups' interconnectedness or different experiences by social categories. | Does not provide an understanding of different experiences and perspectives of other peoples and cultures. |
| Can situate a system of power in a personal and historical context | Provides sophisticated reflections on his/her role and social location within the system of power, privilege, and oppression. Situates himself or herself along one or more locations or contexts. | Provides adequate reflections on his/her role and social location within the system of power, privilege, and oppression. Situates himself or herself along one or more locations or contexts. | Provides some reflections on his/her role and social location within the system of power, privilege, and oppression. | Does not provide basic reflections on his/her role and social location within the system of power, privilege, and oppression. |

## G.2 Graduate Department Assessment Rubrics

| Attribute/SLO 1 | 1 Does not meet expectations/poor | 2 Meets expectations/average | 3 Exceeds expectations/excellent |
|---|---|---|---|
| 1) Graduate students will demonstrate, through application to real world problems, their grasp of sociological theory. | ❑ Demonstrates rudimentary critical thinking about social theory (as in strengths/weaknesses of theoretical arguments, major components of theoretical frameworks, evaluative assessment, or consideration of the intersection of theory with history and social context)<br><br>❑ The discussion of theory is weak, limited, & lacks cohesion, showing a lack of understanding of foundational works<br><br>❑ Does not identify and explain core theories<br><br>❑ For thesis or project: Does not illustrate a connection between a theoretical framework and data analysis | ❑ Demonstrates average critical thinking about social theory (as in strengths/weaknesses of theoretical arguments, major components of theoretical frameworks, evaluative assessment, or consideration of the intersection of theory with history and social context)<br><br>❑ Offers a substantively accurate discussion of theory, showing some understanding of foundational works<br><br>❑ Identifies and explains core theories<br><br>❑ For thesis or project: Illustrates a connection between a theoretical framework and data analysis | ❑ Demonstrates strong critical thinking about social theory (as in strengths/weaknesses of theoretical arguments, major components of theoretical frameworks, evaluative assessment, or consideration of the intersection of theory with history and social context)<br><br>❑ The discussion of theory is not only substantive and accurate but innovative, showing strong understanding of these foundational works<br><br>❑ The identification and explication of core theories shows strong understanding of field<br><br>❑ For thesis or project: Illustrates an original connection between a theoretical framework and data analysis |

| Attribute/SLO 2 | 1<br>Does not meet expectations/poor | 2<br>Meets expectations/average | 3<br>Exceeds expectations/excellent |
|---|---|---|---|
| 2) Graduate students will demonstrate in-depth knowledge in a specific domain of sociological research specialization (e.g. gender, race/ethnicity, education, inequality, political sociology, etc.). | □ Demonstrates rudimentary critical thinking about the field being reviewed (as in strengths/weaknesses of theoretical arguments, based in empirical evidence, evaluative assessment, or consideration of historical patterns of social relations & power)<br><br>□ The review of literature in the field is weak, limited, & choppy, showing a lack of discussion of foundational works<br><br>□ Does not identify and explain core concepts/theories in the literature<br><br>□ For thesis or project: Does not illustrate/present a connection between their research and the literature | □ Demonstrates average critical thinking about the field being reviewed (as in strengths/weaknesses of theoretical arguments, based in empirical evidence, evaluative assessment, or consideration of historical patterns of social relations & power)<br><br>□ Offers a substantively accurate review of the base literature in the field, showing discussion of foundational works<br><br>□ Identifies and explains core concepts/theories in the literature<br><br>□ For thesis or project: Illustrates/presents a connection between their research and the literature | □ Demonstrates strong critical thinking about the field being reviewed (as in strengths/weaknesses of theoretical arguments, based in empirical evidence, evaluative assessment, or consideration of historical patterns of social relations & power)<br><br>□ Review of literature is not only substantive and accurate but innovative, showing superior discussion of foundational works<br><br>□ The identification and explication of core concepts/theories shows superior understanding<br><br>□ For thesis or project: Illustrates/presents an original connection between their research and the literature |

| Attribute/SLO 3 | 1<br>Does not meet expectations/poor | 2<br>Meets expectations/average | 3<br>Exceeds expectations/excellent |
|---|---|---|---|
| 3) Graduate students will apply core concepts in an area of research specialization through the interpretation of sociological data, using such concepts. | □ Demonstrates rudimentary critical thinking about core concepts in their area.<br><br>□ The discussion and application of core concepts is weak, limited, & lacks cohesion, showing a lack of understanding of foundational works.<br><br>□ Does not identify and explain core concepts.<br><br>□ For thesis or project: Does not illustrate a connection between core concepts and data analysis. | □ Demonstrates average critical thinking about core concepts in their area.<br><br>□ Offers a substantively accurate discussion and application of core concepts, showing some understanding of foundational works.<br><br>□ Identifies and explains core concepts.<br><br>□ For thesis or project: Illustrates a connection between core concepts and data analysis. | □ Demonstrates strong critical thinking about core concepts in their area.<br><br>□ The discussion and application of core concepts are not only substantive and accurate but innovative, showing strong understanding of foundational works in the field.<br><br>□ The identification and explication of core concepts shows strong understanding of the field.<br><br>□ For thesis or project: Illustrates an original connection between core concepts and data analysis. |

| Attribute/SLO 4 | 1<br>Does not meet expectations/poor | 2<br>Meets expectations/average | 3<br>Exceeds expectations/excellent |
|---|---|---|---|
| 4) Graduate students will either design and implement a qualitative or quantitative research program, with data generation or data analysis, and the writing-up of research findings, or assess design options in the comprehensive exam. | ❑ Demonstrates rudimentary critical thinking in research design and data analysis, or assessment of research design options in comprehensive exam.<br><br>❑ Research design and data analysis (or assessment of research design options in comprehensive exam) are weak, limited, & lack cohesion, showing a lack of understanding of research design.<br><br>❑ Research design and data analysis is fundamentally flawed, or assessment of research design options in comprehensive exam is flawed.<br><br>❑ For thesis or project: Does not illustrate a connection between research design and data analysis. | ❑ Demonstrates average critical thinking in research design and data analysis, or offers average assessment of research design options in comprehensive exam.<br><br>❑ Research design and data analysis (or assessment of research design options in comprehensive exam) are present in the work, showing average research design construction and understanding of research design.<br><br>❑ Research design and data analysis is accurate, or assessment of research design options in comprehensive exam is accurate.<br><br>❑ For thesis or project: Illustrates a connection between research design and data analysis. | ❑ Demonstrates strong critical thinking in research design and data analysis, or offers a strong assessment of research design options in comprehensive exam.<br><br>❑ Research design and data analysis (or assessment of research design options in comprehensive exam) are not only substantive and accurate, but innovative, showing strong understanding of research design.<br><br>❑ Research design and data analysis (or assessment of research design options in comprehensive exam) show strong understanding of research design within sociology.<br><br>❑ For thesis or project: Illustrates an original connection between research design and data analysis. |

– listing of independent studies, course match assistantships for graduate students, research publications, graduate student's presentations, McNair listings,

**Table 1. Summary of McNair Scholars and Faculty Mentorship**

| McNair Scholar | Faculty Mentor | Thesis | Graduate Program | Other Accomplishments |
|---|---|---|---|---|
| Christina Acosta | Maria Malagón | Sealing the Cracks in the Educational Pipeline | Ph.D., Sociology, UC Merced (in-progress) | UC Competitive Edge Summer Bridge Fellowship Program<br><br>Adjunct faculty, CSU Stanislaus |
| Blanca Ramirez | Devon Thacker Thomas | The Effect of Assimilation into the United States: Changes in Mexican Immigrants' Perceptions of the Treatment of Women | Ph.D., Sociology, University of Southern California (in-progress) | Co-authored "Mexican Immigrant Women's Reconstruction of Punishment and Victimhood in Intimate Partner Violence" with Devon Thacker Thomas in Violence Against Women https://journals.sagepub.com/doi/full/10.1177/1077801219850347<br><br>Recipient of Ford Foundation Pre-Doctoral Fellowship and National Science Foundation Graduate Research Fellowship |
| Vicente Mata | Patricia Literte | Adelante: An Examination of Latino Community College Students' Educational Trajectories | M.A., Sociology, UC Merced (completed)<br><br>Ph.D. Criminology, Law, and Society, UC Irvine (in-progress) | UC Competitive Edge Summer Bridge Fellowship Program<br><br>Co-presented McNair Thesis research with Patricia Literte at the Pacific Sociological Association Annual Meeting |
| Darnell Calderon | Anthony Alvarez | "Why are we having all these people from shithole countries come here?" A Quantitative Analysis of Immigrant Attitudes Using 2014 General Social Survey Data | Ph.D., Sociology, UC Irvine (in-progress) | |
| Ulisses Esparza | Edwin Lopez | The Criminalization of Learning: How Legal Status Affects the Education of Undocumented Male Students | M.A., Education: Social & Cultural Analysis of Education (completed) | Human Relations Specialist at OC Human Relations |
| Kimberly Madrigal | Maria Malagón | Pedagogies of the Flesh: The Influence of | M.A., Education, Teachers | |

| | | Latina Teachers' Personal and Professional Experiences on Classroom Pedagogies | College, Columbia University (completed) | |
|---|---|---|---|---|
| Mimi Nguyen | Jorge Fontdevila | Intimate Powers: Millenials' Dynamics Within Romantic Relationships | M.A., Demographic and Social Analysis (completed) | |
| Marialexia Zaragoza | Maria Malagón | Traveling Your Way to Success: Success of Latinx Students Graduating from a Hispanic Serving Institution | Ph.D., Education, University of Pittsburgh (in-progress) | Association of Mexican American Educators Journal Vol. 14 No. 3 (2020): Latinx Students at Minority-Serving Institutions https://amaejournal.utsa.edu/index.php/AMAE/article/view/388/342 |
| Giavanna Ruscitto | Carter Rakovski | Discrimination Among Women STEM Professors | Ph.D., Human Resources and Labor Relations, Michigan State University (in-progress) | |
| Mariana Lopez | Edwin Lopez | A Comparative Analysis on the Meaning Behind Organizing Conservative and Counter-Conservative Political Events on a College Campus | Ph.D., Sociology, UC San Diego | Recipient of National Science Foundation Graduate Research Fellowship |
| Briana Salazar | Devon Thacker Thomas | Negotiation and Consent During the Age of Social Media and Dating Apps | Ph.D., Sociology, Florida State University | |

**Table 2. Summary of Faculty Involvement in McNair Seminars**

| Faculty Member | McNair Role and Activity |
|---|---|
| Mariam Ashtiani | Social Science Panelist, Southern California Forum for Diversity in Graduate Education |
| Chris Chin | Selection Committee |
| Taylor Cruz | Presenter and Panelist, Seminar on Fellowships and Funding |
| Edwin Lopez | Selection Committee; Panelist, Seminar on Faculty Mentorship |
| Maria Malagón | Panelist, Seminar on Navigating Academia as a Person of Color |
| Mike Perez | Panelist, Seminar on Faculty Mentorship |
| Berna Torr | Presenter, Seminar on Quantitative Research Methods |
| LaTosha Traylor | Presenter, Seminar on Qualitative Research Methods |

**Table 3. Summary of Community Service (306), Internship (495), Undergraduate Independent Study (499), Graduate Independent Study (599), GAships, and club participation**

| Term | Class/ Program/ GAships | Number of Faculty/ Supervisor/ Club Advisor | Number of Students/ Members/ GAs | Notes |
|---|---|---|---|---|
| Fall 2019 | 306 | 2 | 92 | |
| Spring 2020 | 306 | 1 | 42 | |
| Fall 2020 | 306 | 2 | 95 | |
| Spring 2021 | 306 | 2 | 87 | |
| Fall 2021 | 306 | 2 | 80 | |
| Fall 2019 | 495 | 1 | 15 | |
| Spring 2020 | 495 | 1 | 18 | |
| Fall 2020 | 495 | 0 | 0 | |
| Spring 2021 | 495 | 0 | 0 | |
| Fall 2021 | 495 | 1 | 6 | |
| Fall 2019 | 499 | 8 | 13 | |
| Spring 2020 | 499 | 7 | 21 | |
| Fall 2020 | 499 | 4 | 12 | |
| Spring 2021 | 499 | 4 | 12 | |
| Fall 2021 | 499 | 11 | 21 | |
| Fall 2019 | 599 | 2 | 2 | |
| Spring 2020 | 599 | 2 | 5 | |
| Fall 2020 | 599 | 2 | 3 | |
| Spring 2021 | 599 | 1 | 5 | |
| Fall 2021 | 599 | 1 | 3 | |
| Fall 2019 | GAships | 20 | 14 | |
| Spring 2020 | GAships | 14 | 13 | |
| Summer 2020 | GAships | 3 | 2 | EIP Money |
| Fall 2020 | GAships | 7 | 9 | |
| Winter 2021 | GAships | 3 | 3 | EIP Money |
| Spring 2021 | GAships | 13 | 14 | *Included are (4) GAs hired through EIP for ODCP classes (for 4 faculty) |
| Summer 2021 | GAships | 4 | 5 | EIP Money |
| Fall 2021 | GAships | 12 | 11 | |
| Fall 2019 - Spring 2020 | Sociology Club | 1 | 50 | |
| Fall 2020 - Spring 2021 | Sociology Club | 1 | 30 | |
| Fall 2021 | Sociology Club | 1 | 30 | |
| Fall 2019 - Spring 2020 | AKD | 1 | 25 | |
| Fall 2020 - Spring 2021 | AKD | 1 | 15 | |

Incorporating High-Impact Practices for Retention: A Learning Community Model for Transfer Students

Abstract

Transfer from one institution to another is increasingly common for students during the course of their higher education careers. The number of students moving from community colleges to four-year universities continues to rise. Transfer students report experiences of alienation, isolation, and other personal and academic challenges. To address this problematic transition, the authors propose a cohort-based learning community model that incorporates high-impact practices of first-year-experience programs demonstrated to improve retention. These include: enhanced advising, project-based student collaboration, application of knowledge across courses, collaboration of core faculty, peer support, and required participation in campus activities. This model, applicable to any upper-division major, is applied in a Sociology department. Findings from the pilot study suggest that students experience increased sense of community, improved academic and social integration, and great promise for retention. Ultimately, the comprehensive model and assessment plan detailed in this paper can be implemented in a similar manner across disciplines and universities for a variety of student populations of concern.

*Keywords*: retention, transfer students, learning community, high-impact practices

Incorporating High-Impact Practices for Retention: A Learning Community Model for Transfer Students

This paper presents a model with assessment plan for a transfer student learning community (TSLC) applicable to any upper-division major. The authors apply the model to a Sociology department at a comprehensive, regional, public university where 38% of the overall admissions are transfer students from community colleges. The sociology major comprises more than 85% transfers from community colleges. Additionally, the university is a Hispanic serving institution that ranks near the top in the state and the nation for award of bachelor's degrees to Hispanics and ranks highly in the nation for award of degrees to underrepresented students. The TSLC model is aimed at improving retention and student success, overall. Herein, the authors demonstrate its application to incoming transfer students from community colleges who major in Sociology and discuss preliminary results from a pilot offering of the first semester of the TSLC model.

The students in the Sociology department experience many of the barriers facing transfer students across the nation: poor academic preparation, inadequate transfer advising, unfamiliarity with university academic expectations (Laanan, Starobin, & Eggleston, 2010). In addition, because the authors' university is a commuter campus, students often have difficulty establishing social networks. They are less likely to participate in co-curricular activities and may feel less connected to the university— both risk factors for attrition (Fink, McShay, & Hernandez, 2016). Currently the Sociology department retains approximately 90% of transfer students each year (students continue the following year or graduate). This suggests the department experiences an 8-10% attrition rate of students who are not retained and have not graduated. Since most transfer students need two years to finish, this means that between 16-20% are not retained over the two-

year period, and of course some take longer to finish. The TSLC is expected to improve retention of transfer students, and also help improve student success of those who remain enrolled through implementation of high-impact practices within a cohort-based, linked course learning community that moves students through four core sociology courses and one elective over three semesters.

The model, an expansion of a pilot program instituted during fall 2017, incorporates aspects of first-year experiences demonstrated to improve retention: enhanced advising, project-based student collaboration, application of knowledge across courses, collaboration of core faculty, and required participation in campus activities that includes attending and reflecting on plays, music productions, sporting events, and peer social activities. This paper outlines the model, reports preliminary results from those enrolled in the pilot program, and specifies the plan for assessing the formal model using formative and summative evaluations.

## Literature Review

Transfer students face somewhat different challenges adjusting to receiving institutions than first-time freshman. The process of transferring, often referred to as "transitional trauma," presents challenges, and adjustment to a new campus can affect students' ability to succeed (Bennet & Okinaka, 1990). Further, students who transfer from community colleges to universities are more likely to be first-generation students from lower-income families (Bowen, Chingos, & McPherson, 2009). Ishitani and McKitrick (2010) argue that four-year universities pay more attention to first-time freshmen than to transfer students. Transfer students receive modest institutional support and are often not included in many activities on campus created to engage new students (Swing, 2000). Regardless of these challenges, the benefits from support in college are well known: students who receive institutional support and feel a sense of belonging

show increased retention and GPA (Deil-Amin, 2011; Robbins, Lauver, Le, Davis, Langley, & Carlstrom, 2004).

**Retaining Transfer Students**

Transfer from one institution to another is increasingly common for students during the course of their higher education experience (Marling, 2013; Yeager & Pemberton, 2017). Often, this shift comes in the form of students moving from a community college to a university setting (Fink et al., 2016). Unsurprisingly, students who transfer are more diverse than first-time, full-time students in a number of ways. Transfer students more commonly are part of a "non-traditional" population; they tend to be "older, married, working full-or-part time, and are less likely to have been in the top ten (10) percent of their high school graduating class" (Jacobson, Delano, Krzykowski, Garafola, Nyman, & Barker-Flynn, 2017, p. 423). Many transfer students experience "transfer shock" (Hills, 1965; Scott, Thigpin, & Bentz, 2017), characterized by an immediate drop in grade point average (GPA) following transfer. Transfer shock is often greater for those transferring from community colleges compared to other transfers (McGuire & Belcheir, 2013), and the vast majority of transfer students in the Sociology department transfer from community colleges.

Additionally, transfer students cite experiences of alienation and isolation (Jacobson et al., 2017). Terris (2009) suggests that transfer students are less likely to be involved in student organizations and report having fewer informal interactions with peers and faculty, which contributes to their isolation and weaker social support networks. Ishitani and McKitrick (2010) find that transfer students are engaged in fewer co-curricular activities, such as internships, community service, and study abroad. Ultimately, considering the psychological, physical, and

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emotional struggles transfer students undergo, the retention of these students is, unsurprisingly, more difficult.

Research shows that for college students in general, academic momentum—the speed with which undergraduates initially progress in college—significantly affects their likelihood of completing a degree; this momentum is hindered when students have weak academic and/or social integration. This is particularly true for transfer students. D'Amico, Dika, Elling, Algozzine and Ginn (2014) find that academic and social integration were key factors that predicted first year success of community college transfer students. In their findings on spring enrollment (i.e., first-to-second semester retention), the two positive predictors of second semester return are academic fit and participation in class. Academic fit refers to whether a school is the best match to ability, interests, and aspirations, which D'Amico et al. (2014) contend is the most consistent predictor of student retention in their study. Likewise, participation in class increases the likelihood that a student will successfully complete the course—an indicator of academic and social integration (Adelman, 2006).

Ultimately, institutional programs that encourage students to thoughtfully consider their academic choices, while also supporting active participation in classes, improve student retention. One such mechanism aimed at strengthening integration and, subsequently, retention includes participation in first-year experiences within the context of a learning community.

**First Year Experiences and Learning Communities**

To meet these challenges, colleges and universities are instituting new and innovative efforts to improve transfer student retention and reduce time to graduation. A recent strategy uses learning communities, including first-year experience programs, for transfer students. Such programs include, "special orientation; interest groups; academic advising; and co-curricular

orientation regarding the expectations of their new institution" (Townsend & Wilson, 2006, p. 446).

First-year experience (FYE) programs bring small groups of students together with faculty or staff on a regular basis. They are designed to ease the transition to college by assisting students in their academic and social development (Finley & Kuh, 2016; Hunter & Linder, 2005).  Students matriculate in cohorts, providing a built-in peer group. Studies show that the highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies (Finley & Kuh, 2016; Kuh, 2008; Permzadian & Credé, 2016). Although the programs vary by institution, they typically provide extra support services and are optional.  Participation in first-year experiences provides positive effects on students' successful transition to college and are associated with improved likelihood of retention into the second year and academic performance while in college (Jenkins-Guarnieri, Horne, Wallis, Rings, & Vaughn, 2015; Pascarella & Terenzini, 2005; Rogerson & Poock, 2013). Students in FYE programs and other learning communities meet with advisors frequently, have a clear understanding and use of resources on campus, and know about degree completion requirements (Pascarella & Terenzini, 2005).

Although learning communities are usually for first-year freshmen, one study with upper-division (junior/senior) STEM students finds some positive outcomes, particularly in student retention and academic achievement, as a result of participation in learning communities (Scott, Thigpin, & Bentz, 2017). Additionally, Fink et al. (2016) assess a learning community at a research university that focuses on community college transfer students' well-being and student success by integrating both curricular and co-curricular offerings. The two-semester learning

community focuses on topics related to developing academic success skills, discovering and exploring campus resources, encouraging leadership, and developing academic, social, and civic identity. The course engaged students in six weeks of experiential learning, offered a faculty mentor to students, and provided additional resources: e.g. free luncheons with faculty members; liaisons to advising, counseling, and career centers; and tickets to campus events. There is also some evidence that TSLCs can reveal student perceptions of inadequate campus services (Fink et al., 2016). And, learning communities may also reduce student stress by fostering a sense of community and belonging (Coston, Lord, & Monell, 2013). Similarly, high impact practices, especially collaborative learning, also seem to contribute to increased student success within learning communities (Kilgo, Sheets, & Pascarella, 2015) especially for Latino students (Huerta & Pony, 2013). Paralleling this, Gonzales, Brammer, and Sawilowsky (2015) found that by fostering a sense of community between students, faculty, and staff and through requiring a cohort-based model for several courses, Latino students experienced increased retention rates.

The proposed TSLC combines elements of the designs described above, including mechanisms to identify shortcomings in campus services, and also includes a dynamic advising process. The authors believe this provides an effective approach to address the challenges community college transfer students experience as they transition to their four-year institutions.

**Advising Literature**

Academic advising is a key and critical aspect of student success. Light (2001) concludes that ''good advising may be the single most underestimated characteristic of a successful college experience'' (p. 81). Academic advising affects students' retention and time to graduation, grades, career goal setting and planning, and overall satisfaction (Kolenovic, Linderman, & Karp, 2013; Pascarella & Terenzini, 2005). Research on retention and degree completion

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suggests academic advising is a possible tool for increasing graduation rates (McClenney &
Waiwaiole, 2005) and notes advising can serve as a protective factor against student attrition and
transfer shock.

While the link between academic advising and student success is clear, students often
voice dissatisfaction with the advising, particularly following transfer from a community college
setting to a university (Allen, Smith, & Muehleck, 2014). The approaches an institution or major
department takes in its advising may affect this sentiment. For a variety of reasons, many
institutions are forced to employ a prescriptive advising model wherein the advisor primarily
tells students which courses to take and what should be included in their educational plan. While
the Sociology department has historically engaged in prescriptive advising, the proposed model
replaces this with a developmental, proactive, and strengths-based approach.

A developmental approach to advising positions the advisor and advisee in a
collaborative partnership (Hatch & Garcia, 2017). This approach is widely preferred to the
prescriptive approach as it acknowledges the individual needs of students, encourages integration
of life, career, and educational goals, and provides students the opportunity to practice decision-
making and problem-solving (Smith & Allen, 2006). Adding to this, proactive advising,
historically known as intrusive advising, encourages advisors to address key variables of student
attrition, such as chronic lack of course attendance, unsatisfactory grades or low grade point
average (GPA), withdrawal from courses, or the need to repeat courses, before they transpire
(Swanson, Vaughn & Wilkinson, 2017; Varney, 2013). Abelman and Molina (2001) find that the
more intrusion students received, the more their GPAs improved and the more likely they were
to be retained at the university.

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Lastly, strengths-based perspectives suggests individuals experience greater and more positive outcomes when they recognize and build on their talents instead of solely focusing on and remediating areas of weakness (Soria & Stubblefield, 2015. These talents, or strengths, may include "ways of processing information, interacting with people, perceiving the world, or navigating the environment" (Schreiner & Anderson, 2005). There is also evidence that making students more aware of their strengths can positively impact student's sense of belonging and increase the odds of retention (Soria & Stubblefield, 2015). Soria, Laumer, Morrow, and Marttinen (2017) find that students who experienced strengths-based advising demonstrated lower rates of attrition and improved rates of time to graduation. The advising component of the proposed TSLC continues the shift away from prescriptive advising and towards the combined application of the developmental, proactive, and strengths-based approaches.

### Proposed Transfer Student Learning Community Model

Currently, the Sociology major does not require sequencing of core courses or require students to meet with a major advisor at any point prior to graduation. The TSLC offers transfer students a three semester, cohort-based model for completion of core courses and one elective. The proposed course sequencing and advising approach adopts characteristics of a learning community (e.g., taking linked courses as a group, working closely together on group projects, engaging in co-curricular activities embedded in the curriculum, and collaboration among the professors). Additionally, the TSLC approach also serves as a strong first-year program for the transfer students since the model emphasizes high-impact practices that are noted for "critical inquiry, frequent writing, information literacy, [and] collaborative learning" (Association of American Colleges and Universities, 2018). Finally, the TSLC model incorporates a three-pronged advising approach. Drawing on the work of Rogerson and Poock (2013) who found that

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populating first-year seminars purposefully benefited retention efforts, the proposed model includes only sociology majors and each cohort has an assigned advisor for all cohort participants. Rogerson and Poock (2013) show that populating first-year programs by major fosters peer connections and populating them by shared advisor facilitates connections with faculty; both outcomes are known to improve retention and student success.

## Course Sequencing in the Model

### First Semester: Writing and Research Methods Courses.

During the first semester, one section of writing and one section of research methods are designated for the TSLC. Courses are linked through assignments and readings, as well as prior coordination between instructors on the learning objectives and skills to be demonstrated and mastered. The writing course is structured as a hybrid course and, therefore, includes both face-to-face and outside-the-classroom instruction. The writing instructor meets with the entire class one academic hour a week. The instructor uses the other hour to meet with students in small groups – 1/3 of students each week. Thus, every third week a small group meets with the professor during assigned class time for guided peer review sessions about writing drafts, editing, organizing, and discussion of the assigned seminal sociology books. For the two weeks during which students do not attend the class on the second day, they attend co-curricular campus events such as musical presentations, plays, university lecture series, sporting events, or group activities such as bowling on campus. Students' written reports on those experiences are part of the expository writing exercises. The co-curricular activities are key opportunities to increase student connection to the university and, crucially, to one another.

Instruction in the research methods course section includes librarian-led research orientation sessions at the campus library. The students work closely with the instructor and

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research librarian to find empirical and theoretical articles on their chosen topic. The instructor uses the seminal sociology books assigned in the writing class to facilitate methodological discussions and to illustrate different research designs. Students participate in hands-on research projects on a topic of their choice; the writing class includes drafts of their research reports—thus further linking courses. The course includes a visit to the campus center that conducts empirical social science research with entities outside the university, illustrating the practical application of course concepts and relevance for possible future career opportunities.

**Second Semester: Statistics and Sociology for Career Success.**

The statistics course and Sociology for Career Success are offered to the TSLC in the second semester.  Currently, students have the opportunity to take research methods and statistics in any order they prefer. Ideally, however, the statistics course builds on concepts and material students learn in research methods. As such, sequencing the courses for the TSLC provides a common foundation for learning statistics and an opportunity to cover materials in greater depth. The students' familiarity with each other is aimed at facilitating study groups and peer support for this difficult class. Students learn to use the statistical software SPSS and conduct analysis of data sets to explore a sociological question of their choice building on material in the previous two core classes and their substantive electives.

The sociology for career success course is an applied sociology course that allows for early post-baccalaureate planning. This course builds on the foundation of the other core courses through students' exploration of particular career interests.  Using data analysis demonstrated in the linked statistics course, students study job projections for the career and investigate average salaries and standard requirements. Drawing on material learned in the methods course, students use content analysis to identify themes in hiring ads for their job interest, apply interview

techniques to interview someone in their chosen field, and employ participant observation when they engage in job shadowing. Working in small groups, they prepare an empirically-based presentation on the cluster of jobs in their chosen field.

In addition, using network analysis, they explore and build their networks, helping them to discover how both weak ties and strong ties in their social networks provide links to career opportunities. Finally, students prepare a resume, cover letter, and portfolio in preparation for job interviews. With instructors in the department as faux employers, students participate in mock interviews. Instructor(s) introduce a variety of resources on campus for the post-graduation transition (e.g., the Career Center, internship and career fairs, alumni panels, graduate and professional school opportunities, and campus support programs). In addition to reflective assessments, students complete the Strong Inventory and the course also includes advising workshops, alumni panels, a discussion of mentorship, and career planning.

**Third Semester: Social Theory.**

The theory class builds on the material from the first four core courses; the sequencing permits the instructor(s) to assume familiarity with core concepts from research methods and to expect a foundation in the discipline. As students approach these more advanced and difficult courses, the cohort model and small group activities of the first two semesters help develop peer-support and organic, self-selected study groups.

Their third and fourth subsequent semesters also include completion of electives in the major, any remaining General Education requirements, and electives from other disciplines. In addition to successful completion of the sequenced courses, students meet with a Sociology advisor once a semester to complete and/or update an academic pathway toward graduation. In exchange for participation in the TSLC, students gain access to preregistration, reserved seats in

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the TSLC, and subsidized co-curricular activities. Finally, the proposed TSLC model offers courses in the same, student-preferred time slots, which provides course stability and planning advantages for the participating students.

**Advising in the Model**

Allen, Smith, and Muehleck (2014) find that students desire an individualized and personal meeting during advising. Accordingly, the proposed model provides an assigned academic advisor for the students in the TSLC to allow a constant and reliable relationship with a single advisor. The consistency of a single advisor also allows more thorough documentation of student goals and plans and notes the rationale for decision-making on educational and career choices. This aspect of the model also facilitates increased connectedness between student and advisor, and possibly between student and department.

The TSLC employs a developmental, proactive, and strengths-based advising model. The department mandates students in the TSLC meet with an assigned advisor the summer before classes begin at the transfer institution. Students in TSLC also must participate in major advising each semester. Donaldson, McKinney, Lee, and Pino, (2016) suggest the need for advisors to reach out to students, in lieu of expecting students to approach the advisors. Noting Upcraft and Kramer's (1995) work on first-year students, incoming transfer student members of the TSLC may not recognize barriers to their success, the need for support, or the need to seek assistance. This mandated, proactive advising prior to the first semester in TSLC and throughout the duration of the three semesters catalyzes increased student support, provides accountability, and assures a pathway for a strong advisor–advisee relationship.

To aid in fostering a strong, positive relationship between the students and advisor, the TSLC also incorporates a strengths-based approach to advising. Students will complete a

strengths assessment, the results of which the student and advisor will review together. The advisor will work to increase student awareness and appreciation of their strengths through discussions of how those strengths are seen in settings outside of academia. Then, together, the student and advisor will discuss career goals, student intellectual interests, curiosities, and which of the strengths the student wishes to develop further. Based on the student's decisions, the advisor will support the student in making an action plan, inclusive of suggested courses, co-curricular activities, and university opportunities, for success within both the major and at the university.

During the initial meeting between advisor and student, the advisor provides as much information as possible, students review and complete the informed consent form for participation in the TSLC, as well as the individualized study plan that outlines the pathway to graduation. This initial meeting also serves as an opportunity for the advisor to discuss the student's strengths and to learn more about the student's concerns transferring to the university. Subsequent advising meetings emphasize students' responsibility for course and scheduling decision-making with the advisor serving in only a support role.

In addition to the one-on-one advising meetings required through the TSLC, the department provides topically-based group advising sessions and workshops within the sequenced core (required) courses. For example, group advising sessions during the second semester of the TSLC in the Sociology of Career Success course focus on reiterating educational planning and future course planning, but place more emphasis on post-graduation planning. Implementation and incorporation of advising into the TSLC sequenced core courses give participants additional support and validation in their academic planning, and also allow for the

advisors to focus on the strengths-based and needs-based discussions during the one-on-one meetings.

## DATA & METHOD

The proposed model aims to increase the retention rate and graduation rate of Sociology transfer students, while also reducing time to graduation. The latest available retention rate for undergraduate transfer students (2013 – 2017) averages 93% (see Table 1). Between 2013-2015, the latest for which the authors have complete data, 55% of fall 2013 undergraduate transfer students graduated within two years. Seventy-eight percent graduated in four years (excluding 2015 for which we do not have four-year data yet). Although this exceeds the graduation rates for both the college more generally (see Table 2) and a statewide graduation initiative goal, the authors' focus is continual improvement of departmental successes in student retention (i.e., two- and four-year matriculation rates) by employing student-centered, innovative practices like the TSLC.

**Descriptive Statistics for the Pilot Learning Community**

An analysis of institutional data reveals that for the university as a whole, approximately 59% of undergraduate transfers were women, and 63% were a member of an underrepresented racial or ethnic group. Transfer students, who make up a majority of the major, are more likely to come from these groups. The Sociology department mirrors the institutional trends as Fall 2017 records show that 79% of the Sociology majors were female and 62% were Latino.

A total of 48 students were enrolled in one or both of the two pilot courses. About one-fourth of these students subsequently enrolled in another class that is part of the proposed sequence in the following semester. The students in the pilot courses were more likely to be both female (81%) and from an underrepresented group (71% defined as either Latino or African

American), than Sociology majors overall. Additionally, 78% of those in the pilot courses identified as first-generation college students. In fact, these students were much more likely to come from households where either their father (49%) or mother (51%) had not finished high school, versus one in which a parent is a college graduate  (6.4% and 2.2% respectively). A substantial number are students with financial needs, as 74% received Pell grants. The pilot program appears to be serving those students most likely to benefit from support. The expectation is that the TSLC would also serve primarily first-generation and underrepresented students.

**Assessment of GPA, Retention, And Course Enrollment for the Pilot Learning Community**

Both quantitative and qualitative data suggest that the pilot test was promising and would be even stronger if implemented as a formal three semester cohort learning community. For the pilot cohort, the average GPA in the writing course was 3.44 compared to a department average for that course of 3.2. However, the average GPA in the pilot cohort methods course was 2.83 compared to a department average for that course of 2.96.  The overall semester GPA and cumulative GPAs were slightly higher for the pilot group. The Fall 2017 semester GPA was 3.05 for those in the pilot classes compared to 3.02 for all transfers who entered in Fall 2017. Similarly, the cumulative GPA for those in the pilot group was 3.20 compared to 3.16 for all transfers who entered in 2017. The pilot program does not include all of the high-impact practices outlined in the formal TSLC; therefore, the authors expect even greater results from the formal model.

The preliminary data represents evidence of encouraging retention in the limited time frame available—all of the students enrolled in the pilot courses were also enrolled in courses for Spring 2018. Second year enrollments of transfer students show higher attrition (11%) in the

university population, whereas for the TSLC pilot, overall, 96% of students were enrolled (see

Table 2). This is an improvement over the department's "typical" retention rate and suggest the

TSLC is likely to help with retention going forward. The potential of taking the theory course

with other members of the TSLC community may provide incentive not only to continue to work

towards graduation, but also to enroll in the TSLC theory course specifically.

A total of 12 students who enrolled in one or more of the pilot courses enrolled in the

career course offered in Spring 2018 even though the course was not formally part of the

learning community. Given that the enrollment rate for all Sociology majors (total 958) into this

class is roughly 4% for Spring 2018, the 25% from the pilot group is significantly higher and

suggests that students in the pilot use resources in the learning community to their advantage.

Specifically, it is indicative that a sense of community led students in the initial courses to

discuss and also enroll in this course together.

**Table 1**

Retention Rates for Fall Entering Undergraduate Transfers, Department of Sociology,
2013-2016.

|  | Retention in Subsequent Years | | | | | |
|  | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|
| Year of Entry | | | | | | |
| 2013 | 100 | 92 | 90 | 87 | 84 | |
| 2014 | | 100 | 94 | 88 | 87 | |
| 2015 | | | 100 | 97 | 92 | |
| 2016 | | | | 100 | 89 | |
| 2017 TSLC Pilot | | | | | 100 | 96 |

**Table 2**

Two- and Four-Year Graduation Rates for Fall Entering Undergraduate Transfers, Department of Sociology and College Overall, 2013 – 2015.

|  | Sociology 2 Year Graduation | Sociology 4 Year Graduation | College 2 Year Graduation | College 4 Year Graduation |
|---|---|---|---|---|
| Year of Entry |  |  |  |  |
| 2013 | 55 | 81 | 43 | 77 |
| 2014 | 47 | 77 | 47 | 73 |
| 2015 | 55 | NA | 47 |  |

Another six students enrolled in statistics together. The instructor for that course provided some qualitative evidence that the TSLC improves a sense of community. The instructor noted that students identified themselves as part of "the cohort." He observed how well they worked together and that they "took ownership of their education" in a way he does not normally see. This is indicative of the "development" theory of learning communities discussed by Zhao and Kuh (2004, p. 117). Perhaps most promising, the sense of community translates into higher levels of performance. The instructor noted he was able to increase the difficulty of the work assigned in that course because of the students' ability to meet that higher standard. In part, this may be reflective of Coston et al.'s (2013) findings suggesting that participation in learning communities leads to a reduction of both academic and personal stressors. Lower experiences of stress allows students to more productively engage with and focus on course materials and each other.

There are already encouraging, though not definitive, signs of the effectiveness of the TSLC. The GPA of cohort members are generally similar to or slightly higher than other students in the department and with a complete and formal implementation of the proposed high impact practices, student success in these classes is expected to increase. Early results on attrition are

favorable, and there are also signs of a sense of community emerging, with students identifying themselves as part of a cohort, enrolling in non-community courses to take with one another, and working together to complete course assignments.

## Plan for Assessment of GPA, Retention, Graduation, and Other Factors for the Proposed Learning Community

While the pilot considered student demographics and outcomes for any student who enrolled in at least one of the proposed TSLC courses, to be a member of the TSLC, students must enroll and follow the sequencing of all proposed courses. After the first year of the pilot the authors administered an online Qualtrics survey consisting mainly of open-ended questions about their experience in the pilot courses. Below is a discussion of this data and some of the themes that emerge from those responses. After the first semester of the TSLC, the authors plan to conduct focus groups with the participants to describe their experiences and concerns moving forward and to administer a refined and expanded version of the online Qualtrics survey. Building on the department's previous robust assessment efforts and on best practices in assessment of learning communities (Association of American Colleges and Universities, 2018; Iowa State University Learning Communities, 2015; Zhao & Kuh, 2004), this also provides an opportunity to construct and refine indicators for a survey that will assess the students' experiences across each subsequent semester.

The pilot survey was distributed to all 48 students who were enrolled in one or both of the pilot courses in Fall 2017. A total of fourteen students responded (29%) to the survey and eleven students (23%) provided answers to the survey questions, while three declined. Of those who answered the questions, there were some clear themes that emerged.

Five of the students mentioned that it was helpful to be explicitly introduced to campus resources like the library, writing center, databases, etc. and did not assume that they already knew about them. They also reported making use of those campus resources. One student's comment represents this theme:

> Other classes assumed that we knew the resources available to us, such as the Sociology writing and statistics tutors, academic advising, resource centers for veterans, dreamers, etc. In the transfer only course, [the professor] explained not only what the resources were but where they were, so long as they were relevant.

Three students explicitly mentioned that they had formed strong friendships or social networks with other students in the pilot class. For example, one student noted that she had gotten an internship on the basis of a connection made through one of the other students in the class. While another said,

> The main resource I used, and still use, is a pretty extensive network [of] classmates that I bonded with over the two classes. I use them for study groups, help choosing classes, group projects in other classes that we have together, etc. Again in my 8 years of college, I've never formed a network like this with classmates before and it's amazingly helpful.

Three students noted that the transfer only classes seemed more welcoming and more of a community. While two students explicitly mentioned using material from their research methods class in their statistics class the following semester. Finally, seven of the 12 students who responded said they would recommend participation in the program to other students because it was helpful. As one student expressed:

> It's so helpful and you don't feel like you're walking through this 2 year transfer journey alone. This program gives a solid foundation to make you feel like you're part of a group and share a ton of things in common.

The expanded survey to be administered to those in the formal TSLC program is an online Qualtrics survey given in the students' classrooms (research methods, sociological writing, and statistics are all taught in computer labs). The survey will focus particularly on

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measures of connectedness at different levels: at the level of the university—how aware are students of campus resources, how frequently do they use these resources, and how much support and satisfaction do they feel. At the level of the department, the authors will measure satisfaction with advising, knowledge of major requirements, and progress towards major-related career goals. Finally, at the level of student social networks, the authors will measure engagement with peers, feelings of community within the classroom, cooperation on classroom performance (e.g., study groups), and achievement of student learning outcomes.

Part of the informed consent that students sign during their initial advising meeting is permission to allow us to match their Qualtrics survey data with the available institutional information, such as grades, withdrawals from courses, and repeated courses. Using institutionally produced data on student success and retention: GPA, retention, repeated courses, and time to graduation, the authors can then investigate how these qualitative and quantitative measures correlate with student success. This also allows us to compare with "control" groups: either (1) students in different sections of the same courses who are not part of the TSLC or (2) transfer students in the major who are not part of the TSLC. In the spring semester, we will give all TSLC participants access to the anonymized survey data collected after the fall semester so the TSLC statistics class may conduct their own analyses, adding an experiential component to that class.

Upon completion of the TSLC sequence, the authors will examine measures of student success (GPA, time to degree, repeat courses), retention, student connectedness and engagement (including activities, peer engagement, and support) for first the Fall 2017 pilot group and the subsequent Fall 2018 cohort. The authors expect to conduct assessments using a variety of tools to provide a comprehensive analysis of the impact of the learning community. The authors

conduct a comparison of their progress to those of other transfer students in the major and to recent sociology graduates who entered as transfer students in the previous five years. This allows a comparison of the progress of TSLC cohort to all transfers to gauge the success of retention, time to graduation and achievement gap.

## Discussion and Conclusion

The transfer student learning community model the authors propose combines components of existing models with proven positive outcomes with new and innovative mechanisms based on empirical research about improving student success and retention. The TSLC model holds great promise as an institutional mechanism for aiding students during their transition from the community college setting to the four-year university context, but also as a tool for strengthening academic momentum toward retention and, ultimately, graduation.

Findings from the pilot study of the TSLC show great promise for student retention and success. Similar to what Coston et al. (2013) found, the pilot TSLC discussed here suggests that participants who self-identified as part of a cohort, developed a sense of community and made connections with one another beyond what normally occurred in other classes. Additionally, following the first semester, students took initiative to enroll in non-community courses with one another. Likewise, while in courses the students felt comfortable working together to complete course assignments, which suggests efforts at both academic and social integration. While data for retention into the second year (third semester) of this cohort is not yet available, the attrition of students who chose to participate in the cohort-based pilot courses reveals promising results from semester one to semester two within the initial year and from year one to year two. Students

also reported that the campus resources they were introduced to as well as the course material were helpful for subsequent classes.

Additionally, as extant research shows that first-generation and underrepresented student populations often experience the greatest challenges during their educational pathways to graduation, the proposed TSLC has particularly strong implications for these groups. Given the Sociology major is largely composed of women, minorities, and first-generation students, the findings from the pilot indicate positive outcomes for catalyzing retention and academic momentum in these groups. Our findings are consistent with previous research that suggests that collaborative learning is particularly beneficial for underrepresented students (Huerta & Bray, 2013). Thus, while the TSLC is promising as a tool for college and university students generally, it suggests particular benefit for traditionally underserved populations, such as women, minorities, and underrepresented college students.

While collectively the strengths of the model proposed are supported through the pilot study, the findings are not definitive. Not only has the complete timeframe for the sequencing of courses not yet occurred (only two semesters have been completed to date), but students were not required to follow the sequencing of all TSLC courses to have their data considered in these preliminary findings. Additionally, students did not have to engage in once-a-semester advising, courses were not linked (via scaffolded material), and co-curricular activities were not actively integrated into the pilot courses.

Despite the limitations, the pilot does suggest many advantages to students. Ultimately, perhaps the greatest strength is that it is not discipline-specific and though the authors implement it for transfer students, it could be implemented in a similar manner as a learning community for first-time freshman and other populations for whom the transition to higher education, whether at

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a community college or 4-year institution, is known to be difficult (e.g., students who are first-generation, low income, and/or other underrepresented populations  By identifying specific challenges to a given population, as the authors have done with the required major courses for transfer students, institutions can more assuredly develop avenues for students to successfully matriculate and, ultimately, graduate.

The proposed model is based on proven strategies of improving student success and retention and, therefore, other colleges or universities could implement similar programs and expect similarly positive results. Once a complete cycle of the TSLC is implemented and assessed, assuming positive outcomes for its students, the Sociology department plans to leverage the flexibility and proven benefits of this model to increase access to this approach and, ultimately, improve student success and retention in other targeted populations.

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