The enclosed self-study report was submitted for external review on July 6, 2018 and sent to reviewers on September 17, 2018.
# Self-Study Table of Contents Template

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1.0 Executive Summary

This self-study report has been conducted for the 7th Cycle of review. The Department of Asian American Studies expresses its appreciation to the Department of Undergraduate Education and Academic Planning (DUEAP) for the data provided within and to the Academic Program Review Committee and Academic Affairs for their guidance in the development of this report.

According to faculty assessment, student and alumni surveys, and official data from DUEAP, the department of Asian American Studies reports these key findings:

1. High alumni satisfaction, with half reporting careers in the field of education
2. Alumni report that the department Program Learning Objectives (PLOs) obtained through the program are much applied in their careers and community work
3. Use of high impact pedagogical practices, especially community-engaged service and research, collaborative learning, and use of online technology
4. High graduation rates of its majors and timely advancement through major pathway, despite high Student to Faculty ratios (SFR)
5. A balanced curriculum that serves students university-wide by meeting their lower division and upper division General Education requirements
6. Accomplished faculty who set disciplinary trends as they garner major awards from the Association of Asian American Studies and advocate for Ethnic Studies on the community’s behalf

To build upon the accomplishments of the program, AAS plans to

1. Hire faculty to meet growing GE demand, to follow disciplinary trends, and to replace retiring faculty.
2. Strengthen curriculum to follow disciplinary trends and to better prepare students for commitment to social justice, careers, community engagement, and lifelong learning.
3. Ensure student success with 100% of our majors having firm career plans
4. Incorporate high impact practices in our pedagogy in every class
5. Strengthen a sense of family and community among students, faculty, staff and alumni
2.0 Overview of the Program

2.1 Defining Characteristics

As the first and largest Asian American Studies Department in the nation, SF State’s AAS has thirteen full-time tenured/tenure-track faculty of national and international renown. Not only does AAS have a strong, interdisciplinary focus, but it also has depth of faculty expertise regarding specific Asian American ethnic groups and Asian American topics. All the AAS courses, except for the three major core requirements, meet General Education requirements as we enroll almost 2,500 students in our fifty classes each semester. The department is also very community-engaged, as evidenced by the fact that two of our faculty have won the national Community Engaged Scholar award from the Association of Asian American Studies in the last five years. This year, another faculty member won the Mentorship Award from the same association and three others won awards from their association section. SF State AAS houses an MA program as well, with over ten of our own alumni now teaching in our undergraduate program as part of our outstanding lecturer pool.

In a faculty survey conducted for this self-study the top four defining characteristics, in rank order, of the department are: (numbers in parenthesis indicate the number of faculty specifying this characteristic)

1) Community-based praxis: AAS engages the broader community in its research, teaching, and service (8)
2) Supportive faculty: AAS faculty teach, mentor, and advise its undergraduate and graduate students closely and holistically (5)
3) Social Justice: AAS demonstrates its value for social justice in its pedagogy, planning and operations (5)
4) Comparative, interdisciplinary curriculum: the depth and breadth of AAS courses is unparalleled (4)

In the last five years, five of our faculty –including three with expertise in Chinese American Studies- have retired through the Faculty Early Retirement Program (FERP). At the same time, only two have been hired as replacements. Four of our junior faculty have also been tenured during this period. The number of classes offered have remained roughly the same as we have employed lecturers to handle our curriculum offerings, which have also been fairly consistent. Our curriculum has changed in that we offer more on-line courses, more first year experience courses, and a greater variety of ethnic and panethnic classes.

The faculty survey indicates that they note these top changes within our department:

1) More faculty involvement in department and collaboration (7)
2) More AAS Majors /Minors (5)
3) More diverse curriculum (5)

Indeed, the number of majors and number of minors has increased in the past year possibly because AAS fulfills more GE requirements and students realize that they can complete their BA most quickly through AAS. The class enrollments have remained constant, although the number of those in our graduate program has declined slightly.
2.2 Five Year Priorities

In the next five years, AAS has prioritized these five strategic goals

1. Hire faculty to meet growing GE demand, to follow disciplinary trends, and to replace retiring faculty.
   a. Education and/or Youth (this faculty position has been approved to be hired in 2019-20)
   b. Gender and/or Sexuality
   c. Filipino American History and/or Cultural Studies
   d. Hemispheric/Transpacific/Diasporic Studies

2. Strengthen curriculum to follow disciplinary trends (see above) and to better prepare students for commitment to social justice, careers, and lifelong learning.
   a. Better scaffolding of our curriculum to meet department Program Learning Objectives (PLOs)
   b. Assessing courses to strengthen students’ critical thinking, research, and writing skills and to align them to PLOs
   c. Operationalize better and regularly evaluate how students meet PLOs
   d. Conduct annual exit interviews with graduating students

3. Ensure student success with 100% of our majors having firm career plans by
   a. Providing alumni mentors
   b. Offering relevant community-based internships
   c. Initiate regular advising
   d. Require six hours of career development regarding resumes and cover letters; professional behavior; career advancement; and community responsibilities.
   e. 90% of majors are satisfied with career planning from AAS

4. Promote high impact practices in our pedagogy in every class, especially
   a. Incorporation of Community Service Learning
   b. Implementation of updated Academic Technology
   c. Offering more opportunities of undergraduate and graduate research with faculty

5. Strengthen a sense of family and community among students, faculty, staff and alumni through
   a. Hosting regular reunions and alumni activities
   b. Celebrating the 50th anniversaries of the Third World Liberation Front strike and the establishment of Asian American Studies
   c. Maintaining periodic communication through social media, our website, and annual reports
   d. Lifelong, collaborative learning in our meetings, retreats, and events
   e. Advocating for Ethnic Studies locally and statewide
2.3 Alumni Survey Findings

Faculty discussed the findings of the alumni survey (N=40) provided by DUEAP, and identified three strengths for the department to build upon. In addition, faculty made several recommendations to address the challenges that alumni faced regarding career development.

The first notable achievement of the program is that alumni were very satisfied with their interactions with faculty, the quality of the teaching, and the intellectual environment created by the department.

As seen in Table 1, "Quality of AAS Instruction," 96% of the alumni were satisfied or very satisfied with the quality of instruction that they received. An equal percentage gave those overall ratings to their intermediate level of coursework.

Table 1: Quality of Instruction

<table>
<thead>
<tr>
<th>Quality of Instruction</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction in introductory/core courses</td>
<td>57.69%</td>
<td>30.77%</td>
<td>11.54%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Quality of instruction in intermediate coursework or courses</td>
<td>57.69%</td>
<td>38.46%</td>
<td>3.85%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Quality of instruction received from faculty members</td>
<td>61.54%</td>
<td>34.62%</td>
<td>3.85%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Quality of instruction received from teaching assistants</td>
<td>50.00%</td>
<td>23.08%</td>
<td>7.69%</td>
<td>3.85%</td>
<td>0.00%</td>
<td>15.38%</td>
</tr>
</tbody>
</table>

Likewise, Table 2, “AAS Curriculum” highlights the alumni’s satisfaction with the overall program and its ethnic and panethnic approach. Alumni were unanimously satisfied (100%) with the breadth and depth of the material covered in courses. High evaluations (96% satisfied or very satisfied) were also given to the level of intellectual engagement in the major.

Table 2: AAS Curriculum

<table>
<thead>
<tr>
<th>AAS Curriculum</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth and depth of material covered in courses</td>
<td>64.00%</td>
<td>36.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>The sequencing (order)</td>
<td>52.00%</td>
<td>36.00%</td>
<td>12.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
and integration of courses offered

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of intellectual engagement</td>
<td>60.00%</td>
</tr>
<tr>
<td>Appropriateness and clarity of grading methods</td>
<td>56.00%</td>
</tr>
<tr>
<td>Relevance of coursework to your career plans</td>
<td>44.00%</td>
</tr>
<tr>
<td>The availability of courses when you wanted to take them</td>
<td>56.00%</td>
</tr>
</tbody>
</table>

The second strength of AAS--reported by the alumni and noted in the faculty assessment--is the high number of majors who continued to graduate programs and into three primary careers: 1) education; 2) public and non-profit administration; and 3) program management. Indeed, 54% of the alumni surveyed stated that they pursed graduate degrees.

Table 3, “Graduate Degrees Pursued by AAS Majors” indicates that half of our students entered graduate programs for the field of education—either teaching credential programs or PhD programs to enter academia.

Table 3: Graduate Degrees Pursued by AAS Majors

<table>
<thead>
<tr>
<th>Grad Degrees Pursued by AAS Majors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>9</td>
</tr>
<tr>
<td>AAS</td>
<td>3</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
</tr>
<tr>
<td>American Studies</td>
<td>1</td>
</tr>
<tr>
<td>Theology</td>
<td>1</td>
</tr>
<tr>
<td>Public Administration</td>
<td>1</td>
</tr>
</tbody>
</table>

This finding corresponds to the career fields of our alumni. One quarter of our graduates report working in Education, 19% are administrators, and 19% direct non-profits and manage programs. An additional 16% have found a variety of careers in the private sector. (See Table 4, “Careers After AAS”).
Table 4: Careers After AAS

<table>
<thead>
<tr>
<th>Careers after AAS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>25.0%</td>
<td>8</td>
</tr>
<tr>
<td>Administration</td>
<td>18.8%</td>
<td>6</td>
</tr>
<tr>
<td>Program Management</td>
<td>18.8%</td>
<td>6</td>
</tr>
<tr>
<td>Private Sector (small business, hotel, IT, banking, property mgmt)</td>
<td>15.6%</td>
<td>5</td>
</tr>
<tr>
<td>Media</td>
<td>6.25%</td>
<td>2</td>
</tr>
<tr>
<td>Health</td>
<td>6.25%</td>
<td>2</td>
</tr>
<tr>
<td>Afterschool</td>
<td>3.13%</td>
<td>1</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>3.13%</td>
<td>1</td>
</tr>
<tr>
<td>Research</td>
<td>3.13%</td>
<td>1</td>
</tr>
</tbody>
</table>

A third key finding is that alumni could apply the program learning objectives (PLOs) gained in AAS to their careers, which demonstrates that AAS was successful in meeting its PLOs and that these PLOs are relevant and practical. The top skills which alumni identified as being helpful in later life were written and oral communication skills (PLO #5) and working with a diversity of people (PLO #1). The next set of skills identified also related to the PLOs of AAS. Alumni found that their critical thinking skills (PLO #2) and the cultural competencies that they obtained with their Ethnic Studies perspective (PLO #4) were useful. (See Table 5, “Skills, Competencies, Knowledge Helpful for Later in Life”)

Table 5: Skills, Competencies, Knowledge Helpful for Later in Life

<table>
<thead>
<tr>
<th>Skills, Competencies, Knowledge Helpful for Later in Life?</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/writing</td>
<td>5</td>
</tr>
<tr>
<td>Public speaking/oral communication</td>
<td>5</td>
</tr>
<tr>
<td>Working with diversity of people</td>
<td>5</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>3</td>
</tr>
<tr>
<td>Cultural competencies</td>
<td>3</td>
</tr>
<tr>
<td>Ethnic Studies perspective</td>
<td>3</td>
</tr>
</tbody>
</table>
Upon review of this survey, as well as through an assessment conducted with the funding from the Institute of Civic and Community Engagement, AAS faculty identified the career preparation and the career development of AAS majors to need improvement. Over 1/3 of our alumni stated that AAS coursework was not necessarily relevant to their career plans (see Table 2, Curriculum); although 64% agreed that the coursework was relevant, this rating was the lowest score our department received.

In Table 6, “AAS as a Discipline,” the data reveals that 96% of the alumni felt that the program facilitated their learning, but only 77% said it offered assistance in preparing students for career goals.

<table>
<thead>
<tr>
<th>AAS as a Discipline</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitating your learning</td>
<td>72.73%</td>
<td>22.73%</td>
<td>4.55%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Availability and accessibility</td>
<td>68.18%</td>
<td>18.18%</td>
<td>13.64%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Research experiences, internships, and practica</td>
<td>50.00%</td>
<td>27.27%</td>
<td>13.64%</td>
<td>9.09%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Appropriate knowledge of</td>
<td>54.55%</td>
<td>31.82%</td>
<td>9.09%</td>
<td>4.55%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Likewise, in Table 7, “AAS Climate,” 91% would recommend the department, but only 73% claimed that their department experiences were relevant to their career goals.

**Table 7: AAS Climate**

<table>
<thead>
<tr>
<th>AAS Climate</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend this dept/program to prospective students.</td>
<td>68.18%</td>
<td>22.73%</td>
<td>9.09%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>There is adequate flexibility in the dept/program to pursue electives for personal interests.</td>
<td>54.55%</td>
<td>36.36%</td>
<td>9.09%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>The intellectual climate in the dept/program is stimulating.</td>
<td>59.09%</td>
<td>36.36%</td>
<td>4.55%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Faculty in the dept/program are committed to their teaching.</td>
<td>77.27%</td>
<td>18.18%</td>
<td>4.55%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Students' knowledge, understanding, and skills are adequately assessed.</td>
<td>31.82%</td>
<td>50.00%</td>
<td>13.64%</td>
<td>4.55%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>There is good communication between faculty and students regarding student needs, concerns, and suggestions.</td>
<td>59.09%</td>
<td>36.36%</td>
<td>4.55%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>My dept/program experiences (courses, research, projects, etc) were relevant to my career goals and directions.</td>
<td>50.00%</td>
<td>22.73%</td>
<td>18.18%</td>
<td>4.56%</td>
<td>0.00%</td>
<td>4.55%</td>
</tr>
</tbody>
</table>

To address the lower evaluations given to our department regarding career preparation and development, AAS plans to implement changes in its required core course, “Asian American Community Change.” In this class, students will do internships based on their career objectives within Asian American organizations. Along with introducing models of social change, this course will include
• Six hours of career workshops conducted by the Ethnic Studies Student Engagement Center, including 1) cover letters and resume building; 2) interviewing and networking; 3) soft skill development; 4) career planning
• Career mentoring by alumni and site supervisors
• Assignments to explore and reflect upon career opportunities in social change

2.4 AAS as a Discipline

SF State AAS is a leader in the field of Asian American Studies, as we have the most course offerings of any program in the nation and the greatest depth. For example, SF State AAS has initiated classes on mixed-race heritage, environmental justice, transnational adoption, sexuality, and religion—each class is among the few offered in the nation. In addition, SF State AAS has offered two or more courses on South Asians and Southeast Asians, the fastest growing ethnic groups among Asian Americans. Our focus on racialization, transnationalism, and intersectionality reflect major trends in the discipline as well. Another strength of our program is our courses which are pre-professional and community-based, as we host classes on Education, Health, Public Policy, and Community Change. Our majors must have some hand-on training in Asian American communities and each does an internship and completes a capstone project.

Faculty report that these seven, other ways that AAS leads the discipline:

1) Faculty produce collaborative, interdisciplinary research while mentoring students (6)
2) National & Statewide leadership/advocacy of AAS (4)
3) Methodology of auto-ethnography, memoir, and first person writing (3)
4) AAS offers exemplars of teaching and promotes a pipeline to teaching (3)
5) Collaborations among faculty (2)
6) The diversity of the Asian American courses (2)
7) Integration of courses into General Education

2.5 Challenges to AAS

In other institutions, Asian Americans Studies face even greater challenges than our program at SF State as they offer smaller course offerings, fulfill fewer general education requirements, and enroll many less students. Subsequently, college administrators often threaten these programs with budget cuts and cancelled classes. Other programs outside of CA and HI do not have the same high Asian American student population at their institutions, so they draw from a smaller pool of potential students.

In contrast, AAS at SF State faces the challenge of being a public university with declining funding support, and in a location with a high cost of living. Our students, compared to those at other institutions, are more likely to be first generation, low-income, immigrants, and working full-time. Consequently, our student confront more difficult economic circumstances that impact their educational and career trajectories.
2.6 AAS and the Broader Mission of the University

AAS fully advances the broader mission of the university’s mission to 1) be firmly connected to its city; 2) create opportunities for its students; 3) remain deeply engaged in our communities; and 4) maintain excellence in teach and research that can be applied. As part of the first College of Ethnic Studies, AAS remains rooted in local Asian American communities as faculty and students serve neighborhood institutions and learn from its residents. Our range of class offerings meet most of the General Educational requirements of the university, especially AERM, critical thinking, and sustainability. Our minors and majors also readily engage in the community to explore their own interests, doing internships at sites from schools to health centers, arts programs and religious institutions.

In fact, AAS may be one of the largest programs in the university to help students fulfill their General Education requirements. Even though we enroll roughly the same number of students in lower division and upper division courses, almost all our classes meet GE requirements, as stated before. Indeed, in Fall 2016, AAS enrolled 1,226 students in 28 sections in these lower division GE courses.

3.0 Program Indicators

3.1 Program Planning

3.1.1 Mission of AAS

The mission of SF State’s Asian American Studies (AAS) Department is as follows:

Since Fall 1969, the Asian American Studies Department at San Francisco State University has furthered the understanding of the histories and cultures of Asian Americans and the various identities and experiences of our communities.

Through teaching, community service, and research, we use interdisciplinary approaches to address the structural and ideological forces that shape the lives of Asian Americans. We support self-determination by developing the creative expressions, voices, critical pedagogies, and analyses of our communities.

Social justice, equity, and activism within Asian American communities, and respect for differences, especially ethnic diversity, are fundamental principles that guide our work. (adopted March 12, 2010)

The AAS department continues to utilize its mission statement as a guide for its curriculum, student learning goals, and planning processes. Indeed, AAS prides itself on having a culture of “lifelong learning” in that it continually assesses the efficacy of its programs and evaluates the relevancy of its curriculum in relation to the needs of its students and the broader Asian American community. AAS strives to reflect its mission statement in three major ways. First, we maintain an interdisciplinary focus on the needs and issues facing our communities. Second, we support the empowerment of our students and communities by giving them voice, critical analyses, and
opportunities to effect social change. Third, we adopt our guiding principles in our pedagogy, policies, and modes of interaction with the university community and beyond.

AAS hosts biannual retreats at Winter Break and Summer Break to review its courses, retention and graduation rates, and its faculty needs. This process included employing a SFSU Student Success in the Major grant to redesign our major, especially in order to improve the critical thinking and writing of our students. These meetings include all TTK faculty; lecturers are invited and usually 2-3 lecturers attend. Any changes in curriculum, including new courses, major course revisions, and major requirements require department vote; changes are then communicated to students via email, the department website, and major/minor planning documents.

All faculty have been involved in this self-study, as the department has dedicated five department meetings to address each section of this report. In advance of these meetings, faculty completed surveys to provide their input. In addition, the hiring, curriculum, and MA committees each made recommendations to the goals outlined in this Self-Study.

3.1.1 Previous Self-Studies

The Assessments Report for 2008-2011 indicated that no assessments were conducted except for 2011. That assessment suggested that the department take greater collective responsibility over its own planning around student outcomes and curriculum. In 2018, we have begun submitting our assessments again.

The 5th Cycle AAS MOU (Summer 2007) recommended that the department strengthen its Japanese American faculty, which led to subsequent hires of Japanese American scholars in 2008 and 2014. Consequently, Japanese American courses have been consistently offered. (See Appendix A)

The 6th Cycle AAS CAM (Spring 2016), which focused on the graduate program, recommended reducing the class size of AAS 800, creating options for culminating projects, and tracking alumni. The department has worked with the Ethnic Studies MA program to allow any AAS graduate seminar to meet its core requirement. This curricular change, along with declining enrollments, have made the class size of AAS 800 reasonable. We have since offered three types of culminating projects. Indeed, our MA alumni are the primary source of our lecturers, as well as the primary source for local community colleges. (See Appendix B)

We continue to track our MA alumni, and hosted a reception for them at the Association of Asian American Studies conference in San Francisco in March 2018.

Since that the last self-study, the BA curriculum committee has assessed the pathway for majors and shared its findings with the department at its annual retreats. From these assessments, the faculty agreed that its majors needed to be more engaged with community institutions, to be able to make stronger analyses of social issues, and to better utilize academic sources.

This committee then recommended two major changes related to the mission of our department. First, AAS majors are now required to take AAS 681 as a community internship class. This class enables students to obtain experiential learning within the Asian American community, gain concrete skills, and explore their career options. Second, AAS majors are required to take the course, “Critical Approaches to AAS.” This class strengthens student writing, develops more critical thought as they conduct a literature review, and builds toward their culminating project as they learn research methods. Since these changes have been implemented, the culminating projects of
the majors are better written and display greater sensitivity/connection to community issues. These changes were adopted by the department as a whole.

In 2016-2017, the department received a Student Success in the Major grant to refine further the curriculum for the major. Using assessments of the writing of our students at various levels (200, 300, and 600-level courses), we identified the need to improve the writing of our majors.

At the 2017 all-faculty retreat that included lecturers, the department created Student Learning Objectives (SLOs) for writing and critical thinking for each stage of the major: lower-division, upper-division, and capstone courses. In addition, we reviewed class activities, films, and assignments to reduce redundancies and to scaffold the development of students’ skillsets for theory-building.

Finally, AAS has also established an annual summit with its community partners to determine what skills that our students need to develop in order to work in Asian American communities, especially the non-profit sector. From this summit, we’ve strengthened our partnership with these organizations and adopted clearer student learning objectives and higher student expectations while at internships.

3.1.2 High-Impact Practices

AAS has long included six of the ten, high-impact educational practices that are listed in S15-255, including: 1) writing-intensive courses, 2) undergraduate research, 3) collaborative assignments and projects, 4) diversity/global learning, 5) service learning, community-based learning, and 6) capstone courses and projects.

Since the revision of our major and the inception of the ASPIRE program in 2016 through the Student Success grant, we have added the other four high-impact practices to our curriculum: 1) first year learning experiences, 2) common intellectual experiences, 3) learning communities, and 4) required internships. Through ASPIRE, we target support services, including that of a learning specialist, to Asian/Pacific Islander populations with achievement gaps.

Three examples of these high-impact educational practices in AAS reflect our interdisciplinary focus. Each semester since 2007, the sections of AAS 218, “Asian American Culture,” host POP! a collaborative performance by our students. In this project, students find their artistic voice in portraying relevant issues facing our communities.

Since 2008, undergraduates from social science courses such “Asian American Community Health” and “Asian Americans and Public Policy” have participated in community-based, participatory research projects. One report from their research has led to over $600,000 in grants garnered by non-profits serving refugees.

In our history courses, students have worked with the Angel Island Foundation and at the National Archives to do archival work on the transnational linkages between the US and various Asian nations, facilitating global learning and undergraduate research. Through a SFSU CSL grant, AAS has hosted several student field trips to Angel Island.

The community-engaged pedagogy of AAS has been highlighted in published articles within the peer-reviewed journals, AAPI Nexus, and the Journal of the Association for Research on Nonprofit
Organizations and Voluntary Action. In 2018, SF State’s Center of Equity and Excellence in Teaching and Learning recognized four faculty of AAS for their high impact practices.

3.2 Student Learning

Developed in 2013, the Program Learning Objectives (PLOs) for those taking AAS courses, and especially for majors/minors/graduate students are:

1. Gain an interdisciplinary understanding of the histories, cultures, and racialization of Asian Americans.
2. Apply course concepts and critical theories and methodologies to identify the structural and ideological forces that shape the lives of Asian Americans.
3. Apply the skills and knowledge acquired toward the self-determination and empowerment of Asian American communities.
4. Develop values of social justice, equity, activism, and respect for differences.
5. Construct evidence-based and persuasive oral and written arguments with proper citations and support from multiple forms of knowledge, including community and academic resources, which communicate what students have discovered.

These goals, which are posted on our department website and reviewed in our capstone courses, remain update and even more germane in our political climate in 2017. In student assessments, class evaluations, and alumni surveys, the indicators are that we generally meet these goals. However, AAS continues to strive to deepen student understanding and application of goals #1 through #4, and to improve their capstone project class, which reflects goal #5.

3.2.1 Student Flow and Enrollment in Program

Student flow into the major and minor has remained stabled since 2013/14. As seen in Figure 1, the number of minors have dropped since 2009, largely due to the SF State policy reducing the number of overall units a student could take during that period.
More recently, however, demand for our major has increased by 25% since 2012. In 2017-18, Asian American Studies had 79 majors and 33 minors. These changes may be due to increased outreach about our classes meeting GE requirements; the availability of our course offerings; and the relevance and popularity of our faculty and curriculum.
Figure 3 shows that the AAS mean class size surpasses that of the College of Ethnic Studies and SFSU as a whole. Due to our astute planning, strong teaching, and GE certification, our classes usually make full enrollment. Our high SFR and class enrollment enables us to offer a MA program with smaller classes and three courses only for AAS majors.

We expect undergraduate student enrollment to remain high, especially since our courses meet GE requirements and the overall student population will continue to be about 1/3 Asian American.

3.2.2 Student Progress and Graduation

Even as AAS BA and MA students have consistently attempted the same number of units, the time to complete their degrees have been lowered to five years and two years, respectively. (see Figures 4 and 6) This remarkable success reveals that we have been able to offer a broad and reliable curriculum, provide close advising and mentoring, and well-scaffolded courses that build upon student skills.

Indeed, our high student success in terms of retention, progress, and graduation should be recognized and awarded by university administration. In line with other Ethnic Studies departments, our classes offer relevance, relationship, and responsibility.

In general, we have few roadblocks in student pathways towards graduation because we have been able to deliver a range of coursework.
Figure 4: Average Attempted Units

![Average Attempted Units graph](image)

Figure 5: New Student Profile

![New Student Profile graph](image)

Table 8: Courses with High % of DFW

<table>
<thead>
<tr>
<th>Course</th>
<th>% DFW</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 585: ASIAN AMERICAN RELIGIOSITIES</td>
<td>27%</td>
</tr>
<tr>
<td>AAS 218: INTRO TO ASIAN AMERICAN LIT</td>
<td>26%</td>
</tr>
<tr>
<td>AAS 320: CHINESE IN THE U.S.</td>
<td>24%</td>
</tr>
<tr>
<td>AAS 322: CHINESE AMERICAN LANG &amp; LIT</td>
<td>23%</td>
</tr>
<tr>
<td>AAS 218: INTRO TO ASIAN AMERICAN LIT</td>
<td>22%</td>
</tr>
</tbody>
</table>
As illustrated by Figure 6, the mean time to degree for both AAS undergraduates and graduates have declined. The time to degree for a BA has dropped from a high of 7.54 years in 2011-12 to 5.56 in 2015-16, which is closer to the university mean of 4.99. The longer mean time to degree for AAS majors, even though they are more likely to graduate, indicates that they work and fulfill family responsibilities during their time at SF State.

According to Figure 7, the time to complete a MA has decreased from a high of 4.73 years in 2011-12 to 2.71 years in 2015-16. This number is much better than the University’s, where the mean was 4.06 in 2015-16.
3.2.3  Retention and Graduation; Time to Degree, Enrollment in Program

Whether first-time freshmen or community college transfers, students within our major have a high retention rate, and they have the same graduation rates. Even though our class sizes are larger than the average ES or SFSU class, we have been overwhelmingly successful in retaining and graduating our majors.

*Figure 8: Retention Rates by 3rd Year*

Figure 8 demonstrates that our 100% of our freshman students and 83.3% of our transfers remained in school after their third year in our program. Likewise, their graduation rates are high: 93.8% of freshmen and 83.3% of transfers graduate in AAS within six years. These rates compare favorably with the University's rates of 53.2% for freshmen and 77.9% for transfers.
Finally, our course enrollment remains higher than the College of Ethnic Studies and SF State overall. Consequently, our SFR is significantly higher than other programs. (See Figure 10).

3.2.4 Pedagogical Practices and Innovation

SF State AAS distinguishes itself with high impact practices that were developed with the establishment of Ethnic Studies at this college. First and foremost, our courses are community-based, utilizing our surrounding neighborhoods as classrooms and sites of service and activism. Community Service Learning (CSL) and Community-Based Participatory Research (CPBR) are pedagogical practices founded in Ethnic Studies which we continue to institutionalize. For example, students in “Asian American Community Health Issues” (AAS 591); “Asian American Communities and Public Policy” (AAS 595); and “Asian American Community Change” (AAS 681) have conducted over 12 needs assessments for local community agencies in the past five years.

Second, AAS strives to develop the voices and creative expression of our students in our Humanities-based courses. As stated earlier, we host joint performance programs each semester for our sections of “Asian American Cultures” (AAS 211). Other classes have had students create art exhibits, spoken work programs, and creative writing readings.

Third, AAS has made its courses accessible and relevant to the student experience. All our courses are on iLearn, and most faculty employ multi-media formats to deliver content and engage students. Furthermore, all our courses except three required major courses meet GE requirements, so that our classes help students graduate in a timely manner.

This year, three AAS faculty received awards for their high impact practices from the SF State Center for Equity and Excellence in Teaching and Learning (CEETL). Another served as an ambassador for Academic Technologies.
3.3 The Curriculum

As stated earlier, AAS has been constantly realigning its curriculum to meet ongoing changes, such as our student demographics, the issues facing our communities, and the restructuring of our local economy. We seek to prepare all of our students—first-time freshmen, transfers, continuing students, and graduate students—to become agents of change both in their own careers and in their communities.

3.3.1 Undergraduate

To assist our students, a majority of whom are first generation, low-income students who need to graduate in an expedient manner, we have sought to make every class fulfill a General Education Requirement, save our three core courses for majors. Consequently, a student taking their GE courses in AAS can easily minor in our program of 24 units. (See Table 9; Appendix C: AAS Minor Requirements).

Table 9: GE Requirements met by AAS Courses

<table>
<thead>
<tr>
<th>Lower Division Requirement</th>
<th>AAS Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A3 Critical Thinking</td>
<td>110</td>
</tr>
<tr>
<td>A4 Written English Communication</td>
<td>214</td>
</tr>
<tr>
<td>C1 Arts</td>
<td>212</td>
</tr>
<tr>
<td>C2 Humanities</td>
<td>218</td>
</tr>
<tr>
<td>C3 Humanities: Literature</td>
<td>216</td>
</tr>
<tr>
<td>D1 Social Sciences</td>
<td>211</td>
</tr>
<tr>
<td>D2 Social Sciences: US History</td>
<td>210</td>
</tr>
<tr>
<td>D3 Social Sciences: US and CA Govt</td>
<td>213</td>
</tr>
<tr>
<td>E Lifelong Learning</td>
<td>218; 301; 323; 332; 360; 370; 373; 377; 570; 585; 591</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Division Requirement</th>
<th>AAS Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>UD-B Life Sciences</td>
<td>591</td>
</tr>
<tr>
<td>UD-C Humanities</td>
<td>302; 322; 332; 353; 372; 377; 512; 514; 516; 540; 582; 584; 585; 588</td>
</tr>
<tr>
<td>UD-D Social Sciences</td>
<td>301; 320; 323; 330; 350; 353; 360; 370; 373; 510; 570; 587; 595</td>
</tr>
</tbody>
</table>
These classes are offered regularly, especially introductory courses taught by TTK faculty, so that students are introduced to our discipline and can easily progress through our curriculum roadmap (See Table 10). In Fall 2016, AAS enrolled 1,226 students in 28 sections in these lower division courses.

**Table 10: Lower Division Courses Fulfilling General Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>College Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Crs</td>
<td># Sec</td>
<td>Crs Size</td>
</tr>
<tr>
<td>AAS 0110</td>
<td>2015-16</td>
<td>1 1</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td>1 3</td>
<td>30</td>
</tr>
<tr>
<td>AAS 0210</td>
<td>2012-13</td>
<td>1 7</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>2013-14</td>
<td>1 5</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>2014-15</td>
<td>1 3</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td>1 7</td>
<td>53</td>
</tr>
<tr>
<td>AAS 0211</td>
<td>2016-17</td>
<td>1 6</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>2012-13</td>
<td>1 6</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>2013-14</td>
<td>1 4</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>2014-15</td>
<td>1 4</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td>1 1</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td>1 1</td>
<td>47</td>
</tr>
<tr>
<td>AAS 0212</td>
<td>2014-15</td>
<td>1 2</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td>1 2</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td>1 3</td>
<td>44</td>
</tr>
<tr>
<td>AAS 0213</td>
<td>2012-13</td>
<td>1 3</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>2013-14</td>
<td>1 3</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>2014-15</td>
<td>1 3</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td>1 3</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td>1 5</td>
<td>58</td>
</tr>
<tr>
<td>AAS 0214</td>
<td>2013-14</td>
<td>1 1</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2014-15</td>
<td>1 1</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td>1 2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td>1 2</td>
<td>17</td>
</tr>
<tr>
<td>AAS 0216</td>
<td>2012-13</td>
<td>1 1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>2013-14</td>
<td>1 1</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>2014-15</td>
<td>1 1</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td>1 3</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td>1 4</td>
<td>35</td>
</tr>
<tr>
<td>AAS 0218</td>
<td>2012-13</td>
<td>1 3</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>2013-14</td>
<td>1 6</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>2014-15</td>
<td>1 4</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td>1 2</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td>1 4</td>
<td>42</td>
</tr>
</tbody>
</table>

Similarly, our upper division courses are consistently made available to students. In fall 2015, we enrolled 1,130 students in 30 sections. Thus, lower division and upper division courses enroll roughly the same number of students and are equal in the number of sections offered. See Table 11.
| Table 11: Upper Division Courses Fulfilling General Education Requirements |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| AA S 0301                       | 2012-13 1 1     | 27 27 1 1       | 24 24           |
| 2013-14 1 1 18 18 1 1           | 7 7             |
| 2014-15 1 1 46 46 1 1           | 20 20           |
| 2015-16 1 1 44 44 1 1           | 36 36           |
| 2016-17 1 1 43 43 1 1           | 2016-17 1 1 37 37 1 1 | 23 23 |
| Previous chairs, Dr. Marlon Hom, Dr. Lorraine Dong, Dr. Grace Yoo, are commended for the extraordinary balance in curriculum and course offerings of AAS. As indicated by our high and | 2013-13 1 1 32 32 1 1 | 20 20 |
| AA S 0320                       | 2013-14 1 1 18 18 1 1 | 15 15 |
| 2014-15 1 1 41 41 1 1           | 61 61           |
| 2015-16 1 1 43 43 1 1           | 43 46           |
| 2016-17 1 1 35 70 1 2           | 15 10           |
| AA S 0332                       | 2012-13 1 1 42 42 1 1 | 34 34 |
| 2013-14 1 1 21 21 1 1           | 46 46           |
| 2014-15 1 1 54 54 1 1           | 36 36           |
| 2015-16 1 1 52 52 1 1           | 36 36           |
| AA S 0330                       | 2012-13 1 1 40 40 1 1 | 33 31 |
| 2013-14 1 1 41 41 1 1           | 54 54           |
| 2015-16 1 1 44 44 1 1           | 49 49           |
| 2016-17 1 1 19 19 1 1           | 45 45           |
| AA S 0332                       | 2012-13 1 1 40 40 1 1 | 30 30 |
| 2013-14 1 1 13 13 1 1           | 12 12           |
| 2014-15 1 1 41 41 1 1           | 45 45           |
| 2015-16 1 1 56 56 1 2           | 55 110          |
| 2016-17 1 1 54 54 1 1           | 39 39           |
| AA S 0333                       | 2012-13 1 1 46 46 1 1 | 42 42 |
| 2013-14 1 1 35 35 1 1           | 35 35           |
| 2014-15 1 1 46 46 1 1           | 47 47           |
| 2015-16 1 1 49 49 1 1           | 50 50           |
| 2016-17 1 1 50 50 1 1           | 48 48           |
| AA S 0350                       | 2013-14 1 1 47 47 1 1 | 42 42 |
| 2014-15 1 1 55 55 1 1           | 55 55           |
| 2015-16 1 1 57 57 1 1           | 30 30           |
| 2016-17 1 1 43 43 1 1           | 31 31           |
| AA S 0352                       | 2013-14 1 1 32 32 1 1 | 33 33 |
| 2014-15 1 1 38 38 1 1           | 41 41           |
| 2015-16 1 1 51 51 1 1           | 41 41           |
| 2016-17 1 1 50 50 1 1           | 45 45           |
| AA S 0353                       | 2013-14 1 1 47 47 1 1 | 45 45 |
| 2014-15 1 1 24 24 1 1           | 31 31           |
| 2015-16 1 1 48 48 1 1           | 48 48           |
| 2016-17 1 1 44 87 1 2           | 28 28           |
| AA S 0360                       | 2013-14 1 1 50 50 1 1 | 49 49 |
| 2013-14 1 1 50 50 1 1           | 49 49           |
| 2014-15 1 1 47 47 1 1           | 48 48           |
| 2015-16 1 1 53 53 1 1           | 48 48           |
| 2016-17 1 1 43 43 1 1           | 28 28           |
| AA S 0370                       | 2013-14 1 1 43 43 1 1 | 29 29 |
| 2013-14 1 1 31 31 1 1           | 61 61           |
| 2014-15 1 1 55 55 1 1           | 59 59           |
| 2015-16 1 1 51 51 1 1           | 59 59           |
| 2016-17 1 1 49 49 1 1           | 47 47           |
| AA S 0372                       | 2013-14 1 1 46 46 1 1 | 27 27 |
| 2013-14 1 1 46 46 1 1           | 27 27           |
| 2014-15 1 1 48 48 1 1           | 39 39           |
| 2015-16 1 1 27 27 1 1           | 11 11           |
| 2016-17 1 1 39 39 1 1           | 10 10           |
| AA S 0373                       | 2013-14 1 1 18 18 1 1 | 12 12 |
| 2014-15 1 1 42 42 1 1           | 42 42           |
| 2015-16 1 1 45 45 1 1           | 45 45           |
| 2016-17 1 1 11 11 1 1           | 11 11           |
| AA S 0377                       | 2014-15 1 1 62 62 1 1 | 30 30 |
| 2015-16 1 1 58 58 1 1           | 30 30           |
| 2016-17 1 1 58 58 1 1           | 58 58           |
| AA S 0510                       | 2012-13 1 1 53 53 1 1 | 31 31 |
| 2013-14 1 1 42 42 1 1           | 30 30           |
| 2014-15 1 1 40 40 1 1           | 33 33           |
| 2015-16 1 1 47 47 1 1           | 36 36           |
| 2016-17 1 1 33 33 1 1           | 21 21           |
expeditious graduation rates, AAS students can expect to have their required courses regularly scheduled and available. (Appendix D: AAS Major Requirements)

Table 12 provides a map of when students could take courses. Transfer students who take Asian American Studies at community colleges meet articulation requirements for our lower division courses. They then usually have to take 33 upper division units at SF State AAS. See Appendix E: Roadmap for Transfers)

**Table 12: AAS BA Major Roadmap**

<table>
<thead>
<tr>
<th>1st Year Fall</th>
<th>1st Year Spring</th>
<th>2nd Year Fall</th>
<th>2nd Year Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick one course</td>
<td>Pick one course</td>
<td>Pick two ethnic courses</td>
<td>Pick two ethnic courses</td>
</tr>
<tr>
<td>AAS 210: Intro to History of Asians</td>
<td>AAS 212: AA and Mass Media</td>
<td>AAS 301: As of Mixed Heritage</td>
<td>AAS 301: As of Mixed Heritage</td>
</tr>
<tr>
<td>AAS 211: Contemporary Issues</td>
<td>AAS 216: Intro to AA Lit</td>
<td>AAS 320: Chinese in the US</td>
<td>AAS 320: Chinese in the US</td>
</tr>
<tr>
<td>AAS 213: AAs and American Ideals</td>
<td>AAS 218: Intro to AA Culture</td>
<td>AAS 322: Chinese American Lang and Lit</td>
<td>AAS 322: Chinese American Lang and Lit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 323: Chinese American Identities</td>
<td>AAS 323: Chinese American Identities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 330: Nikkei in the US</td>
<td>AAS 330: Nikkei in the US</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 332: Japanese American Art and Literature</td>
<td>AAS 332: Japanese American Art and Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 333: Japanese American Identities</td>
<td>AAS 333: Japanese American Identities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 337: Okinawan American Heritage and Culture</td>
<td>AAS 337: Okinawan American Heritage and Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 350: Filipina/os in the US</td>
<td>AAS 350: Filipina/os in the US</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 352: Filipina/os American Literature, Art, and Culture</td>
<td>AAS 352: Filipina/os American Literature, Art, and Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 353: Filipina/os American Identities</td>
<td>AAS 353: Filipina/os American Identities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 360: Koreans in the US</td>
<td>AAS 360: Koreans in the US</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 370: Vietnamese in the US</td>
<td>AAS 370: Vietnamese in the US</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 372: Vietnamese American Literature</td>
<td>AAS 372: Vietnamese American Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 373: Vietnamese American Identities</td>
<td>AAS 373: Vietnamese American Identities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 380: Cambodians in the US</td>
<td>AAS 380: Cambodians in the US</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS 540: South Asians in the US</td>
<td>AAS 540: South Asians in the US</td>
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<td>AAS 541: South Asian Diaspora</td>
<td>AAS 541: South Asian Diaspora</td>
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<td>AAS 570: SE Asians in the US</td>
<td>AAS 570: SE Asians in the US</td>
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<tr>
<td>3rd Year Fall</td>
<td>3rd Year Spring</td>
<td>4th Year Fall</td>
<td>4th Year Spring</td>
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<tr>
<td>Pick two panethnic courses</td>
<td>Pick two panethnic courses</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>AAS 510: AAs in CA</td>
<td>AAS 510: AAs in CA</td>
<td>AAS 681: Community Internship</td>
<td>AAS 697: Pro-Seminar</td>
</tr>
<tr>
<td>AAS 512: AA Children’s /Adolescent Literature</td>
<td>AAS 512: AA Children’s /Adolescent Literature</td>
<td>AAS 696: Critical Approaches to AAS</td>
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<tr>
<td>AAS 514: AA Community Arts Workshop</td>
<td>AAS 514: AA Community Arts Workshop</td>
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<td>AAS 516: AA Photographic Explorations</td>
<td>AAS 516: AA Photographic Explorations</td>
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<tr>
<td>AAS 582: Asian American Women Lit and the Arts</td>
<td>AAS 582: Asian American Women Lit and the Arts</td>
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<td>AAS 584: Asian American Sexualities</td>
<td>AAS 584: Asian American Sexualities</td>
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<tr>
<td>AAS 585: Asian American Religiosities</td>
<td>AAS 585: Asian American Religiosities</td>
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<tr>
<td>AAS 587: Asian Americans and Environmental Justice</td>
<td>AAS 587: Asian Americans and Environmental Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS 588: AA Media Workshop</td>
<td>AAS 588: AA Media Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS 591: Asian American Community Health Issues</td>
<td>AAS 591: Asian American Community Health Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS 595: Asian American Communities and Public Policy</td>
<td>AAS 595: Asian American Communities and Public Policy</td>
<td></td>
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<tr>
<td>AAS 686: Projects in the Teaching of AAS</td>
<td>AAS 686: Projects in the Teaching of AAS</td>
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<tr>
<td>AAS 688: AA Community Service Internship</td>
<td>AAS 688: AA Community Service Internship</td>
<td></td>
<td></td>
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<tr>
<td>AAS 699: Special Study</td>
<td>AAS 699: Special Study</td>
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</tbody>
</table>

Students in our major take three required courses, as well as a Graduate Writing Assessment Requirement (GWAR) course that is offered by the College of Ethnic Studies. Overall, we have seen the writing of our students improve with these four required courses, each of which include many writing assignments. AAS 681: Asian American Community Change involves a community-based internship that promotes the values of social justice, activism, and empower that are part of department’s program learning objectives. Two courses, AAS 696: Critical Approaches to Asian American Studies and AAS 697: Proseminar, enable students to complete a year-long research project that includes a literature review and original research on an Asian American topic. These courses develop the students’ oral and written communication skills, and offer them opportunities to write an interdisciplinary analysis of the structures and ideologies shaping our communities. These skills are also our department’s program learning objectives.

We continue to assess our BA curriculum to better meet our PLOs, and we will review our upper division courses in the upcoming year to determine if new course foci are necessary in our ethnic classes.
To maintain the balance of our curriculum, we need to rehire for faculty whose expertise we lose when they FERP. They teach courses on Gender, Filipino American Studies, and Transpacific linkages. We also plan to offer a new undergraduate course on Asian Americans and Education, as a high number of our students enter that field, our local community has a pressing need for teachers, and we’ve lost a faculty member whose specialty was Education.

3.3.2 Graduate

Our graduate curriculum has remained constant for the past decade, and its consistency has led to a stable number of students obtaining their Masters of Arts. In fact, eighty percent of the lecturers in AAS come from our graduate program.

We reviewed the graduate program in the 6th Cycle Self-Study, and reported on our progress of our Concluding Action Memorandum in the Spring of 2016. See Table 13.

Table 13: 6th Cycle CAM

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Department Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a system to gather and track data for job placements, alumni activities, student feedback, etc. and use the data to develop strategies for increasing the number of applicants and enrollments.</td>
<td>Conducted alumni survey Initiated exit interviews Established alumni network to gain mentors</td>
</tr>
<tr>
<td>Reduce the size of AAS 800 by offering additional sections, since the current size of the course does not meet the University standard for class size. Work with Ethnic Studies to develop a plan.</td>
<td>Now offering AAS 865 or 875 to Ethnic Studies students to reduce the size of AAS 00</td>
</tr>
<tr>
<td>As you work on implementing your Culminating Experience options, use program learning goals to revise the options and then work to make students more aware of the options.</td>
<td>Three Culminating Experience options presented in new Student Handbook Three options are taught in Research Methods course</td>
</tr>
<tr>
<td>Initiate specific measures to make the advising and service loads more equitable.</td>
<td>A greater range of faculty are introduced to students at orientation and in the Research Methods course.</td>
</tr>
</tbody>
</table>

Along with these responses, the graduate program increased recruitment by creating a new graduate program webpage. This webpage includes a new video with alumni introducing the program and a clickpath to get immediate information on the program. We have also targeted AAS majors with high gpas to take graduate courses and introduce them to the MA program. Finally, applicants who have requested faculty mentors get personally contacted by these mentors when admitted.
These practices have led a yield enrollment rate higher than the university average (See Figure 11). This year, 16 individuals applied to the program, the highest number in five years, indicating that our program may be on an upswing.

Figure 11: Yield Rate of MA Admitted Students

The requirements for the 30 unit AAS Master’s of Art include two required courses, two seminars, a community-based course, and a culminating project. The culminating project may be either a creative project, field studies report for a community organization, or a research thesis. (See Table 14: AAS MA Requirements). This coursework offers

1) Grounding in the discipline of AAS;
2) Community-based praxis;
3) Emphasis in an AAS field (history, literature, education, other disciplinary focus); and
4) Flexibility in a culminating project.

The curriculum also aligns with our department program learning objectives, which promotes an interdisciplinary knowledge, application of knowledge towards empowerment and values of justice; and career preparation. Most of our MA students choose to do a research thesis for their culminating project, although about one per year have selected to do creative projects recently. Whatever culminating project option they choose, students must complete coursework, a literature review on their topic, and a methodological reflection of their positionality within the field of AAS.

Table 14: AAS MA Requirements

<table>
<thead>
<tr>
<th>1. Theory and Method</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 units required</td>
<td>AAS 800: Discourse in AAS</td>
</tr>
<tr>
<td></td>
<td>AAS 810: Critical Approaches to AAS</td>
</tr>
<tr>
<td>2. Community-Based Courses</td>
<td>3 units required</td>
</tr>
<tr>
<td></td>
<td>AAS 865: AA and Community Change</td>
</tr>
<tr>
<td></td>
<td>AAS 875: AA and Community Health</td>
</tr>
</tbody>
</table>
### 3. Seminars

| 6 units required | AAS 810: Asian American History  
|                  | AAS 822: Asian American Literature and Arts  
|                  | AAS 884 Critical Asian American Educational Experience and Pedagogy |

### 4. Electives

| 12 units required upon advisement | AAS 885: Graduate Projects in Teaching AAS  
|                                  | AAS 888: Community Service Internship  
|                                  | AAS 896: Directed Reading in AAS  
|                                  | AAS 899: Independent Study |

### 5. Culminating Project

| 3 units required | AAS 894: Creative Project  
|                 | AAS 895: Field Studies  
|                 | AAS 898: Master’s Thesis |

In the same way we assign undergraduate courses, faculty are invited to teach graduate courses for which they are qualified. However, the graduate faculty have remained fairly consistent for the past decade. These faculty teach smaller class sizes, but also tend to serve on MA thesis committees more than the others. Subsequently, equity in faculty workload has been maintained.

As stated, many of our MA alumni now teach in Asian American Studies or Ethnic Studies, with several in our local community colleges. Along with preparing students for careers in academia, the AAS MA program has been successful in helping our alumni secure employment in the public and non-profit sectors. We do so by supporting our students in getting fellowships such as the Sally Casanova Pre-Dissertation Fellowship; developing their teaching portfolios in AAS 884: Critical AA Pedagogies; and giving them non-profit experiences in AAS 865: AAs and Community Change and AAS 875: AAs and Community Health.

The enrollment in the AAS MA remains steady, albeit small. We suspended the program in 2010-11 following the budget crisis and furlough of state workers, which affected enrollment in subsequent years. We continue to recruit at the Association of Asian American Studies conference, mailing all AAS departments nationwide, and visiting local universities. (See Figure 12: AAS MA Enrollment)
3.4 The Faculty

AAS faculty include 13 TTK professors, three who are FERP, and between 12-21 lecturers each semester. However, in recent years, due to the loss of FERP faculty and exceptional service of our faculty, our faculty tenure density has dropped from 80.4% in 2015 to 56.9% in 2017. Although this latest figure is roughly the same as the university's and college’s, AAS does not wish to rely on inexperienced, low-paid adjunct faculty.

In 2017, 21 lecturers made up 7.8 FTEF while 11 TTK faculty comprised 10.3 FTEF. Lecturers overwhelmingly taught lower division courses, save some courses that required professional or ethnic expertise, such as Community Health Issues or Filipino American Identity. We support our adjunct faculty by including them on department trainings and retreats, collaborating on research projects, and encouraging them towards tenure track positions. (See Appendix F: AAS Teaching Assignments)

Assistant professors get assigned time off for one class in their first semester to develop their scholarly agenda and to enable them to prepare well for their courses. The chair meets with them annually to check about their progress, and they receive informal mentorship from senior faculty. These practices seem adequate, as our recent faculty have obtained tenure and promotion with little difficulty. (See Appendix G: AAS RTP policy)

Associate professors and full professors are actively involved in the life of the department, college, and university. AAS prides itself on its full participation on various levels of campus service, and on representing the College of Ethnic Studies well. See Appendix H: Committee Service for the list of committees on which the faculty serve.
All TTK faculty teach lower division courses in their expertise and are expected to serve similar numbers of full-time students (FTES) as each other. Those teaching on-line or hybrid courses must continue to have face-to-face office hours. These courses, capped classes, and smaller seminar classes are to be rotated among faculty to maintain equity. The department is currently developing its on-line courses policy, and the BA Curriculum Committee has recommended that all AAS online courses be QOLT-certified (Quality Online Teaching) and eventually meet CSU Coursematch standards to be eligible to be offered to all CSU students system-wide.

The TTK faculty range in age, gender, and ethnicity, as well as field of expertise. Four are in the Humanities, three specialize in History, three are in Social Sciences, and three are from professional fields of Law, Public Health, and Education (See Table 15).

Table 15: Faculty Diversity

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Field</th>
<th>Gender</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wei Ming Dariotis</td>
<td>English</td>
<td>F</td>
<td>Greek, Scottish, Chinese</td>
</tr>
<tr>
<td>Russell Jeung</td>
<td>Sociology</td>
<td>M</td>
<td>Chinese</td>
</tr>
<tr>
<td>Mai Nhung Le</td>
<td>Public Health</td>
<td>F</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>Jonathan Lee</td>
<td>Religious Studies / History</td>
<td>M</td>
<td>Sino Cambodian/Vietnamese</td>
</tr>
<tr>
<td>Isabelle Pelaud</td>
<td>Ethnic Studies / Literature</td>
<td>F</td>
<td>French Vietnamese</td>
</tr>
<tr>
<td>Eric Mar</td>
<td>Law</td>
<td>M</td>
<td>Chinese</td>
</tr>
<tr>
<td>Eric Pido</td>
<td>Ethnic Studies / Public Policy</td>
<td>M</td>
<td>Filipino</td>
</tr>
<tr>
<td>Christen Sasaki</td>
<td>History</td>
<td>F</td>
<td>Japanese</td>
</tr>
<tr>
<td>Anantha Sudhakar</td>
<td>English</td>
<td>F</td>
<td>Indian</td>
</tr>
<tr>
<td>Valerie Soe</td>
<td>Fine Arts</td>
<td>F</td>
<td>Chinese</td>
</tr>
<tr>
<td>Allyson Tintiangco-Cubales</td>
<td>Education</td>
<td>F</td>
<td>Filipino</td>
</tr>
<tr>
<td>Wesley Ueunten</td>
<td>Ethnic Studies / History</td>
<td>M</td>
<td>Japanese</td>
</tr>
<tr>
<td>Grace Yoo</td>
<td>Sociology</td>
<td>F</td>
<td>Korean</td>
</tr>
</tbody>
</table>

The curriculum vitae of the faculty are found in Appendix I, and the following are short biographies.

Professor Mai Nhung Le has expertise in Asian American communities and Public Health. She has published articles on breast cancer and HIV risks within the API communities, and served on the SF State Faculty Senate from 2014-2017.


Professor Isabelle Pelaud has edited two volumes, *Dialogues Across Borders: War and Race for Vietnamese Writers of the Diaspora* (in progress) and *Troubling Borders: Anthology of Literature and Art by Southeast Asian Women in the Diaspora* (Washington University Press, 2014). An expert in Vietnamese American Literature, she has won several grants for her literary and art curating, most recently from the Smithsonian Asian Pacific American Center.

Associate Professor Eric Pido has published *Migrant Returns: Manila, Development, and Transnational Connectivity* (Duke University Press, 2017), along with articles on Asian American economic development. He was nominated for an Andrew Carnegie Fellowship in 2015 and has served on the Faculty Affairs committee of the Academic Senate.

Assistant Professor Christen Sasaki has published “Emerging Nations, Emerging Empires: Citizenship and Sovereignty in 1893 Hawai‘i,” in the *Pacific Historical Review* (forthcoming) and “Threads of Empire: Militourism and the Aloha Wear Industry in Hawai‘i” in the *American Quarterly* (2016). She was awarded a Presidential Award for Professional Development in 2016 and serves on the university-wide Online Education Committee.


Professor Valerie Soe is a video artist currently producing the documentary, *Love Boat: Taiwan*. A Fulbright Fellow in 2016, she has won several awards for her documentaries, including grants from the San Francisco Arts Commission. She has published widely on Asian American media, including “New Asian American Documentaries: Transnational Perspectives;” in the *Companion to Asian American Media*, (Routledge, 2017) and “Open-Source Identities: Identity and Resistance in the Work of Three Asian American Artists,” in *Que(e)rying Contemporary Asian American Art*, (University of Washington Press, 2017).

Professor Allyson Tintiangco-Cubales has published *Kilusan 4 Kids: Critical Language for Elementary School Students. Volume II*, (Phoenix Publishing House International, 2015) and numerous articles on Asian American pedagogy. She has won several awards for her community
work, including the 100 Most Influential Filipinas in the World Award, the Filipino Advocates for Justice Award, the Critical Educators for Social Justice Award, and the Engaged Scholar Award from Association of Asian American Studies in 2015.


Professor Grace Yoo is the First Year Experience Faculty Director of SF State. A medical sociologist, she has co-written *Caring Across Generation: The Linked Lives of Korean American Families* (NYU Press, 2014) and the *Handbook of Asian American Health* (Springer Publishing, 2013). The former chair of the department, she won the Mentorship Award from the Association of Asian American Studies in 2018.

The department regularly has a teaching practicum at its department meetings, as well as research forums, for the professional development of the faculty. For example, this Spring 2018 semester we held workshops on story-telling, grading, and interactive class exercises, and hosted a research session incorporating Sexuality research into our curriculum. We will continue this practice at our monthly department meetings.

For the future, we will continue to attend the Association of Asian American Studies to meet leading young scholars and recruit for areas of need—both adjunct faculty positions and any new TTK positions. In addition, we have created our own pipeline of trained individuals inculcated with the values of SF State AAS through our graduate program. They retain a commitment to a community-based pedagogy that promotes social change.

### 3.5 Resources

Like other programs within the College of Ethnic Studies and at SF State, AAS has faced continual budget cuts to its resources and must deal with limited space and administrative staffing. External sources of funding obtained by faculty have been used to buy time releases from coursework and have not been sufficient to secure additional space, staffing, or even supplies. Further, fundraising through alumni networks have proven to be limited. The award of an AANHPISI grant to SF State—although not directly funding AAS programs—has been the major source for added advising and counseling, peer mentors, and programming for the department.

Every faculty member must share an office with one to two others in thirteen total office spaces; their classes are offered on alternate days so that they can host office hours at separate times. AAS has a resource room in the Ethnic Studies general office which it utilizes for staff office space, department files, library collections, supplies, and archival materials. See (Appendix J: Office Assignments)
Four faculty, including the chair and BA/MA coordinator, act as advisors to minors and majors for the major pathway, and especially, their community internship and capstone courses. Advisors have a about a 20:1 ratio given our current number of majors. With the establishment of the Ethnic Studies Student Engagement Center, these students are required to get advising from their staff for their GE coursework and career planning. AAS also encourages faculty to inform students about university resources, including the library, tutoring centers, counseling services, career services, and health center.

No funding from the college or university is received for our MA program. The department maintains its broad curricular offerings, both for the BA and MA programs, by maintaining full enrollments in our lower division courses, hosting megasections of 110 students and online courses, and judiciously seeking grants or external funding, such as CEL or CSU Coursematch, to provide small of stipends for our graduate students, who serve as instructional assistants for these megasections and help coordinate and facilitate these classes. We provide .20 release time for our MA coordinator, who has also taken responsibilities as the BA coordinator.

Since our 5th Cycle Self-Study conducted in 2005, the department has not received any further resources in terms of office or physical space. We have one full-time Academic Office Administrator, who oversees our budget, course scheduling, and other administrative responsibilities.

4.0 Conclusions, Plans and Goals

This self-study affords AAS the opportunity to reflect on its successful work in the past five years, and to plan for a strong future. As stated in the Executive Summary, our department is proud to report that

- Its students report high satisfaction for the quality of our teaching and commitment to the Asian American community.
- Its majors graduate in a timely manner and at an exceptionally high rate.
- Its curriculum is balanced to serve both the wider University student population, as well as our majors, minors and graduate students.
- Its interdisciplinary faculty have garnered major awards, especially from the Association of Asian American Studies, the professional organization of our discipline.
- Its alumni have applied the learning objectives of our program in their work and community engagement
- It leads the disciplinary field with cutting-edge theories, pedagogical practices, and advocacy for the community.

At the same time, we do not wish to rest on our achievements, but continue to assess how we can improve upon our student success at all levels, promote faculty professional development for both lecturers and TTK faculty, and introduce the values of Ethnic Studies to the broader university and society. In the next five years, we plan to

1. Hire faculty to meet growing GE demand, to follow disciplinary trends, and to replace retiring faculty.
   a. Education and/or Youth
   b. Gender and/or Sexuality
   c. Filipino American History and/or Cultural Studies
d. Transpacific Diasporic history

2. Strengthen curriculum to follow disciplinary trends (see above) and to better prepare students for careers, community engagement, and lifelong learning.
   a. Better scaffolding of our curriculum to meet department Program Learning Objectives (PLOs)
   b. Assessing courses to reduce overlaps and redundant assignments, activities, and readings
   c. Operationalize better and regularly evaluate how students meet PLOs
   d. Conduct annual exit interviews with graduating students

3. Ensure student success with 100% of our majors having firm career plans by
   a. Providing alumni mentors
   b. Offering relevant community-based internships
   c. Initiate regular advising
   d. Require six hours of career development regarding resumes and cover letters; professional behavior; career advancement; and community responsibilities.
   e. 90% of majors are satisfied with career planning from AAS

4. Promote high impact practices in our pedagogy in every class, especially
   a. Incorporation of Community Service Learning
   b. Implementation of updated Academic Technology
   c. Offering more opportunities of undergraduate and graduate research with faculty

5. Strengthen a sense of family among students, faculty, staff and alumni through
   a. Hosting regular reunions and alumni activities
   b. Celebrating the 50th anniversaries of the Third World Liberation Front strike and the establishment of Asian American Studies
   c. Maintaining periodic communication through social media, our website, and annual reports
   d. Lifelong, collaborative learning in our meetings, retreats, and events
   e. Advocating for Ethnic Studies locally and statewide
Appendix A: 5th Cycle Self-Study MOU

MEMORANDUM OF UNDERSTANDING
San Francisco State University
Department of Asian American Studies
Summer 2007

Introduction

The San Francisco State University Department of Asian American Studies, housed in the College of Ethnic Studies, offers a B.A., a minor, and an M.A. in Asian American Studies. The Department undertook a self-study of its programs, which was followed by an external review by two reviewers: Susie Lan Cassel, Cal State University, San Marcos and Jonathan Okamura, Ethnic Studies Department, University of Hawaii, Manoa. The external review was, in turn, followed by an internal review from the Academic Program Review Committee of the Academic Senate (APRC), which examined all documentation from the Department and the external review team.

The Asian American Studies Department at San Francisco State University, founded in 1969, was the first of its kind in the country. For two decades, it served the University with a minor and in the areas of Liberal Studies and General Education. In the mid-1990's, it developed a major and then later the Master of Arts degree program. It is one of only two such programs in the CSU system. The external review characterizes the department as a "landmark" program and as a "national leader." In short, it is known and respected as a model by many other institutions of higher learning. In 1994, the Chancellor’s office designated it an exemplary program.

Having said that, it should be noted that the current program review of the Asian American Studies BA program has taken place during a period of transition and turmoil within the College of Ethnic Studies. Deep concerns were expressed by both the Department and the external review team with regard to governance and the transparency of the budgeting process. These concerns are reflected in the Action Plan specified in this memorandum. It is the hope of Academic Affairs and the Provost that the selection of a new permanent Dean of the College will lead to greater openness in the College and the new MOU will serve as a blueprint for the Department’s continuing success.

Action Plan

Based on the outcome of the academic program review and on the discussions resulting from this review, the Department of Asian American Studies will take the following actions:
**General Recommendation**

1. The Department should develop a mission statement that aligns with the strategic goals of the College and the University. In developing this statement, the Department should revisit its curricular goals with the aim of crafting them into a department mission that anchors the Department and serves as an advocacy document for faculty, staff, students, and community for matters internal and external.

**Curriculum**

1. The Department should strengthen its ability to deliver courses in Japanese American arts, culture, humanities, and literature. It should be noted and the Department should be commended for moving forward on this recommendation by the external review team. A faculty search is currently underway to address this concern.
2. The Department should attempt to find a way within its current funding to offer a second section of the capstone course. Both the APRC and the external reviewers strongly recommend that the Department not consider offering more paired courses as a solution to this problem.
3. The Department should update the "Basic Knowledge" portion of its assessment instrument.
4. The Department should revise the “Asian American perspective approaches and needs” section of the assessment instrument as the responses to these issues will vary significantly because of the intra-group diversity of Asian Americans.
5. The Department should revise the timing of its data collection on assessment to a two year cycle (1st, 3rd, and 5th years) or a three year cycle (2nd and 5th years). The Department has a well-developed assessment process. Collecting data at intervals rather than every year and reporting it once every five years for program review will be an effective process for this department.

**Faculty**

1. The College of Ethnic Studies is currently creating a unit within the College that will address subject areas that cut across departmental lines. In support of that effort, the Department is encouraged to be sensitive to the shared interests of the college as it hires new faculty members.

**Dean**

1. An unusually large proportion of the external review centered around issues of budgeting transparency and fairness. Given the Department's perception of past inequities in resource allocation and given the fact that a new, permanent dean has just been appointed, the Dean would be well-advised to engage the College in discussions of workload expectations with
regard to enrollment targets, FTEF, and SFR. This discussion should include conversations regarding salary negotiations with new hires and general resource allocations. Issues with regard to patterns of gender or other inequities such as office space, grant support, and teaching load should be openly given voice. If it is determined that inequities have occurred, the Dean should bring the matter forward to the Provost, and they jointly should determine an appropriate action.

**Students**

1. The Department should seek funding for support for outreach to under-represented Asian American students in the San Francisco/San Jose area. External funding from community organizations as well as institutional funding are sources the Department should consider in this effort.

**Resources**

1. The Department and the College Dean should meet and come to an understanding of how resource allocation takes place. The Asian American Studies Department believes that it has been treated inequitably by the College in the past in the areas of salary, prime time classroom space, office space, and curricular management. As stated previously above, it would benefit the College and its departments to engage in open and frank discussions with regard to all areas of resource allocation so that no one is kept uninformed with regard to how and why important decisions are made.

**Provost’s Statement**

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

**Authorization**

We hereby approve this Memorandum of Understanding:
John M. Gemello, Provost and Vice President, Academic Affairs

Kenneth P. Monteiro, Dean College of Ethnic Studies

Marlon K. Hom, Chair Department of Asian American Studies
CONCLUDING ACTION MEMORANDUM
SAN FRANCISCO STATE UNIVERSITY
Department of Asian American Studies
Spring 2016

This memorandum is based upon the Academic Program Review Committee (APRC) process, grounded in the following source materials:

1. Department Self-Study, September 24, 2013
3. Responses by Department Chair, April 4, 2015 to APRC Questions
4. Information from the SFSU Bulletin, OSB reports and other institutional research sources.

These sources were employed to construct an integrated review of the program’s strengths, aspirations, and possibilities for future development.

Commendations:
1) The outstanding productivity and reputation of the faculty’s teaching, scholarship, professional activity and community engagement.
2) The high level of faculty mentoring and “family” sense of the program.
3) Offering teaching assistantships, which will encourage applicants and attract top candidates.

Recommendations:
1) Develop a system to gather and track data for job placements, alumni activities, student feedback, etc. and use the data to develop strategies for increasing the number of applicants and enrollments.
2) Reduce the size of AAS 800 by offering additional sections, since the current size of the course does not meet the University standard for class size. Work with Ethnic Studies to develop a plan.
3) As you work on implementing your Culminating Experience options, use program learning goals to revise the options and then work to make students more aware of the options.
4) Initiate specific measures to make the advising and service loads more equitable.

Provost’s Statement

The following statement from Provost Sue Rosser is intended to provide a context for addressing resource-related issues in all Memoranda of Understanding:

“Student demand is growing in many areas of the curriculum. Furthermore, given the current fiscal setting, we do not expect that overall funding for programs will increase appreciably (if at all) beyond current levels. Therefore, all academic units are being asked to examine the depth and breadth of offerings in their programs and to assess the extent to which they can be sustained.

Accordingly, as with all academic units in the University, the College of Ethnic Studies must look at its ability to continue to offer the full array of current programs and emphases over the next several years.”

Authorization
We hereby approve this Concluding Action Memorandum:
Sue Rosser, University Provost
Vice President for Academic Affairs

Ann Hallum, Dean
Graduate Studies

Jennifer Summit, Dean
Undergraduate Education and Academic Planning

Ken Monteiro Dean
College of Ethnic Studies

Grace Yoo, Chair
Department of Asian American Studies

Genie Stowers, Chair
Academic Program Review Committee
Appendix C: AAS Minor Requirements

<table>
<thead>
<tr>
<th>Lower Division (6 Units)</th>
<th>Pick two courses</th>
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<tbody>
<tr>
<td>AAS 210</td>
<td>History of Asians in the US</td>
</tr>
<tr>
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<td>Contemporary Asian Americans</td>
</tr>
<tr>
<td>AAS 212</td>
<td>AAs and Mass media</td>
</tr>
<tr>
<td>AAS 213</td>
<td>AAS and American Ideals and Institutions</td>
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<tr>
<td>AAS 216</td>
<td>Intro to AA Lit</td>
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<td>AAS 218</td>
<td>AA Culture</td>
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<table>
<thead>
<tr>
<th>Ethnic Courses (9 Units)</th>
<th>Pick three courses of three different groups</th>
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<tbody>
<tr>
<td>AAS 301</td>
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<td>Chinese American Lang and Lit</td>
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<td>Chinese American Identities</td>
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<td>AAS 330</td>
<td>Nikkei in the US</td>
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<td>Japanese American Art and Literature</td>
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<td>Filipina/o American Identities</td>
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<td>AAS 360</td>
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<td>Vietnamese American Identities</td>
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<td>Cambodians in the US</td>
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<td>AAS 540</td>
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<tr>
<td>AAS 541</td>
<td>So Asian Diaspora</td>
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<tr>
<td>AAS 570</td>
<td>SE Asians in the US</td>
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<table>
<thead>
<tr>
<th>Panethnic Courses (9 units, 3 of which must be upper division; Only 3 units of AAS 685, 688, or 699 may apply)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>AAS 688</td>
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## Appendix D: AAS Major Requirements

### AAS BA Major

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<th>Lower Division (6 Units)</th>
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<td><strong>A. History/Social Science</strong></td>
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<td>AAS 210</td>
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<tr>
<td>AAS 211</td>
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<tr>
<td>AAS 213</td>
</tr>
<tr>
<td><strong>A. Humanities</strong></td>
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<tr>
<td>AAS 212</td>
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<tr>
<td>AAS 216</td>
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<tr>
<td>AAS 218</td>
</tr>
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### Ethnic Courses (15 Units)

**Pick five courses, with at least 4 different groups**

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<td>AAS 541</td>
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<td>AAS 570</td>
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</table>

### Panethnic Courses (9 units, 6 of which must be upper division)

**Pick 3 (Only 3 units of AAS 685, 688, or 699 may apply)**

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>AAS 510</td>
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<td>AAS 512</td>
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<td>AAS 685</td>
</tr>
<tr>
<td>AAS 688</td>
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<tr>
<td>AAS 699</td>
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### Required Major/Minor Courses (9 units)

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<th>Courses</th>
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<tr>
<td>AAS 696</td>
</tr>
<tr>
<td>AAS 697</td>
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</table>
Appendix E: AAS BA Transfer Roadmap

This is a sample pathway for students who transfer to San Francisco State University in 2017–2018 with an AA-T in Social Justice Studies. All lower division GE requirements have been satisfied. Additional units in the major may have been satisfied. Check with a major advisor about the most appropriate course sequence. **Degree completion guaranteed in 60 units; see the Associate Degree for Transfer (ADT) section for more information.**

### First Semester

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>3</td>
<td>AA S 210</td>
<td>History of Asians in the United States ¹</td>
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<td>3</td>
<td>AA S 211</td>
<td>Contemporary Asian Americans</td>
</tr>
<tr>
<td>3</td>
<td>AA S 213</td>
<td>Asian Americans and American Ideals and Institutions</td>
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</table>

Select One:

<table>
<thead>
<tr>
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<th>Course Code</th>
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<tbody>
<tr>
<td>4</td>
<td>AA S 212</td>
<td>Asian Americans and Mass Media</td>
</tr>
<tr>
<td>3</td>
<td>AA S 216</td>
<td>Introduction to Asian American Literature</td>
</tr>
<tr>
<td>3</td>
<td>AA S 218</td>
<td>Asian American Culture</td>
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<tr>
<td>3</td>
<td>AA S 214</td>
<td>Second Year Written Composition: Asian American Studies</td>
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</table>

or University Elective if A4 met before transfer

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>AA S 591</td>
<td>Asian American Community Health Issues ²</td>
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</tbody>
</table>

Any AA S 300 level course ³

### Second Semester

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
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<td>AA S 210</td>
<td>History of Asians in the United States ¹</td>
</tr>
<tr>
<td>3</td>
<td>AA S 213</td>
<td>Asian Americans and American Ideals and Institutions</td>
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</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ETHS 300GW</td>
<td>Writing in Ethnic Studies - GWAR</td>
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</tbody>
</table>

Any AA S 300 level course - Take Two ³

### Third Semester

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>3</td>
<td>AA S 210</td>
<td>History of Asians in the United States ¹</td>
</tr>
<tr>
<td>3</td>
<td>AA S 213</td>
<td>Asian Americans and American Ideals and Institutions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>AA S 681</td>
<td>Asian American Community Changes and Development</td>
</tr>
<tr>
<td>3</td>
<td>AA S 696</td>
<td>Critical Approaches to Asian American Studies</td>
</tr>
</tbody>
</table>

GE Area UD–C: Upper Division Arts and/or Humanities – also fulfills Major panethnic requirement – See List

Any AA S 500-level course ⁴

### Fourth Semester

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>3</td>
<td>AA S 697</td>
<td>Proseminar in Asian American Studies</td>
</tr>
</tbody>
</table>

Any AA S 300-level course – Take Two ³
GE Area UD–D: Upper Division Social Sciences – also fulfills Major ethnic-specific requirement – See List

<table>
<thead>
<tr>
<th>University Elective</th>
<th>Units</th>
</tr>
</thead>
</table>

Total Units 61
If US History and US/CA Government not taken before transfer, take **AAS 210** for US History or **AAS 213** for US/CA Government. Otherwise, take University Elective.

**AA S 591** satisfies GE Area UD–B: Upper Division Physical and/or Life Sciences.

Major ethnic-specific requirement.

Major pan-ethnic requirement.

To Do at SF State:

Enough total units to reach 120 minimum for graduation; 40 units minimum at the upper division level; to include the following:

**University-Wide Requirements:** 3–18 Units

- **AA S 214** or equivalent A4 course (0–3 units) if not taken before transfer
- American Institutions (0–6 units): US History, US Government, California State and Local Government requirements if not taken before transfer
- University Graduation Writing Assessment Requirement (GWAR) (3 units): **ETHS 300GW**
- Upper division GE (9 units): See grid above for courses that satisfy both UD GE and major requirements
- Students entering the major with the AA-T in Social Justice Studies are not required to fulfill SF State Studies requirements.
- Complementary Studies: consult with a department advisor on how transfer units and/or SF State units can be applied to ensure degree completion within 60 units.

**Asian American Studies Major:** 39 Units

- Introduction to Asian American Studies (6 units)
- Ethnic (15 units): Select 5 courses from at least 4 different categories of specific ethnic groups. Panethnic (9 units)
- Additional Courses Required for the Major (9 units)

**University Electives:** Six or More Units

Units depending on course choices made at the community college, how transferred units are applied to the requirements above, and course choices at SF State. Some courses may meet more than one requirement, e.g. in both UD GE and the major.

**GE Area UD–C:** Upper Division Arts and/or Humanities – also fulfills Major pan-ethnic requirement
<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AA S 512</td>
<td>Asian American Children's/Adolescent Literature</td>
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<tr>
<td>AA S 514</td>
<td>Asian American Community Arts Workshop</td>
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<tr>
<td>AA S 516</td>
<td>Asian American Photographic Explorations</td>
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<td>AA S 540</td>
<td>South Asians in the United States</td>
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<tr>
<td>AA S 582</td>
<td>Asian American Women's Literature and the Arts</td>
</tr>
<tr>
<td>AA S 585</td>
<td>Asian American Religiosities</td>
</tr>
<tr>
<td>AA S 588</td>
<td>Asian American Media Workshop</td>
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</tbody>
</table>

**GE Area UD–D: Upper Division Social Sciences – also fulfills Major ethnic-specific requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AA S 301</td>
<td>Asian Americans of Mixed Heritages</td>
</tr>
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<td>AA S 320</td>
<td>Chinese in the United States</td>
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<td>AA S 323</td>
<td>Chinese American Identities</td>
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<td>AA S 330</td>
<td>Nikkei in the United States</td>
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<td>AA S 333</td>
<td>Japanese American Identities</td>
</tr>
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<td>AA S 350</td>
<td>Filipina/os in the United States</td>
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<td>Koreans in the United States</td>
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<td>884</td>
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<td>884</td>
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</table>

Appendix G: AAS RTP Policy
The following Asian American Studies Department evaluation criteria for retention, tenure, and promotion, which are consistent with current university policy and the departmental review process, were approved on March 2, 2018 by the department and by the University Provost, Academic Affairs on ____________. Faculty who are probationary at the time of this revision may choose between existing criteria and new criteria.

The Asian American Studies Department expects its faculty to sustain and advance the mission of the department in accordance with the following statement, adopted on March 12, 2010:

Since Fall 1969, the Asian American Studies Department at San Francisco State University has furthered the understanding of the histories and cultures of Asian Americans and the various identities and experiences of our communities. Through teaching, community service, and research, we use interdisciplinary approaches to address the structural and ideological forces that shape the lives of Asian Americans. We support self-determination by developing the creative expressions, voices, critical pedagogies, and analyses of our communities. Social justice, equity, and activism within Asian American communities, and respect for differences, especially ethnic diversity, are fundamental principles that guide our work.

TEACHING EFFECTIVENESS
The main objective of the faculty appointment is to foster skills, knowledge, and values relevant to the discipline of Asian American Studies and its curriculum. This review criterion shall concentrate on the faculty’s pedagogical performance and effectiveness as evidenced in (1) classroom instruction, (2) curricular development of existing courses, (3) student advising on curriculum matters, and (4) teaching/pedagogical development. The criteria for judging effectiveness are listed below.

(1) *Classroom Instruction*

- **Course materials** - Syllabi, examinations, articulation of student learning outcomes, reading lists, bibliographies, guidebooks, iLearn, and film lists are among the materials used by the RTP committee as evidence of teaching effectiveness which includes
  - course organization & expectations/standards regarding student learning;
  - assignments that are aligned to meet student learning outcomes;
  - reflect up-to-date research and theories in the field of Asian American Studies/Ethnic Studies; and
  - demonstrate purposeful and engaging pedagogical approaches.

- **Student evaluations** - Probationary faculty and those seeking promotion should submit teaching evaluations for all classes taught each semester. While not the sole measure of teaching effectiveness, the RTP committee regards these surveys as essential to the performance review because they demonstrate a large representative sample of student responses to the candidate’s teaching. On a rating scale of 1 to 5, with 1 representing the highest rating, mean scores that are better than the means for the College of Ethnic Studies and AAS Department or 1.5 on the questions of the survey instrument suggest “exceptional” teaching. Scores that match the College and Department means, with generally positive student comments, suggest “effective” teaching. Scores below the College and Department means suggest a need for improvement. Written comments in the teaching evaluations will be considered in the aggregate and reviewed for patterns rather than outlier comments. Biases related to race, gender, sexuality, and disability will be considered when interpreting teaching evaluations.

- **Class Visit Reports** - Class visitations by fellow faculty members are essential for assessing the level of the instructor’s presentation and expectations. Probationary faculty seeking tenure and/or promotion and Associate Professors seeking promotion to full professors must have peer visitations organized by the RTP committee at least once per year after their first semester of teaching in AAS. These visits must be
conducted by a tenured faculty member of a higher rank. Specific areas of evaluation will be a) evidence of preparation and class organization including review of syllabi, ILEARN page, b) classroom decorum and atmosphere, c) student-faculty interactions, d) clarity of lecture or presentation, e) knowledge of subject and other evidence of teaching skills deemed relevant by the evaluator.

- **Written comments from students** – Signed letters and emails from current and former students will be reviewed and considered.

Evaluation of teaching is defined by appropriate scores in student evaluations and significant quality in the categories above. Positive consistency showing the quality of teaching and/or improvement in scores will be taken into account while evaluating candidates seeking tenure and/or promotion to Associate Professor or promotion to Full Professor. The final determination of teaching performance will be based on the RTP committee evaluation of the factors as described above.

(2) **Curricular Development of Existing Courses** - The candidates must demonstrate that they have updated their course curriculum. This is demonstrated by the creation of new courses, adapting existing courses to new formats such as online/hybrid, and development of new teaching materials or new platforms.

(3) **Student Advising** - The candidate must engage in advising undergraduate and/or graduate students and maintain regularly scheduled office hours. Effective advising is demonstrated by an active engagement with students in their study skills, writing, critical thinking, research and career development. Advising is defined broadly to include activities such as: helping students develop a coherent education plan; mentoring students as they complete an undergraduate thesis project; or graduate advising as first and second reader on thesis committees.

(4) **Teaching/Pedagogical Development** - A development of innovations in teaching techniques, instructional theory and research, and pedagogy demonstrated by: attendance at professional conferences and workshops, and participation in annual instruction development seminars, workshops, and learning communities.

Faculty are expected to employ at least one high impact teaching strategy for each course, such as

- Employment of academic technologies
• Community service learning
• Undergraduate research
• Collaborative group projects

For promotion from associate to full professor, candidates should demonstrate continuing efforts to improve their teaching in the abovementioned areas. In addition, they must demonstrate leadership in developing departmental teaching more broadly by contributing, for example, in:
  - mentoring junior faculty through classroom observation and sharing of teaching techniques
  - leading program development and evaluation
  - ongoing curriculum innovation and development

PROFESSIONAL ACHIEVEMENT AND GROWTH

As a programmatic agenda, it is imperative that faculty members in the Asian American Studies Department develop credentials and scholarship in the field of Asian American Studies. In reviewing professional achievement and growth, focus shall be on the faculty’s scholarly and creative contributions to the Asian American Studies discipline through research and publication, presentations at professional organizations, colleges, and universities, and through documented pedagogical and curricular innovations.

AAS takes a holistic approach to weighing the balance and entire body of work of an individual faculty member, given their unique commitments and strengths in all areas of professional achievement or growth.

Research and Publication - The normal expectation to establish an appropriate professional development for purposes of tenure and/or promotion to Associate is through publication(s) that contribute to the field of Asian American Studies and are consistent with the mission of the Asian American Studies Department at San Francisco State University in one of the following ways:

• Three authored/co-authored peer-reviewed published journal articles or book chapters in an edited volume, single or coauthored in publications relevant to Asian American Studies or the faculty’s discipline. This includes articles and book chapters that are
accepted and “in-press” at time of dossier submission.

- One completed single/co-authored or edited/co-edited book manuscript that has received a contract and is in press, with evaluations by experts in the fields of Asian American Studies/Ethnic Studies or the candidate’s discipline.

The department recognizes the value and importance of a faculty’s ability to engage in collaborative activities in professional achievement and growth. For co-authored articles and co-edited books, the candidate should state how much significant and substantive work they have contributed to the article/book. Co-authored work will be weighted by the RTP Committee based on the documentation provided by the candidate.

**Creative Achievements.** Faculty who engage in creative work (Documentary film and video; Exhibit in the arts and Creative writing) need to demonstrate the merit of the work by presenting evidence that it has been subject to review and criticism comparable to peer review for publication. Such reviews/assessments may come from an editor or producer, jury review in a competition, critique by respected academic peers from other institutions, and/or acceptance of the work for display or distribution by recognized professional or industry organizations.

A candidate’s work product will be considered substantive when it has significant impact in the field of Asian American Studies and clearly reflects substantial time and effort in its production. These contributions may include but are not limited to the items listed below.

- Producing book reviews for peer-reviewed publications
- Published peer-reviewed conference proceedings
- Publications with governmental agencies, research centers, NGOs, national magazines, foundations that have gone through a peer-review process
- Papers delivered at regional, national, or international peer-reviewed conferences
- Invited talks at research institutes, academic institutions, and community forums
- Serving as panel discussant and/or chair at academic conferences
- Fellowships, grants, and leaves secured, received and/or reviewed through extramural or intramural competitions, including those underwritten by governmental agencies, foundations, and other universities. Positive comments from reviewers regarding
unfunded proposals may be taken into account.

The final determination of professional achievement will be based on the RTP committee evaluation of the above factors.

For promotion from associate to full professor, candidates should have a significant number of scholarly publications or creative work – created after those used to justify promotion to associate professor - that indicate continued professional growth. Minimally, the candidates should have a second book or its equivalent in peer-reviewed articles, essays or book chapters, or their equivalents (as described above) in other media, and to have demonstrated a sustained record of scholarly achievement. As the candidate will have developed into a mature scholar, they are expected to publish work based largely on original research and those that synthesize, integrate and/or advance knowledge and new meaning in our discipline.

CAMPUS AND COMMUNITY SERVICE

Community - A requirement embedded in the political perspective of Asian American Studies at San Francisco State University is that its faculty members enact the department’s philosophy of community involvement as part of their professional development. In accordance with the mission of San Francisco State University, faculty members of the Asian American Studies Department are expected to participate in the betterment of Asian American communities. Leadership and service in professional organizations of one’s discipline(s) is another area of community service for Asian American Studies Department faculty.

The RTP committee expects emphasis to be placed on those activities that draw on the scholarly expertise and/or leadership of the candidate. Community service comprises service other than that provided to the department, college, or university. Effective service is determined by its relevance to the field of Asian American Studies and by the responsibility and time required by such activities. Evidence of these contributions should be provided by the candidates, drawing from third parties’ written feedback when possible.
Candidates are required to document their involvement in community service in their narratives. Relevant activities may include the following examples:

- Professional services and consultations rendered to community organizations, advocacy organizations, NGOs, and public or private sector agencies.
- Membership on boards of relevant organizations and/or agencies
- Contributions to the media including newspapers, radio, and TV
- Workshops and talks geared toward community groups and/or educational institutions
- Conference and event organizing, including with non-profits and academic associations
- Committee participation and offices held in community organizations and professional societies
- Serving on editorial boards of academic and community presses and/or journals
- Reviewing manuscripts for professional and community journals or presses
- Reviewing grant proposals and serving on grant review panels
- Reviewing conference papers and panel proposals
- Facilitating international exchanges and sponsoring visiting scholars, researchers, and students from abroad
- Serving on thesis or dissertation committees outside the department and San Francisco State University
- Guest teaching outside San Francisco State University, both in academe and the community
- Contributing essays in popular magazines, news media, and blogs
- Project leader, director, or participant in a summer institute or other similar activities designed for the professional development of activists, healthcare professionals, secondary teachers, or community college instructors
Campus - It is expected that a faculty member of the university community will be active participants and responsive to the issues concerning the campus community. Assistant Professors are not required to assume leadership positions within college and university-wide committees. However, they are not precluded from doing so, and such service will be acknowledged as exceeding departmental expectations. University non-teaching activities at all levels – "departmental, college, and university-wide" – shall be considered, including special administrative roles such as assessment, graduate program coordinator, faculty sponsors of student organizations, and the like.

Candidates for tenure and/or promotion to Associate Professor should demonstrate service to the campus through their participation in departmental committees. Candidates for Full Professor should demonstrate leadership through service to the campus through their membership and active participation in departmental, college and university-wide committees. Evidence of these contributions should be provided by the candidates, relying on third parties’ written feedback wherever possible.
Appendix H: COMMITTEE SERVICE

AY 2017-2018

AAS DEPARTMENT

**RTP Committee** (3-year term)
Jeung, Russell (2015-Fall 2017)
Tintiangco-Cubales, Allyson (2015-18)
Pelaud, Isabelle (2015-2018), Chair
Valerie Soe (2015-2018)

**Hiring Committee** (3-year term)
Dariotis, Wei Ming (2017-2020)
Jeung, Russell (2017-2020)
Le, Mai Nhong (2017-2020), Chair
Pelaud, Isabelle (2017-2020)
Pido, Eric (2017-2020)

**Post Tenure Review Committee**
Jeung, Russell
Le, Mai-Nhung
Pelaud, Isabelle
Tintiangco-Cubales, Allyson

**Chair Election Committee** (2017-2020; 3-year term)
Jeung, Russell
Le, Mai Nhong
Soe, Valerie
Ueunten, Wesley

**BA Curriculum Planning Committee**
Pido, Eric, Chair

**MA Coordinators & MA Admissions and Planning Committee**
Wei Ming Dariotis, Chair and Coordinator
Christen Sasaki
Isabelle Pelaud
Anantha Sudhakar

**Scholarship Committee**
Dariotis, Wei Ming
Dong, Lorraine
Jeung, Russell
Lee, Jonathan
Sasaki, Christen
Yoo, Grace

**Assessment Committee**
Pido, Eric, Chair
Jeung, Russell
Dariotis, Wei Ming
Lee, Jonathan
Le, Mai Nhung
Sudakar, Anantha
Sasaki, Christen

**ASU/AAS Graduation Planning Committee**
Wei Ming Dariotis
Russell Jeung

**AAS Major/Minor Advisors**
Dariotis, Wei Ming
Jeung, Russell
Lee, Jonathan
Yoo, Grace

**Yellow Journal Faculty Advisor**
Wesley Ueunten
Anantha Sudhakar

**COES Graduate Council**
Dariotis, Wei Ming

**COES Leave with Pay Committee**
Sudhakar, Anantha

**COES Scholarship Committee**
Sasaki, Christen

**UNIVERSITY LEVEL**

**ACADEMIC PROGRAM REVIEW COMMITTEE (A.P.R.C.)**
2015-2018 Russell Jeung

**Academic Senate –**
Wei Ming Dariotis replaces Belinda Reyes for Spring 2018

**ADMINISTRATIVE SEARCH COMMITTEE POOL**
Ueunten, Wesley
Yoo, Grace [AVP of Budget, Search Committee, Fall 2017]

**Baccalaureate Requirements Committee (BRC)**
Grace Yoo [2015-2018], Chair Fall 2017 & member Spring 2018

**CENTER FOR TEACHING & FACULTY DEVELOPMENT ADVISORY BOARD (C.T.F.D.A.B.)**
2015-2018 Wesley Ueunten
**Educational Technology and Advisory Committee**
Christen Sasaki

**FACULTY HONORS & AWARDS COMMITTEE (FHAC)**
(2016-2019) Grace Yoo

**GENERAL EDUCATION COMMITTEE**

**LDDC**
Grace Yoo, Chair Fall 2017 & member Spring 2018

**UDDC**
Anantha Sudhakar

**Faculty Hearing Panel**

**UNIVERSITY INTERDISCIPLINARY COUNCIL (UIC)**
2015-2018 Valerie Soe

**UNIVERSITY SABBATICAL COMMITTEE (USC)**
2017-2020 Jonathan Lee

**Student Success & Graduation Initiative (SSGI) Task Force [2016-2019]**
Grace Yoo

**Patent Evaluation and Innovation Committee**
Jonathan Lee

**STUDENT ORGANIZATIONS (Faculty Advisors)** – only those that are officially listed by ASI Alpha Kappa Omicron (AKO) – Eric Pido
Alpha Phi Omega, Mu Zeta Chapter – Jonathan Lee
Asian American Christian Fellowship – Russell Jeung
Asian Student Union (ASU) – Lorraine Dong, Russell Jeung, and Wesley Ueunten
Chi Rho Omicron (XPO) – Dan Gonzales
Hmong Student Association – Isabelle Pelaud and Wesley Ueunten
Kappa Psi Epsilon – Allyson Tintiangco-Cubales
Korean Student Association (KSA) – Grace Yoo
League of Filipino Students (LFS) – Allyson Tintiangco-Cubales
Pakistan Student Association – Anantha Sudhakar
Phi Gamma Chi – Allyson Tintiangco-Cubales
Pilipino American Collegiate Endeavor (PACE) – Dan Gonzales and Eric Pido
South East Asian Student Association – Jonathan Lee
Appendix i: Faculty CVs

RUSSELL JEUNG

2440 East 16th Street
Oakland, California 94601
(510) 882-5674
rjeung@sfsu.edu

PROFESSIONAL EXPERIENCE

San Francisco State University, College of Ethnic Studies, 2002 - present
Professor

Tamkang University, Graduate School of American Studies, 2009
Fulbright Scholar

Foothill College, Sociology Department, 2000-2002
Assistant Professor

Assistant to Mayor Art Agnos, 1987-1990
San Francisco, CA

EDUCATION

Ph.D. University of California, Berkeley
Sociology, 2000

MA University of California, Berkeley
Sociology, 1994

MA Stanford University
Education, 1984

BA Stanford University
Human Biology/Child Development, 1984

BOOK PUBLICATIONS

Family Sacrifices: The Worldviews and Ethics of Chinese Americans

At Home in Exile: Finding Jesus among My Ancestors and Refugee Neighbors
Grand Rapids, Mi: Zondervan, 2016.

Sustaining Faith Traditions: Religion, Race, and Ethnicity among the Latino and Asian American Second Generation

FILM DOCUMENTARY

The Oak Park Story
Produced with Valerie Soe, San Francisco, CA 2010

ARTICLE PUBLICATIONS

“Intersections of Immigration, Ethnicity, Race and Religion” (with Jonathan Calvillo)

“Chinese American Millennials: The Worldview of the Non-Religious and their Relationship to the Christian Church”
ChristianityNext, Winter 2017, 19-44.

“Dancing with a Ghost: A Cambodian Exorcism in California”
Boom: Journal of California, Vol. 5 No. 4, Winter 2015; (pp. 64-71)

“Redefining Religious Nones: Lessons from Chinese and Japanese American Young Adults”
(with Brett Esaki and Alice Liu)
Religions 2015, 6 (3), 891-911.

“The Globalization and Racialization of Asian American Churches”

“Secularization and Asian Americans”

“Chinese American Religions” (With Lisa Mar)

“Hakka Diasporic Tales: Exilic Understandings of Shalom in California”
Cultural Encounters, 2014, 10 (2), 106-114.

“Keeping the Traditions: a Comparison of Cantonese and Mandarin-Speaking Chinese American Immigrants”

“Nonreligious Second-Generation Chinese Americans: How Gender Shapes Their Worldviews”
(with Helen Kim)

“Asian Americans in Multiracial Church Ministry” (with Kathleen Garces-Foley)
“Introduction: Racial, and Ethnic Identities of the New Second Generation”

“Introduction: Racial, and Ethnic Identities of the New Second Generation”

“Asian Americans, Religion and the 2008 Election” (with Soyoung Kim)

“Faith-Based Multiethnic Tenant Organizing: The Oak Park Story” (reprint)

“Asian American Religions and Identity”

“The Use of Religious Repertoires in Asian America”

“To Serve the Community: The Fourth Decade of Community Service Learning at Asian American Studies, San Francisco State University”

“Asian American Studies Tours as Pilgrimages of Memory”
In At 40: AAS @ SF State, San Francisco: Asian American Studies, San Francisco State University, April 2009.

“Response--Transforming the Ethnic: The Emergence of Covenant Values at New Hope Covenant Church, Oakland CA”
In Covenant Quarterly, February 2009.

“Chinese American Demographic Change in the San Francisco Bay Area: 1990-2000”

Asian American Bible Believers: An Ethnological Report

“Introduction,” “The Only Thing I Could Do Was Sew.” and “The Loss of the Garment Industry is Part of a Cycle”

“The Oak Park Story: Organizing a Faith-based, Multi-ethnic Community”
Asian American Religious Leadership Today: A Preliminary Inquiry

“Creating an Asian American Christian Subculture: Grace Community Covenant Church”
In Asian American Religions: the Making and Unmaking of Borders and Boundaries.

“Gung Ho: Community Building and Asian American Christians”
In The Cresset: A Review of Literature, the Arts, and Public Affairs

“New Asian American Churches and Symbolic Racial Identity”
In Revealing the Sacred in Asia America: Writings on Religion.

“Comparing Evangelical and Mainline Asian American Pan-Ethnic Congregations”
In Religions in Asian America: Building Faith Communities.
Pyong Gap Min and Jung Ha Kim, eds. 2002.Walnut Creek, CA: Altamira Press.

“Southeast Asians In the House: Multiple Layers of Identity”

COMMUNITY-BASED PARTICIPATORY RESEARCH

“Bayview Survey 2012: Top Issues and Racial Perceptions”
For Community Youth Center, San Francisco, 2012-2015

“Community Wellness Survey: Himalayan Women in the San Francisco Bay Area” (co-written with Alice Liu)
For the Sisterhood of Wellness Project, July 2014

“SRO Workers and Wage Theft” (co-written with Yiting Deng)
For Chinese Progressive Association, San Francisco, CA, July 2012

“Bayview Youth Survey 2012: Neighborhood Concerns and Youth Competencies”
For Community Youth Center, San Francisco, May 2012

“Barriers v. Bridges: Needs Assessment of Refugees from Bhutan”
For Bhutanese Community of California, September 2012

“From Crisis to Community Development: Needs and Aspirations of Refugees from Burma”
For Burma Refugee Family Network and Bhutanese Community of California, December 2011

“Chinese Community Health Fair 2011”
For NICOS Health Coalition, June 2012

“Chinese American Displaced Manufacturing Workers”
“Impact of Education Budget Cuts and Early Start”
For California Faculty Association, San Francisco, CA, March 2011

“API Connections Wellness Survey”
For API Connections, Oakland, CA, Dec. 2010

"English Center Survey" (co-written with Danilo Gecale)
For English Center, Oakland, CA, January 2010.

HONORS and AWARDS

Association of Asian American Studies Engaged Scholar Award, 2017
San Francisco State University Sabbatical Award, 2014
Virginia Seminar in Lived Theology Writing Fellowship, University of Virginia, 2012.
San Francisco State University Community-based Participatory Research Award, “Health Screenings in Low-income Asian American Communities,” 2010
Center for Asian American Media Post-Production Award, “Oak Park Story,” 2010
Bay Area Video Coalition Media Maker Award, “Oak Park Story,” 2010
Fulbright Scholar Award, Tamkang University, Taiwan, 2008
Creative Works Fund Grant for video documentary, “The Oak Park Story,” 2006
Minority Research Infrastructure Program Fellowship, 2006
Engaged Scholars Fellowship, Congregational Studies Team, 2005
Institute for the Study of American Evangelicals Luce Grant, 2004
Award of Excellence First Prize (Gung Ho To Shave Ray's Hair), Associated Church Press, 2004
Cesar Chavez Institute Research Fellowship, 2004
San Francisco State University Presidential Award, 2003
San Francisco State University Affirmative Action Award, 2003
Outstanding Graduate Student Instructor, U.C. Berkeley Dept. of Sociology, 2000
Robert McNamara Student Paper Award, Association for the Sociology of Religion, 1999
Dean’s Dissertation Year Fellowship, U.C. Berkeley, 1998; 1999
Doreen Townsend Center for the Humanities Program Grant, U.C. Berkeley, 1996 - 1999
Department of Sociology Research Fellowship, U.C. Berkeley, 1995
Graduate Opportunities Fellowship, U.C. Berkeley, 1991 - 1992
Okura Mental Health Fellowship, Washington D.C., 1991

COMMUNITY SERVICE

Editorial Board Chinese America: History and Perspectives Journal, 2006 – Present
Cmte Member Alameda County Social Services Refugee Strategic Plan, 2012- Present
Board Chair New Hope Covenant Church, 2001- 04; 2008 – 2009, 2012- Present
Funding Committee Asian Pacific Fund, 2003
Strategy Committee Stop Chinatown Evictions, 2003
Community Volunteer APA Coalition for an Informed California, 2003
Secretary/Board Member Chinese Historical Society of America, 2003 – 05
Planning Committee  Association for Asian American Studies Conference, 2003  
Task Force Appointee City of Oakland Decent Housing Task Force, 2000  
Commission Appointee City of Oakland Fund for Children and Youth, 1997  

CAMPUS SERVICE- UNIVERSITY  

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<td>Institute for Civic and Community Engagement</td>
<td>2017</td>
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<td>Member</td>
<td>Academic Program Review Committee, 2016 – Present</td>
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<td>Participant</td>
<td>All University Sneak Preview, 2011-2015</td>
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<td>Member</td>
<td>Campus Advisory Committee for Selection of New President</td>
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<td>Co-Author</td>
<td>Professional Development Report for Dean of Faculty Affairs</td>
<td>2012</td>
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<td>Senator</td>
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<td>Member</td>
<td>Academic Program Review Committee, 2011</td>
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CAMPUS SERVICE- COLLEGE AND DEPARTMENT  

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<td>Academic Review Committee of Dean</td>
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<td>Member</td>
<td>Scholarship Committee</td>
<td>2009-2015</td>
</tr>
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</table>
MAI NHUNG LE, Dr.P.H., M.P.H.
CURRICULUM VITAE
San Francisco State University / College of Ethnic Studies 1600 Holloway Avenue, San Francisco, CA 94132 http://aas.sfsu.edu/le-mai-nhung mainhung@sfsu.edu

EDUCATION


Dissertation: “Unlocking the Green Door: AIDS/HIV Knowledge and Risk Behaviors among Three Classes of Female Sex Workers in Vietnam.”


B.A., University of California at Davis, 1990.

PROFESSIONAL POSITIONS


HONORS AND AWARDS

PUBLICATIONS

Peer-Reviewed Journal Articles


Peer-Reviewed Book Chapters


Editor-Reviewed Book


Editor-Reviewed Book Chapters


NON PEER-REVIEWED WORKS

**Bulletins & Technical Reports**


**GRANTS AND CONTRACTS**

**Principal Investigator**


2009 Sabbatical Leave. Principal Investigator. San Francisco State University.

**Co-Investigator**


2009 Seed Grant Award Program “Access to Hepatitis B Screenings among Low-income, Uninsured Asian Immigrants in Alameda County, California.” Co-Investigator. Community-Based Participatory Research (CBPR) Collaborative Center, San Francisco State University.


CURRICULAR INNOVATION


SERVICE TO CAMPUS AND COMMUNITY:

Campus


Community


Angel Island Immigration Station Foundation, Academic Partner, 2015.

Asian & Pacific Islander National Cancer Survivors Network (APINCSN), National Advisory Council Member, 2008-2013.

Cambodian Health Fair, Academic Partner/Event Organizer, 2012.

Re-SEAing Southeast Asian American Studies: Memories & Visions: Yesterday, Today, Tomorrow Event, Conference Organizing Co-Chair & Steering Committee Member, 2010-2011.


Institute of Medicine (IOM) of the National Academies—Gulf of Mexico Oil Spill Study Advisory Committee Member, 2010-2011.

CSU Conference on Community Based Research: Transforming Scholarship: Transforming All Our Lives, Advisory Board Member, 2009-2010.


Global Education Opportunity (GEO) Program, San Jose, CA, Advisory Board Member, 2005-2008.

Board Member. The Banyan Tree Project at Asian & Pacific Islanders' Wellness Center, San Francisco, California, 1999-2003.


Jonathan H.X. Lee

Curriculum Vitae

Associate Professor of Asian American Studies
San Francisco State University
Department of Asian American Studies
1600 Holloway Ave, EP 103
San Francisco, CA 94132
jlee@sfsu.edu
Office: 415-338-2279
Cell: 510-415-0029

**Education**

- **Ph.D.**, Religious Studies, University of California, Santa Barbara, June 2009
- **B.A.**, Religious Studies, with Upper Division University Honors, University of California, Riverside;
- **B.A.**, Ethnic Studies, with Upper Division University Honors, University of California, Riverside;
- **B.S.**, Sociology with Upper Division University Honors, University of California, Riverside, CA, June 1999

**Professional position and rank**

*San Francisco State University*

August 2015 Tenured Associate Professor of Asian American Studies

August 2014 Promoted to Associate Professor of Asian American Studies

August 2009 Assistant Professor of Asian American Studies, Department of Asian American Studies.

**Honors and Awards**

- 2018  CSU Course Match AAS 377, Cambodians in the United States (Fall 2018), **$3100.00**. Donated to AAS department.
- 2017  San Francisco State University, Faculty Affairs Travel Award to Boston, MA (November 18-21, 2017), **$1000.00**.
- 2016  SF State Affordable Instructional Materials Project Award, **$1000**.
  
  SFSU Quality Online Learning and Teaching Lead Faculty Fellow, **$6500**.
  
  San Francisco State University, Faculty Affairs Travel Award to San Antonio, TX (November 19-22, 2016), **$1000.00**.

  Full funding conference participation as panelist at *The Best of Both Worlds: Chinese American Scholars, Artists, and other Professionals* conference and lecture series at Nanjing, China, New York Institute of Technology Center for Humanities and Culture (March 16-23, 2016), estimated funding **$3500.00**.
CSU Course Match, Asian American Religiosities: Immigration, Race, Ethnicity, and Identity, $4200.

2015  SFSU Quality Online Learning and Teaching Lead Faculty Fellow, $6500.

   CSU Quality Online Course Program Grant, $20,000.

San Francisco State University, Faculty Affairs Travel Award to Atlanta, GA (November 21-24, 2015), $1000.00.

   Full funding conference participation as “special guest” at the Sixth World Confederation for Institutes and Libraries for Chinese Overseas Studies, Xiamen, China (October 15-18, 2015), estimated $3000.00.

San Francisco State University, Faculty Affairs Travel Award to Evanston, IL (April 22-25, 2-015), $1000.00.

2014  SFSU Quality Online Learning and Teaching Lead Faculty Fellow, $6500.

   Diversity Scholar Scholarship, 2014 PastForward, National Preservation Conference, Savannah, Georgia (November 11-14, 2014), estimated funding $1500.00.

San Francisco State University, Faculty Affairs Travel Award to Los Angeles, CA (March 7-9, 2014), $1000.00.


2013  Early Career Award, Association for Asian American Studies

   Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty, New England Resource Center for Higher Education, San Francisco State University’s nominee. Nominated by President Leslie E. Wong.

   Full funding for conference participation as core member and panelist from the Asian Migration and the Global Asian Diasporas 亚洲移民及其全球流徙, City University of Hong Kong (September 6-7, 2013), estimated $1620.88.

2011  Presidential Award for Professional Development of Probationary Faculty for Fall 2011.

**Master’s degree adviser:**

Hieu Pham, Chair, “History of Vietnamese Americans in the Tenderloin of San Francisco” (in-progress)

Kanara Ty, Chair, “Cambodian American Films and Cultural Production” (in-progress)

Talaya Sin, Chair, “Understanding the Cambodian/Cambodian American Conception of Community” (August 2014)

Marimas Hosan, Chair, “Cham American Identities: Ethnicity, Religiosity, and Subjectivity” (May 2014)

Kim Ngoc Nguyen, Chair, “Vietnamese Americans and Mental Health: Buddhists Approaches to Therapy and Healing” (May 2014)

Mary Thi Pham, Chair, “Vietnamese American Memoirs: Writing to Mourn, Reading to Remember” (December 2013)

Mark S. Leo, Chair, “(In)Visible Within: Igorot Filipino Americans” (May 2011)

Yeng Yang, Chair, “Factors Contributing to Hmong American Women’s Educational Achievement and Social Mobility” (May 2011)

**Doctoral degree committee**

Dissertation Committee member: Laura Loan Thuy Nguyen. “New Buddhist Movements and the Construction of Mythos: The Trúc Lâm Thiền Sect in Late 20th Century Vietnam.” The University of the West, Los Angeles, California.


PhD examiner: Ms. Valerie Chan Yap, “‘Small Island, Big Dreams’: Migration History, Transnational Ties and Transient Identities of Filipino Migrants in Guam” The Chow Yei Ching School of Graduate Studies, Department of Asian and International Studies, City University of Hong Kong (September – December 2015)

**Single and co-authored books**


**Edited publications**


2013.


**Peer-Reviewed Publications**


Isabelle Thuy Pelaud
CURRICULUM VITAE
2003-2018

Isabelle Thuy Pelaud
1 Aztec St.
San Francisco, CA 94110
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E-mail: ipelaud@sfsu.edu

Asian American Studies, EP 426
College of Ethnic Studies
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Phone: 415-338-7592

EDUCATION

Ph.D. Ethnic Studies, University of California, Berkeley, 2001
B.A. Cultural Anthropology (Major), French (Minor), University of California, Berkeley, 1991 (High Honors)

PROFESSIONAL EXPERIENCE

August 2001-Present: Associate Professor, Asian American Studies Department, College of Ethnic Studies, San Francisco State University

HONORS AND AWARDS

California Legislature Assembly Certificate of Recognition (on behalf of the Diasporic Vietnamese Artist Network), Philip Y. Thing, Assembly member, 19th District, May 2013

San Francisco-Ho Chi Minh City Sister City Committee (on behalf of DVAN), in “recognition of our promotion of performing and non-performing artists from around the world from the Vietnamese diaspora”, May 2013

Community-University Empowerment Fund, Cesar E. Chavez Institute, SF Vietnamese Poetry Festival of the Diaspora (.2 WTU), Spring 2012

Instructional Related Activity Award, 2009-2010 (for AAS 372)

Sabbatical, SF State University, Spring 2008

College of Ethnic Studies Matching Grant Award, Smithsonian Project ($5,000), Fall 2006

College of Ethnic Studies Grant Award ($1,200), Spring 2006

Vice President’s Assigned Time Award, Spring 2006
Rockefeller Fellow ($5,000.00), “Culture, Art, Trauma, Survival, Development: Vietnamese Contexts”, The William Joiner Center for the Study of War and Social Consequences, Fall 2004

Affirmative Action Faculty Development Award, SFSU, Springs 2002, Spring 2003

College of Ethnic Studies Release Time Award (organized campus event “East Coast/West Coast II”), Spring 2003

RESEARCH and PUBLICATIONS

Peer-Reviewed Publications

➢ Peer-reviewed journals articles


“Difference in Truong Tran’s *dust and conscience*.” *Michigan Quaterly Review: Viet Nam: Beyond the Frame*, Ann Arbor, MI, Fall 2004: 720-727


➢ Book

*This is All I Choose to Tell: History and Hybridity in Vietnamese American Literature*, Temple University Press, 2011

➢ Peer-reviewed book chapters

Invited to submit “Vietnamese Literature in the Diaspora”. *The Cambridge History of Asian American Literature*, Cambridge University Press, accepted for publication
Invited to submit “War, gender and race in le thi diem thuy’s *The Gangster We Are All Looking For.*” *Themes in Contemporary North American Fiction.* Bloomsbury Academic Press, 2015


**Editor-reviewed publications**

- **Edited Book**

  *Dialogues Across Borders: War and Race for Vietnamese Writers of the Diaspora,* with co-editors Viet Thanh Nguyen and Anh Thang Dao (in progress)


- **Book chapters in edited volumes**


Invited to submit “Fiction and Nonfiction Review: Monique Truong’s *Bitter in the Mouth,* Andrew Lam’s *East Eats West,* and Linh Dinh’s *Love Like Hate.*” *The Asian American Literary Review,* Vol.3(1), Spring 2012


**Peer-reviewed proceedings and presentations**

- **Published papers in peer-reviewed proceedings**

  “Diasporic Vietnamese Network (DVAN)”. (Proceeding of the 2014 International Conference on Vietnamese Arts, Sorbonne University, Paris).


*AltarArt: Binh Danh and the Representation of the Cambodian Genocide.*” *Southeast Asian Diaspora in the United States: Memories & Visions, Yesterday, Today,* &
Tomorrow (proceeding of the 2011 Re-SEAing Southeast Asian American Studies Conference, SFSU), accepted for publication

- **Peer-reviewed conference presentations**

  “On the importance of telling our stories” for “Chinese Couplets Film Screening and Panel” at the Chinese Historical Society of America’s conference: *This Land Is Our Land*. Oct. 7, 2017

  “Phil P. Choy Memorial” (Keynote) at the Chinese Historical Society of America’s conference: *This Land Is Our Land*. Oct. 7, 2017


  “Home and Identity in Monique Truong’s *Bitter in the Mouth.*” American Literary Association Conference, Boston, May 2013

  “*This Is All I Choose to Tell:* a Theoretical Framework.” Association for Asian American Studies Annual Meeting, Washington DC, Spring 2012

  “AltarArt: Binh Danh and the Cambodian Genocide.” Re-SEAing Southeast Asian American Studies, March 19, 2011

  “*This Is All I Choose To Tell:* Challenges of writing about Vietnamese Americans literature in Asian American Studies.” Association for Asian American Studies, Annual Meeting, New Orleans, Spring 2011

  “Strategic Activism: Arts and Politics in the Vietnamese American Community.” Association for Asian American Studies, Annual Meeting, Austin, Texas, April 2010

  “Linh Dinh’s *Fake House.*” Association for Asian American Studies, Annual Meeting, Honolulu, Hawaii, April 2009


  “Teaching Vietnamese American Literature.” COTSEAL/SEASSI Annual Conference, Madison, July 2006

  “Vietnamese American Literature: Trauma, Hybridity, and Containment.” 30 Years Beyond the War: Vietnamese, Southeast Asian/American Studies Conference, University of California at Riverside, April 2005

Invited Works

➢ International Conferences


“Vietnamese American Literature.” Contemporary Vietnam and the Diaspora: Literature and Film. Inalco, Paris (France), March 2014

“Ingratitude in le thi diem thuy’s The Gangster We are Looking For.” International Conference on International Migration and Qiaoxiang Studies (China), Nov. 2012

Non peer-reviewed works

➢ Non peer-reviewed journal articles and encyclopedia entry


“Lan Cao’s Monkey Bridge.” Encyclopedia of Asian American Folklore and Folklife, Kathy Nadeau and Jonathan Lee, eds. ABC-CLIO, 2010

“Win, Lose or Draw Your Community at 3rd VA NGO Conference.” Nha Magazine, vol. 5, no.6, Nov./Dec. 2007, 96-99


ERIC J. PIDO
Asian American Studies Department San Francisco State University
1600 Holloway Avenue, Ethnic Studies & Psychology 428 San Francisco, CA 94132
eildo@sfsu.edu (415) 338-7585

ACADEMIC POSITIONS
Associate Professor, Asian American Studies Department, S.F. State 2017-Present
Assistant Professor, Asian American Studies Department, S.F. State 2011-17
Pre-doctoral Fellow, Sociology Department, Ithaca College 2010-11

EDUCATION
Ph.D. University of California, Berkeley Ethnic Studies 2011
M.S.W. University of Washington, Seattle Social Work 2005
B.A. University of California, Los Angeles History 2001
B.A. University of California, Los Angeles Study of Religion 2001

RESEARCH & TEACHING AREAS
Critical human geography, Asian migration, Asian American studies, urbanization, economic development

PUBLICATIONS


FELLOWSHIPS & GRANTS
Development of Research and Creativity Grant, San Francisco State University, Spring 2017
Andrew Carnegie Fellowship (University Presidential Nomination), Fall 2015
Development of Research and Creativity Grant, San Francisco State University, Fall 2014
Presidential Award for Professional Development of Probationary Faculty, San Francisco State University, Spring 2013
Pre-doctoral Diversity Fellowship in Sociology, Ithaca College, 2010-11 Department Block Grant, University of California, Berkeley, 2010
Institute for the Study of Social Change Graduate Fellows Program, University of California, Berkeley, 2009-11
Dean’s Normative Time Fellowship, University of California, Berkeley, 2009 Foreign Language and Area Studies Fellowship (Tagalog), South-East Asian Studies Summer Institute, University of Wisconsin, Madison, 2007
Eugene Cota-Robles Teaching Fellowship, University of California, Berkeley, 2005-7
Graduate Student Research Fellowship, Institute on Inequality and Social Structures, University of Washington, Seattle, 2004

PROFESSIONAL RESEARCH/CONSULTING
Researcher, Substance Abuse and Mental Health Services Administration-funded study, “Capacity Building Initiative (CBI) for Substance Abuse and HIV Prevention Services for At-Risk Racial/Ethnic Minority (Asian & Pacific Islander) Young Adults (18-24 years).” In collaboration with Asian American Recovery Services, San Francisco State University, CA ($300,000); 2012-15.

SELECTED INVITED TALKS
“Race and Asian America.” Keynote Speaker, Second Annual Asian American Pacific Islander Corps Member Summit, Teach for America, Oakland, CA. 2015.


SELECT CONFERENCE PRESENTATIONS

“Doing a Woman’s Job: Filipino Male Domestic Workers in Hong Kong.” Association for Asian American Studies Annual Meeting, Portland, OR. 2017.


“Speculating Manila’s Future Through the Return Economy.” Migration and Diasporas: Mobility, Diversity, and Development Conference, City University of Hong Kong, Hong Kong. 2016.

“Return Economies: Manila’s Investment in Durable Futures.” Global Asias Conference, Penn State University, State College, PA. 2015.


TEACHING EXPERIENCE
San Francisco State University
Critical Approaches to Asian American Studies 2016-
Critical Thinking and the Asian American Experience 2015-
Contemporary Asian Americans 2011
Asian American Communities: Development & Change 2012-
Asian American Communities and Public Policy 2012-
Filipino American Identities 2011-16
Proseminar in Asian American Studies 2012-13
Asian American Communities and Public Policy (graduate) 2013-14
Asian American Family and Identity (graduate) 2012

*Ithaca College - Sociology*

Immigration and Citizenship in the U.S. 2010-11

**SELECTED UNIVERSITY SERVICE**

*San Francisco State University*

University: Academic Senate; Faculty Affairs Committee (2017-Present), Professional Development Committee (2014-15), Center for Faculty Teaching and Development Advisory Board (2014-16)


**STUDENT MENTORING**

Kirin Agustin Rajagopalan, Ethnic Studies (Chair, M.A. thesis committee, 2017)
Andrew Szeto, Ethnic Studies (Chair, M.A. thesis committee, 2017)
Daphnee Valdez, Ethnic Studies (Chair, M.A. thesis committee, 2016)
Daphne Crane, Asian American Studies (Chair, M.A. thesis committee, Completed 2015)
Dennis Nguyen, Asian American Studies (2nd Reader, M.A. thesis committee, Completed 2015)
Lillian Santos-Stable (Chair, M.A. thesis committee, 2012)

**MEMBERSHIPS AND PROFESSIONAL ORGANIZATIONS**

Asian American Studies Association Association of American Geographers American Studies Association
CHRISTEN T.
SASAKI
Asian American Studies
Department San Francisco
State University 1600
Holloway Avenue, EP 418
San Francisco, CA 94132
ctsasaki@sfsu.edu

EDUCATION

University of California, Los Angeles 2004-2011
Ph.D. in History

University of California, Los Angeles 2002-2004
M.A. in Asian American Studies

Claremont McKenna College 1996-2000
B.A. in Literature and Asian Studies

PROFESSIONAL POSITIONS

San Francisco State University 2014-Present
Assistant Professor
Asian American Studies Department

University of Hawai‘i, West O‘ahu 2011-2014
Assistant Professor
Humanities Division

PUBLICATIONS & MANUSCRIPTS

Refereed Journal Articles

“Emerging Nations, Emerging Empires: Citizenship and Sovereignty in 1893 Hawai‘i,”
Pacific Historical Review, [In Press - Accepted for Publication].

“Threads of Empire: Militourism and the Aloha Wear Industry in Hawai‘i,”

“The Possibilities for Pacific Islander Studies in the Continental United States,” de Guzman,
John-Paul R., Alfred Peredo Flores, Kristopher Kaupalolo, Christen Sasaki, Kēhaulani
Vaughn, and Joyce Pualani Warren, in “Transoceanic Flows: Pacific Islander Interventions
Edited Volumes


Book Chapters


Book Reviews


Manuscripts

*Pacific Confluence: Negotiating the Nation in the Nineteenth Century*, [forthcoming]

**TEACHING EXPERIENCE:**

SAN FRANCISCO STATE UNIVERSITY:

AAS 210 History of Asians in the U.S.
AAS 330 Nikkei in the U.S.
AAS 810 Immigration History and

Theory UNIVERSITY OF HAWAI‘I, WEST O‘AHU:

HIST 151 World History to 1500
HIST 280 Intro to U.S. History I
HIST 281 Intro to U.S. History II
HIST 318 Asian American History
HIST 361 U.S. Women’s History
HIST 464 The Triumph of Mass Culture: The U.S. Since 1920
HIST 466 The U.S. and the Pacific
CONFERENCE PRESENTATIONS AND INVITED TALKS

Conference Presentations:


Invited Talks:


23, 2015.
“The Militarization of Aloha Wear and the Garment Industry in Hawai‘i,” University of Hawai‘i at Mānoa, October 9, 2013.

SELECTED PRESS AND MEDIA ATTENTION

http://www.elle.com/culture/career-politics/a41057/muslim-registry-internment-camps/


SELECTED AWARDS AND FELLOWSHIPS

2017-2018 Office of Research and Sponsored Programs Research Grant San Francisco State University
2016-2017 Presidential Award for Professional Development of Probationary Faculty San Francisco State University
2010-2011 Dissertation Writing Fellowship, Department of History University of California, Los Angeles
2009-2010 Pre-Dissertation Writing Fellowship, Department of History University of California, Los Angeles
2009-2010 Aratani Fellowship, Asian American Studies Center University of California, Los Angeles
2009-2010 Hiroshi Wagatsuma Fellowship, International Institute University of California, Los Angeles
2008-2009 Laura Kinsey Distinguished Teaching Award, Department of History University of California, Los Angeles
2007-2008 Kawahara Award, Center for Japanese Studies University of California, Los Angeles
SERVICE TO THE PROFESSIONAL COMMUNITY

Southeast Asian Diaspora in the United States, Editorial Board Member 2014

Secretary, World History Association – Hawai‘i Affiliate 2011-

2013

Review Activity

Amerasia

Journal

American Quarterly

Journal of Asian American Studies Pacific Historical Review

SERVICE TO THE UNIVERSITY COMMUNITY

Online Education Committee, Member Present 2017-

San Francisco State University

Asian American Studies MA Committee, Member Present 2014-

San Francisco State University

College of Ethnic Studies Scholarship Committee, Member Present 2014-

San Francisco State University

Constitution Day Committee, College Representative Present 2014-

San Francisco State University

University Exceptional Assigned Time Awards Committee, Member 2016-

San Francisco State University

University Assessment Committee, Division Representative 2013-

University of Hawai‘i, West O‘ahu
Academic Affairs, University Committee Member 2012-2013  
*University of Hawai‘i, West O‘ahu*

Faculty Senate, Division Representative 2011-2014  
*University of Hawai‘i, West O‘ahu*

Student Affairs, University Committee Member 2011-2014  
*University of Hawai‘i, West O‘ahu*

Filipino American Student Association of Hawai‘i, Faculty Advisor 2011-2013  
*University of Hawai‘i, West O‘ahu*
SERVICE TO THE LARGER COMMUNITY

Films of Remembrance Organizing Committee 2016-Present
NichiBei Pilgrimage Organizing Committee 2015-Present
Japanese American National Library, Board Member 2015-Present

PROFESSIONAL AFFILIATIONS

American Historical Association
American Studies Association
Association for Asian American Studies
Organization of American Historians
ANANTHA SUDHAKAR
CURRICULUM VITAE

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San Francisco State University
1600 Holloway Avenue, EP 426
San Francisco, CA 94132
sudhakar@sfsu.edu

EDUCATION

Ph.D. in English, Rutgers University, 2011
M.A. in English, University of Washington, 2000
B.A. (with High Distinction) in English and Women's Studies, University of Virginia, 1998

DISSERTATION

   Committee: David Eng (chair), Brent Edwards, Sonali Perera, Sunaina Maira (outside reader)

PROFESSIONAL POSITIONS

San Francisco State University, Assistant Professor of Asian American Studies, Asian American Studies Department, 2012-present.

University of Illinois at Urbana-Champaign, Chancellor’s Postdoctoral Fellow, Asian American Studies Program, 2011-2012.

SELECTED AWARDS AND HONORS

2017 Affordable Instructional Materials Award, SFSU
2017 SFSU Faculty Conference Travel Award
2016 SFSU Presidential Award for Professional Development of Probationary Faculty
2015 Association for Asian American Studies Junior Faculty Retreat (competitive faculty development workshop for promising early-career Asian Americanists)
2013 SFSU Faculty Conference Travel Award
2012 Exemplary Diversity Scholar Citation, National Center for Institutional Diversity ("Awarded to candidates with an established history of contributions in diversity-related research, practice, and/or teaching.")
2006-2007 Dissertation Excellence Fellowship, English Department, Rutgers University
2000 Minority Affairs Fellowship, English Department, University of Washington
INVITED GUEST LECTURES

“Crafting Community” for ETHS 710: Research Methods in Ethnic Studies (graduate seminar); March 15, 2017.

“On Jhumpa Lahiri and Minority Cosmopolitanism” for AAS 822: Asian American Literature and Art (graduate seminar); October 20, 2014.

“Knowing Her Place: South Asian Women and Gender Violence” for RRS 540: South Asians in the Diaspora; October 10, 2014.


GRADUATE THESIS ADVISING

Chair
Soojin Jeong, in progress

Second Reader
Mai Foua Her (3rd reader), in progress
Chanfou Saelee, in progress
Marissa Manson (Ethnic Studies. M.A.), in progress
Amanda Mannshahia (WGS M.A.), in progress
  • Winner of the 2013 AAS Graduate Student Distinguished Achievement Award

DIRECTED READING
PROFESSIONAL ACHIEVEMENT AND GROWTH

RESEARCH AND PUBLICATIONS

Peer-Reviewed Publications

Edited Volumes


Essays


Editor-Reviewed Publications


“Crafting Community: South Asian American Arts and Activism in 1990s New York City,”

Peer-Reviewed Conference Presentations

Outside the Archive: Feminist and Queer Afro-Asian Formations, Roundtable Organizer and Presenter, American Studies Association Conference. Atlanta, GA; scheduled for Nov. 2018.


Beyond Ethnic Boundaries: Decolonizing Asian American Women's Voices, Panel Chair and Discussant, Association for Asian American Studies Conference. San Francisco, CA; March 30, 2018.


“Imagining History: Tracing the Stories of Indian Immigrants at Angel Island,” Association for Asian American Studies Conference. Evanston, IL; April 23, 2015.


Picturing, Enacting, Embodying Race: Vision and Cultures of Sensation, Panel Chair, Association for Asian American Studies Conference. San Francisco, CA; April 18, 2014.

“Performing the Political: Kundiman’s 9/11 Poetry Project,” Association for the Study of the Arts of the Present Annual Conference. Detroit, MI; October 4, 2013.


The Afterlives of 9/11: South Asian Diasporic Writing and Empire, Panel Chair, Association for Asian American Studies Annual Conference. Seattle, WA; April 18, 2013.

Invited Presentations
Moderator, Q&A for the Bay Area debut of *A Suitable Girl*, dir. Sarita Kurana, San Francisco, CA; March 31, 2018.


**CONTRIBUTIONS TO CAMPUS AND COMMUNITY**

**CAMPUS SERVICE AND LEADERSHIP**

**Department Service**

*MA Committee*, Fall 2016-present

*Online Education Committee*, 2018

*Alumni Reception Committee*, 2018

*A3 Critical Thinking Assessment Committee*, Co-Chair, Fall 2017

*Yellow Journal*, Faculty Co-Advisor, 2014-2016

*Departmental Retreat Committee*, Spring 2015 and Fall 2017

*AAS in Focus* Lecture Series, Moderator, Spring 2013 and Spring 2014

*Graduation Banquet Silent Auction*, Co-Organizer, May 26, 2013

*AAS in Focus Lunar New Year Book Party*, Co-Organizer, February 16, 2013

**College and University Service**

*Queer Ethnic Studies Initiative*, 2017 - present
CoES Leave w/ Pay Committee, AAS Representative, August 2016 – present

South Asian Studies Institute, Member, September 2012 – present

Undergraduate Transfer Orientation, Faculty Ambassador, 2016

Upper Division Curriculum Committee, CoES Representative, 2014 - 2017

SF3U Faculty Retreat, Presenter (“Turnitin Tips”), January 22, 2015

CoES 45th Anniversary Celebration, Silent Auction Co-Chair, 2014

University Graduate Council, CoES Representative, 2013 - 2014

Service to Student Organizations

Indian Student Association, Guest Speaker at Annual Diwali Dinner, October 16, 2014

Pakistani Students Association, Faculty Advisor, September 2012-present

Professional and Community Service

Professional Service

Site Committee Co-Chair, 2018 Association of Asian American Studies Conference

Manuscript Reviewer, Feminist Formations

Manuscript Reviewer, South Asian Diaspora


Community Service

South Asian American Digital Archive (SAADA), Academic Council Member, 2015-present

- Collaborate with 18 other tenure-track and tenured scholars to promote the original research and archival materials hosted by SAADA, the largest collection of historical material related to South Asian Americans. https://www.saada.org

TIDES magazine, Co-editor, 2016 – present

- Provide in-depth developmental editing and copyediting of articles that highlight innovative research about South Asian American history. https://www.saada.org/tides

South Asian Magazine for Action and Reflection, Co-Editor, September 2012-2015
• Solicited and edited submissions on a quarterly basis for *SAMAR*, a national online magazine highlighting progressive views on South Asian politics, society and art. [http://www.samarmagazine.org/](http://www.samarmagazine.org/)

*City of Berkeley Peace and Justice Commission*, Fall 2014
• Co-authored a resolution passed by the City of Berkeley that declared November 1, 2014 as “Ghadar Day,” in recognition of the 100th anniversary of the founding of the Ghadar Party, a Bay Area-based anti-colonial South Asian American political group.

*Bay Area Solidarity Summer (BASS)*, Core Organizer, Summer 2013; Volunteer, Summer 2014
• Led curricular training for workshop facilitators, reviewed youth applications, conceptualized fundraising strategies and ran workshops on globalization and neoliberalism at this 5-day summer camp for South Asian American youth interested in community organizing and social justice.

*Asian Prisoner Support Committee*, Community Educator at San Quentin State Prison, Fall 2013
• Designed and co-facilitated a 2-hour interactive workshop on South Asian American history as part of the *ROOTS Program*, a year-long, prisoner-organized Asian American history course.
Valerie Soe  
Associate Professor, Asian American Studies  
Department San Francisco State University  
vsoe@sfsu.edu  
+1 (415) 810-1946

**Education**

<table>
<thead>
<tr>
<th>School/hospitality</th>
<th>Years</th>
<th>Degree(s)</th>
<th>Field(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of the Art Institute of Chicago</td>
<td>1985-1987</td>
<td>Master of Fine Arts</td>
<td>Video and Photography</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>1980-1985</td>
<td>Bachelor of Arts</td>
<td>Art</td>
</tr>
</tbody>
</table>

**Grants, prizes, and awards**

- **2017**  
  *Individual Artist’s Grant*, Cultural Equity Fund, San Francisco Arts Commission; *Community/University Empowerment Grant*, Cesar Chavez Institute

- **2016**  
  *Fulbright Global Award*, J. William Fulbright Foreign Scholarship Board, US Department of State;  
  *Taiwan Fellowship*, Taiwan Ministry of Foreign Affairs; Development of Research and Creativity Grant, San Francisco State University

- **2015**  
  *Individual Artist’s Grant*, Cultural Equity Fund, San Francisco Arts Commission; *Facilitating Research and Creative Work Grant*, Office of Research and Sponsored Projects, San Francisco State University

- **2014**  
  *Development of Research and Creativity Grant*, San Francisco State University

- **2013**  
  *Individual Artist’s Grant*, Cultural Equity Fund, San Francisco Arts Commission; *Facilitating Research and Creative Work Grant*, Office of Research and Sponsored Projects, San Francisco State University

- **2012**  
  *Community/University Empowerment Grant*, Cesar Chavez Institute and SFSU College of Ethnic Studies

- **2011**  
  *Art Writers Grant*, Creative Capital | Warhol Foundation; *Facilitating Research and Creative Work Grant*, Office of Research and Sponsored Projects, San Francisco State University; *Individual Artist’s Grant*, Cultural Equity Fund, San Francisco Arts Commission

- **2010**  
  *Open Door Completion Fund Grant*, Center for Asian American Media; *MediaMaker Award*, Bay Area Video Coalition

- **2009**  
  *Filmhouse Filmmaker’s residency*, San Francisco Film Society

- **2007**  
  *Artist’s Commission*, Tribeca Film Fund; *Presidential Award for Professional Development of Probationary Faculty*, San Francisco State University

- **2006**  
  *Artist’s Grant*, Creative Work Fund, Haas Foundation 2002  
  *Artist’s Commission*, the Exploratorium, San Francisco

- **1999**  
  *Creative Work Fund Grant*, Haas Foundation; *Artist’s Grant*, Public Art Works 1998  
  *Artist’s Grant*, Fleishhacker Foundation

- **1997**  
  *Potrero Nuevo Fund Prize*, New Langton Arts, San Francisco; *Artist’s Grant*, Serpent Source Foundation for Women Artists; *New Visions: Video Production Grant*, Long Beach Museum of Art; *Artist’s Residency*, Centrum Foundation, Port Townsend, WA

- **1995**  
  *James D. Phelan Art Award in Video*, San Francisco Foundation; *Artist’s Residency*, Djerassi Foundation, Woodland, CA

- **1994**  
  *Artist’s Grant*, Cultural Equity Fund, San Francisco Art Commission; *Artist’s Equipment Access Grant*, Bay Area Video Coalition, San Francisco; *Individual Artist’s Project Grant*, LACE & New Langton Arts; *Artist’s Fellowship*, Art Matters, Inc.; *Veronica di Rosa Residency*, Headlands Center for the Arts

- **1993**  
  *Best Bay Area Short*, Golden Gate Awards, San Francisco International Film Festival; *Pioneer Fund Documentary Film/Video Grant*, San Francisco

- **1992**  
  *Intercultural Film/Video Fellowship*, Rockefeller Foundation, New York; *Market Street Art In Transit Grant*, San Francisco Arts Commission; *Director’s Choice*, Image Film and Video Festival, Atlanta, GA

- **1991**  
  *Individual Artists Project*, Art In Public Places, University of Washington and Washington State Arts Commission, Seattle, WA; *Artspace Video Production Grant*, San Francisco Artspace

- **1990**  
  *Western States Regional Media Arts Fellowship*, Rocky Mountain Film Center 1989  
  *Personal Works Grant*, Film Arts Foundation, San Francisco

- **1988**  
  *First Place, Experimental Category*, Sony Corporation Visions of U.S. Festival; *Honorable Mention, Experimental Video*, 12th Atlanta Film and Video Festival
1987  *Best Foreign Video*, Festival Internazionale Cinema Giovani, Torino, Italy

1986 *Third Place, Experimental Category*, Sony Corporation Visions of U.S. Festival, Los Angeles; Regional Finalist, Student Video Competition, American Film Institute National Video Festival, Los Angeles
Filmography

**Love Boat: Taiwan**, documentary, (in production)


*Best Film with an Immigration Theme Award*, Humboldt Film Festival, 2013

### Juried exhibitions

Free Form Film Festival, Denver University; Humboldt Film Festival, Arcata, CA; Athens International Film Festival, OH; Big Muddy Film Festival, Carbondale, IL; Seattle Asian American Film Festival; 3rd Asian Americans in Media Film Festival, Claremont College; San Diego Asian Film Festival; VideoFest Dallas; Port Townsend Film Festival; Los Angeles Asian Pacific American Film Festival

### Other exhibitions

Society for Cinema and Media Studies Annual Conference, Concordia University, Montreal; CSU Northridge; Asian Cinema Studies Society conference, University of Macau; UC Irvine; American Studies Network conference, Hong Kong University; Chinese American Museum, Los Angeles; CUAC Contemporary Arts, Salt Lake City, UT; Chinese Historical Society of America, San Francisco; WSIU-HDTV, Carbondale, IL; Chinese American Heritage Societies Conference, Seattle, WA; Association of Asian American Studies Annual Conference, Seattle, WA; Echo Park Film Center; Anthology Film Archives, New York City; National Asian Pacific Islander American Historic Preservation Forum; Other Cinema, San Francisco; University of Illinois, Urbana-Champaign; DePaul University Museum; Maryland Institute College of Art, Baltimore, MD; San Francisco State University

### The Oak Park Story, 2010, documentary, 22 min.

2010 *Blue Ribbon Award Semi-Finalist*, Center for Community Engagement, California State University; *Honorable Mention, Making A Difference Award*, 2010 Commffest Global Community Film Festival, Toronto; 2010 *Mediamaker Award*, Bay Area Video Coalition

### Juried exhibitions

AgitProp Film Festival, Manila, The Philippines; San Antonio Film Festival; Humboldt Film Festival, Arcata, CA; Oakland International Film Festival; College of San Mateo Asian Pacific American Film Festival; San Diego Latino Film Festival; San Francisco Video Festival, Mission Cultural Center; DC Asian Pacific American Film Festival, Washington; Dallas VideoFest; Berkeley Video & Film Festival; Commffest Global Community Film Festival, Toronto; Bernal Heights Outdoor Cinema; Los Angeles Asian Pacific Film Festival; Bike-In Movies, Oakland CA; San Francisco International Asian American Film Festival; Cinema By The Bay Film Festival, San Francisco; Bernal Heights Outdoor Cinema

### Other exhibitions

New Parkway Theater, Oakland, CA; Oakland Peace Center, Oakland, CA; Asian Art Museum, San Francisco; CSU East Bay; Chinatown Youth Initiative, Oakland, CA; La Borinquena, Oakland, CA; Sacramento State University; UC Hastings College of Law; Oak Park Apartments, Oakland, CA; Other Cinema, San Francisco; Seattle Pacific University; Seattle Chinese Alliance Church; Bay Area Video Coalition, San Francisco; UC Santa Cruz; San Francisco State University; Fullerton College; California State University, Long Beach; University of Southern California; Northwestern University, Evanston, IL; McCormick Theological Seminary, Chicago, IL; Occidental College, Los Angeles; 4th CSU Conference on Community-Based Research, Berkeley, CA

### Snapshot: Six Months of the Korean American Male, 2008, experimental video, 4.30 min.

### Juried exhibitions

Los Angeles Asian Pacific Film Festival; Big Muddy Film Festival, Carbondale, IL; Vancouver Asian Film Festival; Austin Asian American Film Festival; 9th Annual DC Asian Pacific Film Festival; APAture Arts Festival, San Francisco; Dallas Video Festival

### Other exhibitions

eth-noh-tec studios, San Francisco; Association of Asian American Studies annual meeting, Chicago, IL.

### art/film/revolution, 2007, experimental video, 1 min.

### Juried exhibitions

Luggage Store Gallery, San Francisco; Los Angeles Asian Pacific Film Festival; Bernal Heights Outdoor Cinema, San Francisco; National Museum For Women In The Arts 20th Anniversary Film Festival, Washington, DC; Vancouver Asian Film Festival; ReNew Media 20th Anniversary Celebration, New York City

### Carefully Taught, 2002, experimental video, 4 min.

### Selected exhibitions

Los Angeles Asian Pacific Film Festival; Dallas Video Festival; Asian CineVision Film Festival; Ladyfest Bay Area Film Festival; Hot Springs Documentary Film Festival; Dallas Video Festival; Black Bear Film Festival, Milford, PA: 19th Kassel Dokumentarfilm & Videofest: 2002 Denver International Film Festival; 15th exground
filmfest, Wiesbaden; Women With Vision, Walker Art Center; Festival International de Vidéo Expérimentale, Images Contre Nature: Chicago Asian American Film Showcase
As part of Underground Zero: Filmmakers Respond to 9/11
San Francisco Cinematheque; Roxie Cinema; Rafael Cinema; Fine Arts Cinema; UC Irvine - UN/Human Rights Festival; Nashville Film Festival; Facets Multimedia, Chicago; Florida Film Fest; Maine Int'l Film Fest; Cincinnati Film Society; Wexner Center; Woodstock Film Fest; Nantucket Film Festival; Maine International Film Festival; Institute of Contemporary Arts (ICA), London; SeNef Festival of New Media, Seoul Korea; Red Vic, San Francisco; Aurora Picture Show, Houston, TX; Olympia Film Society, Olympia, WA; DCTV, Downtown Community TV; Webster University, St. Louis; Nickelodeon Theatre, Columbia, SC; Northwest Film Forum, Seattle; Pacific Cinematheque, Vancouver, BC; United Nations Film Festival, Stanford, CA

Where Have All The Flowers Gone?, 2002, multimedia installation, with Glenda Egan Drew

Selected awards and exhibitions
2002 Artist’s Commission, the Exploratorium, San Francisco; Queens University, Sussex, UK; The Exploratorium; National Asian American Telecommunications Association; 2004 Dallas Video Festival


Selected exhibitions
Visual Communications 30th anniversary; 2004 San Francisco Asian American International Film Festival

Each One Teach One: The Alvarado School Art Program, 2002, documentary, 23 min.

Selected awards and exhibitions
2012 Bernal Heights Outdoor Cinema; Creative Work Fund Grant, Haas Foundation ($35,000); Japanese American National Museum, Los Angeles; Oakland Museum of California; Open Screen, 18th Film Arts Festival of Independent Cinema; Noe Valley Ministry, San Francisco; 2003 Los Angeles Asian Pacific Film Festival

Selective Memory: Valencia Street, 2002, experimental video (silent), 7.5 min.

Selected exhibitions
the LAB, San Francisco; Cityscape; Intersection For The Arts' 40th anniversary; Other Cinema

Workers of the World, United!, 1998, experimental video, 2.5 min.

Selected exhibitions
Artsource, San Francisco, Faculty Screening, California State Summer School for the Arts; Artists’ Televisions Access, San Francisco

Beyond Asiaphilia, 1997, experimental video, 14 min.

Selected awards and exhibitions
New Visions: Video Production Grant, Long Beach Museum of Art; One Person Show, Pacific Film Archive; San Francisco Cinematheque, Video In; Long Beach Museum of Art, 1997 Los Angeles Asian Pacific Film Festival; Seattle Asian American Film Festival; San Francisco International Asian American Film Festival; Chicago Underground Film Festival; Women In The Director's Chair; Dallas Video Festival

Binge, 1995-96, multi-channel installation

Selected exhibitions
San Francisco Camerawork; Building Bridges, Hearst Art Gallery, St. Mary's College, Moraga, CA; Armory Center for the Arts, Pasadena, CA; Headlands Center for the Arts, Marin County

Walking the Mountain, 1994, experimental video, 2:30 min.

Selected exhibitions
Film Arts Festival, San Francisco; Asian American International Video Festival, Asian CineVision, NYC; Center for the Arts, Yerba Buena Gardens, San Francisco


Selected awards and exhibitions
Movies That Made a Difference, 2009, Visual Communications, Pavilion UniCredit, 2009, Bucharest, Romania; Asian Women's Film Festival, 2009, Berlin, Germany; Best Bay Area Short, 1992 Golden Gate Awards, San Francisco International Film Festival; Museum of Modern Art, NYC; '93 Images Film/Video Festival, Toronto


Selected awards and exhibitions

Heart Of The City, 1992, multi-channel installation

Selected awards and exhibitions
1992 Market Street Art In Transit commission, San Francisco Arts Commission; 1994 Asian American International Film Festival; Heart Of The City Farmers' Market, San Francisco

**Selected awards and exhibitions**

1991 *Director's Choice Award*, Image Film and Video Festival, Atlanta, GA; 1990 *Artspace Video Production Grant*, San Francisco Artspace; 1990 *Western States Regional Media Arts Fellowship*, Rocky Mountain Film Center; WOW Women's Film and Video Festival, NYC

**Destiny**, 1991, experimental video, 6 min.
Selected exhibitions
Asian American Film and Video Festival, Visual Communications, Los Angeles; San Francisco Cinematheque

Diversity, 1990, multi-channel installation

Selected exhibitions
One-Person Show, Sushi, Inc., San Diego; One-Person Show, The Woman's Building, Los Angeles; McBean Gallery, San Francisco Art Institute

Black Sheep, 1990, experimental video, 6 min.

Selected exhibitions
Asian American International Video Festival, Asian CineVision, NYC; Other Cinema, San Francisco; Visual Communications, Los Angeles

New Year, Parts I & II, 1987, multi-channel installation, 23 min.

Selected exhibitions
The Brooklyn Museum; American Film Institute Video Festival; Museu da Imagem e Do Som, Sao Paolo, Brazil; Inkel Audio World, Seoul, Korea

Selected exhibitions
Movies That Made a Difference, 2009, Visual Communications, Los Angeles, Economy of Effort, Pavilion UniCredit, 2009, Bucharest, Romania; Asian Women's Film Festival, 2009, Berlin, Germany; Getty Center, Los Angeles; New Museum of Art, New York City and unitednationsplaza, Berlin; WYBE-TV 35, Philadelphia

Selected awards
Best Foreign Video, 1987 Festival Internazionale Cinema Giovani, Torino, Italy; First Place, Experimental Category, 1987 Sony Corporation Visions of U.S. Festival; Honorable Mention, Experimental Video, 12th Atlanta Film and Video Festival;

Publications


“Hidden Histories: The Chinese Gardens Documentary Film Project,” by Valerie Soe, Conference publication, International Conference on International Migration and Qiaoxiang Studies, Wuyi University, Jiangmen, China, 2014

“A Luminous Difference: Lenore Chinn’s Art and Activism,” by Valerie Soe, Cultural Confluences, ed. Pamela Wu, San Francisco, Asian Pacific Islander Cultural Center, 2010

“The End of the World As We Know It: Video Art In the 1990s,” by Valerie Soe, Radical Light, Alternative Film and Video in the San Francisco Bay Area, 1945–2000, eds. Steve Anker, Kathy Geritz, and Steve Seid, Berkeley, UC Berkeley Press, 2010

“Asian Americans in the Media,” Valerie Soe, Section Editor, Encyclopedia of Asian American Issues Today, eds. Edith Chen and Grace Yoo, Santa Barbara, Greenwood Press, 2010


Panels and presentations
March 31, 2018, Chair, Centering Legacies of Resistance: Asian American Visual Culture Strategies, Association for Asian American Studies Conference, San Francisco
March 29, 2018, Roundtable presentation, Reinforcing and Reimagining Fierce Alliances: A Conversation between Asian American Filmmakers and Educators, Association for Asian American Studies Conference, San Francisco
Nov. 11, 2017, Chair and roundtable presentation, Moving Bodies Towards Wonder: Asian American Aesthetics From Anger To Action, American Studies Association conference, Chicago
Oct. 3, 2017, Film presentation, National Taiwan Normal University, Taipei, Taiwan Oct. 2, 2017, Film presentation and workshop, Fu-Jen University, Taipei, Taiwan Oct. 6, 2017, Film presentation, Kyoto University of Foreign Studies, Kyoto, Japan
July 7, 2017, Paper presentation, Global Politics on an Intimate Scale: Creating the Love Boat: Taiwan documentary, SOAS Centre of Taiwan Studies Summer School, University of London
July 21, 2016, film presentation, The Oak Park Story, 9th Biennial Association for Southeast Asian Cinemas Conference, University of Nottingham, Kuala Lumpur, Malaysia
July 2, 2016, film presentation, Activism, Representation, and Resistance: Films by Valerie Soe, Cultural Typhoon, Tokyo University of the Arts
May 21, 2016, Paper presentation, Creative Interventions: Countering the Poetics of Evasion, American Studies Fulbright Conference, Imperial Benevolence: U.S. Foreign Policy in American Popular Culture Since 9/11, University of Hong Kong
Ap. 2, 2016, Keynote speaker, Art/Design + Society symposium, California College of the Arts, Oakland, CA
March 15, 2014, Panel Chair, Other Asians: Intervening in Orientalism, Collecting Geographies, Stedelijk Museum, Amsterdam
Feb. 14, 2014, Paper presentation, Being and Becoming: Place, Chance, and Historical Timing, College Art Association Annual Conference, Chicago, IL
ALLYSON TINTIANGCO-CUBALES, PH.D.

HOME: 151 Stoneridge Lane, San Francisco, California 94134 (415)218-9181
OFFICE: Ethnic Studies/Psychology 105 (415)338-2491 aticu@sfsu.edu

EDUCATION

Ph.D. with honors in Education 2000
  Division of Social Science and Comparative Education
  Cognate in Asian American Studies and Ethnic Studies
  Focus in Critical Theory and Critical Pedagogy
  University of California, Los Angeles
  Los Angeles, California

B.A. with honors in Ethnic Studies 1994
  University of California, Berkeley
  Berkeley, California

A.A. with honors in Arts and Philosophy 1991
  Ohlone Community College
  Fremont, California

EXPERIENCE

Professor 2015-Present
Associate Professor 2006-2014
Assistant Professor 2000-2006
  San Francisco State University
  Asian American Studies Department
  College of Ethnic Studies
  Master Program Coordinator
  Affiliated Faculty in Educational Leadership
  San Francisco, California

Co-Founder and Co-Director 2013-Present
  Teaching Excellence Network
  Community Responsive Education 2016-Present
  Oakland, California

Ethnic Studies Curriculum Consultant 2016-2017
  St. Ignatius High School
  El Rancho Unified School District 2016
  Leadership Public Schools 2016
  San Francisco Unified School District 2007-2013
Co-Founder
Culturally and Community Responsive

**Education Director** 2012-Present
Institute of Sustainable Economic, Environmental, and Educational Design
Oakland, California

**Director** 2001-Present
Pin@y Educational Partnerships
San Francisco State University
San Francisco, California

**Curriculum Development Consultant** 2012-2013
Solar Richmond
Richmond, California

**Curriculum Development Consultant** 2012-2014
Foreign Language for Elementary School
Multilingual Learner Department
San Francisco Unified School District

**Educational Research Consultant** 2008
IMPACT AAPI
DeAnza Community College

**Curriculum Development Consultant** 2008
Environmental Service Learning Initiative
Global Exchange
San Francisco, CA

**Senior Researcher** 2002-2010
Cesar Chavez Institute
Educational Equity Initiative
Critical Pedagogy in Action
San Francisco, California

**Urban Fellow** 2004-Present
Institute of Community and Civic Engagement
San Francisco State University

**Instructor** 2000
University of California, Berkeley
Student Life Advising Services/Educational Opportunity Program
Course: "Peer Leadership and Mentoring"
Berkeley, California

**Counselor** 1999-2000
University of California, Berkeley  
Student Life Advising Services/Educational Opportunity Program  
Academic Advisor/Instructor/Transfer Counselor  
Berkeley, California  

HONORS AND AWARDS (Selected)  

Spring 2006: UCLA Young Alumnus of the Year Award  
Spring 2008: Community Service Learning Award, Institute of Community and Civic Engagement  
Spring 2011: Distinguished Faculty Award, Excellence in Service, San Francisco State University  
Fall 2013: 100 Most Influential Filipinas in the World Award, Filipina Women’s Network  
Spring 2014: Filipino Advocates for Justice Award  
Spring 2014: Critical Educators for Social Justice Award  
Spring 2015: Engaged Scholar Award from Association of Asian American Studies  
Fall 2016: Certificate of Honor: San Francisco Board of Supervisors  
Spring 2018: Mentorship Award from Filipino Caucus  
Spring 2018: Center for Equity & Excellence in Teaching & Learning Teaching Award  

BOOKS  


EDITED BOOKS


SELECTED PUBLICATIONS


**CURRICULUM VITAE**

**WESLEY IWAO UEUNTEN**

**EDUCATION**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Year</th>
<th>Major</th>
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<tr>
<td>University of California, Berkeley</td>
<td>Ph.D.</td>
<td>1995-2007</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>University of Hawaii, Manoa</td>
<td>MA</td>
<td>1986-89</td>
<td>Sociology</td>
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<tr>
<td>University of Hawaii, Manoa</td>
<td>BA</td>
<td>1981-83</td>
<td>Ethnic Studies</td>
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**Title of Dissertation:** *The Okinawan Revival in Hawai’i: Contextualizing Culture and Identity Over Diasporic Time and Space*

**PROFESSIONAL POSITIONS AND RANKS**

<table>
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<tr>
<th>Institution</th>
<th>Position</th>
<th>Year</th>
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<tr>
<td>Doshisha University (Japan)</td>
<td>Visiting Professor</td>
<td>2014</td>
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<tr>
<td>San Francisco State University</td>
<td>Associate Professor</td>
<td>2012-present</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>Assistant Professor</td>
<td>2007-2012</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>Lecturer</td>
<td>2002-2007</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>Graduate Student Instructor</td>
<td>1996-2007</td>
</tr>
<tr>
<td>City College of San Francisco</td>
<td>Lecturer</td>
<td>2004</td>
</tr>
</tbody>
</table>

**TEACHING EXPERIENCE**

**List of Courses Taught at SFSU**

**Spring 2017**

- AAS 210.1 History of Asians in America 121 students
- AAS 330 Nikkei in the U.S. 48 students

**Fall 2016**

- AAS 331.1 Japanese American Identities 50 students
- AAS 332.1 Japanese America Art & Literature 58 students
- AAS 681.1 Asian American Comm. Changes & Devel. 42 students

**Spring 2016**

- AAS 330 Nikkei in the U.S. 49 students
- AAS 332.1 Japanese America Art & Literature 55 students
- AAS 332.2 Japanese America Art & Literature 58 students

**Fall 2015**

- AAS 210.1 History of Asians in America 129 students
- AAS 330 Japanese America Art & Literature 56 students

**Spring 2015**

- AAS 330 Nikkei in the U.S. 58 students
- AAS 331.1 Japanese American Identities 48 students
- AAS 710-1 Critical Approaches to AAS 6 students
Spring 2014
AAS 330  Nikkei in the U.S.  54 students
AAS 331.1  Japanese American Identities  37 students
AAS 710-1  Critical Approaches to AAS  11 students

Fall 2013
AAS 210.4  History of Asians in America  57 students
AAS 331.1  Japanese American Identities  36 students
AAS 697.1  Proseminar in AAS  19 students

Masters Degree Committee Membership

Completed MA Theses
Clark Alan Bilorusky “Policy and Practice: Bilingual Education at San Francisco’s Filipino Education Center” (Asian American Studies, 2015)
Mary Thi Pham, “Vietnamese American Memoirs: Writing to Mourn, Reading to Remember” (Asian American Studies, 2013)

PROFESSIONAL ACHIEVEMENT AND GROWTH

Publications

Chapters in Edited Books

Peer-reviewed Journal Articles


Non Peer-reviewed Journal Articles

Presentations

Invited Presentations
Keynote Speaker, “Bay Area no Jiba (Bay Area Magnetism),” at Doshisha University, Kyoto, Japan, October 28, 2014.

Keynote Speaker, “Critically Examining “World Uchinanchu” Discourse,” Center for Global Studies Lecture Series at Seijo Gakuen University, Tokyo, Japan, November 14, 2014

Keynote Speaker, “Miryoku aru daigaku mo karikyuramu to wa: San furanshisco shuuritsu daigaku daigakuin no jirei yori (What is Curriculum at an Attractive University Like: An Example from the SFSU Graduate School),” Second Faculty Development Seminar, Meio University, Nago, Okinawa, Japan, November 20, 2014.

External Awards Funding (as Principal Investigator)

Professional Affiliations
Association for Asian American Studies
SERVICE TO CAMPUS AND COMMUNITY

Campus

Departmental committees and assignments
Graduation Banquet Committee (2010-2014)
Faculty Advisor for Yellow Journal (2009-present)

University committees
Center for Center for Equity & Excellence in Teaching & Learning Board (2017-present)
Center for Teaching and Faculty Development Advisory Board (2011-2017).

Other
Co-director of Edison Uno Institute for Nikkei and Uchinanchu Studies (2008-present)

Community
Service to citizen/client group
President (2014-2017), Vice President (1999-present) and Goodwill Ambassador (1999-present), San Francisco Okinawa Kenjinkai

Member of Board of Directors, Nichi Bei Foundation (NBF) (2015-present)


Scholar in Residence, National Japanese American Historical Society (NJAHS) (2010-Present)

Member, Japanese American National Library Advisory Board (2005-Present)

Founding member and instructor, Genyukai Berkeley (traditional Okinawan music group) 2002-present
Curriculum Vita

GRACE J. YOO
gracey@sfsu.edu

EDUCATION

Ph.D. 1999, Sociology, University of California, San Francisco
Specialization: Aging/Gerontology and Medical Sociology

MPH 1993, Public Health, Loma Linda University
Specialization: International Health

B.A. 1989, Social Sciences, University of California, Irvine
Recipient of “Excellence in Research” honors

POSITIONS HELD

2018-present First-Year Experience Faculty Director, San Francisco State University

2008- present Professor, San Francisco State University, Asian American Studies
Department, College of Ethnic Studies

2016-present Principal Investigator/Project Director, Department of Education Asian
American and Native Pacific Islander Grant Proposal, Asian American and
Pacific Islander Retention & Education project.

2014- 2018 Chair, San Francisco State University, Asian American Studies
Department, College of Ethnic Studies

2003-2008 Associate Professor, San Francisco State University, Asian
American Studies Department, College of Ethnic Studies

1999-2002 Assistant Professor, San Francisco State University, College of Ethnic
Studies, Asian American Studies

AWARDS RECEIVED

Best Book Award, American Sociological Association, Asian/Asian American Studies Section,
2014

Distinguished Faculty, Excellence in Service, San Francisco State University, 2015

PUBLICATIONS

* Students under the direction/co-direction of Yoo
Scholarly Books


Refereed Journals


Chicago


**Scholarly Book Chapters**


8. Yoo, Grace; Zimmerman, Emily; Preston, Katherine. (2010)Mothers out to change US


Encyclopedia Entries


### Appendix J: Office Assignments 2018-19

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
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<tbody>
<tr>
<td>Hom Marlon</td>
<td>EP 104</td>
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<tr>
<td>Mar Eric</td>
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<tr>
<td>Daus-Magbual Arlene</td>
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<td>Nievera-Lozano Melissa</td>
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<td>Jeung Russell</td>
<td>EP 107B</td>
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<td>Soe Valerie</td>
<td>EP 108</td>
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<td>Woodard Justin</td>
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<td>Lee Jonathan</td>
<td>EP 124</td>
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<td>Gambol Eugene</td>
<td>EP 211</td>
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<td>Kawahara Lewis</td>
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<td>Le Mai Nhung</td>
<td>EP 412</td>
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<td>Pabla Baldeep</td>
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<td>Yoo Grace</td>
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<td>Dariotis Wei Ming</td>
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<td>Donnell Kira</td>
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<td>Duller Irene</td>
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<td>Makhijani Simmy</td>
<td>EP 418</td>
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<td>Sasaki Christen</td>
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<td>Woo Jeannie</td>
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<td>Pelaud Isabelle</td>
<td>EP 426</td>
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<td>Sudhakar Anantha</td>
<td>EP 426</td>
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<td>Gonzales Dan</td>
<td>EP 428</td>
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<td>Pido Eric</td>
<td>EP 428</td>
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<tr>
<td>Dong Lorraine</td>
<td>SCI 232</td>
</tr>
<tr>
<td>Villanueva Voltaire</td>
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</tbody>
</table>