

Todd Jennings, Ph.D.

California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407
1.909.537.5655
todd.jennings@csusb.edu

Brief Biography

Todd Jennings is a professor in the College of Education at California State University San Bernardino. Prior to joining the CSUSB faculty in 1990, Dr. Jennings taught throughout Asia, Central America, and South America. Within the teacher preparation and doctoral programs at CSUSB, Dr. Jennings teaches courses in developmental psychology, educational psychology, and diversity issues within educational contexts. Within the CSUSB undergraduate programs, he teaches courses related to gender and sexuality. Dr. Jennings is the Assistant Dean for the College of Education and Director of the CSUSB Gender and Sexuality Studies Program. His research and writing focus on two areas: (a) the preparation of education professionals around issues of sexual and gender diversity and (b) human rights education. He has served as a volunteer consultant in human rights education for both Amnesty International and Human Rights Watch and serves as a frequent volunteer consult to local and regional projects that address the needs of LGBT youth in schools. Dr. Jennings received the 2012 CSUSB Outstanding Professor Award for his teaching, research, and service.

Current Positions

Assistant Dean, College of Education
Director, CSUSB Gender and Sexuality Studies Program
Professor of Educational and Developmental Psychology
Program Assignments: CSUSB Elementary and Secondary Teacher Credential Programs
CSUSB Gender and Sexuality Studies Program
CSUSB Doctorate in Education Program (Ed.D)

Academic Degrees

Doctorate of Philosophy (1991) (Developmental and Educational Psychology)
The Claremont Graduate School
Master of Landscape Architecture (2002)
California State Polytechnic University, Pomona
Master of Arts in Education (1988) (Organizational Theory)
The Claremont Graduate School
Bachelor of Arts (1983) (Humanities-Cultural Anthropology, Philosophy)
Biola University

Recent Courses Taught

Growth and Development in Socio-Educational Contexts

Adolescent Development and Learning
Educational Psychology for a Diverse Society
Diversity and Equity in Educational Administration
Perspectives on Gender
The Psychology of Gays and Lesbians
Introduction to Lesbian, Gay, Bisexual, and Transgender Studies
Introduction to Masculinity Studies

Publications

Jennings, T. (2015). Teaching transgressive representations of LGBTQ people in educator preparation: Is conformity required for inclusion? *The Educational Forum*, 79(4) 451-458, DOI: 10.1080/00131725.2015.1068420

Jennings, T. (2014). Sexual orientation curriculum in U.S. school counselor education programs. *Journal of Issues in LGBT Counseling*, 8(1), 43–73.

Jennings, T. (2014). Is the mere mention enough? Representation across five different venues of educator preparation. In D. Carlson & E. Meyer (Eds.), *Gender and sexualities in Education: A reader*. New York: Peter Lang.

Jennings, T. (2012). Lesbian, gay, bisexual, and transgender identity: Overview and concepts. In J. Banks (Ed.), *The Encyclopedia of Diversity in Education*. Thousand Oaks, CA: Sage.

Jennings, T. (2012). Sexual orientation topics in educational leadership programs across the USA. *International Journal of Inclusive Education*, 16(1), 1-23.

Jennings, T. & Macgillivray, I. K. (2011). A content analysis of lesbian, gay, bisexual, and transgender topics in multicultural education textbooks. *Teaching Education*, 22(1), 39-62.

Jennings, T. (2010). Teaching ‘out’ in the university: An investigation into the effects of lesbian, bisexual, and transgender faculty self disclosure upon student evaluations of faculty teaching effectiveness in the USA. *International Journal of Inclusive Education*, 14(4), 325-339.

Jennings, T. (2010). ‘Out’ gay and lesbian faculty and the inclusion of sexual orientation topics in teacher preparation programs in the USA. *International Journal of Inclusive Education*, 14(3), 269-285.

Jennings, T. (2009). Reclaiming standards for a progressive agenda: Human rights education standards for teachers and teacher education. In J. Andrzejewski, M. Baltodano & L. Symcox (Eds.), *Social justice, peace, and environmental education: Transformative standards*. New York: Routledge.

Jennings, T. & Sherwin, G. (2008). Sexual orientation topics in elementary teacher preparation programs in the USA. *Teaching Education*, 19(4), 261-278.

Macgillivray, I. K. & Jennings, T. (2008). A content analysis exploring LGBT topics in foundations of education textbooks. *Journal of Teacher Education*, 59(2), 170-188.

Jennings, T. (2008). Response to Chapter 12. In G. Monk, J. Winslade & S. Sinclair, *New horizons in multicultural counseling* (pp. 312-314). Thousand Oaks, CA: Sage.

Jennings, T. & Macgillivray, I. K. (2007). Coming out and the new victim narrative. *Journal of Curriculum and Pedagogy*, 4(2), 54-57.

Jennings, T. (2007). Human rights education standards for teachers and teacher education. *Teaching Education*, 17(4), 287-298.

Jennings, T. (2006). Addressing diversity in U.S. teacher preparation programs: A survey of elementary and secondary programs' priorities and challenges from across the United States of America. *Teacher and Teaching Education*, 23, 1258-1271.

Sherwin, G. & Jennings, T. (2006). Feared, forgotten, or forbidden: Sexual orientation topics in secondary teacher preparation programs in the U.S.A. *Teaching Education*, 17(3), 207-223.

Brown, K. & Jennings, T. (2005). Collective consciousness in landscape architecture: Embracing a social justice orientation to professional responsibility. *Progressive Planning*, 6, 33-35.

Sherwin, G. & Jennings, T. (2005). High stakes testing and special populations: Accountability facts and fiction. *Wisdom in Education*. Fall/Winter 2005/2006. The CSUSB COE on-line journal.

Brown, K. & Jennings, T. (2004). Social consciousness and landscape architecture education: Toward a conceptual model. *Landscape Journal*, 22, 99-112.

Jennings, T. E., & Eichinger, J. (1999). Science education and human rights: Explorations into critical social consciousness and post-modern science instruction. *International Journal of Educational Reform*, 8, 37-44.

Jennings, T. (Ed.), (1997) *Restructuring for Integrative Education: Multiple Perspectives, Multiple Contexts*. Bergin and Garvey.

Jennings, T. (1996). The developmental dialectic of international human-rights advocacy. *Political Psychology*, 17, 35-50.

Jennings, T. (1995). Developmental psychology and the preparation of teachers who affirm diversity: Strategies for the promotion of critical social consciousness in teacher preparation programs. *Journal of Teacher Education*, 46(4), 243-250.

Jennings, T., Crowell, S., & Fernlund, P. (1994). Social justice in the elementary classroom. *Social Studies and the Young Learner*, 7(1), 4-6.

Jennings, T. (1994). Self-in-connection as a component of human rights advocacy and education. *Journal of Moral Education*, 23(3), 285-296.

Jennings, T. (1994). Global communications, identity, and human-rights advocacy. *Proteus*, 11, 11-14.

Jennings, T. (1995). Integrated education for human rights. In R. Caine & B. Blair (Eds.), *Integrative Learning: Emerging Perspectives*. Edwin Mellen Academic Press

Jennings, T. (1993). Book review: *Beyond Silenced Voices*. *The Educational Forum*, 58(1), 88-92.

Presentations

Jennings, T. (2016). *Teaching transgressive representations of LGBTQ people*. Session title: 50 Shades of gay: Past, present, and the future of research on the spectrum of sexuality and Education. Annual Meeting of the American Educational Research Association. Washington, DC.

Jennings, T. (2014). *Dismantling fronteras: A focus on teacher educators* (panel). Annual Meeting of the National Association of Multicultural Education. Tucson, AZ.

Jennings, T. (2014). *Themes of lesbian, gay, bisexual, and transgender representation and curricular location within educator preparation*. Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Jennings, T. (2014). *Is conformity required for inclusion?* Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Jennings, T. (2011). *Sexual orientation topics in U.S. school counselor programs: How broad the imagination?* Annual Meeting of the American Educational Research Association, New Orleans, LA.

Jennings, T. (2011). *LGBT professors and disclosure--in the public good: Supporting a diverse professoriate*. Annual Meeting of the American Educational Research Association, New Orleans, LA.

Jennings, T. et al. (2009). *Examining tensions and alliances: LGBT studies and queer theory*. The Annual Meeting of the American Educational Research Association, San Diego, CA.

Jennings, T. et al. (2009). *Transformational standards for peace, justice, and environmental education: The culmination of a six-year project*. The Annual Meeting of the American Educational Research Association, San Diego, CA.

Jennings, T. & Walker, R. (2009, March). *Human rights literacy in today's social studies classroom*. The Annual Meeting of the California Council for the Social Studies. Ontario, CA.

Jennings, T. & Sherwin, G. (2008, July). *Sexual orientation topics in the preparation of education professionals: Have we reached the limits of inclusion for social justice in schools*. Fourth Annual Summer Institute on Leadership for Educational Justice, Redlands University, Redlands, CA.

Macgillivray, I. & Jennings, T. (2008). *Exploring the new victim narrative and the obligation to come out*. The Annual Meeting of the American Educational Research Association, New York, NY.

Jennings, T. & Macgillivray, I. (2008). *A content analysis of LGBT topics in multicultural education textbooks*. The Annual Meeting of the American Educational Research Association, New York, NY.

Jennings, T. (2008, May). *Forming collaboratives to support human rights education among education professionals*. Inaugural Meeting: Human Rights Watch Student Task Force (HRWSTF) and UCLA Visiting Fulbright Scholars Program. Los Angeles, CA.

Jennings, T. & Sherwin, G. (2007). *Sexual orientation curriculum in elementary teacher preparation: Programs' contents and priorities from across the USA*. The Annual Meeting of the American Educational Research Association, Chicago, IL.

Jennings, T. (2007). *Teaching "out": Investigating the effects of queer professor disclosure upon student evaluations of professor teaching*. The Annual Meeting of the American Educational Research Association, Chicago, IL.

Sherwin, G. & Jennings, T. (2007). *Sexual orientation and administrator preparation: Programs' priorities and contents from across the USA*. The Annual Meeting of the American Educational Research Association, Chicago, IL.

Macgillivray, I. & Jennings, T. (2007). *An analysis of educational texts: Are we queer yet?* The Annual Meeting of the American Educational Research Association, Chicago, IL.

Jennings, T. & Sherwin, G. (2007). *Sexual orientation topics in secondary teacher preparation: program perspectives from across the United States*. The Annual meeting of the American Educational Research Association. San Francisco, CA.

Jennings, T. et al. (2006). *Social justice, peace, and environmental education standards/guidelines: Theory, research, and international agreements*. The Annual meeting of the American Educational Research Association. San Francisco, CA.

Jennings, T. & Parris, A. (2006). *Curriculum for change: Poverty and human rights. one day workshop for classroom teachers*. Amnesty International Annual General Meeting, Portland, OR.

Jennings, T. & Parris, A. (2005). *Curriculum for change: Women and violence, one day workshop for classroom teachers*. Amnesty International Western Region Annual Meeting. Los Angeles, CA.

Jennings, T. et al. (2005). *Social justice, peace, and environmental education standards/guidelines: Theory, research, and international agreements*. The Annual meeting of the American Educational Research Association. Montreal, Canada,

Jennings, T. et al. (2004). *Social justice, peace, and environmental education standards project*. The Annual meeting of the American Educational Research Association. San Diego, CA.

Jennings, T. (2002). *Where race, class, and design converge: contested terrain in a student project to promote cultural tourism in marginalized Los Angeles*. Annual Meeting of the Council of Educators in Landscape Architecture. Syracuse University. Syracuse, NY.

Jennings, T. (2002). *Integrating a human rights framework into the social studies*. Los Angeles Unified Social Studies Conference. Occidental College, Los Angeles, CA.

Jennings, T. (2002). *Human rights education as anti-heterosexist education*. Gay, Lesbian, and Straight Educators Network (GLSEN) Annual National Meeting Los Angeles, CA.

Brown, K. & Jennings, T. (2002). *Social consciousness and landscape architecture education: Toward a conceptual model*. Annual meeting of the Council of Educators of Landscape Architecture. San Luis Obispo, CA.

Brown, K. & Jennings, T. (2001). *Social responsibility and critical consciousness: Attitudes, values and ethics in the education of landscape architects*. Annual Meeting of the Council of Educators of Landscape Architecture, San Luis Obispo, CA.

Jennings, T. (1999). *Critical pedagogy as a framework to do human rights education*. Amnesty International Annual General Meeting. Minneapolis, MN

Jennings, T. & Eichinger, J. (1998). *Integrating the social studies and science: Social consciousness and critical post-modern science instruction*. Annual Meeting of the National Council for the Social Studies, Anaheim, CA

Jennings, T. (1997, November). *Acts of advocacy by the privileged: A model of the social epistemology and social ontology of human rights education*. Claremont University Club, Claremont, CA.

Jennings, T. & Crowell, S. (1997). *Ontology, moral education, and action: Bridging care and justice*. The Annual Meeting of the Association for Moral Education. Atlanta, GA.

Jennings, T. (1995). *Developmental psychology and the promotion of critical social consciousness in teacher preparation programs*. The American Educational Research Association, San Francisco, CA.

Jennings, T. (1994). *The psychological and educational foundations of human-rights advocacy: Encouraging people to participate in the emancipation of those in other nations*. The College and University Faculty Assembly of The National Council for the Social Studies Annual Conference, Phoenix, AZ.

Jennings, T. (1994). *The psychology of advocacy: Why people respond to the human-rights needs of those in other nations*. The American Educational Research Association, New Orleans, LA.

Jennings, T. (1994). *Education for human-rights advocacy*. Qualitative Research in Education. University of Georgia, Athens, GA.

Dreyer, P., Jennings, T., Johnson, L. & Evans, D. (1994). *Culture and personality in urban schools: Identity status, self-concept, and locus of control among high school students from monolingual and bilingual homes*. Annual Meeting of the Society for Research in Adolescence, San Diego, CA.

Jennings, T. (1993). *Self in Connection as a component of human-rights advocacy*. The Annual Meeting of the Association for Moral Education, Florida State University. Tallahassee, FL.

Jennings, T. (1993). *Qualitative explorations into human-rights advocacy*. Qualitative Research in Education. University of Georgia. Athens, GA.

Jennings, T. (1991). *Social consciousness and altruistic behavior: Motivations and the nature of self*. The Annual Meeting of The Association for Moral Education. University of Georgia. Athens, GA.

Jennings, T. (1991). *Psychological aspects of social consciousness: Extending help beyond one's own group*. The Annual Conference of the National Organization for Human Service Education. Seattle, WA.

CSUSB Related Awards

CSUSB Outstanding Professor for 2012

CSUSB 2012 Outstanding Originator in Distributed Learning

Outstanding Faculty Member in Professional Growth in the College of Education, 2005-2006 Academic Year.

Outstanding Faculty Member in Instructional Activities in the College of Education,
1994-1995 Academic Year.