

Memorandum of Understanding  
Bachelor of Arts in International Studies  
College of Liberal Arts  
December 2012

This Memorandum of Understanding outlines the consensus reached by the International Studies Program, the College of Liberal Arts, and the Division of Academic Affairs, based on the recently conducted program review. It describes the goals to be achieved, and the actions to be undertaken by all parties to this MxU to achieve these goals during the next program review cycle. Progress toward goals is to be addressed in the annual report.

The BA in International Studies was developed by a multi-disciplinary task force and was first offered in the 1981/82 academic year. The 2002 program review led to a decision to hire faculty, grow the number of majors, update the curriculum in line with national best practices, and further institutionalize the minor and the student learning outcomes. The first dedicated faculty member was hired in 2009. By 2011 the faculty had grown to four and the number of students to well over 200. The 2011 program review process identified a number of strengths of the program, including a strong alignment with the university's mission, an impressive and very devoted faculty, a well-conceived and rigorous curriculum in line with best practices in the discipline, enthusiastic students, and a history of effective leadership.

Concerns emerging from the program review include:

1. Faculty resources are severely constrained; with 4 full-time core faculty and approximately 200 students in fall 2012, the core faculty members are spread very thin with teaching and advising. In addition, they all have active research agendas. The external reviewers identified the existence of a dedicated core faculty as key to the success of the CSULB program, stating that programs that rely solely on affiliated faculty are not thriving nationally. The severe resource constraint combined with the limited flexibility of a small core has led to a disproportionately high department-level service load and the faculty expressed the concern that a breaking point had been reached. The faculty resource problem has been regularly exacerbated by the success of S/T faculty members in obtaining external grants and fellowships and by leaves for faculty development or other opportunities.
2. At the time of the program review, the I/ST program had little or no dedicated budget of its own; subsequently, the college has provided an operations budget. This allotment will be reviewed by the CLA Budget Committee to ensure that all the relevant issues have been addressed, and CIA will adjust the allotment beginning in the spring 2013 term as needed. Another key challenge arises from the fact that in the past I/ST administrative staff and operational resources were shared with the Political Science Department. Both the administrative support and space issues have now been addressed, and further changes in I/ST's needs for support will be considered as part of the college's periodic reviews of operations budget, space, and staff support. A particular concern is that in the current arrangement the

3. Although relatively new, the IS student learning outcomes assessment program is well developed, incorporating both indirect and direct assessment of student learning. The external reviewers suggested the use of

