Asian American Studies
Program Review – 2011-2012

Memorandum of Understanding

Commendations: The Department is commended for:

1. Developing a major and a slate of GE courses that have proven to be popular with students and enabled it to grow and expand its offerings and services.

2. Hiring two new tenure-track faculty who will allow the Department to develop more fully the public policy, cultural studies and literary components of the curriculum.

3. Regaining its previous number of students.

4. Providing a wide variety of co-curricular support to various campus groups and activities including serving as faculty advisors for over nine student organizations and numerous hosted symposia and special speakers at CSUN, benefiting the AAS students, the campus, and the community.

5. Persistence and dedication to providing a challenging learning environment to the students.

6. Contributions to the GE requirement in critical thinking and writing.

7. The development of the various programs which engage the Department’s alumni and the larger community.

8. The chair’s leadership and the faculty for their efforts to explore external sources of funding.

9. The work faculty and students are doing with various AAPI community organizations.

10. Creating a comfortable social environment and climate for students.

11. Having two competent, dedicated and supportive staff members and developing a harmonious and cooperative relationship with the Department of Gender and Women
12. Being well-respected and working cooperatively with the College as a whole and with faculty across the University.

13. Its scholarly publications and contributions to the field of study.

Recommendations: The program should:

1. Convene a faculty retreat, aided by an outside facilitator and funded by the College. Issues addressed could include globalization, information technology (including social media), sustainability, and transnationalism and how these issues may affect the framing of AAS curricular development and hiring considerations. The discussion should include Department goals, assessment, advising, and office space.

2. Revisit the issue of space. The Department has demonstrated evidence of needed space (see AANAPISI proposal) for students to study and learn together. Currently, the Asian American Studies Activities Center is being shared with Gender & Women’s Studies, with different and often times conflicting demands for the space. Better guidelines need to be developed.
   Note: Dean and chair discussions center around better use of existing space and possible work space.

3. Continue its work in the following three areas: a) faculty leadership development,
   b) curriculum revision, and c) co-curricular support.

4. Redirect a portion of the efforts directed to GE courses to the further development of the Department’s upper division AAS curriculum and continue efforts to recruit majors.

5. Utilize College/University IT support and faculty reassigned time to explore the use of technology as appropriate for the development and delivery of curriculum.

6. Continue to explore curricular opportunities to develop specialized courses for other
programs where there is a “good fit” for AAPI content.

7. Continue to explore curricular opportunities with the other ethnic studies departments to develop comparative theory, method and experience courses.

8. When the moratorium on new state-support programs is lifted by the CSU, explore the possibility of mounting a Master’s degree program, perhaps in collaboration with other programs. Such planning should include appropriate academic resources as available.

9. Ensure that its resources continue to be managed wisely through mentorship of the in-coming chair by the current chair and dean’s office.

10. Continue to seek funding from external sources by preparing grant proposals to private foundations, government agencies and individual donors.

11. Expand its faculty development efforts to promote innovative and consistent pedagogical practices and improve the rigor of its courses by using available university resources such as CIELO and Faculty Technology Center.

12. Experiment with a course comprised entirely of group projects and internships with community organizations.

13. Explore using the Department’s budget allocation for research, within available funding.

14. Consider sending the chair and faculty to leadership programs, for example, the Leadership Education for Asian Pacific’s (LEAP) Leadership Development Program for Higher Education (LDPHE), or other similar programs.

15. Examine the re-purposing of Department resources to provide a major-based academic advisor.

16. Work with existing majors to recruit and retain double majors and minors.

17. Continue to engage with the College and Dean’s Office on Assessment.