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**CALIFORNIA STATE UNIVERSITY, LONG BEACH**  
VICE PROVOST FOR ACADEMIC PROGRAMS

**Memorandum of Understanding**

This MOU has been read and approved by:

Department Chair/Program Director: *Karen Quintiliani* Date: 7/2/2021  
Karen Quintiliani

Dean, College of Liberal Arts : *David Wallace* Date: 7/2/2021  
David Wallace

Vice Provost Academic Programs: *Jody Cormack* Date: 7/2/2021  
Jody Cormack



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### **Memorandum of Understanding**

Department of Human Development,  
College of Liberal Arts  
June 2021

This Memorandum of Understanding outlines the consensus reached by the Department of Human Development, the College of Liberal Arts, and the Division of Academic Affairs, based on the recently conducted program review (Self-study in May 2019, external review site visit in October 2019, and UPRC report in January 2021). It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in an annual report.

The Department offers a 45-unit Interdisciplinary BA degree in Human Development. In their last MOU in 2012 the Department was asked to: 1) Support tenured/tenure-tracked faculty to meet the expectations of teaching, advising, research, professional development, and services; 2) Optimize the offerings of General Education and major courses; 3) Continue and expand curricular assessment and improvement at both the course and program levels; 4) Create a department RTP policy, and 5) Hire two tenure-tracked faculty.

A number of strengths were identified in the reports.

- The curriculum offers a comprehensive lifespan approach to Human Development across diverse racial, ethnic, and cultural communities.
- Highly qualified and productive faculty in research, teach, service, and commitment to students.
- The department describes the variety of assessment practices conducted over the review cycle, and how they have shifted in their process of assessment engagement including alignment to the PLO, institutional learning outcomes, and in some courses WASC outcomes alignment. Additionally, they explore student course data by racial and ethnic groups. This exploration and evaluation is important for identifying opportunity gaps and supporting the success of diverse learners.

Areas of Concern and Opportunities for Development were noted in the reports.

- The HDEV department has clearly articulated its mission and goals, but those cannot be found on the department website.
- The external reviewer noticed a deficit in mentoring within the department, college, and university to support junior faculty. The department has long relied on an external chair, and previous reviews encouraged the department to explore developing leadership capacity within the department.
- Department total FTES continued to increase during 2012-2016 but declined thereafter,

resulting in a decrease in FTES for major students. This seems to be connected to declining enrollment in HDEV majors in recent years. The headcount of HDEV majors has considerably decreased from 652 in 2016 to 330 in 2020.

- The headcount of the tenured and tenure-tracked faculty remained stable during the review period, but the external reviewer expressed concern that the number of the faculty is not sufficient to effectively support teaching, advising, and mentoring, in consideration of the size and growth potential of the department. As indicated by the self-study and external review report, this might be in part linked to an issue of faculty retention. It is recommended that the department analyze decline of HDEV majors to develop a plan to increase major headcount and develop the department's faculty sufficiency.
- The department described in its self-study the concerns for physical space such as access to lecture spaces, faculty research lab, and full-time and adjunct faculty offices near the department. These resource concerns (specifically faculty research lab access) also connect to concerns regarding faculty recruitment and retention as noted in both the self-study and the external reviewers report.
- Given their holistic interdisciplinary nature, the HDEV department could consider developing mentoring and educational initiatives that focus on the insights of structural racism as developmental factor in human development in support of its dedication to diversity, equality, and inclusion.

It is therefore agreed that the Department will:

1. provide an annual assessment report (due June 1) including progress made towards the actions agreed to in this MOU to the CLA dean, the Vice Provost for Academic Programs, and the Coordinator of Program Review and Assessment. The review cycle will be from 2019-2026. A comprehensive self-study will be due June 2026 for 2026-2027 Academic Year program review process.
2. revise the program website, possibly also social media links, to include the Program mission for more visibility and to attract more students.
3. develop a strategic plan focused on hiring needs and priorities, facilities and resources, and mentorship and work with the college on future tenure-track hiring based on department needs and priorities to effectively support the teaching, advising, and mentoring roles of the department.
4. work with the college to support and mentor junior faculty.
5. analyze the decline in major headcount and use results to stem the decline and develop a range of strategies to increase enrollment.
6. re-envision the role of department chair and work with the college to re-evaluate the processes of chair selection and succession to ensure that leadership emerges from within the department.
7. work with the College, as resources permit, to provide support to hire tenure-track faculty and support staff to meet program needs according to the strategic vision of the

department. Also consider an Associate Chair position to improve administrative support in staffing and course scheduling.

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