**The National Hispanic University**  
Liberal Studies Department Self-Study  
March 3, 2006

**Program Mission, Goals and Objectives**

1. **Describe the program’s mission, role, and scope.**

The mission of the Liberal Studies Department is to provide quality elementary subject-matter preparation that fulfills the standards of the California Commission on Teacher Credentialing.

The vision of the Liberal Studies Department is to provide an education that is supportive, integrative, multicultural, interdisciplinary, and rigorous in order to prepare our graduates for a seamless transition into a teacher credential program, a career in education, and/or graduate studies.

The goals of the academic program are for its graduates to have the subject matter understanding and skills in Reading, Language, and Literature; History and Social Science; Mathematics; Science; Visual and Performing Arts: Physical Education and Health; and Human Development. Liberal Studies offers an undergraduate program that successfully prepares well-educated persons to teach in diverse multiple subject classrooms and to have the foundation to pursue more advanced study at the graduate level.

Beginning Fall Semester 2006, the Liberal Studies Department will offer a non-credential track Liberal Studies B.A. program that will provide students with a solid liberal arts foundation, while affording them the flexibility that doesn’t exist now to go into greater depth in a chosen emphasis (equivalent to a minor) area.

2. **Describe the program, including name of the degree, the major, the emphases, and the purpose.**

The Liberal Studies Department offers one degree: the B.A. in Liberal Studies. There are two emphases: the Cross Cultural Studies Emphasis and the Child Development Emphasis. There is also a thirteen-unit core required of Liberal Studies students. The purpose of this program is to provide its students with the subject matter understanding and skill in the liberal arts that will enable them to be knowledgeable and skilled teachers. For those students that don’t pursue the credential they will have a strong foundation in the liberal arts they can serve them well in a broad variety of fields and professions.

3. **What are the major goals and objectives? If these have changed over the last 5 years, provide a summary of these changes. Are they likely to be changes in the near future?**

The Liberal Studies goals of developing subject matter understanding and skills in Reading, Language, and Literature; History and Social Science; Mathematics; Science; Visual and Performing Arts: Physical Education and Health; and Human Development have not changed dramatically over the last five years. There are not likely to be any fundamental changes in
the overall structure of the Liberal Studies Major in the near future because the mission to prepare our students to become elementary school teachers is not likely to change.

Currently the department is planning for a non-credential track Liberal Studies Major. Also under discussion is a new emphasis in Chicano/Latino Studies. These changes are projected to go into effect for Fall 2006. This major will address the needs of students that are not planning to pursue the elementary subject matter credential and that desire a sound liberal arts undergraduate degree.

4. How do these goals and objectives fit in with the NHU mission?

The mission of The National Hispanic University (NHU) is to enable Hispanics, other minorities, women, and others to acquire an undergraduate degree or certificate using a multicultural educational experience to obtain a professional career in business, education, or technology. The Liberal Studies Department faculty fully understands in their instruction and curriculum development activities that it has a primary responsibility in addressing the NHU mission.

The Larger University Context

It would be useful at this point in the Self-Study to provide the External Reviewers with a very brief institutional history.

President B. Roberto Cruz founded the University in 1981 in a two-room campus in Oakland with a program in Liberal Studies and Business. NHU moved to San Jose in 1992. In 1994 the university relocated to the present site on Story Road. During the initial formative years President Cruz was active in building relationships and garnering support from important community members, elected officials, and prominent individuals from the private sector.

The university has experienced a series of dramatic successes over the last five years: In 2001 the eleven-acre property was purchased at the present site of a former elementary school. Thanks to the leadership of President Cruz, the Board of Trustees, the NHU faculty, staff, and administration, the University was granted Initial Accreditation by WASC in 2002. In 2004, a new 67,000 square foot, three level building was built. Unfortunately President Cruz passed away in Fall 2002, but his key partner in helping to build the university, Maria Elena Riddle, agreed to serve as Interim President for the Academic Year, 2002-2003. In Fall 2003 the University hired an experienced academician, Dr. David Lopez, to serve as its second President. Improved financial capacity, new academic program development and increased student enrollments have also been realized in these past years.

It is important to note that the fundamental mission of NHU has not changed, despite the significant changes and achievements during this decade.
Program History
1. Describe the program's history since the last program review or within the last 5 years, emphasizing major changes that have occurred.

Enrollment Trends
Over the last five years Liberal Studies has experienced a 31.8% increase in majors. It is important to note that the Liberal Studies program has experienced dramatic growth over the last eight years. The program has more than doubled from 72 students in Fall 1999 to 149 in Fall 2005. NHU has more than doubled in enrollment from 272 in Fall 1999 to 549 in Fall 2005. NHU has matured and grown in complexity since 1999. Primarily as the Business program has grown (along with the Computer Science, Translation and Interpretation, and Math and Science) the Liberal Studies Program has declined in its percentage of the undergraduate program from 51.4% in Fall 1999 to 39.3% in Fall 2005.

There was a dramatic increase from Fall 1999 to Fall 2000 and the program leveled off for three years to experience a spike in enrollments in Fall 2003 and a slight downward trend over the last two years.

The Liberal Studies Department faculty expects a modest rate of growth over the next five years of 5-10% per year for the existing credential track major. During Fall 2006 the department expects to increase the total number of Liberal Studies Majors by offering a new non-credential track major. It is being projected that this new program may lead to another additional 5-10% increase in the total number of Liberal Studies Majors over the next five years.

Table 1: Liberal Studies Majors Enrollment Trends: Fall 1999-Fall 2005

<table>
<thead>
<tr>
<th>Semester</th>
<th>Liberal Studies Majors--#</th>
<th>Liberal Studies Majors--% UG</th>
<th>NHU Undergrads (UG)</th>
<th>NHU Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>72</td>
<td>51.4%</td>
<td>140*</td>
<td>272</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>113</td>
<td>56.5%</td>
<td>200*</td>
<td>299</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>117</td>
<td>47.2%</td>
<td>248</td>
<td>358</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>114</td>
<td>41%</td>
<td>279</td>
<td>457</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>170</td>
<td>51.4%</td>
<td>331</td>
<td>558</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>156</td>
<td>51.1%</td>
<td>305</td>
<td>464</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>149</td>
<td>39.3%</td>
<td>379</td>
<td>549</td>
</tr>
</tbody>
</table>

*This data only includes the three baccalaureate granting programs of Liberal Studies, Business, and Computer Science. Beginning Fall 2001 the undergraduate data includes students who are undeclared and those in the Translation/Interpretation program.

The jump in students from Fall 1999 to Fall 2000 can be explained by the existence of a new funded program, Project Maestros that lasted until February 2002. In Fall 2003 the dramatic increase can be explained by the addition of sixty new Paraprofessionals students that were A.A. bound and required to meet the 48 unit requirement under AB 65 and No Child Left Behind. It is important to note that many Liberal Studies majors are work as a teacher’s aide and do not intend to complete the B.A. degree. Their goal is to complete the required 48 units under AB 65.
and No Child Left Behind. Many of these students are not lower income and are not eligible for financial aid. NHU feels that it is meeting its mission by effectively serving these students although they do not complete the baccalaureate degree. This helps to explain the relatively low number of B.A. graduates from 1999 to 2005 listed in Table 2. The department faculty needs to meet at least on an annual basis to review the institutional data.

Table 2: Liberal Studies B.A. and A.A. Graduates

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>No. NHU Liberal Studies Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>5</td>
</tr>
<tr>
<td>2000-2001</td>
<td>7</td>
</tr>
<tr>
<td>2001-2002</td>
<td>9</td>
</tr>
<tr>
<td>2002-2003</td>
<td>15</td>
</tr>
<tr>
<td>2003-2004</td>
<td>9</td>
</tr>
<tr>
<td>2004-2005</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Planning and Evaluation

Faculty and Staffing

It is important to note that NHU is a very small university and that the departments and faculty play not only important roles in teaching, advising, but also in administration and university governance. Furthermore, faculty members in different departments have played important instructional roles in Liberal Studies. Business faculty Chris Rodgers has taught the lower division Liberal Studies requirement, Mathematics 108 (Number Systems), while the Director of the Translation and Interpretation program, George Guim, has regularly taught Linguistic 406 (Comparative Linguistics) and Mathematics 312 (Educational Statistics) which are upper division requirements. Although Sarah March is designated as a General Studies faculty member with responsibilities for instruction in Speech 100 she also plays a vital role in teaching the upper division requirement, English 401, Multi-Ethnic Children’s Literature.

It also must be recognized that NHU has really only had a stable cohort of full-time faculty in the last six years, with a small turnover rate. The full-time faculty (there have not been more than 15 full-time faculty) has had to carry a disproportionate responsibility in administration and governance. Given the fact that NHU is a developing and growing university, faculty must not only develop, manage, and lead departments but also assist in important university-wide governance responsibilities such as faculty senate committees. There are no full-time faculty members that have the opportunity to focus solely on instruction in Liberal Studies at the present.

The overall structure and purpose of the major has not basically changed. There have been some curriculum improvements that will be discussed in section 2 below.

a. Carlos Navarro was hired in February 2000 on a .5 basis to chair the Liberal Studies Department for the calendar year. During Spring Semester 2000 there were no full-time instructional faculty in the Liberal Studies Program. During Academic Year 2000-2001 (the
year of the last Program Review) there were two full-time faculty hired, Mooney (English—he was hired by NHU in 1999-2000 to teach in a special program for high school students released from Juvenile Hall) and Susana de la Pena (English—she left in June 2001). The primary author of this report (Navarro) also served as the primary author of the Liberal Studies Program Review in 2000.

In Spring Semester 2001 Susana de la Pena took over the Liberal Studies Coordinator post until her departure in Summer 2001. During Summer 2001 Michael Mooney held the Coordinator post until December 2004, when Adriana Ayala replaced him. Ayala held the post until August 2005. Navarro agreed to serve for one year to serve as Liberal Studies Department Chair from August 2005 until July 2006. It is accurate to say that there has been continuity in the program’s leadership as Mooney and Navarro have served as chair during most of the last six years.

Important developments were the hiring of two additional full-time faculty, Adriana Ayala (History, Ethnic and Women’s Studies), and Michael Jordan (Philosophy) in Fall 2001. In addition William Cruz (Chemistry and Physics) was hired on a half-time basis in Fall 2003. During July 2002 George Shamshayooadeh (English) was hired by NHU as a full-time staff person with half-time responsibilities to coordinate the Student Academic Assistance Center (SAAC) and half-time to teach in Liberal Studies/General Education. Wendy Hacke was hired by NHU to teach Child Development and update the Liberal Studies Child Development Course Outlines during Spring Semester 2004; she served on a half-time basis during that semester.

b. There was a major administrative change because formerly the Liberal Studies Coordinator had the responsibility for faculty and curriculum in the General Education Program. As of Spring Semester 2005, the GE program became independent and was administered by one of the Liberal Studies Faculty (Jordan). Jordan was assigned to be NHU articulation officer during 2005-2006. Mooney serves as interim chair for the GE program during 2005-2006.

There was no new faculty hired during the 2004-2005 academic year.

During Fall Semester 2005, Dr. Edirle Menezes was hired as a full-time faculty member to exercise leadership in the Child Development Emphasis curriculum and to develop the recently approved (Fall 2005) Early Childhood Education Program curriculum.

A major advisement responsibility was taken away by the reorganization, effective January 2005), that removed General Education from the Liberal Studies program. There was a major administrative change in the Liberal Studies Department during the academic year 2004-2005. Prior to the Spring 2005 semester, the Liberal Studies Chair had the responsibility for the faculty, students, courses, and curriculum of the University’s General Studies Program. This program became its own department with its own chair, Michael Jordan, in Spring 2005. Two factors led to this change. First, the University created a transfer program in which students take their GE classes here and then transfer to another university. This allows us to serve students who do not want to major in business, liberal studies, math/science, or computer science. The majority of first-year freshmen who entered NHU Fall 2005 are transfer students. Second, General Education offers more courses than the rest of the undergraduate departments combined, so the task of staffing, evaluating, and managing Liberal Studies and General Studies courses together was becoming too much for a single
chair. General Education now has two faculty: Mooney (1.0), and March (.5) assigned to its program advisement and supervision responsibilities.

Since NHU is a small university, with a very small full-time faculty, there is a considerable amount of responsibility. Responsibilities are shared. General Education program faculty often advises Liberal Studies students. Liberal Studies advisees have the availability of the following full-time faculty: Michael Mooney, Carlos Navarro, Edirle Menezes, Cruz (.75), and Jordan.

2. Provide a summary of the recommendations from the previous program review and the program responses to those recommendations.

This section will be divided into two parts: Part A, the formal Program Review of Fall 2000 and Part B, the CTC Liberal Studies Report of 2002-2003. Within a three year span the Liberal Studies Program was reviewed twice and involved considerable faculty time and energy in preparing these reports and reviewing the recommendations of both the Program Review External Reviewers (early 2001) and the CTC panel (2003) that reviewed the Liberal Studies B.A. program.

**Part A: The Formal Program Review of Fall 2000**

The Liberal Studies Program had one formal program review cycle using guidelines developed by and for the program. This occurred in Fall 2000. The External Reviewers were Professor Naomi Bishop, CSU Northridge Liberal Studies Coordinator, and Professor Kathleen Kovach, Holy Names College Liberal Studies Coordinator. Their independent external review reports were received by NHU in February 2001. (See Appendix D) They noted the clarity of the mission, the quality of the curriculum design, and the strong support for students. Their primary concerns were based on the need to hire more full-time faculty and the need to enhance the quality of individual course outlines and syllabi.

**Full-time faculty**

Professors Bishop and Kovach were concerned that without full-time faculty the Liberal Studies program would not have the leadership and the institutional memory to adequately strengthen the program. Although they were greatly impressed with the NHU mission they felt that it could not be adequately realized without a core of full-time faculty.

**Curriculum.**

**Dr. Bishop** argued that the program needed to “continue to fine-tune the curriculum to fit the needs of teacher preparation program...” The department immediately responded to a criticism of a core requirement in computer science, CS 103 (Advanced Computer Applications), by having the Senate approve a course catalog description that made explicit a change from an exclusively business-focused course to one that was more appropriate for future teachers. Currently the department is discussing the adoption of a new course, Edu 300, Technology for educators to replace the existing six unit requirement.
Professor Bishop wanted to see “more crossover between the two emphases (cross cultural 

studies and child development.” She noted that the cross cultural studies emphasis required 

no child development course. The Liberal Studies Program, effective Fall 2003, made Child 

Development 100 (Child, Growth, and Development) a lower division major requirement for 

all majors and effectively addressed this deficiency. (See Appendix E) Bishop also desired 

“field experiences in elementary classrooms for all Liberal Studies majors.” This was 

addressed by creating a new course, Edu 250 (Field Experience in the Elementary 

Classroom) required in the emphasis of all Liberal Studies majors (not just those with the 

Child Development Emphasis), effective Fall 2003. The Ethnic Studies 265, Minorities in 

the U.S., was made an option in the Child Development Emphasis, beginning Fall 2003. The 

Cross Cultural Studies Emphasis course, Ethnic Studies 122, Gender, Race, and Culture in 

American Society, was converted to a senior level course required for all majors. The 

English 401 course, Multicultural Children’s Literature, formerly a Child Development 

emphasis course, became a requirement for all majors. 

Bishop recommended that the department “work toward a seamless transition from BA in 

Liberal Studies to your teaching credential program.” The department rejected the idea of a 

blended program as inappropriate for NHU students that often come to the university under-

prepared, are ELL, have significant family responsibilities, and are often working long hours. 

At that point in NHU history when its students matriculate from high schools with a college 

preparation curriculum, and even advanced placement courses, then the blended BA-

Credential program would certainly be considered. That reality is not imminent. 

Bishop also discussed a “need to undertake a curriculum review of approved course 

outlines...for consistency in form, for accuracy of information, and most importantly, for 

substance.” Both Bishop and Kovach felt that there was a lack of consistency in the syllabi. 

The NHU Faculty Senate required all departments to engage in the development of their 

NHU course outlines in 2001-2002. The first task was to create a new course outline 

template that required various elements, the most important of which were the course 

objectives, course description, suggested book list, and pedagogical and evaluation methods. 

In response to this concern the Liberal Studies Faculty, along with the rest of the other 

departments (Teacher Education, Business, and Computer Science) began a steady process of 

developing improved course outlines based on the NHU course outline template. [attachment 

A—NHU course template] A critical component was the section listing course outline 

objectives that required that all instructors to address those objectives. 

During academic year 2001-2002 the team of four Liberal Studies faculty (Michael Mooney, 

Adriana Ayala, Michael Jordan, and Carlos Navarro) began the effort to systematically 

address this issue. The Liberal Studies faculty believes that the Liberal Studies Curriculum 

has dramatically improved with this process. 

Bishop recommended that the faculty consider the size of the major (126) units, with a 

possibility of reducing the number of units. This recommendation was rejected for the same 

reasons as the rejection of the blended program recommendation. NHU Liberal Studies 

students need the time and coursework to attain the knowledge listed in the CTC content 

specifications. Only a very small minority of our majors had a college preparatory high 

school background.
Child Development Curriculum. The external reviewers felt that the Child Development curriculum merited more faculty focus and needed to be revamped. As mentioned above a faculty member was hired for one semester to update and improve the course outlines. With the hiring of a new full-time Child Development faculty member in mid Fall 2005 Semester, the Curriculum will be continue to be reviewed by a full-time faculty member with the appropriate expertise.

Professor Kovach recommended that the department strengthen its assessment efforts. In 2001, NHU utilized the SJSU (its partner institution) model of GE assessment and evaluated the thirteen GE courses for which it has an articulation agreement. (See Appendix F) This was NHU’s first course assessment effort. There was one workshop in Fall 2001 for faculty presented by the SJSU Associate Vice President for Academic Programs and the Assessment Coordinator. Representatives for the faculty team involved in assessing courses gave a NHU faculty workshop in Spring 2002 in how to engage in course assessment.

Effective Fall 2005 the Edu 300 course (designed for junior level students—See Appendix G) the Gateway to the Liberal Studies Experience, was first taught for those students under the catalog year of 2003-2004. This course requires one reflective essay based on their academic assignments from two of the core Subject Matter areas. (see attached syllabus, appendix ). During Academic Year 2006-2007, all graduating seniors enrolled in the mandatory senior portfolio class, EDU 490 (See Appendix H), will have to write reflective essays on their academic work in the core Subject Matter content areas.

Also as part of the Edu 300 course requirement, all students were required to take or to have taken, the Junior Writing Proficiency Exam, required for graduation since the catalog of 2002-2003. There were four students out of thirty-two that did not pass this Junior Writing Proficiency Exam. The English faculty are working on a short-term response to help these students pass this exam and will develop a course that students can take next year after they have not passed the exam.

Professor Kovach’s recommendation to have students share their achievements and future aspirations (based on their individual student portfolios) in a forum with both Liberal Studies Faculty and Liberal Studies students is a sound idea that was implemented during the 8th week (February 27 to March 3) of Spring 2006, Module 1 in the two sections of the Senior Seminar (Edu 490).

Professor Kovach’s recommendation to encourage faculty to contemplate giving library assignments as often as possible was discussed at the Self-Study Retreat of February 24. The faculty concluded that the one unit Information 100 course, Information Competency, gave NHU students a foundation in library skills. The university librarian and the faculty agreed that there would be a follow-up faculty development workshop on library assignments before the end of the spring semester.

Professor Kovach made a specific recommendation to facilitate integration of course content with pedagogy by suggesting that students take an internship course “to provide classroom experience early in their undergraduate education.” As mentioned earlier, the department agreed to require that all Liberal Studies Major enroll in Edu 250, the Field Experience in the Elementary Classroom, effective catalog year 2003-2004. Pedagogical instruction is also offered in the following course: Dance 120, Music 121, Art 238, Edu 300, and Edu 447.
Professor Kovach made a recommendation that “faculty might consider stronger integration of ideas and themes in separate courses and the integration of undergraduate coursework and teaching experiences.” While the faculty considers this to be a fascinating recommendation, there would be a necessity for several things to change. There would need to be a significant increase in full-time faculty. There would need to be an increase in full-time faculty that is primarily focused on instruction. There would need to be administrative support for integration. Faculty would need to have the time to meet, plan, deliver and evaluate a more integrated curriculum. The existing teaching, advisement, administrative and governance responsibilities make this excellent recommendation and extremely challenging prospect.

**Academic Affairs Administration and Program Review Follow-up**

Part of the problem for the Liberal Studies department, as well as the other departments at NHU, is the need for more academic affairs administrative support. There are only two central academic affairs administrators: the Provost and the Faculty Liaison that has responsibility for scheduling, book orders and faculty contracts. There is a need for support in the following important, yet labor intensive duties: coordinate the development of the catalog, oversee grades and academic policy, support faculty in assessment and program review, engage in direct curriculum oversight, organize faculty development workshops, etc.

Under the leadership of President Cruz it was decided that the Provost needed the assistance of an Associate Provost; this post was established in Spring 1999. This post was responsible for the schedule, faculty hiring and evaluation. Currently each chair is responsible for their department’s schedule, faculty hiring, and evaluation. In Fall 2000 a new staff member was hired to replaced the Associate Provost and the position was renamed Vice Provost. In Summer 2002 the Vice Provost resigned her position and the position has not been filled since that time.

The faculty recognizes that there has to be a significant increase in both the quality and quantity of academic affairs administrative support for their assessment, instruction, and curriculum work. NHU did not have a full-time Provost at the helm of Academic Affairs for a two year period that ended in August 2005.

**Part B: The Commission on Teacher Credentialing Review of 2002-2003**

In order to comply with the CTC requirements based on SB 2042, the Liberal Studies Department engaged in a thorough review of its curriculum and recognized that there needed to be change in the curriculum. (See Appendix I for CTC approval letter) New courses were developed. Perhaps the most important was the Edu 300, the Liberal Studies Gateway Experience, which was first taught in Fall 2005. Students were asked to learn about the major elements of the subject matter areas. This course required students to review the Subject Matter Content Specifications and reflect on what they had learned in their first two years of academic study and also to be aware of what they needed to learn in their last two years in the major. Students were also introduced to the Subject Matter Frameworks purpose and philosophy. Students were required to work collaboratively and prepare an outline of a teaching unit selecting one theme, integrating two or more content areas, and choosing the content standards from one elementary school grade.
The second new course required lower division major course was Math 200, Conceptual Geometry. This course was developed to better address the content specifications as outlined in the CTC content specifications. This is a partner course with Math 108, Number Systems.

There were several courses that were modified. Edu 447, Theoretical Foundations of P.E. for K-8, was enhanced by adding a significant health component. Physics 120 was also modified by enhancing its astronomy component. English 401, Multiethnic Children's Literature, became a upper division requirement for all Liberal Studies Majors, not just for Child Development emphasis students. As an integrative course (as per Kovach’s suggestion), the freshman level course, Ethnic Studies 122, Gender, Race, and Culture in American Society, was modified to become a senior level major requirement that served as an integrative course that required integrative research. There was a capstone course modified for the Child Development Emphasis, CD 453, Research in Child Development that required a research paper linking two or more disciplines. The capstone course for Cross Cultural Studies, Eth 432, Advanced Multicultural relations, also required a research paper linking two or more disciplines.

As mentioned previously all Liberal Studies students were required, effective catalog year 2003-2004, to take CD 100 (Child, Growth, and Development), and Edu 250, Field Experience in the classroom as a result of the attempt to better address the content specifications under SB 2042.

The External Reviewers are welcome to review on campus the binders that document the extensive efforts of the Liberal Studies team to address SB 2042, led by Carlos Navarro and including Adriana Ayala, Michael Jordan, Michael Mooney, with assistance of the Director of the Office of Institutional Planning and Evaluation, Dr. Isabel Vallejo, and Neva Hofemann, Teaching Education Department Chair. The department work that went into this effort was really similar to a program review, except that the CTC panel reviewing the Subject Matter Standards report presented by NHU, never physically came on campus.

3. How effectively does this program utilize its existing resources? What are the major resource issues affecting the department now and into the next 5 years?

The program currently meets its responsibilities with the existing resources. There is no separate allocation or budget line for the individual departments at NHU. The university has dramatically increased the number of new students this academic year to 161 in Fall 2005. The President’s goal is to add 325 new students for Fall 2006. There are discussions underway, to address the need to augment the faculty and the support staff that might be necessary to address the increased student body.

Clerical Support

The department does not have a full-time clerical support staff for its operations. The department must share the following support staff with Business, Computer Science, Science and Math, Translation and Interpretation: two part-time student employees, one full-time clerical support staff, and one administrative operations officer in charge of scheduling and serving as faculty liaison. (The Provost’s office also does not have a dedicated support staff professional.)
This means that the Department Chair, the full-time faculty, and the adjunct faculty are primarily responsible for their own clerical support. A department chair has significant professional responsibilities such as overseeing the curriculum and instruction in the department. To require the chair to spend so much time with clerical duties undermines the ability to invest the necessary time required as the curriculum and instructional leader for the department. NHU primarily has a paper system in handling vital university documents. There is no electronic registration system and add-drops, Directed Studies (individual studies), course credit through challenge exam, etc. involve the department chair handling, securing signatures, and actually delivering documents to the registrar’s office. This places an undue burden on the department chair. It is an inappropriate use of scarce time that ought to be spent on faculty and curriculum evaluation and development.

More full-time faculty and adjunct faculty will be needed to address increased student enrollments. More staff and administrative support will be needed to accommodate the increase in students and staff. There will also be a space issue to accommodate the increase in new faculty and staff. The Academic Planning Council (chaired by the Provost and consisting of department chairs, the librarian, coordinators, and the Registrar) will need to create a sub-committee with the Vice President for Finance to assess the need for additional staff and faculty space needs.

NHU classroom space has been analyzed and it has been determined that through better scheduling (adding more afternoon classes and possibly Friday and Saturday classes) our existing facility of 18 classrooms, 2 science labs, and 3 computer labs is probably sufficient for the increased enrollments.

**Faculty Pay and Faculty Contracts**

There is no full-time faculty personnel system to appropriately identify where faculty should be on a pay schedule, given their academic credentials and teaching experience. There is no system in place to financially recognize faculty contributions and achievements.

During 2003-2004 a new system was set up by the Senate’s Faculty Affairs Committee to increase the base pay for adjunct faculty and to recognize terminal degree attainment, and teaching experience at NHU. The faculty recognize that the differential between faculty pay for adjuncts between NHU and local colleges is significant and makes it difficult to recruit and retain a stable group of adjunct faculty. NHU competes with community colleges and other higher educational institutions to get qualified and talented college teachers. The existing rate of pay for a new instructor with an M.A. is $1875 for a three unit class. The problem for NHU is quality, yet inexperienced, instructors will gain employment at the campus and after a few years of experience go on to teach at a local community college for approximately twice the rate of pay.

In addition, there needs to be a better system in recruiting, identifying, evaluating, and processing new adjunct faculty. This must be centralized so that an administrative or staff support person can play a critical role in supporting the departments are they recruit and hire the additional faculty that will need to be hired with the increased student enrollments.

NHU is currently on its sixth year with a stable body of full-time faculty. There has not been one cost-of-living increase during the last six years.
The 2002 letter from WASC granting Initial Accreditation indicated to NHU, that a Full-Time Faculty Contract system would need to be in place in order to have an effective faculty that would be able to be full participants in the university’s governance system. This was realized in 2003. There were nine full-time faculty contracts issued.

**Increased full-time and adjunct faculty**

**Full-Time Faculty Positions**

**Child Development**

Child Development has been a vital emphasis in the Liberal Studies Major. Approximately fifty percent of the majors choose Child Development as their emphasis. NHU demonstrated its commitment to the importance of their position by hiring its full-time Child Development faculty (Menezes) in Liberal Studies during Fall 2005.

Menezes will have primary responsibility for taking on the programmatic leadership for the newly approved Associate of Arts Program in Early Childhood Education. Dr. Menezes will be able to teach a few courses in Child Development each year in Liberal Studies, she will have leadership responsibility for eventually developing a B.A. program in Early Childhood Education (anticipate date of development is Fall 2008) and in helping to oversee the NHU Child Center that will be instituted in 2006. NHU will need to hire a full-time faculty member to engage in instruction in the Liberal Studies Child Development Emphasis as well as the ECE program. This faculty member would be considered a joint appointment in two departments, ECE and Liberal Studies.

**Ethnic Studies and History**

At present there are only two Liberal Studies emphases (Child Development and Cross Cultural Studies). The remaining half of the Liberal Studies Major population is Ethnic Studies. This is a projection based on a recognition of the existing demand for Ethnic Studies instruction and future increased enrollment demand for courses in Chicana/o and Latina/o Studies as a result of the proposed Chicano/Latino Studies emphasis of 24 units in the new non-credential track major. If this candidate has the appropriate expertise in California (upper division Liberal Studies) and American history (required in GE), it would enhance not only the quality of the major but the GE program as well. The current Ethnic Studies and History faculty member is now serving as Provost. The current Liberal Studies Chair is an Ethnic Studies professor and has primary teaching responsibility for the Senior Seminar (Edu 490) and the Gateway Experience (Edu 300) and is not able to teach a significant number of Ethnic Studies courses.

**Mathematics**

Although there is no urgency in hiring a math faculty for the Liberal Studies program, the National Hispanic University needs a full-time mathematics faculty. There is no full-time mathematics faculty to deliver math instruction and exercise leadership and quality supervision over the math curriculum. The major requires four math courses: College Algebra (G.E.--Mat 100), Number Systems (Mat 108), Conceptual Geometry (Mat 200), and Educational Statistics (Mat 312).
This does not include the two developmental math courses that many Liberal Studies majors need (Mat 45 and Mat 40). Moreover, the Associate of Science degree (pre-Engineering) also needs the instructional services of a full-time math faculty. A full-time math faculty would help three programs: Liberal Studies, General Education, and the Math and Science.

**Academic Quality**

1. **Describe how the program has improved within the last five years, using evidence to support these conclusions.**

   The Liberal Studies faculty strongly believes that the program has significantly improved with the addition of full-time faculty and the reorganization and enhance of the major program since the last program review of 2000-2001. Please refer to Program History, Items 1 and 2, for detailed discussion about changes in curriculum and faculty since the last Program Review.

2. **Describe new directions in curriculum, resources, research, reorganization, staffing, or student clientele planned for the next few years and aimed at strengthening the program.**

   **Introduction**

   Liberal Studies Programs in public and private universities generally take their leadership and instructional program from within the existing structures. For example, an English or a Geography department professor would become a Liberal Studies Coordinator. Except for a few introductory or capstone courses the Liberal Studies curriculum is basically taken from the appropriate and relevant existing department curricula in these institutions. In these systems, there is a legitimate concern as to which set of faculty will have, on an ongoing basis, a primary focus on the Liberal Studies Major.

   There are no formal liberal arts departments such as English or History at NHU. For now and the foreseeable future, a liberal arts faculty member in history, ethnic studies, or English, will be hired as a Liberal Studies Department Faculty or a General Studies Department Faculty. This means that a Liberal Studies faculty would have an undivided loyalty towards the program. There is a problem, however.

   Because NHU is a developing small university, full-time faculty often have multiple responsibilities in governance, administration, and managing other programs. At present there is no full-time faculty member that is engaged in full-time instruction in Liberal Studies.

   **Curriculum**

   When the External Reviewers visit in Spring 2006, the Liberal Studies Department hopes to have developed a new Non-Credential Track Liberal Studies Major to be implemented in Fall 2006 for those many students that want a Liberal Arts degree, but who do not want to pursue a career in Elementary Education. We believe that this new program will make NHU attractive to more students. Without the constraints of the CTC, there will be more flexibility in the new major and create possibilities for enhanced minors. The faculty will engage in discussions during Spring with the following three programs to see whether
they would like to offer a minor program in the Non-Credential Track Liberal Studies Major: Business, Computer Science, and Translation and Interpretation.

There is a Cross Cultural Studies (Ethnic Studies) Emphasis that has been quite popular with majors over the years. Since approximately 80% of the students at NHU are Latino, it is appropriate to develop curriculum that enhances student knowledge of the Chicano/Latino experience in the United States—the new Chicano/Latino emphasis. At this moment there is no course in Mexican American History, one of the more popular Latino Studies courses in the Southwest United States. Another course that will also be developed that will prove popular with our predominantly Mexican-descent students is Mexican History. A third course will focus on Mexican American/Latino literature that analyzes the important published materials in fiction and non-fiction over the past several decades. Please refer to Appendix that summarizes the new emphasis.

Resources

Space: At present there are no additional cubicles available on level two, wherein faculty are currently housed. Although there is a difference between an expressed department need and approval for two new hires by Fall 2006, the department does need to project its anticipated space needs. The Liberal Studies Department projects that it will need two new cubicle spaces. The desired date would be Fall 2006.

Research

There are no existing sabbatical opportunities for full-time faculty. At present there is no research support program available to NHU faculty. There has been support on an ad hoc basis for individual faculty. Given the tasks of helping to build a university through governance and committee work, faculty responsibilities in teaching and advising at-risk and high-risk student, participation in outreach and retention efforts, a research program or research expectations for full-time faculty is probably not realistic. What is realistic would be a NHU commitment to supporting faculty development as they seek to enhance their knowledge and skills in their discipline or as teachers. This commitment could involve a faculty sabbatical program that ensures that, after six years of continuous service as a full-time NHU faculty member and a quality faculty development proposal plan, the administration would grant the sabbatical recipient one entire semester off, with full pay, to engage in their development plan. The guidelines and process would need to be worked out in conjunction with the Senate and the Administration.

Reorganization

At this juncture in the institution’s history, there are no plans to reorganize the Liberal Studies Department.

Student clientele

The National Hispanic University was founded by President Roberto Cruz on the premise that existing higher education institutions have not adequately served the Mexican American/Latino community. These institutions have not been sufficiently dedicated in their service to at-risk and high-risk Latino students. Within the next five years there is no reason to project any significant differences in the academic profile of our overwhelmingly Latino student demographic. NHU students are likely to continue to come from the Eastside of San Jose, and the greater Santa Clara County area.
There will continue to be evening students that are older, working full-time during the day, and have significant family responsibilities. Many of these students tend to come from families that are lower-income, immigrant, ELL, and have a non-college prep high school background. These students have demonstrated high motivation and a willingness to work hard to succeed academically, despite many obstacles.

NHU is in the process of examining and planning for how it can best serve a new group of students that are recent high school graduates, non-college prep, lower-income, immigrant, and are ELL. We are discovering that these traditional age college students are often expected to provide major financial support to their families and more often than not work at least full-time. An issue of concern to all undergraduate advisors is low motivation and a lack of understanding of the habits and time management skills necessary to succeed at the college level. We are currently reviewing and adjusting our institutional capacity to more effectively serve the traditional age at-risk and high-risk Latino students. The WASC Capacity and Preparatory Review team that visit NHU during Spring 2007 will be evaluating the tools that we are developing to enhance that capacity. The WASC Educational Effectiveness Review team that visits during Spring 2008 will be looking at the evidence that we present as to the effectiveness of our capacity.

3. Discuss the use of the various modes of instruction utilized in the program such as lectures, group projects, cooperative learning, field or laboratory work, etc. Describe any innovative pedagogical approaches such as service learning, online courses, and internships. Indicate the resource issues involved in supporting these activities.

NHU faculty use the variety of instructional modes in their courses. Although the lecture mode is seen as important, NHU, because of its small class size and “familia” climate has developed a student culture and a set of student expectations that will be a significant amount of group projects and cooperative learning in instruction. Conversations with junior and senior-level Liberal Studies Majors will demonstrate this. These students are experienced at working with each other on a variety of group projects and cooperative learning assignments. There is an additional level of synergy that our students experience in group projects given their “history” with each other, in their shared coursework, and the institution.

The Liberal Studies program presented the following grid to the CTC panel in our compliance efforts with SB 2042. This grid contains assignments and activities that are illustrative of the NHU classroom environment.
<table>
<thead>
<tr>
<th><strong>TEACHING PRACTICES</strong></th>
<th><strong>Illustrative Exemplary Teaching Practices</strong></th>
<th><strong>Collaborative Learning</strong></th>
<th><strong>Active Simulations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Studies 134, Hispanic Culture, requires students to be organized into “expert groups” in which they meet and plan a lesson in which they will deliver instruction to the rest of the class on an assigned chapter from the major text.</td>
<td>Here is a description of a collaborative learning activity from ENG 303 and 302 syllabi:</td>
<td>You will participate in a 30-45 minute group presentation on the last week of the module. The presentation will be based on research on a specific author and/or work of American Literature. In some cases your group may choose a particular genre, such as African-American trickster hero tales, or theme, such as literature that explores abusive relationships. Each group should submit a brief write up of its work (5-10 pages), including outline, script, handouts, bibliography, and notes (The notes may be handwritten). Be creative! Teach us something. N.B. You can choose to produce a play as an alternative presentation. Let me know if your group wants to perform a play, and I’ll give you more time to present if needed.</td>
<td>Art 238, Visual and Performing Arts, requires students to do a group project and presentation on the arts contribution of a major American ethnic group.</td>
</tr>
<tr>
<td>Art 238, Visual and Performing Arts, requires students to do a group project and presentation on the arts contribution of a major American ethnic group.</td>
<td></td>
<td></td>
<td>Here is an example of active simulations from the ENG 401, Multi-Ethnic Literature, course:</td>
</tr>
<tr>
<td>The Math 108, Number Systems, taught by instructor Chris Rodgers, requires that students on a weekly basis organize into groups and problem solve the various math assignments.</td>
<td>You will complete five multicultural literature lesson plans. Typically, each lesson plan should be two pages long. There are no graded rewrites, so turn in your best copy. I will provide models in class, but you may use your own format if you please. Show me your format prior to turning in your first lesson plan, however. You will present at least two of these lesson plans to the class for discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art 238, Visual and Performing Arts, requires students to do a final project in which they prepare and deliver a lesson integrating one of the arts with a core subject designed for a particular age group.</td>
<td></td>
</tr>
</tbody>
</table>

Source: NHU RESPONSE TO CTC—November 2003, Table 5.1.a *Illustrative Exemplary Teaching Practices*
The Liberal Studies Major required a field experience in the classroom only for the Child Development Emphasis prior to 2003-2004. Beginning Fall 2003 all new Liberal Studies Majors were required to take the Edu 250, Field Experience in the Elementary School Classroom. This requires fifty hours of field experience. In Spring 2006 the Liberal Studies Department Chair and the Human Resources Director for Mt. Pleasant Elementary School District formalized a partnership that would seek to channel, all those students that were interested, into field placements with this district. This would guarantee an optimum educational field placement and provide a inroad into a possible future hiring as a probationary teacher.

Online learning is not a critical agenda item for the Liberal Studies faculty. At this juncture the faculty believes that the traditional classroom environment with lecture, group projects, and cooperative learning, direct faculty-student contact, is the most appropriate approach towards at-risk and high-risk students. Nevertheless, it would be desirable for NHU to have an online learning platform so that faculty can utilize the possibilities for better communication, minimally an email system. Currently NHU does not provide students with an email account. Certainly those faculty with the skills and interest might be able to enhance the on-ground instructional experience with an online course management system that would allow better communication and possibilities for online learning tools such as threaded discussions or a chatroom.

In the newly developed course, Edu 300, Liberal Studies Gateway Experience, students were required to work in a small group, select a topic or theme and produce an outline of a unit, designate the grade level, and utilize two or more of the core elementary subject matter areas. They were required to identify the Standards from the California Subject Matter Frameworks relevant for the teaching unit.

Beginning catalog year 2003-2004 all Liberal Studies Majors are required to take the Field Experience in the Elementary Classroom course (Edu 250). Formerly only the Child Development Emphasis Majors were required to take this field experience course; Cross Cultural Studies were not required to do so. There is an agreement with the Mt. Pleasant Elementary School District to provide NHU student interns via the Edu 250 course beginning Spring Semester 2006, second Module. This concrete classroom experience will also make it easier for this school district to identify and recruit more bilingual elementary school teachers.

The Liberal Studies Department is also planning on developing a service learning course for its future non-credential track major students in 2006-2007 that will allow them to engage in service learning in the social services area. This course—Edu 200, Service Learning, will involve students volunteer 50 hours under the supervision of an agency or institution and will also be required to write reports on program delivery and evaluation. The NHU librarian is currently preparing a proposal for external funding with Liberal Studies support that would enhance NHU’s service learning capacity.

The faculty currently believes that an exclusively online learning environment for our first-generation, predominantly English Language Learners is not the best approach. The consensus is that the best approach for at-risk students involves direct and ongoing contact with faculty and fellow students in a small classroom environment.
The faculty believes that there needs to be a faculty administrator that is responsible for planning, implementing, and assessing ongoing faculty development workshops on pedagogy and writing and study skills across the curriculum workshops for students.

4. Describe the quality and quantity of library resources that support the program. Identify needs to be met in the next five years.

There has been a dramatic improvement in the facilities and the collections since the last External Reviewers visit in November 2000. The library was basically housed in an elementary school classroom and the holdings were minimal at best. Today NHU enjoys a wonderful facility with a significantly improved collection. The library collection has room for considerable improvement and has been very well led by our former Librarians, Rory Litwin, Frederic Rauber, and our current Librarian, Mary Manning. Most of the meetings between faculty and the Librarian have been on a one-to-one basis so there is no collective Liberal Studies Department sense of the holdings. The department will hold meetings each semester with the Librarian to review and make recommendations about the holdings.

There was a meeting on Wednesday, February 8, 2006 between the Librarian and Liberal Studies faculty to review and discuss the university’s holdings. There is a recognized need that the collections needs to be strengthened in all the subject areas, especially in American and California history, World Literature, American literature, contemporary multicultural U.S. literature, and literary criticism. It was also discussed that the Librarian will present a faculty development workshop showing faculty how they incorporate more library assignments in their courses. The Librarian participated in the Self-Study retreat held on Friday, February 24, 2006.

5. Provide a brief description of the program’s advisement process and identify procedures used to assess and improve it.

Faculty advisors monitor all of our students’ registration activities. Students meet with their advisors to choose their classes for the semester. They also meet with their faculty advisors when dropping and adding classes. A faculty advisor must sign all registration and add/drop forms. The Liberal Studies Department uses an advisement guideline (see attached) to guide the students through their requirements. There were approximately 500 official advisement contacts in the department during the academic year 2004-2005.

6. Describe the present and planned use of technology to enhance instruction. What are the most serious technological needs of the program?

As mentioned in item three above, online instruction is not being planned as a significant part of instruction since it is not deemed to be most appropriate teaching method for the many at-risk NHU students. There is a consensus among the faculty that a system similar to Blackboard in which all instructors and students could expect to have an online course management system in which email communication could be facilitated and minimally a syllabus could be accessed.
There is a need for at least two “Smart Classrooms” in each of the two instructional floors (2nd and 3rd). These would contain a computer, DVD player, and an LCD projectors that cannot be removed.

7. Describe the program’s assessment efforts, including plans, student assessment goals, major student learning outcomes, and utilization of assessment information. The Self-Study will clearly describe assessment tools, assessment results, and implications for curriculum and pedagogy. Faculty will demonstrate how assessment has led to improved student learning.

Since the current program is designed to address the elementary subject matter requirements the curriculum and assessment efforts operate within that framework. It is clear that the faculty’s goal is to provide the best academic preparation possible for those that will teach in the elementary classroom. That, of course, is a challenge, but it makes our assessment goals easy to understand.

The Liberal Studies Department has engaged in a summative assessment, utilizing the Liberal Studies Portfolio. Students are required to enroll in Edu 490, the Senior Seminar, during the Spring Semester. Prior to this year students were required to write a five page essay on each of the following: the value of their education; career goals, social experiences at NHU, educational experiences at NHU. They were also required to prepare a one page teaching philosophy, include a sample of class work, submit three letters of recommendation, and write application drafts for two graduate programs.

Effective this year (Spring Semester, Module I) students are required to write two page reflective essays analyzing their learning experiences in each of the following core content areas: Language/Literature; Social Science; Mathematics; and Science. It was felt that this would be more useful in focusing on course and program objectives and students to analyze the purpose and quality of specific academic assignments in a particular subject matter area. The five page essay items mentioned in the first paragraph were reduced to two pages.

The primary author of this Self-Study is also the instructor for the Edu 490 course. He was also an instructor (co-taught with a faculty member in Teacher Education) of the junior level Edu 300 course (the Liberal Studies Gateway Experience) that became a requirement for all majors beginning catalog year 2003-2004. The department developed this course as a result of its successful attempts to address the requirements of SB 2042 and the CTC panel of evaluators. This course was modeled after a similar course offered by the CSU Northridge Liberal Studies Program. This course was offered for the first time in Fall 2005 and all students were required to prepare reflective essays on any two of the subject matter areas. Students were required to review and discuss the CTC content specifications of all the required elementary subject matter areas. They were required to do a brief oral presentation on the organization and elements of various disciplines within these subject matter areas. The author has been able to see a dramatic difference in the ability of those students that have taken the Edu 300 and those that were not required to do so since they were operating under previous catalog years. The curriculum changes as a result of SB
2042 in Liberal Studies have helped to enhance students’ abilities to engage in their own assessment of their learning. As they prepare their reflective essays, the Liberal Studies Department faculty are given direct feedback as to the strength and challenges for the program.

Beginning Spring 2006, graduating students made, in a panel format, a presentation to a group of Liberal Studies faculty (Navarro, Shamshayooadeh, Ayala) highlighting the major elements of their portfolios, with a focus on the reflective essays on their concrete learning experiences in specific courses that provide them with the foundation in their subject matter preparation. Prior to this academic year the individual student would present his portfolio to the professor of record for the Edu 490 course. It was concluded by both previous department chairs (Mooney and Ayala) that a panel presentation format with several faculty would be a significant enhancement to program assessment and the portfolio process (before this process takes place the Self-Study will have been mailed out to the External Reviewers).

8. Faculty profile: both full-time and adjunct
   a. Describe how new faculty members are mentored in teaching, advising, and working at the university

   One of the major advantages of a very small university is that it facilitates very close interaction among the full-time faculty. Faculty members do not have separate offices, but cubicles. The faculty members are mostly housed on the east wing of the second floor of the building. New faculty members have extensive opportunities on a daily basis to engage in conversations on a host of topics important to faculty. The full-time faculty is very involved in the Senate and the various governance committees and this creates wonderful opportunities for them to learn about and participate in university life. The department chair and more senior faculty are providing feedback and answering new faculty questions, literally on a daily basis. An excellent example would be the new Liberal Studies faculty, Menezes. She has played a critical role in promoting quality not only in the instruction in the Child Development emphasis, but has both enhanced the faculty environment and benefited from the mentoring from more senior faculty. It would actually be impossible not to get mentored and given feedback for new faculty. Liberal Studies faculty use an electronic advisement system that allows them to update a student’s enrollment record during advisement and registration. (See Appendix J) The proximity allows new full-time faculty to immediately get help and feedback on how to use this system and the nuances of academic advisement. New faculty are afforded a full voice and provide feedback both to the more senior faculty and also to the university at large.

   b. Describe how the program evaluates teaching effectiveness.

   Student evaluations are carried out for all faculty members in every course. The university has created a peer review evaluation document that, of course, is shared with the faculty member. The expectation is that all faculty, full time and part time are evaluated on an annual basis. This is an area that needs an enhanced level of academic administrative support.
c. Describe plans for enhancing teaching effectiveness.

NHU conducts several faculty development workshops on an annual basis. The most recent workshop was held on November 16 and led by Dr. Kathy Hess of Teacher Education and Sarah March of the General Studies Program; the topic was assessing student learning.

d. Describe the distribution of adjunct and full-time teaching in the program.

NHU heavily relies on adjuncts, given the small number of full-time faculty and the diverse range of subject matter areas offered in the Liberal Studies Major. During Fall Semester 2005 full-time faculty delivered 50% of the instruction in the major. During Spring Semester Module I full-time faculty delivered 20% of instruction. During Module II that begins on March 27 there are 22 courses scheduled and full-time faculty are scheduled to deliver 50% of these courses.

e. How adjuncts are assigned their courses?

The department chair reviews the CVs to ensure that the candidate has the appropriate academic background or professional background to deliver instruction. Interviews are conducted and the chair makes the best choice based on the pool of candidates.

f. How are adjuncts identified, and how are their credentials evaluated?

The NHU Human Resources Director, Imelda Gonzalez, sends out announcements concerning specific areas of need such as English or Child Development to the Northern California’s Higher Education Recruitment Consortium website that has a link to the Liberal Studies Department’s section of the HR website. (http://www.nhu.edu/hr/employment/lsadjunct.htm.)

Applicants send their resumes in to the department chairs and the faculty liaison. It is the department chair’s responsibility to carefully review the job applicant and his/her credentials and make the decision regarding the actual hire. Applicants that are offered positions send their officials transcripts and three letters of recommendations to the HR director for review. Applicants that are hired are also required to meet with the HR Director.

g. Faculty CVs in Appendix K