

Interdisciplinary Liberal Arts Major  
Program Operating Code  
College of Liberal Arts  
Colorado State University

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## I. MISSION STATEMENT | PURPOSE

### MISSION STATEMENT:

The Interdisciplinary Liberal Arts Major Program serves the people of Colorado by providing a program of study for students with broad interests that cross disciplinary boundaries. Students in this major develop broad-based understandings of the human condition, study various cultures and cultural artifacts, and develop an appreciation for the variety and breadth of human knowledge by pursuing a concentration either in the arts and humanities or in the social sciences or some combination of both. The program aims to develop students' abilities to be critical thinkers and committed citizens with a responsibility for ethical involvement in the larger human and global community.

### PROGRAM PURPOSE:

The Interdisciplinary Liberal Arts major offers instructional programs that "provide an understanding of people, their cultures, histories, literatures, philosophies, media, and arts; knowledge of their social, political, economic, and environmental systems; skills of critical thinking and communication; and attitudes appropriate to its academic disciplines." Graduates of the Liberal Arts Major will:

- Be able to follow a line of reasoning and empathize with others;
- Know there are multiple ways of reading the world;
- Be able to communicate clearly and persuasively in key formats, such as writing, speaking, media, and digital information;
- Respect rigor not so much for its own sake but as a way of seeking truth, for they will have a larger vision that calls for the humane use of knowledge;
- Practice humility, tolerance, and self-criticism, for they will have begun to know and celebrate the wider world and will understand the history and the aspirations of other peoples;
- Understand how to get things done in the world, and know how to collaboratively work towards leaving the world a better place than they found it;
- Nurture and empower the people around them, for they know that nothing is accomplished by one person alone, that a free and flourishing community is essential to everyone's freedom and everyone's achievements.

### PROGRAM LEARNING OBJECTIVES:

During and contributive to the process of achieving the above seven broader goals of personal growth, our students will meet the following Program Learning Objectives:

LO1: Writing effectively about the knowledge and perspectives of their field of study, including

- organization in a manner that aids the readers' comprehension as well as the writer's purpose;
- use of accepted grammatical form, spelling, and punctuation;
- use of language in a style that is appropriate to the writer's purpose;
- effective support of claims; and
- clear citation of information sources.

LO2: Speaking effectively, including

- creation of a logically constructed message;
- adaptation of that message to a particular audience;

- use of accepted grammatical forms of standard American English dialect;
- use of appropriate and engaging language; and
- use of effective delivery skills.

LO3: Communicating information effectively, including

- work with data and digital humanities;
- use of various media and visual/aural formats;
- work creatively in design & information integration.

LO4: Thinking critically about contemporary issues, particularly within various interdisciplinary perspectives and contexts, including

- description of a policy, position, or artifact;
- analysis of the policy, position, or artifact by identifying issues or articulating and then applying a critical framework or perspective;
- clear articulation and support of conclusions based on that analysis/identification of issues; and

LO5: Communicating competently via 21<sup>st</sup> century media competency and creative-skill-sets.

- Working collaboratively with others, employing
- interdisciplinary critical tools and practices;
- research as a foundation for evidence-based analysis; and
- problem-solving and innovation in real-world contexts and existing realities.

LO6: Working collaboratively with others, employing

- interdisciplinary critical tools and practices;
- research as a foundation for evidence-based analysis; and
- problem-solving and innovation in real-world contexts and existing realities.

Interdisciplinary Liberal Arts students—in preparation for the 21st Century workplace—will also learn an approach to knowledge, communication and problem-solving recognized as interdisciplinarity. This approach stresses understanding and intellectual/analytical processes that give our majors the ability (and confidence) to (a) analyze and interpret a diverse array of issues, behaviors, and perspectives from an interdisciplinary viewpoint, (b) study the history of conflictive and harmonious societies to understand how they have functioned successfully and unsuccessfully, (c) engage in complex writing and research to enhance invention abilities, communication, and understanding of the needs and expectations of diverse audiences and (d) study diverse perspectives and cultures to understand alternative methods and ideas for living and problem solving. Our goal as a major is to not only provide students with the key skill-sets and abilities they will need to be successful in their chosen careers but also the means to be politically engaged citizens and productive members (and participants) in their local and national communities.

To this end, we offer the following degrees:

Bachelor of Arts in Interdisciplinary Liberal Arts

Dual Degree in Interdisciplinary Liberal Arts, B.A. and Engineering Sciences, B.S.

To this end, we offer the following minor

## Legal Studies Interdisciplinary Minor

The Program equally strives to foster community and inclusiveness both within our classrooms and within our program, as well as other departments within the College of Liberal Arts and the University at large. The Program encourages continuing professional development for its faculty and staff, who are dedicated to innovation and excellence in teaching, advising, mentoring, scholarship, creative activities, and service.

## II. PROGRAM ORGANIZATION

### II.1 PROGRAM DIRECTOR

The Director of the Program is appointed by the Dean and reports to the College of Liberal Arts Associate Dean for Undergraduate Studies. The duties and responsibilities of the Director shall include those specified in the Academic Faculty and Administrative Professional Staff Manual) (C.2.6.2), the Interdisciplinary Liberal Arts Program Code, and other duties assigned by the Dean of the College. The responsibilities of the Program Director include, but are not limited to:

- A. Overseeing the daily administrative duties associated with overseeing a university academic program.
- B. Consulting with the I-LA Executive Committee.
- C. Conducting periodic University Program Assessments.
- D. Yearly Program Assessment.
- D. Conducting periodic Curricular Review and Enhancement.
- E. Evaluating the professional work of members of the Program, including Faculty, Program support staff, and ASC, where appropriate. For all evaluations and promotions of rank, the Program Director will proceed and abide by the guidelines for evaluation in this Code, the College of Liberal Arts Code, and the *CSU Faculty Staff Manual*.
- F. Representing the Program in its relations to departments in the College of Liberal Arts, other academic entities in the University at large, local communities, and other appropriate constituents.
- G. Representing the Program in its relations to the administration of the College of Liberal Arts and the University.
- H. Acting, when required, as a second-level review and appeal board in cases of grievance or complaint by faculty or students. See section: Program Code, VI.3.

### II.2 EXECUTIVE BOARD

- A. The I-LA Executive Board shall consist of the following:
  - Program Director.
  - The Associate Dean for Undergraduate Studies.
  - Regular/Tenured faculty representatives from the Liberal Arts Department concentrations (Arts, Humanities, Social Sciences).
  - One I-LA NTT faculty member, duly elected by a vote of all NTT instructors. Instructors without an administrative or service commitment will be remunerated with an appropriate stipend.

- B. The term of office for members of the Executive Board shall be three years. Terms for regular faculty will be staggered.
- C. Minutes shall be kept of all meetings of the Executive Board and shall include voting tallies.
- D. The duties/role of the Executive Board shall be—but not limited to:
  - Advisory to the Director.
  - Additional I-LA Program accountability.
  - Guidance in the areas of program health, long-term development, and innovation.
  - Program Review & Assessment, which may include peer classroom teaching evaluations, promotion of rank, program assessment summaries, curricular enhancement; and, when necessary, interpreting, enforcing, and reviewing this Code.

### II.3 STANDING COMMITTEES

Two additional standing committees shall assist the Director in the conduct of basic routine activities essential to departmental operations and the development and recommendation of program policies necessary to each committee's sphere of responsibility.

#### II.3.1 Program Assessment Committee

- A. The Program Assessment Committee shall consist of the following:
  - Program Director
  - One regular tenured faculty from the Executive Board
  - One I-LA NTT faculty member
- B. Duties and responsibilities shall include but not be limited to overseeing a yearly program assessment report that evaluates student academic performance/achievement within the major in the areas of writing, speaking, and research competency. Assisting with reporting for both yearly program evaluation and five-year University Program Review.
- C. Minutes shall be kept of all meetings of the Program Assessment Committee and shall include voting tallies.

#### II.3.2 Program Curriculum Committee

- A. The Curricular Assessment Committee shall consist of the following:
  - Program Director
  - One regular tenured faculty from the Executive Board
  - One I-LA NTT faculty member
- B. Duties and responsibilities shall include (but not be limited to) periodic evaluation of existing course offerings, review/revision of requirements for major and the minor, and other facets of the Program's curricula.
- C. Minutes shall be kept of all meetings of the Program Curriculum Committee and shall include voting tallies.

### II.3.3 Search Committee

- A. A Search Committee will be appointed by the Program Director, when appropriate, for each new or vacated full-time position, consistent with current University and College policy.
- B. Duties will be (but not limited to) the following:
  - Preparing Position Announcements & Descriptions.
  - Reviewing candidates.
  - Offering hiring recommendations.
  - Be guided by existing philosophy and policies as reflected in the University Search Manual.

### II.3.4 Advancement and Promotion Committee

- A. The Executive Board will serve as the committee that oversees advancement and promotion of I-LA faculty members, consistent with current University and College policy.
- B. Duties will be (but not limited to) the following:
  - Review cases for advancement and promotion.
  - Forward recommendations to College Dean.
  - Be guided by existing philosophy and policies as reflected in both the *CSU Faculty Staff Manual* and the College code regarding NTT advancement and promotion.
- C. Committee Membership:
  - Members of the Executive Board.
  - All I-LA NTT instructors who are of the rank up for promotion.
  - At least 2 NTT members of the same rank up for promotion –if necessary from outside I-LA if there are not enough I-LA NNT instructors.

## II.4 PROGRAM MEMBERS

- A. All full-time and part-time instructors hired by the Program are considered Faculty Members of the Program.
- B. Instructors with a Continuing or Contract Appointment may participate in Program Governance activities in ways consistent with this Code, College Governance code covering NTT appointments, and the *CSU Faculty Staff Manual*.
- C. A representative from the NTT faculty, elected by ballot, will serve as the NTT representative to the Executive Board.



### III. PROGRAM PROCEDURES

#### III.1 PROGRAM GOVERNANCE

- A. The Program Executive Board shall serve as the legislative body whose primary purpose is the establishment of program policies, priorities, and direction.
- B. The Program Director acts as the functioning program executive, serving under the auspice and oversight of the Associate Dean for Undergraduate Studies in the College of Liberal Arts and in compliance with the Program Executive Board.
- C. Faculty Meetings  
All Faculty and I-LA ASCs are eligible to attend Faculty Meetings. These meetings shall be conducted in accordance with the most recent edition of *Roberts Rules of Order*. Eligible Faculty members may vote on policies relevant to their assignments and job responsibilities. NTT Faculty participation in Program Governance will be governed by guidelines identified and defined in the College of Liberal Arts Code, Section III: Faculty Involvement in College and Departmental Governance.

#### III.2 ANNUAL EVALUATION

- A. All faculty and administrative appointments will be evaluated each calendar year in the areas appropriate for each faculty's appointment type and effort distribution (e.g., administration, teaching, mentorship, service, and scholarship/creative activity). Promotion and salary increases will be consistent with guidelines set forth in this code, the College Code, and the *CSU Faculty Staff Manual*.
- B. Annual formal evaluations of the faculty will be conducted by the Program Director. The Executive Board will advise the Program Director in his/her completion of the annual Faculty Evaluation and assist him/her in the following areas: peer classroom observations, review of yearly evaluation materials, and the review of the written faculty assessments compiled by the Program Director.
- C. Formal evaluations of the Program Director will be conducted by the Associate Dean for Undergraduate Studies with advisory assistance from the Executive Board.
- D. The following evaluative designations will be used: Superior, Exceeds Expectation, Meets Expectations, and Unsatisfactory. See the I-LA Procedures Manual for definitions of each designation.

##### III.2.1 Program Director

- A. Each year the Program Director will submit a Confidential Annual Activities Report to the Associate Dean for Undergraduate Studies.
- B. Evaluative Categories include, but not limited to: Administration, Teaching, Service, and Scholarship/Creative Activities.

- C. See the I-LA Procedures Manual for evaluative criterion for each of these evaluative categories.

III.2.2 Faculty

- A. Each year all Faculty will submit a Confidential Annual Activities Report to the Program Director.
- B. Evaluative Categories include, but are not limited to: Administration, Teaching, Service, and Scholarship/Creative Activities.
- C. Please see the I-LA Procedures Manual for evaluative criteria for each of these evaluative categories.

III.3 ADVANCEMENT & PROMOTION

III.3.1 Advancement & Promotion Principles

- A. Advancement and Promotion are encouraged and all Faculty members are eligible for advancement and promotion. Standards, criteria, and procedures governing the eligibility of both will be determined and executed in accordance with both the *University Faculty Manual* and the *College Code, Appendix to The College Of Liberal Arts Code, Section B*.
- B. Criteria for advancement in rank is determined by the I-LA Program, as established by the Executive Board. These criteria will be determined in accordance with existing criteria identified in the College of Liberal Arts Code and the CSU Faculty Manual.
- C. The Advancement and Promotion Committee oversee the substantive review of each case for promotion and it will be their responsibility, working in conjunction with the Program Director, to make a recommendation to the Dean.
- D. Faculty members eligible for advancement and promotion are responsible for preparing a documented case for promotion and advancement. Guidelines for what should be included as documentation will be established by the I-LA Executive Board.

III.3.2 Advancement & Promotion Guidelines

- A. Expectations for job duties by appointment track, rank and appointment type:

	<b>Instructor Track</b>	<b>Professor Track</b>
<b>Job Duties</b>	100% teaching or primarily teaching with some service or admin expectation.	Primarily teaching Some research (related to teaching) Some service or admin expectation.

As per E.13 of the *Faculty Manual*, the two tracks are organized by rank according to the following four levels. Promotion in rank occurs within tracks, lateral moves between tracks are not promotions but are determined by changes in job duties.

	<b>Instructor Track</b>	<b>Professor Track</b>
<b>Levels and Ranks</b>	Instructor <sup>1</sup>	
	Senior Instructor	Special Assistant Professor
	Master Instructor	Special Associate Professor
		Special Full Professor

The expectation in I-LA for contracts vs. continuing appointments follows the general recommendation of college Dean: contracts should be used when there are specific non-teaching duties, in addition to teaching duties, that extend for two to three years. Contracts will typically be used in the Professor track but may be used in the Instructor track.

	<b>Adjunct Appointment</b>	<b>Continuing Appointment</b>	<b>Contract Appointment</b>
<b>Job Duties</b>	100% Teaching	100% Teaching or Primarily Teaching with some service	Primarily Teaching with some service and admin or Primarily teaching with some research, service and admin

B. Criteria for Promotion: Ranks and Tracks:

<b>Instructor Track</b> (NTTF only)	<b>Professorial Track</b> (NTTF only)
<b>Instructor</b> <ul style="list-style-type: none"> <li>• Minimum Master's degree (or equivalent)</li> <li>• 100% teaching responsibilities (other duties may be appropriate in some cases)</li> </ul>	

<sup>1</sup> Since promotions occur in tracks, an instructor for example, could be promoted to Senior Instructor and if a change in job duties warrants it, the person could make a lateral move to Special Assistant Professor. For a Master Instructor to be promoted to Special Full Professor, they may make a lateral move to Special Associate Professor, then go through the promotion process to Special Full Professor.

<p><b>Senior Instructor</b></p> <ul style="list-style-type: none"> <li>• 5 years of experience as an Instructor (or equivalent)</li> <li>• Record of consistent teaching excellence (as demonstrated by achieving an overall “exceeds expectations” for the previous two years of service in annual evaluations)</li> <li>• Contributions to the department, college, university and/or discipline, including but not limited to:             <ul style="list-style-type: none"> <li>-service on committees</li> <li>- New course/curriculum development, integration of service learning, pedagogical innovation</li> <li>-Peer mentoring or participation in department training programs for GTAs or similar</li> <li>-scholarship/creative activity</li> <li>-outreach/engagement to communities and partners beyond the department that draws upon the individual’s expertise</li> </ul> </li> <li>• Evidence of successful professional development</li> </ul>	<p><b>Special Assistant Professor</b></p> <ul style="list-style-type: none"> <li>• Terminal degree (or equivalent degree/experience as defined by disciplinary conventions)</li> <li>• Teaching responsibilities plus additional service or administrative duties</li> </ul>
<p><b>Master Instructor</b></p> <ul style="list-style-type: none"> <li>• 5 years of experience as Senior Instructor (or equivalent)</li> <li>• Record of sustained teaching excellence in teaching (earns at least “exceeds” in four out of five of the preceding years)</li> <li>• Sustained contributions to the department, college, university and/or discipline (as defined above)</li> <li>• Evidence of sustained professional development</li> </ul>	<p><b>Special Associate Professor</b></p> <ul style="list-style-type: none"> <li>• 5 years of experience as Special Assistant Professor (or equivalent)</li> <li>• Record of sustained teaching excellence in teaching (earns at least “exceeds” in four out of five of the preceding years)</li> <li>• Record of excellence in scholarly/creative activity (appropriate to teaching load and work distribution).</li> <li>• Record of sustained professional development appropriate to duties and position responsibilities</li> </ul>
	<p><b>Special Professor</b></p> <ul style="list-style-type: none"> <li>• 5 years of experience as Special Associate Professor (or equivalent)</li> <li>• Record of sustained teaching excellence in teaching (earns “superior” or</li> </ul>

	<p>"exceeds" in four out of five of the preceding years)</p> <ul style="list-style-type: none"> <li>Record of excellence in scholarly/creative activity (appropriate to teaching load and work distribution/expectation). Record of sustained professional development appropriate to duties and position responsibilities</li> </ul>
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G. Appendix:

G.1 Criteria for Senior/Master Instructor Ranks:

The Senior/Master Teaching Ranks offer departments a formal means to recognize non-tenure track faculty who have demonstrated excellence in teaching and have shown a long-term commitment to their department and the University. The Senior/Master Instructor Appointment recognizes the experience and insight of these individuals and acknowledges their potential for making valuable contributions to faculty discussions within the department.

The procedures and minimum requirements for a Senior/Instructor Rank are stated in Section 3.2.1, Section G of this code, the College Code, and the CSU *Faculty and Staff Manual*.

An applicant for a Senior/Master Teaching Instructor rank should submit at a minimum a professional CV, a list of all courses taught during the previous ten semesters of employment, and a letter of application that addresses accomplishments, teaching philosophy, and goals for the future.

G.1 Evidence for Senior/Master Instructor Ranks:

An application for a Senior/Master Instructor ranks should include evidence that demonstrates a history of teaching effectiveness. Evidence of teaching effectiveness may include, but is not limited to, some of the following. An applicant is not expected to address a majority of these categories. When available, annual evaluations/progress reviews will often provide sufficient information (the applicant should check this with the Program Director).

- Annual evaluations or progress reviews
- Course syllabi, assignments, and other course materials
- Examples of course improvements or improvements in teaching techniques
- Development of new courses or new teaching techniques
- Integration of service learning
- Signed written comments from students
- Peer classroom evaluations of teaching
- Student course surveys

- Participation in professional development activities related to teaching Participation in education research An application for a Senior/Master Instructor ranks may also include other evidence of value to the department, college, and/or university. Such additional evidence may include, but is not limited to, some of the following. An applicant is not expected to address a majority of these categories.
  1. Honors and awards
  2. Contributions to advising or mentoring of students
  3. Participation in departmental, college, or university activities
  4. Engagement or outreach activities
  5. Professional affiliations and activities
  6. Scholarly research and/or creative activity that meets the usual standards of Academic performance.

#### III.4 PROGRAM REVIEW/ASSESSMENT

Periodic program assessments serve a key function in the effective and timely execution of our Program Mission and Purpose. Program assessments will be conducted yearly in the program and every five years at the University level. The Program Director working in conjunction with the I-LA Assessment Committee will be responsible for assessing and reporting.

##### III.3.1 Yearly Assessment

- A. An assessment of student achievement & student satisfaction will be measured every school year.
- B. The student achievement assessment will consist of—but not be limited to:
  - Evidence of competency in the following key Liberal Arts skills: Writing, Speaking, Critical Assessment, Collaborative Performance, and Research Competency
  - Samples of I-LA Senior Portfolio
- C. The student satisfaction assessment will consist of—but not be limited to:
  - I-LA Senior Program Surveys
  - Course Surveys
- D. An Assessment Report will be prepared and presented to the I-LA Executive Board each year.

##### III.3.2 Six-Year Program Review

- A. In accordance with University policy, the I-LA program will undergo a comprehensive program review.
- B. Expectation, scope, and evidence of this review will be determined in accordance to university practices governing five-year Academic Program review.
- C. The Program Director and the I-LA Assessments Committee will be responsible for conducting this review.

- D. An Assessment Report will be prepared and presented to the I-LA Executive Board at the completion of the review.

#### IV. MISCELLANEOUS PROCEDURES

##### IV.1 STUDENT APPEALS OF GRADING DECISIONS

- A. Student Grade Appeals follow the procedures set forth in the *CSU Course Catalog*, *Academic Standards and Policies*, *Grade Appeals* and the *Faculty Staff Manual*.
- B. The appeal committee shall be composed of two (2) faculty members and two (2) students within the program and (1) faculty member from outside the program who will serve as Committee Chair.
- C. Within (30) days of the receipt of an appeal, the Program Director shall (1) forward the appeal to the course instructor(s) who assigned the grade and (2) an appeals committee shall be formed (if the appeal is received during the summer session, the (30) day window will commence at the start of the following Fall semester).
- D. The Program Director will shall select the members of the appeal committee, unless he/she is the instructor of the assigned grade. In such cases, the Associate Dean for Undergraduate Studies shall select members of the committee.

##### IV.2 STUDENT APPEALS OF ACADEMIC INTEGRITY

- A. All cases involving violations of academic integrity policy require faculty to follow guidelines identified in section 1.7.2 of the *Faculty Staff Manual* and to notify students about infractions and penalties in writing. All appeals are equally governed by section 1.7.2 of the *Faculty Staff Manual*.

##### IV.3 GRIEVANCE

- A. Grievance is the right of every faculty member and student enrolled as a major in our program.
- B. All cases of grievance or both faculty and student are governed by the grievance policies established by the University and those outlined in *Faculty Staff Manual*.

###### IV.3.1 Faculty

- A. Request a conference with Program Director, which may include other concerned parties.
- B. If the grievances are not resolved in conference, faculty member(s) may request a hearing before the I-LA Executive Board.
- C. Records of and dispositions of grievances shall not become part of the faculty's cumulative record.

###### IV.3.2 Student

- A. Request a conference with Program Director, which may include other concerned parties.
- B. If the Grievance is not resolved in conference, students may take further action as is allowable under University Policy governing grievance.



- C. Records of and dispositions of all Grievances shall not become part of a student's cumulative record.

#### IV.4 PROGRAM CODE REVISIONS | REVIEW

Revision or review of this code is under the auspice and purview of the I-LA Executive Board. Changes in code may be proposed by any I-LA Faculty member by giving written notice to the I-LA Executive Board.