

Interdisciplinary Liberal Arts Major

Program Code

College of Liberal Arts
Colorado State University

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I. Mission Statement | Program Purpose | Operating Code Jurisdiction

Mission Statement

The Interdisciplinary Liberal Arts (ILA) Program serves the people of Colorado by offering a course of study for students whose interests span multiple disciplines. ILA students develop a broad understanding of the human condition, study diverse cultures and cultural artifacts, and cultivate an appreciation for the range of human knowledge through a concentration in the arts and humanities, the social sciences, or a combination of both. Students learn to think critically, act as responsible citizens, and engage ethically with the larger human and global community.

Program Purpose

The Interdisciplinary Liberal Arts major is a broad-based B.A. program specializing in analytical problem-solving, human and cultural knowledge, innovative thinking, and personal reflection. The curriculum emphasizes broad intellectual understanding, informed cultural awareness, and an interdisciplinary perspective, producing a distinctive and personalized academic experience. Students design their own program of study, drawing courses from the humanities, social sciences, and the visual and performing arts, while building the communication and problem-solving skills essential to a wide range of careers. The degree is purposefully flexible, adaptive, and responsive to students' evolving academic and intellectual interests, preparing them for both existing careers and those not yet imagined. As students change and evolve, so does the major.

Graduates of the Interdisciplinary Liberal Arts major will:

- Follow a line of reasoning and empathize with others.
- Recognize that there are multiple ways of interpreting the world.
- Communicate clearly and persuasively across key formats, including writing, speaking, media, and digital information.
- Value rigor as a means of seeking truth and applying knowledge humanely.
- Practice humility, tolerance, and self-criticism, informed by an understanding of the history and aspirations of other peoples.
- Understand how to get things done and work collaboratively to leave the world better than they found it.
- Nurture and empower others, recognizing that nothing is accomplished alone and that a free, flourishing community is essential to everyone's freedom and achievement.

Program Learning Objectives

In support of these broader goals, ILA students will:

1. Think analytically and follow lines of reasoning in fact-based argumentation and problem-solving.
2. Draw on multiple perspectives to live productively and effect positive change in the world.
3. Write and speak clearly and persuasively across traditional and emerging (digital) platforms.
4. Summarize and communicate information across traditional and emerging information-sharing formats.
5. Practice humility, tolerance, and self-criticism in fostering free and flourishing communities, locally and globally.

6. Work successfully and collaboratively across disciplinary perspectives and expertise, using that integrative ability to get things done.
7. Empathize with others and act responsibly and collaboratively toward a better social, political, cultural, and environmental world.
8. Apply cultural understanding and sensitivity as informed, responsible citizens—socially, democratically, and environmentally—at the local, national, and international levels.
9. Develop competency in key 21st Century career skills (Critical-Thinking and Problem-Solving, Researched-Fact-Based Persuasion, Verbal & Written Communication Proficiency, Media | Digital Information Competency, Collaborative Agency, Quantitative Reasoning, Integrative Thinking, Humanistic & Cultural Understanding, Interdisciplinary Awareness, Creative Systemic Design).

In preparation for the 21st-century workplace, ILA students also develop interdisciplinarity: the ability to (a) analyze and interpret a diverse array of issues, behaviors, and perspectives from multiple viewpoints; (b) study the history of conflict and cooperation to understand how societies have functioned; (c) engage in complex writing and research that strengthens invention, communication, and awareness of diverse audiences; and (d) study diverse perspectives and cultures to understand alternative approaches to living and problem-solving. The Program's goal is not only to equip students with the skills needed for their chosen careers, but also to prepare them to be politically engaged, democratic citizens and productive members of their local and national communities.

The Program offers the following degrees:

- Bachelor of Arts in Interdisciplinary Liberal Arts
- Bachelor of Arts in Interdisciplinary Liberal Arts (Distance)

The ILA Program strives to foster community and inclusiveness within its classrooms and throughout the Program, as well as with other departments in the College of Liberal Arts and the University at large. The Program supports continuing professional development for faculty and staff, who are dedicated to innovation and excellence in teaching, advising, mentoring, scholarship, creative activity, and service.

Operating Code Jurisdiction

Programs within the College are academic programs rather than academic departments, so the term “code” applies differently here than in departmental codes. Academic departments are self-governing bodies; programs are semi-self-functioning academic units under the jurisdiction of the College of Liberal Arts Dean's Office. The rules and policies in this document represent general Program policies, rules, and procedures rather than a binding legal structure.¹

II. Program Organization

II.1 Program Director

The Dean appoints the Program Director, who reports to the Associate Dean for Undergraduate Studies in the College of Liberal Arts. The Director's duties and responsibilities are specified in the Academic

¹The CSU Faculty Manual does not address how academic programs are governed via code. Because the Interdisciplinary Liberal Arts Program is not an academic department, but a program of study housed in the CLA Dean's Office, this Code is binding only as a rule of policy and procedure—unlike departmental codes, which are considered binding.

Faculty and Administrative Professional Staff Manual (§C.2.6.2), this Code, and other duties assigned by the Dean. Responsibilities include, but are not limited to:

- A.** Performing the daily administrative duties of overseeing a university academic program.
- B.** Consulting with the ILA Executive Board.
- C.** Conducting periodic University Program Assessments.
- D.** Conducting yearly Program Assessment.
- E.** Conducting periodic curricular review and enhancement.
- F.** Evaluating the professional work of Program members, including faculty, program support staff, and NTT faculty, where appropriate. All evaluations and promotions follow the guidelines codified in this Code, the College of Liberal Arts Code, and the CSU Faculty and Staff Manual.
- G.** Representing the Program in its relations with departments in the College of Liberal Arts, other University entities, local communities, and other constituents.
- H.** Representing the Program in its relations with the College of Liberal Arts administration and the University at large.
- I.** Serving, when required, as a second-level review and appeal authority in cases of grievance or complaint by faculty or students (see Section V.3).
- J.** Coordinating with the Associate Dean for Undergraduate Studies, who provides guidance and additional oversight given that the ILA major and Legal Studies minor are housed in a program rather than a CLA department.

The Associate Dean for Undergraduate Studies' oversight includes, but is not limited to:

- 1.** Serving as the Program Director's direct supervisor and conducting the Director's yearly evaluation.
- 2.** Serving as an ex officio member of the ILA Executive Board.
- 3.** Meeting regularly with the Director to discuss program updates, curriculum reviews, and recruitment coordination, among other topics.
- 4.** Advising on ILA faculty matters and arbitrating faculty grievance or misconduct cases; deciding special cases of movement between ILA appointment tracks (e.g., from the instructor track to the Professor track).
- 5.** Serving—or designating a proxy for the CLA Dean to serve—as the hiring authority for the Program Director position.
- 6.** Advising the Program Director on program budgeting and the allocation of budgetary resources.

II.2 Executive Board

- A.** The ILA Executive Board consists of the following:
 - Program Director
 - Associate Dean for Undergraduate Studies (ex officio)
 - Social Sciences Faculty Representative
 - Humanities Faculty Representative

- Visual and Performing Arts Faculty Representative
 - ASC Representative
 - ILA NTT Faculty Representative²
- B.** Board members other than the Director and Associate Dean serve three-year terms. Terms for regular tenure-track and tenured faculty are staggered.
- C.** Minutes, including voting tallies, are kept for all Executive Board meetings.
- D.** The Executive Board's duties include, but are not limited to:
- Program advisory functions
 - Assisting with the five-year Program Review
 - Assisting with promotion and annual evaluations
 - Assisting with strategic planning
 - Advising on, and if necessary, reviewing, annual faculty reviews
 - Assisting with teaching peer reviews
 - NTT faculty mentoring
 - Assisting with curricular development
 - Periodic review of the Program Code

II.3 Standing Committees

Standing committees assist the Director in conducting routine departmental operations and in developing and recommending Program policies within each committee's area of responsibility.

II.3.1 Program Assessment Committee

- A.** Membership: Program Director; one regular tenured faculty member from the Executive Board; one ILA NTT faculty member.
- B.** Duties include, but are not limited to, reviewing yearly ILA curricular assessment reports—generated by the ILA Recruitment Committee—that evaluate student performance in writing, speaking, research competency, and related areas, and assisting with reporting for both the yearly program evaluation and the five-year University Program Review.
- C.** Minutes, including voting tallies, are kept for all committee meetings.

II.3.2 Program Curriculum Committee

- A.** Membership: Program Director; one regular tenured faculty member from the Executive Board; one ILA NTT faculty member.
- B.** Duties include, but are not limited to, periodic evaluation of course offerings, review and revision of requirements for the ILA major and other aspects of the Program's curricula.
- C.** Minutes, including voting tallies, are kept for all committee meetings.

II.3.3 Search Committee

²A NTT faculty representative without an administrative or service commitment will be remunerated with an appropriate stipend. This is a one-year, rotating (not repeating) term, giving all ILA NTT faculty the opportunity to participate in faculty governance.

A. The Program Director appoints a Search Committee, when appropriate, for each new or vacated full-time position, consistent with current University and College policy.

B. Duties include, but are not limited to:

- Preparing position announcements and descriptions
- Reviewing candidates
- Offering hiring recommendations
- Following the philosophy and policies of the University Search Manual

II.3.4 Advancement and Promotion Committee

A. The Executive Board serves as the committee overseeing advancement and promotion of ILA faculty, consistent with current University and College policy.

B. Duties include, but are not limited to:

- Reviewing cases for advancement and promotion
- Forwarding recommendations to the Program Director
- Following the philosophy and policies of the CSU Faculty and Staff Manual, this Code, and the CLA College Code regarding NTTF advancement and promotion

C. Membership: Executive Board members representing the three liberal arts concentrations (Social Sciences, Humanities, and the Visual and Performing Arts), plus all ILA NTT faculty members at the rank under consideration for promotion.

II.3.5 Annual Faculty Review Subcommittee

A. This subcommittee advises on, and when necessary or requested by a faculty member reviews, the NTT faculty annual reviews for all NTT faculty undergoing annual review in the Program.

B. Duties include, but are not limited to:

- Advising on, and if necessary, reviewing, ILA NTT faculty annual reviews
- Advising on, and if necessary, reviewing, faculty grievance cases
- Following the philosophy and policies of the CSU Faculty and Staff Manual, this Code, and the CLA College Code

C. Membership rotates among Executive Board members representing the three liberal arts concentrations (Social Sciences, Humanities, and the Visual and Performing Arts).

II.4 Program Members

A. All full-time and part-time instructors hired by the Program are ILA faculty members.

B. Instructors with a Continuing or Contract Appointment may participate in Program governance consistent with this Code, the College governance code covering NTT appointments, and the CSU Faculty and Staff Manual.

C. A NTT faculty representative, elected by ballot, serves on the Executive Board.

D. Faculty members are guaranteed the maximum autonomy possible in fulfilling their workload responsibilities; innovation, problem-solving, and program improvement flourish best when they come from many directions rather than a single authority. However, program needs and workload responsibilities—as determine by the program director—take precedent.

E. Faculty are expected, at minimum, to demonstrate sound judgment in teaching and administrative service, take initiative, assume program responsibility, produce reasonable results, and be accountable for their work.

II.5 Service Expectations

A. Service is expected of all ILA faculty.

B. When assigned service, faculty are expected to take responsibility and initiative and not wait to be told what to do or how to do it.

C. Service falls into two categories:

- Assigned Administrative Service: designated tasks identified in special appointments with administrative-service components in their workload distribution.
- Assumed Faculty Service³: general expectations tied to program service—such as program recruitment or assessment—not limited to a specific assignment. NTT instructor appointments carry a 5% service expectation⁴, rising to 10% after promotion.⁵

III. Program Procedures

III.1 Program Governance

A. The Executive Board serves as the legislative body responsible for establishing Program policies, priorities, and direction.

B. The Program Director functions as the Program's executive, operating under the oversight of the Associate Dean for Undergraduate Studies and in compliance with the Executive Board.

C. Faculty Meetings: All faculty and ILA ASCs may attend Faculty Meetings, which are conducted according to the most recent edition of Robert's Rules of Order. Eligible faculty may vote on policies relevant to their assignments and responsibilities. NTT faculty participation in Program governance follows 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 are evaluated each calendar year in the areas appropriate to their appointment type, rank, and effort distribution (e.g., administration, teaching, mentorship, service, scholarship/creative activity). Promotion and salary decisions follow guidelines in this Code, the College Code, and the CSU Faculty and Staff Manual.

B. The Program Director conducts annual formal faculty evaluations. The Executive Board advises the Director and assists with peer classroom observations, review of Annual Activities Report materials, and review of written faculty assessments.

C. The Associate Dean for Undergraduate Studies formally evaluates the Program Director, with advisory assistance from the Executive Board.

³See the Colorado State University Faculty Manual for further information governing faculty service expectations and workloads in relation to promotion and advancement.

⁴This percentage is the general expectation for all NTT faculty holding a full-time NTT appointment.

⁵This percentage applies to faculty holding the rank of Senior Instructor or higher. See the NTTF Guidelines for Equitable Service, produced by the CLA Non-Tenure Track Advisory Committee, for more on Assumed Faculty Service expectations.

D. Evaluations use the following designations: Exceptional Performance, Effective Performance, Inconsistent Performance, and Unacceptable Performance. Annual review expectations by role are identified below.

III.2.1 Program Director Annual Review Expectations

A. Each year, the Program Director submits a confidential Annual Activities Report to the Associate Dean for Undergraduate Studies.

B. Evaluative categories include, but are not limited to, Administration-Service, Teaching, and Scholarship/Creative Activities.

III.2.2 Faculty Annual Review Expectations

A. Each year, all faculty submit a confidential Annual Activities Report to the Program Director.

B. Evaluative categories are based on assigned faculty workload and may include, but are not limited to, Administration-Service, Teaching, and Scholarship/Creative Activities.

C. See the ILA Annual Review Procedures Manual for evaluative criteria in each category.

III.3 Advancement & Promotion

III.3.1 Principles

A. Advancement and promotion are encouraged, and all faculty are eligible. Standards, criteria, and procedures are determined and executed in accordance with the University Faculty Manual and the College Code (Appendix to the College of Liberal Arts Code, Section B).

B. The Executive Board establishes criteria for advancement in rank, consistent with the College of Liberal Arts Code and the CSU Faculty Manual.

C. The Advancement and Promotion Committee conducts the substantive review of each promotion case and, working with the Program Director, forwards a recommendation to the Dean.

D. Faculty eligible for advancement and promotion are responsible for preparing a documented case for promotion; the Executive Board establishes guidelines for what documentation is required.

III.3.2 Guidelines

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

	Instructor Track	Professor Track
Job Duties / Responsibilities	100% teaching or primarily teaching with some service or administrative expectation upon promotion in rank.	Primarily teaching, with some service or research expectations when appropriate, as determined by the Program Director in accordance with program needs and resources. This track is typically used for positions carrying substantial administrative duties that require considerable effort and experience.

According to §E.13 of the *Faculty Manual*, the two tracks are organized by rank into the four levels shown below. Promotion in rank occurs within an appointment track; lateral moves between tracks are not promotions, but are exceptions warranted by changes in job duties rather than an expectation of advancement.

Levels and Ranks	Instructor Track	Professor Track
	Instructor Senior Instructor Master Instructor	Assistant Professor Associate Professor Full Professor

ILA's expectation for contracts versus continuing appointments follows the College Dean's general recommendation: contracts are used when specific non-teaching duties, in addition to teaching, extend for two to three years. Contracts are typically used in the Professor track but may also be used in the instructor track.

	Adjunct Appointment	Continuing Appointment	Contract Appointment
Job Duties	100% Teaching	100% Teaching, or primarily teaching with some service, as determined by the Program Director in accordance with program needs and resources.	Primarily teaching with some service and/or research, scholarship, or creative activity, as determined by the Program Director in accordance with program needs and resources.

B. Criteria for Promotion: Ranks and Tracks:

Instructor Track (NTTF only)	Professorial Track (NTTF only)
Instructor • Minimum master's degree (or equivalent). • 100% teaching responsibilities (other duties may be appropriate in some cases).	Assistant Professor • Terminal degree, or equivalent degree/experience as defined by disciplinary conventions. • Teaching responsibilities plus additional service-administrative duties and/or research or scholarship.
Senior Instructor • 5 years of experience as an instructor (or equivalent). • Record of consistent teaching excellence — an overall “effective performance” rating in annual evaluations at least four of the preceding five years). • Contributions to the department, college, university, and/or discipline, which may include service on committees; new course/curriculum development, integration of service learning, or pedagogical innovation; peer mentoring or participation in department training programs for GTAs or similar; scholarship/creative	Associate Professor • 5 years of experience as Assistant Professor (or equivalent). • Record of sustained teaching excellence (an “effective performance” rating in at least four of the preceding five years). • Record of excellence in scholarly/creative activity, appropriate to teaching load and work distribution (an “effective performance” rating in at least four of the preceding five years). • Record of sustained excellence appropriate to service duties and position responsibilities (an “effective performance” rating in at least four of the preceding five years).

activity; or outreach/engagement with communities and partners beyond the department that draws on the individual's expertise. • Evidence of successful professional development.	• Evidence of successful professional development.
Master Instructor • 5 years of experience as Senior Instructor (or equivalent). • Record of sustained teaching excellence — a rating of at least “effective performance” in four of the preceding five years. • Sustained service contributions to the department, college, university, and/or discipline (as defined above) and an overall “effective performance” rating in annual evaluations at least four of the preceding five years) for assigned service responsibilities. • Evidence of sustained professional development.	Professor • 5 years of experience as Associate Professor. • Record of sustained teaching excellence (an “effective performance” rating in at least four of the preceding five years) • Record of excellence in scholarly/creative activity, appropriate to teaching load and work distribution ((an “effective performance” rating in at least four of the preceding five years) • Record of sustained excellence appropriate to service duties and position responsibilities (an “effective performance” rating in at least four of the preceding five years) • Evidence of successful professional development.

III.3.3 Appendix

III.3.3.1 Criteria for Senior/Master Instructor Ranks

The Senior/Master Instructor ranks give departments a formal means to recognize non-tenure-track faculty who have demonstrated teaching excellence and a long-term commitment to their department and the University. These appointments recognize the experience and insight of such faculty and acknowledge their potential to contribute to faculty discussions within the department.

The procedures and minimum requirements for a Senior/Master Instructor rank are stated in this section, the College Code, and the CSU *Faculty and Staff Manual*.

Colorado State University uses the CSU TILT Teaching Framework to structure how instructors summarize their teaching efforts and accomplishments, and to evaluate instructors on those efforts. All ILA instructors should familiarize themselves with this framework and use it as a template for both their teaching-effectiveness efforts and the reporting of those efforts.

Applicants for promotion must submit materials in accordance with the ILA Faculty Promotion application guidelines and the Provost Faculty Promotion guidelines. See the ILA NTTF Promotion Handbook for further information on faculty promotion within the Program.

III.3.3.2 Evidence for Senior/Master Instructor Ranks

An application for a Senior/Master Instructor rank should include evidence (e.g., an ongoing appendices folder) demonstrating a history of teaching effectiveness. Applicants should address many of the following categories; when available, annual evaluations and progress reviews will often provide sufficient information (applicants should confirm this with the Program Director). Evidence of teaching effectiveness may include, but is not limited to:

- Efforts pertaining to the TILT Teaching Effectiveness Framework
- Annual evaluations or progress reviews
- Course syllabi, assignments, and other course materials

- Examples of course improvements or improved teaching techniques identified through the TILT Teaching Effectiveness Program
- 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, or involvement in education research

An application may also include other evidence of value to the department, college, or university. Applicants are not expected to address many of these additional categories—only those that best represent contributions outside their core position responsibilities:

1. Honors and awards
2. Contributions to advising or mentoring 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 meeting the usual standards of academic performance

III.3.3.3 Lateral Movement in Appointment Track

- As a general policy, the professorial appointment track is a specialized track tailored to program needs that exceed those of the instructor appointment.
- Professorial-track positions are typically initial appointments; a lateral move from an existing Instructor appointment is possible when Program needs require it, but such moves are exceptions rather than the norm.
- Faculty holding Instructor appointments who apply for promotion will apply for the next appropriate rank within their appointment track during any given promotion cycle.
- An instructor cannot apply for a change in appointment track through the promotion cycle process.
- Once an instructor reaches the Senior Instructor rank, they may discuss with the Program Director the possibility of converting their appointment to the equivalent rank on the Professor track, but only when an existing program need warrants a change in the instructor's duties and responsibilities.
- Appointment conversion from Instructor to Professional track requires confirmation by the ILA Executive Board.
- Movement between appointment tracks should not be understood as an expectation of promotion in rank, but as a special consideration.

III.4 Program Review & Assessment

Periodic program assessments support the timely implementation of the Program's mission and purpose. Assessments occur yearly at the Program level and every five years at the University level. The Program Director, working with the ILA Assessment Committee, is responsible for conducting and reporting on these assessments.

III.4.1 Yearly Assessment

- A.** Student achievement and satisfaction are assessed every school year.
- B.** The achievement assessment includes, but is not limited to:
 - Evidence of competency in key ILA skills: writing, speaking, critical assessment and fact-based argumentation, collaborative performance, digital and graphic information communication, research competency, and interdisciplinary awareness
 - Samples from the ILA Senior Portfolio
- C.** The satisfaction assessment includes, but is not limited to, ILA Senior Program Surveys and course surveys.
- D.** An Assessment Report is prepared and presented to the Executive Board each year.

III.4.2 Five-Year Program Review

- A.** In accordance with university policy, the ILA Program undergoes a comprehensive review every five years.
- B.** The scope and manner of this review follow University practices governing the five-year Academic Program Review.
- C.** The Program Director, or an ILA Program Review Committee, conducts this review.
- D.** An Assessment Report is prepared and presented to the Executive Board after the review.

III.5 Program Communication

Program communication—information related to Program business or beneficial to Program success—is conducted primarily through email. All Program members are responsible for staying informed and up to date on Program business, and for being attentive and timely in doing so.

Maintaining a consistent, visible communication presence with students is an essential professional expectation. Responding within a reasonable time to student emails and other communications is expected of all ILA faculty and staff during the regular school year and any summer sessions they teach. Codifying response time promotes consistency among faculty, reflects the Program's professionalism, and sets clear expectations for students. During the school year and summer sessions, faculty should respond to student emails within 24 hours on a typical workday (Monday through Friday); for emails received over the weekend, faculty have until the close of the following Monday. When a fuller answer will take longer, faculty should let the student know when to expect a response.

IV. ILA Curriculum, Student Advising & Student Success Policies

IV.1 General Policies

- A.** Curricular changes to degree requirements take effect once the UCC approves them, per CSU general policy governing curricular changes.
- B.** All UCC-approved curricular changes are mandatory, not optional, once approved.

IV.2 Degree Exceptions & Waivers

A. In specific cases, changes in degree requirements may be waived or excused on a conditional basis established by the Program Director. Any waiver or exclusion must first be reviewed and approved by the Program Director or the ILA Undergraduate Coordinator.

B. Waivers or exclusions are granted on the grounds of (a) academic integrity, (b) institutional consistency, and (c) student academic success.

C. Instructors are responsible for entering appropriate overrides, except for course-prerequisite overrides, which must be cleared by the Program Director or the ILA Undergraduate Coordinator.

IV.3 ILA Graduation Plans

A. ILA Graduation Plans are course recommendations for successful graduation, not contracts. Students are responsible for staying informed of their degree requirements and their progress toward graduation.

B. A Graduation Plan agreed upon by student and advisor is conditional on (a) steady and reasonably timely progress toward graduation and (b) any degree changes approved through the University Curriculum Process.

C. When the University Curriculum Process approves a degree requirement change, affected students' Graduation Plans should be promptly reviewed and updated. Affected students are notified of the change and of the need to meet with the ILA ASC to update their plan in a reasonably timely manner.

V. Miscellaneous Procedures

V.1 Student Appeals of Grading Decisions

A. Student grade appeals follow the procedures in the CSU Course Catalog (Academic Standards and Policies, Grade Appeals) and the Faculty and Staff Manual.

B. The appeal committee consists of two faculty members, two students within the Program, and one faculty member from outside the Program, who serves as Committee Chair.

C. Within 30 days of receiving an appeal, the Program Director forwards it to the instructor(s) who assigned the grade and forms an appeals committee. If the appeal is received during the summer session, the 30-day window begins at the start of the following fall semester.

D. The Program Director selects the appeal committee members, unless the Director assigned the grade in question, in which case the Associate Dean for Undergraduate Studies selects the members.

V.2 Student Appeals of Academic Integrity

A. Cases involving academic integrity violations follow the guidelines in Section 1.7.2 of the Faculty and Staff Manual, including written notification of infractions and penalties. All appeals are likewise governed by Section 1.7.2.

V.3 Grievance

A. Grievance is the right of every faculty member and student in the Program.

B. All grievance cases, whether involving faculty or students, are governed by university grievance policy and the Faculty and Staff Manual.

V.3.1 Faculty Rights and Responsibilities

- A. Request a conference with the Program Director, which may include other concerned parties.
- B. If unresolved at the conference, faculty may request a hearing before the ILA Executive Board.
- C. Records and dispositions of grievances do not become part of a faculty member's cumulative record.

V.3.2 Student Rights and Responsibilities

- A. Request a conference with the Program Director, which may include other concerned parties.
- B. If unresolved at the conference, students may pursue further action under University grievance policy.
- C. Records and dispositions of grievances do not become part of a student's cumulative record.

V.4 Program Code Revisions & Review

Revision or review of this Code falls under the purview of the ILA Executive Board.