
Chair: P. Rangazas (Economics)

Faculty Members: E. Ardemagni (Foreign Languages), A. Coleman (History), E. Goering (Communication Studies), T. Lyons (Philosophy), R. Ward (SLA-Anthropology), S. Weeden (English).

Main Issues Addressed

1. Suspension of Integrators
The committee supported a proposal from the Common Core Curriculum Committee to suspend the junior/senior integrator course requirement.

While everyone favors the ideas of integrators in principle, they have not worked out in practice. Too few have been developed to serve the students required to take them. The School needs to do a better job of encouraging the formation of integrators, by providing more resources to the faculty and departments that take on this worthwhile but costly endeavor.

A temporary suspension of integrators was necessary as a practical matter. However, our hope was that the suspension would increase efforts to save the program from extinction or mediocrity. Since the suspension, there have been several new integrators proposed and funded. Unfortunately none of these are ideal in the sense of being coauthored by people from SLA and SOS. Thus, there remains the question of how many of the new integrators are actually creating the cross-disciplinary experience that we are seeking to provide our students.

2. Communications Studies Proposal
Most people in the United States rely heavily on the popular media to educate them about how their world operates and what it values. It is important to have a course that examines the causes and consequences of allowing the media to play such a central role.

For this reason, the committee supported the Communications Studies department’s proposal to have M150 Mass Media and Contemporary Society added to the list of fundamental courses that satisfy the Area II Basic Course requirements for the School. The course will examine the influence of the media broadly, including how the media affects our artistic and aesthetic values as well as our understanding of politics, economics, and social interactions. Thus, the course can satisfy both the Arts and Humanities and the Social Science requirements under Area II.

3. Proposal defining Faculty Responsibility for Holding Student Work
Keeping the work of past students for extended periods of time is a burden, especially given our cramped quarters. It would be beneficial to establish reasonable minimum requirements for holding work so that conscientious faculty do not feel compelled to keep the work indefinitely. We proposed that instructors be required to hold student work for one year after the semester deadline for reporting grades to the Registrar, unless
otherwise specified on their course syllabus (i.e. shorter holding periods are allowed if specified).

4. A Proposal defining Ownership of Teaching Evaluations

The IUPUI Faculty Council affirmed that teaching evaluations are the rightful property of the faculty. There remains some faculty concern over the recognition and implementation of this policy. Ownership issues naturally arise when the interests of the department and the faculty are in some conflict. One example is when a faculty member wishes to seek employment opportunities without informing or involving their department’s administration. Evidence of teaching performance could only be provided if the faculty member had full access to his/her evaluations and the authority to disseminate the materials.

Our proposal attempted to reaffirm and clarify SLA and department rights over teaching evaluations. During the Assembly, some faculty expressed a desire to read the posted proposal more carefully before voting. So this proposal will have to be discussed again in 2004-2005 before being put forth for a vote.