

*A draft document, begun by the deans, and for discussion at the Faculty Planning meetings on
March 23*

Enabling Actions

A comprehensive curriculum that truly encompasses the variety and breadth of the college must be supported by organizational structures that enable programs and practices to both cross and transfer from one part of the campus to another. This will require a number of critical enabling actions:

1. Student policies must be consistent across schools and programs
2. There must be agreement of goals/expectations and rewards in the various processes that are used for funding and other allocations.
3. The expectations of faculty roles and rewards must clearly incorporate this new curricular design, and explain how it fits into the teaching paradigm and the overall faculty activity expectations
4. Faculty reviews, from annual to tenure to post-tenure, must incorporate expectations for participation in the curriculum, and for continuing commitments to academic rigor, challenge, and achievement.
5. IC must improve its methodologies for evaluating teaching effectiveness and the use of a common instrument across all schools and divisions for the evaluation of teaching effectiveness should be explored.
6. A culture of holding ourselves to higher expectations must be adopted, whether those expectations are those of accrediting bodies, of scholarship, of teaching, or of practice.
7. Faculty must endorse the new curriculum as a normal part of their teaching rather than a special expectation for which special load or payment is required;
8. The development of creative pedagogies must be supported, expected, and celebrated/rewarded;
9. We must build a culture of academic innovation.