1. Informed Imagining: What do you want for your program?
- What do you want for your students?
- What do you want your program to accomplish?
- What knowledge, skills, attitudes and values (graduate attributes) do you want your students to graduate with?
- What stories do you want students, graduates, alumni, parents, employers to tell?
- What do you want colleagues in programs students enroll in subsequently to say about your students?
- What do you want your academic peers across Canada and around the world to say about your program?
- What will success look like?

2. Inventory: What does your program offer now?
- What information do you have about the current state of your program?
- What are the learning outcomes of your current program?
- What teaching and assessment methods are being used?
- What key resources, research methods, and experiences do students become familiar with?
- What high impact, educationally rich experiences do students encounter in your program?

3. Identify Discrepancies: How does what you have match with what you want?
- What strengths/shortcomings of your current program have been identified?
- Where does this situate you in relation to the department’s/college’s vision?
- What new questions do you have about your program that may not have been answered by the inventory?
- How does what your current program looks like match your vision?
- What is needed to improve the match between the vision and the program?

4. Implement: What is practically needed to enact the changes?
- What needs to go into a program proposal that will be approved readily?
- What budget implications exist, and where can additional resources be found?
- How can courses be designed to incorporate appropriate uses of technology, experiential learning, Aboriginal issues, internationalization?
- What processes, policies, procedures apply?
- Who will do what, with whom, by when?
- When will the new program roll out? How will it be staged?
- What communication and promotion strategies will be needed?
- What training (about teaching or assessment) might help?
- What special messages are required for student recruitment?

5. Investigate Impact: How are the changes working?
- How do you measure the progress of your program?
- How do you measure the success of your program?
- What kind of data is needed to know how well your program is going?
- What ongoing system for data collection can be established?
- How might you adjust current evaluation tools to gather additional information about your program (student evaluations, regular surveys of students or alumni, etc.)?
- How might you share the results of your program evaluation with others (on campus, in your discipline, etc.)?

6. re-Imagine: What’s next?
- How will you continue your commitment?
Curriculum Innovation and Renewal Cycle

1. INFORMED IMAGINING
   Set the Vision
   What do you want for your program?

2. INVENTORY
   Gather Data
   What does your program offer now?

3. IDENTIFY DISCREPANCIES
   Analyze
   How does what you have match what you want?

4. IMPLEMENT
   Plan and Do
   What is practically needed to enact the changes?

5. INVESTIGATE IMPACT
   Assess
   How are the changes working?

6. RE-IMAGINE
   Continue the Commitment
   What next?

IP3 Areas of Focus
Knowledge Creation
Aboriginal Engagement
Innovation
Culture and Community

Learning Charter Core Learning Goals
Discovery
Knowledge
Integrity
Skills
Citizenship

Current Program Goals?
Departmental
College Level
Accreditation Bodies

Faculty-driven
Data-informed
GMCTE-supported

The Gwenna Moss Centre for Teaching Effectiveness

Gwenna Moss Centre for Teaching Effectiveness
http://www.usask.ca/gmcte/