

Curriculum Innovation and Renewal Cycle Support

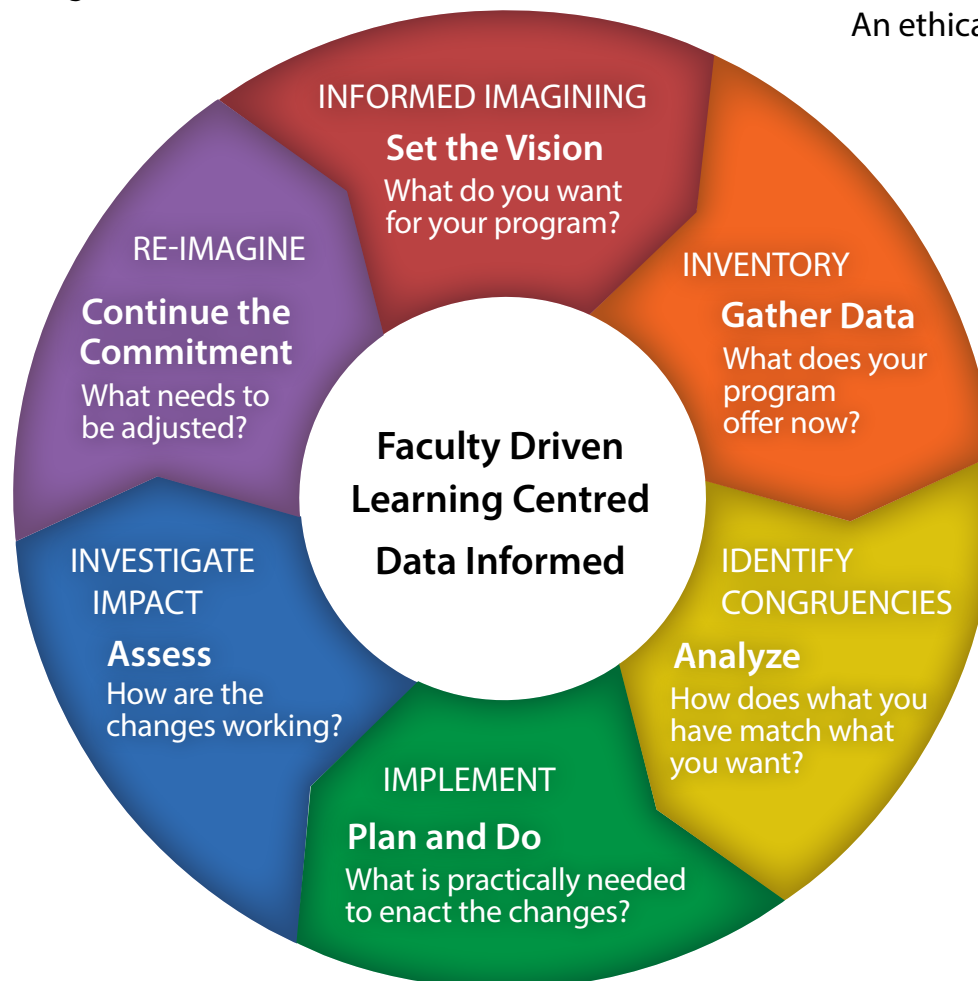
by the Gwenna Moss Centre for Teaching and Learning

USask 2025 Aspirations¹

Transformative Decolonization Leading to Reconciliation
Productive Collaboration
Meaningful Impact
Distinguished Learners
Global Recognition

USask Student Pursuits

An engaged, agile collaborator
An ethical community member and citizen
A developed thinker
A capable, disciplinary colleague



Educator Commitments²

Exemplify Learning
Strive for Excellence in Teaching
Assess Fairly
Enhance Continuously

Program Goals

Department
College
Institution
Accrediting Body

usask.ca/gmctl

¹ <https://plan.usask.ca/2025-aspirations.php>

² <https://teaching.usask.ca/about/policies/learning-charter.php#OurLearningPursuits>



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Faculty Driven Learning Centred Data Informed

Informed Imagining SET THE VISION - What do you want for your program?

- What knowledge, skills, attitudes and values (graduate attributes), individually and collectively, do faculty and students want from this program?
- What stories do you want students, graduates, alumni, parents, employers, peers to tell about your program?
- What do you want your students to experience in the program?
- What are the features of the learning environment?
(e.g., face-to-face or online learning, modules in labs)

Inventory: GATHER DATA - What does your program offer now?

What are the learning outcomes of your current program?
What are the perceptions and the impact of the experience students encounter in your program?
What key resources, research methods, and experiences do students become familiar with in your program?
What information do you have about the current state of your program including from the teaching & learning process
(student achievement data, Know Your Students, SLEQ, RibbonTool)?

Identify Discrepancies: ANALYZE - How does what you have match with what you want?

- What new questions do you have about your program that may not have been answered by the inventory?
- Where does this situate you in relation to the department's/college's vision? What strengths/shortcomings of your current program have been identified? What can you create (or do other programs offer) that is better than what currently exists? What can be dismantled or reorganized to improve the program?

Implement: PLAN & DO - What is practically needed to enact the changes?

- How can courses be designed to incorporate appropriate uses of technology, experiential learning, indigenization, internationalization?
- What processes, policies, procedures do we need to consider?
- Which parts of the program proposal will be difficult to gather confidence/consensus?
- Why are they important? How will you convey this importance?
- Who will do what, with whom, by when? What training and supports are needed?

Investigate Impact: ASSESS - How are the changes working?

- How will you measure the progress and success of your program?
- How will you collect a variety of additional ongoing information about your program? What are the necessary tools for assessing teaching & learning?
- What are students and instructors saying about, and how are they responding to, the changes?
- How might you share the results of your program review and enhancement with others (on campus, in your discipline, etc.)?

re-Imagine: CONTINUE - What's needs to be adjusted?

- How will you continue your commitment?
- How will you be sure the curriculum stays aligned to your vision?
- How will you track progress and adjust to new developments and opportunities?
- How can you involve students in the ongoing commitment to curriculum quality?



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