PRESIDENT'S TEACHING AND LEARNING SCHOLARS PROGRAM

TERMS OF REFERENCE • 2027-28

PROGRAM DESCRIPTION

The **President's Teaching and Learning Scholars Program** recognizes and supports faculty members who demonstrate a strong commitment to teaching excellence and the advancement of teaching and learning at the University of Regina and its Federated Colleges.

Administered by the **Centre for Teaching and Learning** (CTL), the program provides an opportunity for faculty members to engage in the **Scholarship of Teaching and Learning** (SoTL) through the systematic investigation of teaching practices, student learning experiences, and educational innovations. By supporting scholarly inquiry into teaching and learning, the program seeks to generate evidence-informed insights that can enhance educational practices, contribute to institutional priorities, and advance teaching and learning scholarship within and beyond the University of Regina.

Scholars are expected to design, implement, evaluate, and disseminate the findings of a teaching and learning research project. Projects should demonstrate the potential to contribute meaningfully to student learning, inform teaching practices, and generate insights relevant to the broader post-secondary teaching and learning community. Scholars are also encouraged to consider opportunities to publish their findings, contributing to the growing international body of SoTL research and advancing knowledge and practice beyond the University of Regina.

RESEARCH PRIORITIES

For the 2027-28 cohort, proposed projects must align with at least one of the five **Grand Challenges for the Scholarship of Teaching and Learning** identified by the International Society for the Scholarship of Teaching and Learning (ISSOTL).

These Grand Challenges represent complex and significant questions facing post-secondary education and provide a framework for advancing research that contributes to a deeper understanding of teaching and learning.

By aligning the President's Teaching and Learning Scholars Program with these internationally recognized priorities, the University of Regina seeks to support scholarly inquiry that addresses meaningful educational challenges, informs teaching practices, and contributes to the broader SoTL community.

The five Grand Challenges are outlined below:

1. **Developing Critical and Creative Thinkers**
   This challenge focuses on understanding and improving how post-secondary education develops students' abilities to think critically and creatively, including evaluating information, developing reasoned arguments, approaching complex problems, and generating innovative ideas.
   Learn more about Grand Challenge 1

2. **Encouraging Student Engagement in Learning**
   This challenge explores how educators can encourage students to become more actively engaged, motivated, and self-directed learners. It considers the factors influencing student engagement and approaches that help students recognize the value of learning and take ownership of their educational experiences.
   Learn more about Grand Challenge 2

3. **Understanding and Improving the Complex Reasoning Processes of Learning**
   This challenge recognizes learning as a multidimensional process shaped by cognitive, emotional, social, physiological, and cultural influences. Research may investigate how these factors interact and how teaching practices can respond to the diverse ways students learn.
   Learn more about Grand Challenge 3

4. **Understanding How Identities Affect Teaching and Learning**
   This challenge examines how the identities, experiences, and perspectives of students and educators influence teaching and learning. Research may investigate how individual and social identities shape educational experiences, interactions, expectations, and learning outcomes.
   Learn more about Grand Challenge 4

5. **Advancing the Practice, Use, and Growth of SoTL**
   This challenge focuses on advancing SoTL as a scholarly field, including approaches to conducting SoTL research, fostering collaboration, translating research findings into educational practice, and expanding the influence of SoTL within institutions and the broader post-secondary community.
   Learn more about Grand Challenge 5

Alignment with the Grand Challenges

Applicants must identify the Grand Challenge(s) addressed by their proposed project and clearly articulate how their research will contribute to advancing understanding within the selected area(s). Projects may address more than one Grand Challenge, and interdisciplinary approaches are encouraged. Applicants are not expected to address the full scope of a Grand Challenge; rather, proposals should identify a focused research question that contributes to understanding or addressing an aspect of the broader challenge.

Applicants are encouraged to review ISSOTL's descriptions, guiding questions, and supporting resources when developing their proposals. Additional information is available through ISSOTL's Grand Challenges for SoTL.

PROGRAM STRUCTURE AND FUNDING

Three President's Teaching and Learning Scholars will be selected for the 2027-28 cohort.

Scholars will serve a two-year appointment, beginning January 1, 2027, and concluding December 31, 2028.

Each Scholar will receive up to $5,000 in funding to support the development, implementation, evaluation, and dissemination of their project. Funding will be transferred to the award recipient's research account (existing or new) at the University of Regina and must be administered in accordance with applicable University of Regina policies and procedures.

Eligible expenditures may include, but are not limited to:

- Research or teaching assistant support;
- Research-related software, tools, and materials;
- Data collection, analysis, and evaluation expenses;
- Instructional design or specialized technical services directly related to the project;
- Development of teaching and learning resources or educational innovations;
- Conference registration, travel, and other expenses associated with the dissemination of project findings; and
- Professional development activities directly supporting the proposed research.

Expenditures must be directly related to the approved project and consistent with applicable institutional policies.

SCHOLAR EXPECTATIONS AND DELIVERABLES

President's Teaching and Learning Scholars are expected to actively contribute to the advancement of teaching and learning scholarship throughout their two-year appointment.

At a minimum, Scholars must fulfill the following requirements:

1. **Complete a Scholarly Teaching and Learning Project**
   Design, implement, and evaluate a project that systematically investigates a teaching and learning question, challenge, or innovation aligned with at least one of ISSOTL's Grand Challenges for SoTL. Projects must demonstrate appropriate scholarly methods, including clearly articulated research questions or objectives, relevant evidence or data, and systematic analysis or evaluation. Scholars are responsible for obtaining any required research ethics approval before commencing research activities.
2. **Produce a Final Scholarly Output**
   Complete a substantive scholarly output that communicates the project's methods, findings, and implications for teaching and learning. Appropriate outputs may include a scholarly manuscript suitable for journal submission, a research report, or another substantive scholarly product that demonstrates systematic inquiry and contributes to the dissemination of teaching and learning knowledge.
3. **Engage in Scholarly Dissemination**
   Prepare and submit a proposal to present project findings at a recognized regional, national, or international conference relevant to the Scholarship of Teaching and Learning or post-secondary education. Conference submissions may include proposals for research presentations, scholarly posters, or other appropriate formats. Acceptance of the proposal is not a condition of successful completion of the Scholars Program; however, Scholars are strongly encouraged to present their work beyond the University of Regina whenever opportunities arise.
4. **Share Findings with the University of Regina Community**
   Present their project and findings at a CTL-organized event, such as a teaching and learning symposium, research showcase, seminar, or other appropriate knowledge-sharing opportunity. Presentations should highlight key findings, implications for teaching practice, and opportunities to apply or extend the research within the University of Regina. Scholars may also be invited to participate in other CTL activities that support collaboration, knowledge mobilization, and the advancement of teaching and learning.

5. **Participate in Program Engagement and Progress Reporting**
   Participate in an initial meeting with the Centre for Teaching and Learning to review project objectives, anticipated milestones, and opportunities for collaboration or support. Submit a brief annual progress update outlining project activities, accomplishments, challenges, and anticipated next steps. Scholars are also encouraged to engage with other members of the University of Regina's teaching and learning community, including fellow Scholars and CTL-supported initiatives, to foster collaboration and strengthen the institution's SoTL culture.
6. **Submit a Final Report and Financial Accounting**
   By the conclusion of their appointment, Scholars must submit a final report to the Centre for Teaching and Learning that includes:
   - A summary of the completed project, including its objectives, methods, and activities.
   - Key findings, outcomes, and implications for teaching and learning.
   - An overview of scholarly outputs and knowledge mobilization activities.
   - A reflection on the project's contribution to teaching and learning at the University of Regina and/or the broader post-secondary community.
   - A financial accounting of project expenditures.

Any unspent funds at the conclusion of the appointment will revert to the President's Teaching and Learning Scholars Program Fund. Requests for an extension may be considered on a case-by-case basis and specifically to support the dissemination of the project results.

Recognition

Recipients will be formally designated as President's Teaching and Learning Scholars for the duration of their 2027-28 appointment. Scholars may use this designation in their curriculum vitae, professional biographies, institutional profiles, and other professional communications to recognize their appointment and contributions to advancing the Scholarship of Teaching and Learning.

In addition to receiving funding to support their scholarly projects, Scholars will be recognized and profiled by the Centre for Teaching and Learning through its website, institutional communications, and knowledge-sharing activities. These efforts will highlight Scholars' research, contributions, and achievements while promoting the advancement of teaching and learning scholarship within and beyond the University of Regina.

ELIGIBILITY

The President's Teaching and Learning Scholars Program is open to tenured and tenure-track faculty members, instructors, laboratory instructors, and clinical instructors at the University of Regina and its Federated Colleges. Applicants must demonstrate a commitment to teaching and learning excellence and propose a scholarly project that aligns with at least one of ISSOTL's Grand Challenges for SoTL.

Previous experience conducting Scholarship of Teaching and Learning research is not required. Applications are encouraged from individuals with varying levels of SoTL experience, provided their proposed projects demonstrate a clear scholarly approach and potential contribution to teaching and learning.

Applicants must be able to complete their proposed project within the two-year appointment period.

Individuals may serve one two-year term as a President's Teaching and Learning Scholar and are eligible to reapply five years after completing their previous appointment.

APPLICATION PROCEDURES

Applicants must submit a complete application dossier consisting of the following:

1. **Letter of Support**
   A letter of support from the applicant's Dean, Associate Dean, or Department/Program Chair. The letter should demonstrate support for the applicant's participation in the program and acknowledge the relevance of the proposed project to teaching and learning within the Faculty, academic unit, and/or institution.
2. **Curriculum Vitae**
   An up-to-date curriculum vitae outlining the applicant's academic qualifications, teaching experience, scholarly activities, and relevant professional contributions.
3. **Project Proposal (Maximum 4 Pages)**
   The project proposal must address the following:
   - **Interest and motivation:** A description of the applicant's interest in the Scholars Program and commitment to advancing teaching and learning.
   - **Project overview, rationale, and alignment with ISSOTL's Grand Challenges:** A description of the proposed project, including its research question(s), objectives, and scholarly rationale. Applicants must identify the ISSOTL Grand Challenge(s) addressed by their project and explain how their research will contribute to understanding or addressing an aspect of the selected challenge(s).
   - **Scholarly approach and methodology:** An overview of the methods that will be used to investigate the research question, collect or examine evidence, and evaluate outcomes.
   - **Anticipated impact:** A description of the project's potential contributions to student learning, teaching practices, and the broader Scholarship of Teaching and Learning.
   - **Knowledge mobilization and dissemination:** A plan for sharing project findings, including anticipated scholarly outputs, potential conference presentations, and opportunities for institutional knowledge sharing.
   - **Project timeline:** A proposed timeline outlining key activities, milestones, and anticipated completion dates within the two-year appointment.
   - **Project budget:** An itemized budget outlining the proposed use of the $5,000 in project funding, including a brief rationale for anticipated expenses.
4. **Statement of Teaching Philosophy (Maximum 1 Page)**
   A statement outlining the applicant's teaching philosophy, including how their approach to teaching and learning informs the proposed project.

Submission Instructions

Applicants must submit their complete application dossier by email to **ctl@uregina.ca**, with the subject line: **President Teaching and Learning Scholar 2027–28 Application – [Applicant Name]**

The complete dossier must be submitted as a single PDF or Microsoft Word document.

Application deadline: December 11, 2026

Incomplete or late applications may not be considered.

ADJUDICATION PROCEDURES

Applications will be reviewed by an adjudication committee coordinated by the Centre for Teaching and Learning.

The committee will include:

- The Director of the Centre for Teaching and Learning.
- One to two Educational Developers from the Centre for Teaching and Learning.
- Three to four representatives from the CTL Advisory Committee.

Applications will be assessed against the following criteria:

Commitment to Teaching and Learning Excellence	**15%**
Evidence of the applicant's commitment to enhancing teaching and learning through reflective, innovative, or evidence-informed practice. Consideration will be given to the alignment between the applicant's teaching philosophy, previous experience, and proposed project.	
Quality, Scholarly Merit, and Alignment with ISSOTL's Grand Challenges	**30%**
The clarity and significance of the project's research questions, the strength of its scholarly rationale, and the appropriateness of its proposed methodology. Consideration will be given to the extent to which the project meaningfully addresses one or more of ISSOTL's Grand Challenges for SoTL and demonstrates the potential to contribute new knowledge or insights to the broader Scholarship of Teaching and Learning. Projects will be assessed on the strength of their proposed contribution rather than the number of Grand Challenges addressed.	
Potential Impact and Institutional Relevance	**20%**
The potential for the project to enhance student learning experiences, inform teaching practices, contribute to institutional teaching and learning priorities, and generate insights applicable beyond the immediate project context.	
Feasibility and Project Planning	**15%**
The extent to which the proposed objectives, activities, methods, and milestones are realistic and achievable within the two-year appointment period.	
Knowledge Mobilization and Dissemination	**15%**
The quality and appropriateness of the applicant's plan to communicate project findings, contribute to the broader Scholarship of Teaching and Learning, and share insights with the University of Regina community.	
Budget Appropriateness	**5%**
The extent to which the proposed budget is reasonable, clearly justified, and aligned with the project's objectives and planned activities.	

The adjudication committee will recommend up to three applicants for appointment as President's Teaching and Learning Scholars.

All applicants will be notified of the outcome of the adjudication process.

PROGRAM ADMINISTRATION

The Centre for Teaching and Learning will coordinate the administration of the President's Teaching and Learning Scholars Program, including the application and adjudication processes, communication with Scholars, progress reporting, and opportunities for institutional knowledge sharing.

Throughout their appointments, Scholars will have access to relevant CTL resources and support

services, subject to availability, including consultations related to teaching and learning, research design, instructional development, and knowledge mobilization.

The CTL will facilitate opportunities for Scholars to connect with one another, share their research, and contribute to the development of a stronger institutional community of Scholarship of Teaching and Learning.

Project outcomes and scholarly contributions may be featured through CTL events, institutional communications, and other appropriate knowledge mobilization activities.