



Annual Report

for January 1 – December 31, 2025



CENTRE FOR
**TEACHING &
LEARNING**

table of contents

1	Introduction
1	About the CTL
2	Our Team
3	Teaching Awards Recipients
4	Strategic Priorities
6	Faculty Development Support
10	Open Education and Publishing Program
11	Technology and Generative AI in Teaching
14	Indigenization and Reconciliation
15	Multi-Unit Institutional Collaboration
16	Looking Ahead



CENTRE FOR
TEACHING &
LEARNING

Introduction

The Centre for Teaching and Learning (CTL) presents the 2025 Annual Report, highlighting last year's achievements and strategic directions for 2026. In 2025, CTL offered customized professional development through interactive workshops, a speakers' series, and individual and group consultations, engaging over 2,000 participants. These offerings addressed five priorities: faculty development, open education and practice, technology and AI integration, Indigenization and reconciliation, and multi-unit collaboration. Together, these priorities advanced teaching excellence, inclusivity, innovation, and accessibility.

About The CTL

The Centre for Teaching and Learning (CTL) at the University of Regina is dedicated to fostering a culture of teaching excellence and enhancing student achievement through a comprehensive approach that includes the development of innovative pedagogical strategies, the provision of targeted professional development opportunities, and the delivery of evidence-based instructional support. CTL actively collaborates across academic units, faculties, and federated colleges to ensure that its initiatives are responsive to the unique needs of different academic disciplines and student populations. By promoting high-quality teaching practices and encouraging educational innovation, CTL strives to create an inclusive, engaging, and effective learning environment. Its efforts are aimed at empowering faculty and instructors to adopt the latest research-informed teaching methods, integrate emerging technologies, and implement inclusive pedagogies that support diverse learners, ultimately contributing to the university's mission of academic excellence and student success.



Our Team

The CTL team is a dedicated and talented small group committed to supporting faculty and staff in student-centered teaching at the University of Regina. While our core team's efforts are central, they are greatly complemented by the valuable contributions of our colleagues in different units, members of the CTL Advisory Board, external partners, and numerous faculty and staff who volunteer their time to share their expertise with UR community.



Dr. Deena Salem
Educational Developer



Shuana Niessen
Open Education &
Publishing Manager



Jaque Bampi
Educational Developer
– Learning Innovation



Teaching Awards Recipients

The CTL Teaching Awards are a pivotal program that recognizes and celebrates excellence in teaching; they are adjudicated by four faculty members of the CTL Advisory Committee, a senior Educational Developer from CTL, and the CTL Director. These five awards highlight the vital role educators play in shaping student success and fostering a positive learning environment. The teaching awards acknowledge innovative pedagogical approaches, dedication to student engagement, and a commitment to continuous improvement in teaching practices. By honouring outstanding educators through the CTL Teaching Awards, the University of Regina aims to inspire academic excellence, promotes professional development, and emphasizes the importance of quality teaching as a cornerstone of academic achievement and community building.



Mr. Brent Ghiglione
President's Award for
Teaching Excellence



Dr. Gale Russell
Provost's Award for
Innovation in Teaching



Ms. Lexie Heit
New Faculty Teaching
Award of Recognition



Ms. Sarah Ilori
New Faculty Teaching
Award of Recognition



Ms. Emily McNair
Award of Excellence in
Experiential Learning



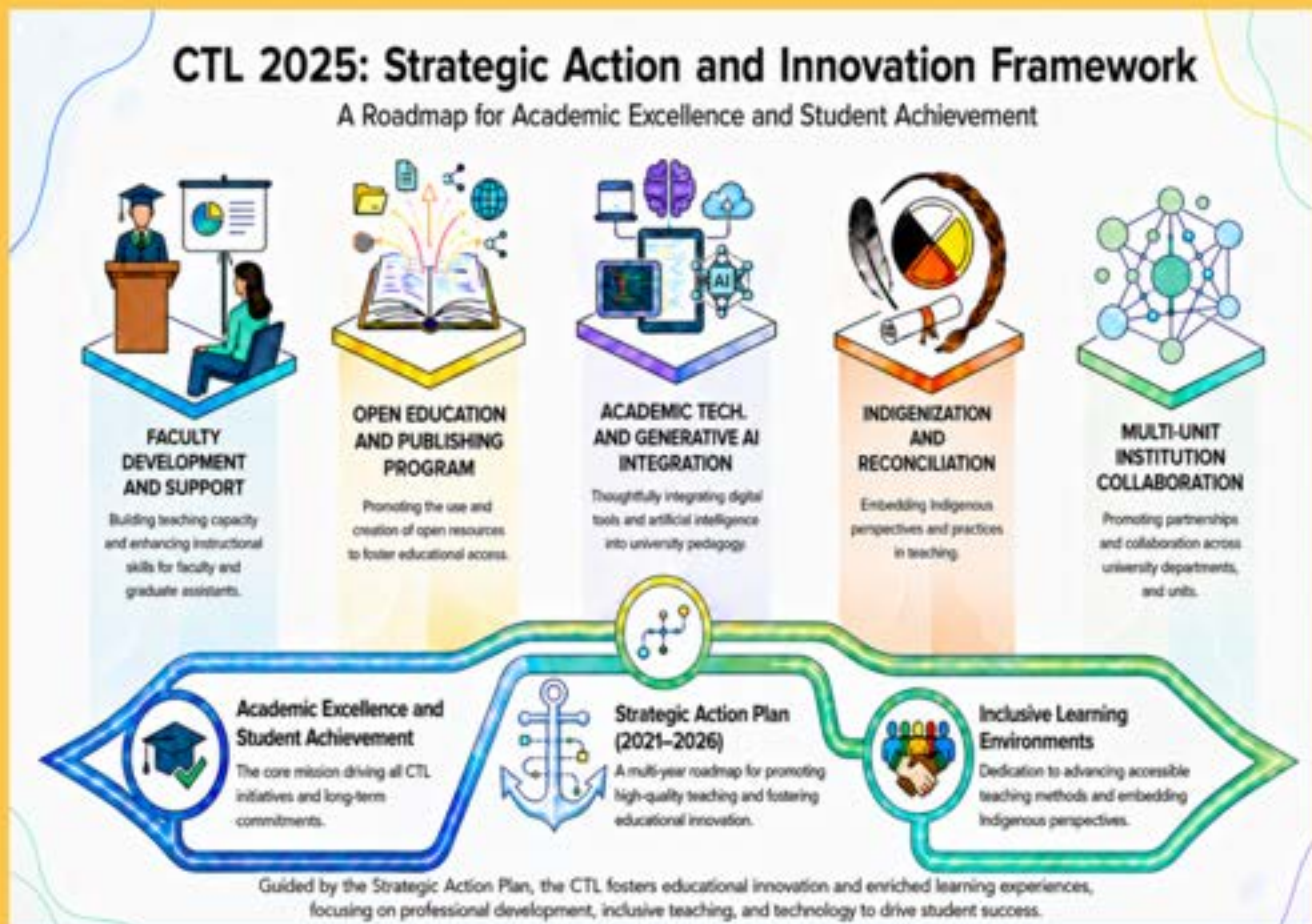
Dr. Samantha Lawler
Award of Excellence in
Public Education and Outreach



Dr. Vanessa Mathews
Award of Excellence in
Public Education and Outreach

Strategic Priorities

In 2025, guided by its 2021–2026 Strategic Action Plan, CTL focused on enhancing teaching quality, supporting educational innovation, and enriching student experiences at the University of Regina. The CTL team provided professional development support to faculty, instructors, and graduate teaching assistants to use effective pedagogical practices, adopt new technologies, and foster inclusive learning environments. The Centre’s 2025 priorities also included expanding professional development, boosting collaboration, promoting open education practices and publishing, advancing accessible teaching, and introducing new engagement methods. These strategies reinforce the university’s academic and student success goals.



- **Faculty Development and Support:** enhancing teaching expertise and improving instructional and assessment methods.
- **Open Education and Publishing Program:** supporting and funding the creation and adoption of open educational resources and open education practices to broaden educational access.
- **Technology and Generative AI in Teaching:** integrating digital tools and artificial intelligence purposefully and responsibly into pedagogy.
- **Indigenization and Reconciliation:** advancing initiatives to embed Indigenous ways of knowing and practices in curricula.
- **Multi-Unit Institutional Collaboration:** building partnerships between the CTL and other relevant units, faculties and departments across campus.



Faculty Development and Support

Professional Development (PD) events, faculty consultations, teaching observations, teaching dossiers, scholarship of teaching and learning (SoTL), and curriculum mapping seek to meet varying needs of faculty members and academic units across the University. PD events deliver focused opportunities for skill-building, innovation, and knowledge exchange, empowering faculty to elevate their teaching practices. Ongoing CTL support provides guidance, resources, and collaborative forums, deepening learning from PD activities. These actions form a robust framework that drives continuous improvement, addresses educational challenges, and enhances teaching and student outcomes.

Faculty PD Events

In 2025, the CTL curated 40 events which featured expert presenters from the University of Regina and the Federated Colleges as well as from national and international institutions. The events explored a broad spectrum of teaching and learning topics, including:

- **Curriculum design:** innovative active learning strategies and engagement techniques for classroom instruction.
- **Universal Design for Learning (UDL):** inclusive pedagogy and strategies to remove barriers to learning. Participants explored how to create inclusive, justice-driven learning environments by designing for the diverse needs of learners and expanding access through open educational materials and audiobooks.
- **Open Education and Publishing Program:** methods for fostering community-driven contributions to open knowledge, and discussed how these practices can address global educational challenges.
- **Generative AI sessions:** on building critical AI literacy and integrating GenAI into teaching ethically and responsibly, and exploring the balance between technology advances and social and environmental responsibility.
- **Indigenous Knowledge and Pedagogies:** holistic, relationship-based approaches, advancing the institutional commitment to Indigenization and reconciliation, and techniques for culturally appropriate assessment of Indigenous learners.

These professional development events were delivered using a variety of modalities, such as online-only, hybrid, and in-person formats. The hybrid format was most popular; it helped, balance accessibility and opportunities for in-person community building.



Faculty Consultations

The CTL facilitated 44 individual and departmental consultations with faculty members. Topics included curriculum development and mapping, course design, course syllabi, effective teaching practices, assessment strategies, and instructional technology. Consultations offered by the OEP Program addressed inquiries about OER projects and proposals, publishing platforms, OER grants, and open pedagogy projects. Curriculum mapping supports included tailored workshops for academic units and faculty members prior to program reviews and program development.

UR² Fellows Program

Launched in 2022 as part of the University's student success and retention plan, the UR² Fellows Program was a three-year pilot program developed to build a culture of effective teaching in introductory courses. The program provided structured sessions and professional development opportunities to participating instructors. It was designed to improve the learning experiences of first-year students as well as to highlight the value and importance of introductory course teaching. During the three-year pilot, 41 faculty members were registered. In 2025, the program was reviewed and redesigned to meet the evolving needs of teaching staff and students in introductory courses and will be relaunched in Fall 2026.

Graduate Teaching Enhancement Course

The course, designed for graduate teaching students, centers on effective teaching techniques, grading, providing constructive feedback, and cultivating a positive learning environment. Participants also receive resources and guidance on innovative teaching strategies to align with the University of Regina's teaching and learning vision. In 2025, 118 enrolled in the course, with a completion rate of 90%.

Faculty Observations

The CTL team members conducted eight classroom observations of faculty members and sessional instructors from across campus, providing constructive feedback to support their ongoing professional growth. These confidential observations support the development of teaching practices by providing educators with valuable feedback to build a foundation for high-quality teaching. Observations were structured to provide general feedback and advice or target a specific aspect of classroom practice (e.g., assessment, use of technology, Indigenization, etc.).

UR Faculty Certificate in Teaching Excellence: Foundations of University Teaching and Learning

Developed for faculty members, the course explores key aspects of teaching and learning in a learner-centred environment that provides a model of an interactive class setting. It provides reading materials, videos, interactive activities, and reflection assignments. The course modules are designed to equip faculty with essential skills and strategies for effective course design and delivery, ensuring that students remain motivated, engaged, and successful.

Through all these programs, the CTL continues to strengthen teaching excellence and faculty development across the institution, fostering a culture of continuous improvement and innovation in teaching practices.





Instructional Skills Workshop Initiative

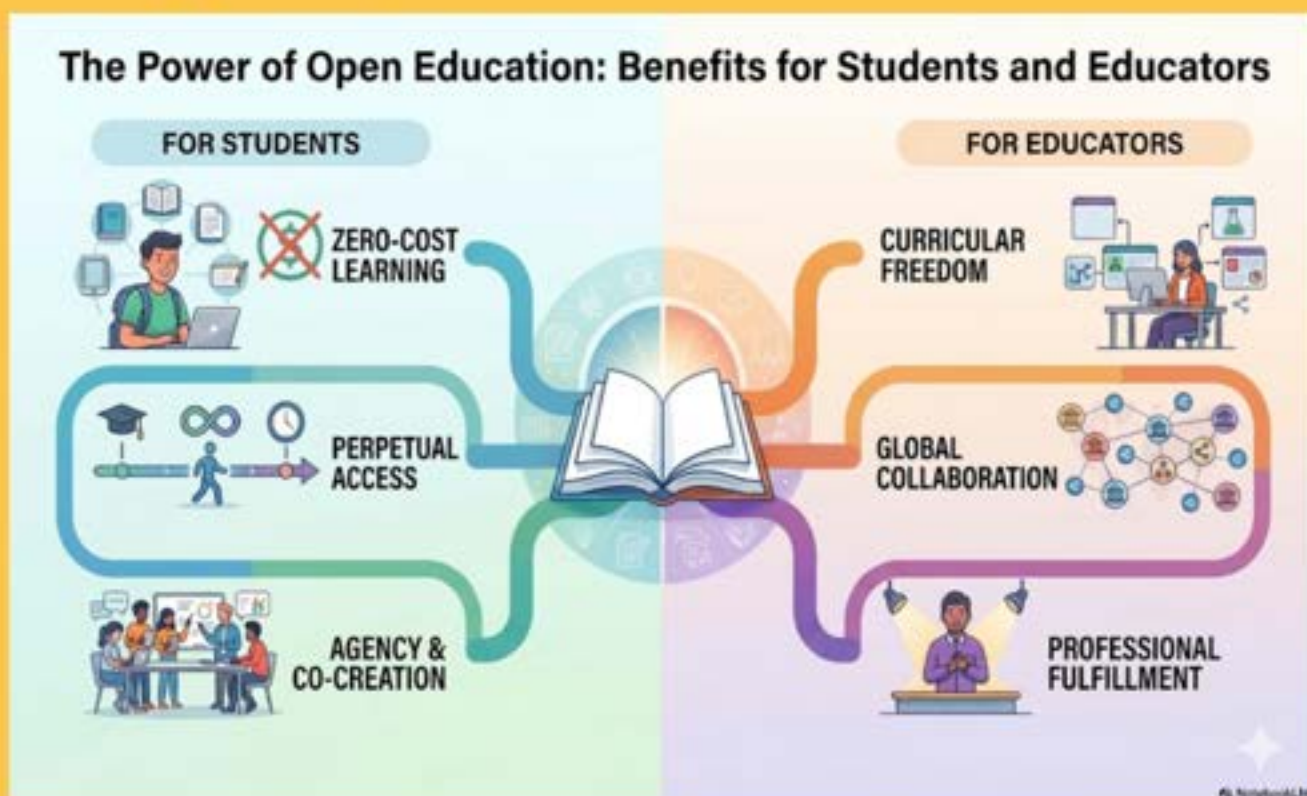
In 2025, the CTL launched the first ever Instructional Skills Workshop (ISW) at the University of Regina. Originally developed in 1979 in British Columbia, the ISW is a highly successful professional development program for educators adopted by 39 countries worldwide. Since its inception, hundreds of facilitators have delivered ISWs across various educational and organizational settings worldwide. The ISW is a comprehensive three-to-four day workshop conducted in small groups, aimed at enhancing teaching effectiveness for both novice and experienced educators. Adopting an experiential learning approach and focused on reflection and process-oriented feedback, the ISW emphasizes understanding teaching theories and practices, crafting learning objectives, engaging learners, and evaluating learning outcomes. During the workshop, participants design and deliver mini-lessons, receive feedback (verbal, written, and/or video) from peers acting as learners. The inaugural ISW at the U of R included six faculty members. Currently the CTL and FGSR are in the process of opening the workshop to senior graduate teaching assistants and postdocs.



CENTRE FOR
TEACHING &
LEARNING

Open Education and Publishing Program

Launched in 2015, the Open Education and Publishing (OEP) Program has successfully published 52 projects, saving students \$13,487,700.00. The OEP Program represents a sustained institutional commitment to open knowledge and aims to improve affordability and accessibility for all learners by reducing textbooks costs and enabling permanent access to essential study materials. Simultaneously, instructors benefit from the creative flexibility inherent to open educational resources (OER) to modify and improve curricula to meet specific instructional goals. Ultimately, these practices support global educational equity by building inclusive environments that reward both student engagement and professional innovation.



The CTL hosted 20 well-attended sessions in the Open Education Speaker Series and Bootcamp, featuring leading scholars, and offered hands-on Pressbooks and OER evaluation workshops for practical skill-building. The sessions addressed openness, equity, the knowledge commons, OER evolution, AI integration in writing instruction, OEP cultivation of sustainable, inclusive, and supportive learning environments for social and epistemic justice, social annotation to create engaging reading experiences across disciplines, and the impact of OER on the United Nations' Sustainable Development Goals (SDGs), specifically Quality Education (SDG 4), Reduced Inequalities (SDG 10), and Partnerships (SDG 17). The OEP Manager has created and facilitates a community of practice. The group has a membership of 10 people, and they met two times in the Fall 2025 term.

Quick Stats (Since Inception to Dec. 2025)

Metric	Value
Total Student Savings	\$13,487,700.00
Textbooks Supported to Publication	20
Supplementary Resources Projects Supported to Publication	9
Open Pedagogy Projects Supported	6
Projects Currently in Development	18
Total Projects	52

Annual Stats (January to December 2025)

Metric	Value
Titles Published	2
New OER Project Funding Awards	\$17,500
Number of Large OER Grants	1
Number of Open Pedagogy Fellowships	1
Sessions, Webinars, Workshops Offered	
Webinars Offered	28
Attendees	623
Registrants	1095
Video Views	470
Total OEP Program Manager Consultations (Jan 1 - Dec 12, 2025)	9

The OEP Manager has provided a variety of supports for the projects funded through the OER grants, including assistance for the project leads in hiring student assistants and copy editors, recommending peer reviewers to the AVP (Academic) for the OEP funded books, and technical support regarding the program's digital publishing platform.

Technology and Generative AI in Teaching

The CTL underscores the ways technology-enhanced teaching can positively impact student learning. Academic technologies can offer significant opportunities to enhance student engagement, accessibility, and personalized learning experiences. The CTL delivers workshops and seminars to demonstrate how educators can employ innovative instructional methods to cater to diverse learning styles and needs. Moreover, digital tools and resources offer flexibility, supporting diverse needs of learners. As the University adopts technological advancements, our ability to foster dynamic, interactive, and student-centred learning environments continues to expand, thus enabling educators to better prepare students for a digital-driven world. In addition to the consultations provided, in 2025, the CTL hosted twenty-one sessions that directly discussed technology, digital platforms, or specific educational tools, categorized as follows:

- **Open Publishing and Digital Content:** The sessions presented tools for creating, adapting, and distributing digital educational materials, covering various digital and open educational resources, including training on using Pressbooks for digital publishing, enhancing interactivity with H5P tools, lessons from converting open-access publications into audiobooks, exploring repositories and Creative Commons licensing for OER, and practical guidance on adapting open textbooks to specific needs.
- **Social Annotation Tools:** The sessions focused on using the Hypothesis platform to promote active and social reading, covering topics such as social annotation for large courses, its application in STEM subjects, engaging with primary sources in Humanities, and research-based strategies for effective social annotation.

- **Digital Platforms and Infrastructure:** These sessions examined the evolving landscape of social and academic communication platforms, focusing on navigating new tools like Bluesky, Mastodon, Threads, and Discord, as well as addressing challenges related to the commercialization and weaponization of digital platforms and generative AI.
- **Generative AI in Teaching and Learning:** Presentations extensively explored the impact, ethics, and integration of AI in education and society. Topics included ethical AI use in writing, the future of creative education with large language models, relationship of AI to wisdom, the role of human writing in the age of generative AI, environmental concerns related to AI energy demands, critical AI literacy, use of AI in open educational resources, impact of AI on the future of education and science, and faculty perspectives on teaching in the era of generative AI.



Indigenization and Reconciliation

The CTL hosted nine professional development sessions for faculty and staff to support faculty efforts to indigenize curriculum and teaching practices through culturally appropriate teaching and assessment practices rooted in Indigenous perspectives. The sessions focused on supporting reconciliation through pedagogical shifts that emphasize decolonization, relationship-building, Indigenous assessment practices, and critical examination of power structures in academia.



- **Dedicated Indigenization and Reconciliation Workshops:** These workshops and short courses were designed to incorporate Indigenous perspectives and promote reconciliation in higher education. Topics included strategies for indigenizing instruction, culturally appropriate assessment practices, recognizing unconscious bias, building respectful educator-learner relationships through the Reciprocity and Relationships model, and preparing faculty to begin indigenizing their courses and teaching practices while addressing colonization and privilege.
- **Thematic Integration in Open Education:** Indigenization and decolonization are integral to broader conversations on OER. These include highlighting Indigenous-focused resources aligned with Sustainable Development Goals, addressing student-led calls for curriculum decolonization within the evolving higher education landscape, and emphasizing the sharing of knowledge across cultures and epistemologies. These discussions position Open Education as a means to challenge closed systems of knowledge and promote inclusive, culturally respectful learning.

Multi-Unit Institutional Collaboration

The Centre for Teaching and Learning has actively initiated and fostered collaborations across various units at the University to enhance its capacity and expand its offerings. Recognizing the importance of partnerships in maximizing resources and supporting faculty development, the CTL has built strong relationships with multiple stakeholders to effectively address institutional needs. Key collaborative initiatives include:

- **Archer Library:** Over the years, the CTL and Archer Library teams have established a variety of collaboration pathways, such as social media, annual presentation, SoTL and related research ethics approval applications. In 2025, the collaboration extended to provide faculty with the opportunity to be editors in the Pressbooks Sandbox book to create their own chapters, experiment with the Pressbooks tools, and learn how to clone and create a book in Pressbooks and navigate in the Pressbooks digital publishing platform.
- **Graduate Studies and Research (FGSR):** For the fifth academic year, the CTL coordinated and delivered the Graduate Teaching Enhancement Course five times during 2025, including revising the syllabus in collaboration with the FGSR leadership to meet graduate student and program needs. The CTL also co-hosted a workshop on conflict management for graduate supervisors, supporting faculty development in supervision practices.
- **Centre for Continuing Education & Luther College:** In 2025, the CTL co-hosted a session with CCE and Luther College which focused on the importance of aligning course design, instructional strategies, and curriculum mapping. This strategic alignment ensures that engaged learning strategies are not isolated events but are embedded within a larger institutional framework designed to create meaningful student experiences and practical community outcomes.

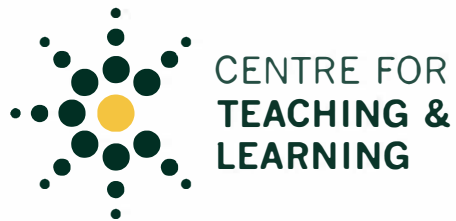
Through these initiatives, the CTL has played a pivotal role in fostering collaboration across the institution, leveraging diverse expertise to enrich faculty development and support student success.

Looking ahead



In 2026, the Centre for Teaching and Learning will continue to build on the foundations laid in previous years. We will promote the adoption of Universal Design for Learning (UDL), an evidence-based educational framework grounded in learning science. UDL creates inclusive learning environments by minimizing barriers and maximizing accessibility for all. It shifts from a "one-size-fits-all" approach to providing flexibility in how information is presented, how students engage, and how they express knowledge. We will also advance the responsible and ethical integration of emerging technologies, such as generative AI, into teaching practices. We will deepen our efforts in Indigenization and reconciliation. Faculty will be provided with strategies to respectfully incorporate Indigenous perspectives into curricula. This goal supports the University's commitment to reconciliation and equity. These efforts aim to create a more inclusive, innovative, and equitable learning environment that reflects and advances the University's strategic priorities. Additionally, we will expand our work on open education initiatives. We aim to explore how accessible and inclusive teaching materials can promote sustainable development goals and improve access to higher education. All of these efforts are designed to create a more inclusive, innovative, and equitable learning environment that advances the university's strategic priorities.

As we renew the CTL's multi-year action plan, we will ensure that it aligns with the University's 2026–2035 Strategic Plan. We remain dedicated to cross-unit and interdisciplinary collaboration. Our goal is to support pedagogy that upholds values of reconciliation, equity, and the public good and ensure that our initiatives advance the University's vision for a vibrant, inclusive, forward-thinking academic community.



For support please visit ctl.support@uregina.ca

For more details visit: ctl@uregina.ca

