Faculty of Education
University of Regina

NEW FACULTY SUPPORT GUIDE

• Frequently asked questions and answers:
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  - Teaching
  - Research
  - Service
  - Balance

• Criteria Document
• Grading Norms

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Supporting Faculty

The Faculty of Education at the University of Regina endeavours to be a positive, productive and collegial site of teaching, research, and service. As such, the importance of providing supports to faculty members over their academic careers is understood. One such support is through a process of mentoring which is a means to enhance the personal and professional well-being of individuals. According to the University of Massachusetts Amherst Mutual Mentoring Guide, mentoring is “one of the few common characteristics of a successful faculty career” (p.2). Recognizing the reciprocal nature of mentoring, and the mutual benefits to those involved in the process, the Faculty of Education is thus committed to the ongoing implementation and support of formal and informal mentoring relationships over a faculty member’s career.

FAQ: Getting Started

How is the department, school/college, or university organized?
The Faculty of Education is not departmentalized. However, faculty do belong to specific subject areas and particular programs. For example, a faculty member may belong to the Social Studies Subject area and be a member of the Elementary Program. The subject areas are currently: Educational Core Studies (ECS), Early Childhood Education (ECE), Math (EMTH), Social Studies (ESST), Educational Psychology (EPSY), Science (ESCI), Language and Literacy (ELNG), Arts (EAES), Health & Outdoor Physical Education (HOPE, EHE & EPE). Each subject area usually has a Chair. Each program area has a Chair who schedules regular meetings throughout the autumn and winter semesters. The Faculty has 5 programs: Elementary (includes Middle Years), Secondary, Arts, BAC (French Immersion), and Adult Education and Human Resource Development (AEHRD).

How are decisions made?
Individual faculty or groups may bring forward ideas, questions, and proposals to subject area meetings and/or program area meetings. Discussion follows and depending on the nature of the issue, motions may be made and passed. The motions then go to the Undergraduate Program Development Committee (UPDC) for second sober thought; it may be returned to the program area or subject area with questions. When passed at UPDC motions are then brought forward to the Faculty Council for discussion and voting. Then the motions go across campus to the Council Committee on Undergraduate Admissions and Studies (CCUAS), once passed there they go to University Executive Council (UEC) after which they are implemented.

Are there interpersonal or departmental dynamics that would be helpful to know about?
As in any human endeavour there are always interpersonal and organisational dynamics that influence the lived experience of those in any work place. Yes, of course there are things you should know, however, they cannot be easily delineated. That is why we have our mentoring relationship to help new faculty learn some of these dynamics.

What resources are available (e.g., travel funds, typing and duplicating, phone, computer equipment, supplies)?
Each full time faculty member receives an annual travel fund of $1275.00 May 1st. You also receive an Accountable Professional Expense Account (APEA) annual fund of $1475.00 on May
Is there support staff? What should be expected from support staff?
Yes, there are support staff who are very kind and generous with helping new faculty navigate the myriad of large and small things that emerge in the process of taking up a new position. For example; support staff will assist you in learning how to properly complete the Reimbursement Claim form so that you can be reimbursed from your Travel Fund or APEA account for Conference Travel or other costs associated with your work. Support staff will also show you how to complete the Travel Authorization form that must be completed before any faculty travel to conferences or research sites.

How does the department fit into the college (or university) in terms of culture and personnel standards? Do I need to take two sets of standards into account when planning my professional development?
Education is a Faculty that is not departmentalized. It is one of the largest faculties on campus with respect to number of students enrolled in undergraduate and graduate programs*. It is a Professional Academic faculty that is sometimes misconstrued as a professional school. The Faculty of Education, like other faculties at the U of R has its own Criteria Document that delineates the structure of the Faculty within the University and the expectations, roles and responsibilities of faculty members. It is the Criteria Document that should guide all faculty members when planning professional development and career paths.

How much time do I need to spend in my office and/or lab being visible in the department?
Is it considered acceptable/appropriate to work from home?
Faculty should use their own good professional judgement, informed by their teaching and research load to determine how much time they are on campus. Faculty members often work from a distance because current ITC systems facilitate this with ease. It is important to set regular office hours for students or communicate clearly through course syllabi or in class or on your web page that students can readily make appointments to meet with you. However, as mentioned ITCs make connecting with students and colleagues very easy.

Are there department or university events that I should be sure to attend?
Faculty members should endeavour to attend formal meetings such as subject area, program area and Faculty Council meetings. As for events, the Faculty often plans and hosts a variety of formal and informal gatherings, workshops, presentations and guest talks, as does the wider University community. There are numerous events in and out of faculty each semester, which make it difficult to decide which to attend. As a new faculty member it may be useful initially to
attend several social gatherings in order to become acquainted with other members of departments and faculties. As you begin to settle into the Faculty and your position you will begin to develop your own criteria for selecting events to participate in that resonate with your praxis.

* The Faculty of Arts is the largest; however, it includes many departments, i.e. Anthropology, Economics, English, French, Geography, History, International Languages, Journalism, Justice Studies, Philosophy & Classics, Political Science, Psychology, Religious Studies, Sociology & Social Studies

**FAQ Research:**

Is there help available for writing grant proposals, preparing budgets, etc.? How much time should I spend seeking funds?
The Office of Research Services at the University of Regina is an excellent resource in terms of support for grant and budget writing. Please visit their website at:

In addition, the Saskatchewan Instructional Development Research Unit (SIDRU) is located within the Faculty of Education. They post yearly calls for the submission of research proposals. For further information please visit their website at:

While faculty members will always be encouraged to seek funding for research projects, individual faculty members will determine for themselves the sources of this funding and, as well, the amount of time available to prepare grant applications.

**What kind of publication record is considered excellent in my department and college?**
How many refereed articles do I need? In what journals? How are online journals viewed?
Do I need a book?
While these questions are not explicitly answered in the Faculty Criteria Document please note the following:

a. This Faculty recognizes that research activities take many valuable forms including, but not limited to, writing, publishing, creative activities, the scholarship of teaching, and collaborative projects across specializations and disciplines. Neither interdisciplinary nor international work is required of each faculty member, but both are recognized and valued when they occur. All varieties of research methods (e.g. scientific, historical, humanistic, interpretive, positivistic, critical, artistic, analytic) are valued by the Faculty, provided the work is rigorous, ethical, and of high quality. It is also understood that scholarship often, and even necessarily, overlaps with teaching, community service, and other integral commitments of faculty members. (2010, p. 11)

b. Collaboration in scholarship, research, or equivalent professional activities is a choice and is a capacity of vital importance in our profession and alongside our professional partners as we work toward reorienting our programs with a stronger focus on education for equity, justice and sustainability. (2010, pp. 11-12)
c. It is deeply recognized that, at times, the work undertaken by faculty members does not neatly fit within the dominant narratives shaping what is valued within universities or within the categories around which performance reviews are structured. For this reason faculty are encouraged to document their involvements, both in and outside the Faculty, which they feel are significant and are, as yet, not yet recognized within other commitments outlined within this document. (2010, p. 15)

Please also see pages 25-26 of the Faculty Criteria Document for several examples of possibilities of “evidence of scholarship, research, or equivalent professional commitments.”

In addition, the Faculty Criteria Document states the following:

Because peer/public evaluation and interaction are deemed integral to research activity, it is important that academic faculty members provide evidence of peer and/or public responses to their work. Examples of peer/public responses include, but are not limited to: publications in peer-reviewed journals and other media, reviews, commentaries, adoptions of material and citations (e.g., in books, government documents, other’s course syllabi), and social policy. (2010, p. 26)

For purposes of annual assessments, items in press will be noted as evidence of ongoing scholarly activity, but will be credited for the year in which publication occurs. Items identified as “in press” should have been accepted for publication and should be accompanied by some evidence, such as a note from an editor, indicating acceptance. (2010, p. 26)

How are journal articles or chapters in edited collections viewed? May material published in one place (conference, workshop) be submitted to a journal? How much work is necessary to make it a “new publication”?

As noted above from the examples of possibilities for evidence of scholarship, journal articles or chapters in edited collections are not viewed in a hierarchical matter; one is not more important than the other. Faculty members are encouraged to publish in multiple places. Therefore, you are encouraged to publish presentations made at conferences or workshops and, then, if you desire to submit these to a journal, to do so, ensuring that all copyright matters are followed. In addition, it is “also understood that scholarship often, and even necessarily, overlaps with teaching, community service, and other integral commitments of faculty members” (p. 11).

Furthermore, the Faculty of Education...

... recognizes the critical worth of those “public intellectuals” who write, speak, or otherwise engage with audiences beyond their professional colleagues. Such public engagement may be discipline-focused or may relate to the social, cultural, and political worlds enveloping any discipline. Dissemination activities may include individual or collaborative endeavours—both of which are valued in the Faculty of Education. (Faculty Criteria Document, 2010, p. 11)
How is collaborative work viewed within the department/college? Do co-authored articles count in my discipline? Is being first co-author considered important? Should I put my graduate students’ names on my papers? How is alphabetical listing of authors viewed?

While the preamble of our Faculty Criteria Document (2010) begins with the statement: “The Faculty of Education is a professional Faculty committed to the ideals of service, outreach, and collaborative processes”, collaboration is highlighted in numerous ways throughout the document, including that “The Faculty of Education values both collaborative and individual research” (p. 11).

Do conference and workshop papers/presentations count as research in my discipline?

There is both a rich history and continuing focus within the Faculty of Education which “is concerned with ways in which both theory and practice sustain and inform reciprocal relationships within and beyond the Faculty and the field” (Faculty Criteria Document, 2010, p. 3). Given this emphasis, participating in both conference and workshop presentations are considered valuable. As well, Faculty are encouraged to continue to work on their conference and workshop presentations and to submit them publication.

Should I give talks within my department? How are colloquia arranged in my department? How do I publicize my work within the department?

The SIDRU seminars which are typically held over the lunch hour on Wednesdays in both Fall and Winter semesters are an excellent way to share and to respond to faculty member’s research. In advance of each semester, all faculty members are invited to share their research. The SIDRU website can be accessed at: http://education.uregina.ca/index.php?q=SIDRU.html

What conferences should I go to? Is it better to go to national conferences or smaller ones? How much travel is allowed/expected/demanded? What support is available for travel expenses? From where? How else can I gain the type of exposure I need for good tenure letters?

While members of the Faculty of Education refer to the Faculty Criteria Document (2010) as they prepare documentation in relation with their yearly progress, all faculty members at the University of Regina complete an Annual Information Form. This form asks for the following criteria in relation with Scholarship, Research, or Equivalent Professional Activities:

a. Indicate your current area of scholarship, research, professional work, exhibition preparation, etc.

b. List below information which will permit objective evaluation, and an accurate institutional report. List each achievement separately, giving complete information using the following alphabetical sub-headings:

(a) books; monographs; chapters in books; publications in refereed journals, non-refereed journals, and periodic publications (provide complete bibliographic reference)

(b) exhibitions

(c) performances

(d) participation in conferences as speaker, panelist, chair, etc.

(e) professional and consulting activities

(f) reviews of books, papers and theses for other universities

(g) program development for use in the public domain.
The Faculty of Education values both collaborative and individual research, and unapologetically resists those prevailing discourses that privilege research funded via particularly dominant agencies and/or published in certain peer-reviewed journals or by particular publishers. (2010, p. 11)

Would it be advisable to further develop my dissertation or branch out into a new area of research?
Given the intensity which most new faculty members experience in their pre-tenure years, publishing from your dissertation is very advisable. In addition to doing so as a result of time constraints, this is a further way in which to more broadly share aspects of your doctoral research. Publishing from your dissertation can also be helpful as you write proposals for funding as numerous funding agencies, in part, make funding decisions on publications from previous studies.

What is the process of selecting graduate students whom I supervise?
Although this is likely not written down anywhere, there is an understanding in the Faculty of Education that pre-tenured faculty should be careful in terms of taking on too much supervision of graduate students. Many faculty members start off with the supervision of one or two master’s students and may also serve as members on one or two master’s committees. During your first months on campus please try to set up a meeting with the Associate Dean, Research and Graduate Programs, to discuss your research background and interests. This meeting is significant in that it enables the Associate Dean, as incoming graduate student files are reviewed each spring, to link your name with particular potential graduate students. In the spring the Research and Graduate Studies Office sends out a list of the names of potential graduate students who have applied for either M. Ed. or Ph. D. entrance. This list is followed up in a meeting in which all faculty members who are interested in working with particular graduate students express and discuss their interests. The Graduate Program office works with the Faculty of Graduate Studies and Research to determine each faculty member’s accreditation. Further information about this process can be located on the Faculty of Graduate studies and Research website:
http://www.uregina.ca/gradstudies/calendar/supervisory_responsibilities.shtml#accreditation

FAQ: Teaching

What is the normal teaching profile for early-career faculty?
During the first initial year after appointment, assistant professors are typically required to teach four courses and instructors are required to teach six courses. In subsequent years, the normal teaching load is five courses for assistant/associate professors and six courses for instructors.

How many independent reading courses should I agree to offer? How do I choose them?
The decision to supervise independent reading courses is at the discretion of individual faculty members. Independent reading courses are typically designed to expand a graduate student’s background in an area specific to the student’s research interests and are developed in collaboration with the student. In some situations, an independent course may also be offered for
a student who is completing their undergraduate degree. Although there is no prescribed number of courses, faculty commonly do not supervise more than one independent study per semester.

How do I find out what the content of a course should be? Do subject areas share syllabi, assignments, etc.?
A Course Content Inventory Form for each course is available from the Student Program Center and copies of syllabi may be requested from the Associate Dean’s office. In addition, faculty are encouraged to speak with other faculty who have taught the course. In some subject areas, faculty engage in joint planning on required courses.

Are resources available for grading, etc. for undergraduate courses?
General information on a range of topics including evaluation is provided in Section 5 of the Undergraduate Calendar (http://www.uregina.ca/gencal/ugcal/attendanceEvaluation/index.shtml). Faculty members may apply to the Office of Research and Graduate Studies for a graduate student teaching assistant who can support the delivery of an undergraduate class, including grading.

The Centre for Teaching and Learning (CTL) also provides a range of programs and services to support faculty in their teaching. Each year, the CTL offers a range of seminars and workshops on selected topics and staff are also available to meet with individual faculty to discuss teaching practices and methodologies. Further information on the CTL programs and services is available at: http://www.uregina.ca/ctl/index.html

Does the faculty use student evaluations? Does the faculty use any other methods beyond student ratings to assess teaching effectiveness? Does the faculty take the nature of the course into consideration when analyzing student evaluations of teaching?
Students complete evaluations for each course in the final weeks of the class using the web-based Class Climate program, or in some instances, evaluations distributed to students during class time. Faculty members can determine the questions that they would like asked or they may use one of the available standard forms. A summary report for each class is sent to the instructor a few weeks following the end of semester.

Faculty are encouraged to engage in ongoing self-evaluation and may also arrange for peer assessment by having a colleague observe their teaching and provide feedback. Faculty may also invite a staff member from the Centre for Teaching and Learning to observe their teaching and provide feedback.

How is advising handled in the department? How many undergraduate advisees should I have? How much time should I spend advising them? What resources are available should I have questions about degree requirements?
Academic advising for undergraduate students is offered through the Student Program Centre and may also be done by Chairs of Subject Areas (Secondary Program) when necessary. Undergraduate advisees are not formally assigned to faculty members. Advising does occur through informal arrangements at the request of students and information on degree requirements is available through the Student Program Centre.
How many graduate students should I supervise? How much time and effort should I invest in working with graduate students?

Supervision of graduate students, or instruction of graduate courses, is restricted to persons who are accredited as members of the Faculty of Graduate Studies and Research by the Dean (FGSR). Information on the accreditation process is available on the FGSR website at: http://www.uregina.ca/gradstudies/calendar/supervisory_responsibilities.shtml#accreditation. The Dean of Education determines whether faculty are supervising an appropriate number of graduate students. A specific number of graduate students at the Master’s level is not prescribed; rather consideration is given to the work load of the faculty member and whether the faculty can provide the necessary supervision and support for the students. Faculty with Level C qualifications may supervise Masters students and co-supervise Doctoral students; Level D accreditation is required to be the sole supervisor of a Doctoral student. Because of the mentored approach to doctoral supervision in the Faculty of Education, it is recommended that faculty do not supervise more than two doctoral students at any given time.

Detailed information on policy and procedures for faculty supervising graduate students is available on the FGSR website at: http://www.uregina.ca/gradstudies/facultystuff/infoforfaculty.shtml

What is considered an appropriate response to a student who is struggling with course work or is clearly troubled in some way? What resources are available for students? What can/shou...d I suggest?

Considering that we work within a Teacher Education Program, framing the initial conversation with the student within the context of “teaching and learning with students” seems most appropriate. Discussing it from this vantage point defers the initial concern away from the student and does not make the student feel objectified. It also allows the conversation to take on a more ‘brainstorming’ approach to identifying potential struggles that the student may be experiencing. In addition, it serves to begin to establish an atmosphere of trust between you and the student. Ultimately, directing the student to the Faculty of Education-Student Program Centre and the University Student Support Services for more detailed and specific programs available to assist the students with their respective struggles should occur.

What kinds of files should I keep on my students?

Student Program Files and Professional Files are kept in the Faculty of Education-Student Program Centre Office. These are the ‘official’ files for the students and can be accessed by faculty, Student Program Centre Advisors and students. Some Faculty may keep ‘shadow’ files (for example - e-mail transmission regarding attendance, late assignments, etc) from students for further follow-up discussions during one-on-one student personal and professional program advising/counseling sessions.

What am I expected to teach? Should I ask to teach service courses? Should I teach the same course, stay within a single area, or teach around? Should I develop a new course? An undergraduate course? A specialized course in my research area?

The Faculty of Education is organized by Program (Graduate and Undergraduate) and by Subject Area. Course allocation is a collaborative endeavor between the faculty member, the Subject Area and the Associate Dean of Faculty Development and Human Resources (FDHR).
Typically faculty teaching courses in the Undergraduate Program do so within their discipline but may also contribute to Core Studies courses. Faculty who teach in the Graduate Program typically teach courses related to their fields of study; Educational Curriculum & Instruction, Educational Administration, Adult Education and Human Resource Development, or Educational Psychology.

**How do I establish an excellent teaching record? What resources are available at the department/college/university level to help me do so?**

New faculty should avail themselves of the Faculty of Education’s Criteria Document Relating to Career Progress Performance Review. This document establishes and identifies guidelines and information regarding Excellence in Teaching. In addition, the University of Regina has the Teaching Development Centre designed to promote and support faculty in teaching.

**Are there department guidelines for grading? What is the usual frequency of midterms, exams, or graded assignments?**

The guidelines for grading are determined and distributed by the Associate Dean of FDHR. Very early in the semester all faculty will receive information on “Grading Norms” that request a faculty member to give consideration to grading within the Norms identified. The frequency of midterms, exams or graded assignments very often rest with the faculty member and the type of course being taught. Faculty should pay attention to the reality that should a grade be appealed by a student that a certain percentage (identified in the U of R Undergraduate Calendar) of the course must be in a form that it can be re-evaluated by another faculty member.

**What documentation on teaching and advising should I retain for my personnel file?**

Utilizing a Student Course Evaluation/Feedback Questionnaire should always be considered by faculty. In addition, taking the time to demonstrate that feedback received from students is being acted upon (reflective practice) provides evidence that one is taking the initiative to continue improving teaching. Requesting a colleague to be part of the Professional Development Process to support one’s teaching is another excellent strategy to utilize to document your teaching. Keeping a record of the number of students taught within courses as well as personal and professional program counseling with individual and groups of students should be maintained.

**FAQ: Service (Ken)**

**What kind of service to the department, college, and university is expected of me?**

In your first year in the Faculty, you are not expected to sit on any committees, but are expected to attend program area meetings in your area (ie: Arts Education, Elementary, Adult Education). Some new faculty do choose to sit on one or two committees to help them better understand faculty governance, but this is at their discretion. After the first year of appointment, faculty members are encouraged to engage in collegial governance and there are many opportunities to sit on Education and University committees.

**What kind of outreach is expected of me?**

As with the previous question, in your first year, little or no outreach is expected of you beyond that embedded in your regular responsibilities, such as pre-intern or intern supervision. However, as you become more familiar with the city and province, you will likely engage in more
outreach activities that are often related to your research and/or the work of teacher education. Since the University of Regina’s motto is “As One Who Serves”, and because relationships with community are an integral part of the Strategic Plan, mâmawohkamâtowin: Our Work, Our People, Our Communities, outreach is an important part of the work of the university.

Are there committees I should seek out as a new faculty member? Any I should turn down if I am asked to serve?
Some committees require more time and work than others, so it may be helpful to talk with faculty about their experiences on some of the different committees before making your decision to serve or not. There are some, such as the Undergraduate Program Development Committee, that provide opportunities for learning faculty structures, processes, and programs. Others, like the Dean’s Advisory Council on Performance Reviews and Sabbatical, are more intensive and require a significant time commitment. This particular committee is not recommended in the first few years of an academic career for that reason.

How much service to the profession or communities outside of the university is recommended or expected?
There is no definitive answer to this question, but it is expected that faculty members engage in both service to the profession and to the community, broadly understood. You may find yourself volunteering locally and also becoming involved in professional organizations such as the Saskatchewan Council for Social Sciences.

How do I develop and document an excellent record of service and outreach?
It is important to include all of your service and outreach work on your Annual Information Form. You may want to indicate your role, the number of hours you committed, and the start and end dates, or if the work is ongoing. Also keep letters of acknowledgement or thank you cards for your service and outreach when you receive them. You may also want to articulate the links between this work and your research (if they exist).

FAQ: Tenure and/or Evaluation Processes

What is the approximate balance between Research, Teaching and Service that I should aim for?
Ideally, you would try to balance these equally. In reality, most of us do fairly well at the ‘Teaching’ component, which leaves Service and Research. If your goal is to make your tenure process as smooth as possible, it is important to develop an active research agenda with publications. While an important component of the work we do and as a reflection of the University’s motto “As One Who Serves”, Service is a necessary but not sufficient condition for tenure, while being an active researcher is. It is important to talk with other faculty members, the Associate Dean and your mentor about this balance.

How important is the annual faculty report in merit, reappointment, tenure and promotion decisions in my department? What sort of documentation of my achievements will help me succeed in these decisions?
The AIF (Annual Information Form) is crucial and is a document that is heavily relied on, referenced and considered by the Dean’s Advisory Committee on Performance Reviews and
Sabbaticals. If you do not have sufficient detail about the work you are doing, including teaching innovations, publications, conference presentations, etc. on the AIF, there is no way for the committee to know. The type of documentation varies widely, but it is important to help the readers of the AIF, understand the work you are doing and why what you have accomplished over the year is important. We are not experts, generally speaking, in each other’s areas. Here are some kinds of questions that may help you to prepare your AIF:

- If your article published in an international journal, then state it clearly (if it is not obvious in the title).
- Does the journal have a significantly high impact factor, if so, state it.
- If an article has arisen out of some funding, then make that connection clear.
- Is there a significant report arising out of research? If so, highlight it. (E.g.: CURA grants require reports half way through the five year cycles).
- Has your book/article/artistic endeavor, etc. been reviewed? If so, assert that and reference it.
- Have you been quoted in local education papers, newsletters?
- Have you conducted a significant literature review for the local Ministry of Education? Reference it. If it is particularly useful or timely or important, etc., explain why.
- If you participated in an academic activity that was really many tasks, you may want to list those tasks. You be the judge. E.g.: if you organized a conference, did you coordinate the peer review process? Did you conduct some anonymous reviews yourself? Did you invite the keynote speakers? Did you create the Abstract book? Were you the editor? Did you coordinate a poster session? How did you get judges? Did you assign and solicit moderators? etc. Again, you merely want to educate the reader of your AIF the extent of your involvement.
- Are you part of a national or international committee of your discipline? Why is this committee important? etc.
- For teaching, provide evidence that you read your teaching reviews and that you considered the feedback in some way.
- If you applied for a grant but were unsuccessful, still record that you applied.
- There are way more examples, so be sure to talk to your mentor about these.

What kind of record-keeping strategies can I adopt to make compiling my annual faculty report and/or tenure package both accurate and manageable?

It is helpful to develop a strategy as quickly as possible—whatever works for you. Some faculty members have a file in which they put copies of articles, reviews, or other pieces pertinent to review. Record activities as you engage in them. For example, if you review an article, after you send it back to the journal, note in your AIF that you completed the review and for which journal. If you write a student a letter of reference, when completed, immediately note that on your AIF. When it comes time for your tenure application, if your AIFs are detailed enough, constructing the tenure package is much easier.

Do I need to “read between the lines” on my annual evaluation? i.e., will someone tell me explicitly if there are concerns about my performance?

The Faculty of Education endeavors to be educational about apprenticing into what it means to be a professor. The evaluation process is not meant to ‘get’ you; rather, to provide support in
those areas where it may be needed. The Associate Dean, Faculty Development and Human Resources, acts as an Initial Reviewer of your AIF and attempts to provide useful comments for faculty members. New faculty should feel free to meet with the Associate Dean to discuss the process in advance of submitting the AIF. This is an area in which you would want to consult with your mentor.

FAQ: Balancing Professional and Personal Lives

What are the resources for meeting and socializing with other new faculty?
All new faculty at the University of Regina are invited to attend a one day orientation before the start of the fall semester, followed by a reception at the home of the President. Attending this day is important not only because it will provide you with useful information, but also because it is a chance to meet and socialize with other new faculty. As well, faculty members in education are invited to participate in an ongoing reading circle which meets twice a semester in fall and winter, and once in spring/summer. This is an opportunity to socialize and participate in interesting conversations. The Associate Dean, Faculty Development and Human Resources brings new faculty together regularly in an effort to provide support and to socialize. New faculty members may also be interested in attending weekly SIDRU seminars hosted by Education, monthly lectures through the Talking About Schools and Society series, joining some faculty members for drinks at the University Club after work on Fridays, eating lunch in the Faculty Lounge on the 2nd floor of the Education building and getting involved in university wide groups or events.

Where can I get help with dual career issues, childcare, and other personal concerns?
All new faculty members in Education have a designated support person who will endeavour to help with issues that may be encountered in the first few months of beginning the position. The University has childcare facilities (Wascana and Awasis Daycares) but these are often full and require a waiting period. It is sometimes helpful to send requests for child care and other supports you might need to the University community through the miscellaneous list serv, misc@cronus.cc.uregina.ca. Community Associations throughout the city often have child care lists available for those seeking care for their child/ren. These organizations can be accessed through the City of Regina website, http://www.regina.ca/residents/recreation/zones-community-association/zone-map/. The Associate Dean, Faculty Development and Human Resources is also a source of information and support for new faculty.

What sort of support is available to me through the campus and surrounding communities?
As noted in the previous response, supports are available to new faculty through their support person in Education, and the Associate Dean’s office. The University also provides support to new faculty through the Office of Research Services, Centre for Teaching and Learning, Counselling Services, the University Women’s Club, Allied Health Services (chiro, medical, massage, physio, acupuncture, etc.) and the office of the Associate Vice-President Academic. There are fitness classes offered throughout the year through the Recreation and Athletic Services Office as well as an excellent fitness facility in the Kinesiology building. The City of
Regina has several Community Associations that offer a variety of programming including language classes, cooking, and yoga. Registration for these programs occurs in early September and January.

**Where can I find advice on balancing a professional life with a personal life?**
While there is no centralized office on campus that offers such advice, you will find that there are many ways in which you may solicit it. The Dean and Associate Dean, Faculty Development are good sources as are other faculty members. Further, the Faculty of Education is committed to supporting all faculty members in achieving work / life balance, and as such recognizes that there may be ways to help individual faculty achieve this, whether it is consideration for the scheduling of classes or the distribution of workload.