



**Guiding Principles and Processes  
for  
Faculty Membership in EDST Program Areas (ALE, EDAL, HIED, SCPE) and  
Program Area Specific Programs (MEd, MA concentrations, Certificates and  
Diplomas)**

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**Context**

Faculty members in EDST typically align their masters level teaching, student supervision, and service with one of the department's program areas: Adult Learning and Education (ALE), Educational Administration and Leadership (EDAL), Society, Culture, and Politics in Education (SCPE), and Higher Education (HIED). A number of courses, programs, and foci draw on department-wide expertise and depend on the participation of faculty members from across the program areas (eg. PhD, EdD, MA degree programs, Teacher Education, Indigenous education). However, area specific programs (e.g., MEds, MA concentrations, certificates and diplomas) rely on the expertise of faculty members associated with one or more of the four program areas. Additionally, important considerations in relation to faculty hiring in EDST are the teaching, service, and supervisory needs located within specific program areas.

The principles and processes outlined in this document provide guidance for the initiation of new faculty members into program areas and for faculty who wish to formally change their primary program area affiliation from one program area to another (ALE, EDAL, HIED, SCPE). They are intended to apply in those cases that do not involve the well-established and collegial involvement of faculty members across any number of program specific areas (e.g., in order to teach courses, co-teach with colleagues, supervise and support students across programs, co-develop curriculum, or develop new programs, on either a temporary or ongoing basis) who nevertheless maintain their affiliation in their primary program area. The principles and processes do not supercede broader formal University or Faculty processes concerning workplace accommodations, specified conditions of hiring, or other contractual obligations. Instead, they provide guidance for faculty who wish to formally change their primary program area affiliation and, subsequently, their primary teaching and service contributions in area-specific programs.

## **Welcoming New Faculty into Program Areas**

As the contextual section outlines, there are important reasons why faculty members are affiliated with program areas. In some cases, faculty are hired specifically for their expertise in a particular program area. This is often made explicit in the position description. In such cases, the new hire would join the program specific area group for which they were recruited. In other cases, colleagues are hired because their expertise spans several program areas. It is in such a case where the location for an initial program area affiliation might not be clear. The following principles and process description apply to this latter case.

- ***Guiding Principles***

1. Program area affiliation provides new faculty with collegial support and mentoring from colleagues who share their area of interest and expertise.
2. Key processes in the Department, such as curriculum development, cohort planning and management, and course scheduling typically begin within program areas. Program area affiliation is therefore important to ensure all faculty participate in program level planning and decision making.

- ***Process***

1. Once the new faculty member and the Head have confirmed the program area affiliation, the appropriate program coordinator is encouraged to contact the new member.
2. Program areas are encouraged to develop their own welcoming process, including ensuring that new faculty are oriented into the area by answering any questions they may have regarding courses, admission processes, student support, and details regarding area group meetings.
3. Once the new faculty member is welcomed into the program area, the program coordinator should inform the Graduate Advisor who can ensure that G&PS is notified.

## **Faculty Wishing to Formally Change their Primary Program Area (ALE, EDAL, HIED, SCPE) Affiliation**

The potential impact(s) of faculty changing their primary program affiliation to another program area should be fully considered before such moves are proposed. Consideration should be given, for example, to whether programmatic and supervisory gaps, reduced program enrolments, changes to existing faculty workload, teaching capacity, and prospects for future hiring possibilities, among others, might result from such faculty movement. So, too, should consideration be given to how such consequences will be mitigated in order for the request to move forward. The following principles and process should guide the department in

dealing equitably with faculty requests to shift from one program area to another program area.

- **Guiding Principles**

1. While faculty members are not precluded from formally changing their primary program affiliation, the consequences of such moves (e.g., for individual faculty workload, viability, and capacity for the program areas involved, including course offerings, student recruitment, enrolment, and supervision, and program reputation outside the university) need to be discussed and considered before such moves are finalized.
2. The potential consequences of particular faculty requests for changes to their primary program affiliation for fellow faculty, for students, for staff, and for programs themselves should be thoroughly discussed within the program areas involved.
3. If unacceptable program gaps (e.g., unstaffed courses), unreasonable changes in workload for colleagues, or difficulties for students are predicted to result from faculty changing their primary program affiliation, requests for such changes should be declined until such negative impacts are mitigated. In the meantime, the faculty member seeking to change their program area will be expected to teach courses and assist with service within their current program area.

- **Process**

1. A faculty member wishes to formally change their primary program area affiliation first discusses the change with the coordinators of their “current” and “intended” program areas and have their support. The faculty member should develop a short, written proposal addressing aspects of their “transfer” plan to provide to coordinators, the Head, and eventually department faculty members. Program coordinators of their “current” and “intended” primary program area should prepare a brief response, outlining the rationale for the program change, including any discussion of concerns to mitigate. *In extraordinary cases where consultation with coordinators is not possible, such requests should come directly to the Head.*
2. After discussion with both program area coordinators has taken place, the faculty member should notify the Head who will call a special meeting of faculty in the two involved program areas.
3. The purpose of the meeting with these faculty is to ensure that a fulsome and transparent discussion of the consequences of the request takes place, including plans for addressing any anticipated negative consequences of the change.
4. Following this meeting a vote will be held among those attending — conducted by the Head—that will be regarded as advisory to the Head regarding the request. The final decision to grant or deny a request to change program area will reside with the Head.