



Standards for Continuing Appointments at the Rank of Lecturer

Academic Operations Manual

Approving Authority: SJU Senate Council

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Office of Accountability: Vice President Academic and Dean

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1. Policy Statement

This policy establishes the general standards for assessing applications for continuing appointments at the rank of Lecturer at St. Jerome's University (SJU). The process of application and the mandate of the Renewal, Tenure, and Promotions Committee (hereafter "RTPC") are contained in the Full-time Collective Agreement between the St. Jerome's University Academic Staff Association and the St. Jerome's University Board of Governors (hereafter "Collective Agreement").

Peer assessment of performance forms the basis for determining the suitability of an academic staff member for the granting of continuing status.

2. Scope

This policy applies to all academic staff members hired into probationary continuing appointments at the rank of Lecturer at St. Jerome's University.

3. General Performance Standards

Academic staff members seeking continuing appointments at the rank of Lecturer ought to maintain high standards in all aspects of their work. To this end, the University exercises judgements on performance in the basic areas of the academic staff member's academic responsibilities: teaching and service. Such judgements must be made with the greatest possible care and fairness since they form the basis of decisions regarding the granting of continuing status.

3.1 Standards for Granting Continuing Status

A continuing Lecturer position is an ongoing faculty position at the rank of Lecturer. Those holding the rank of Lecturer normally teach seven (7) one-term courses over a three-term academic year. The expectations for the granting of continuing status are:

- (a) An established record as a teacher committed to academic and pedagogical excellence;
- (b) A record of service that is commensurate with time in service and with this type of appointment, and that demonstrates potential to meet Senate Council standards of commitment, quality, and impact.

4. General Performance Assessment

The general standards outlined in this policy guide all decisions regarding the granting of continuing status. Because these standards apply university-wide to academic staff members engaged in complex intellectual endeavors, they cannot be expressed in narrow or absolute quantitative terms. Nonetheless, they do provide a framework around which qualitative judgments can be made by academic administrators, peers, and those serving on the RTPC.

Independent assessment of teaching and service forms the basis for determining the suitability of an academic staff member for continuing appointment at the rank of Lecturer. Insofar as possible, the RTPC shall base its assessments on evidence that is first-hand and direct.

The RTPC and all others involved in continuing status assessments shall base their assessments on sources of information prescribed in the Collective Agreement and the standards in this policy.

4.1 Teaching

Standards for teaching pertain to expectations around undergraduate teaching.

Classroom performance may be judged in terms of preparation, organization and currency of course material, proficiency in the subject matter, presentation and communication skills, ability to stimulate student interest and scholarship, suitability of assignments and examinations, and a willingness to provide individual feedback and help outside the classroom. University teaching involves much more than classroom performance and, hence, it is important to develop a fair assessment of competence and effectiveness across the candidate's full spectrum of teaching activities.

4.2 Service

Academic staff members covered by this policy participate in the effective functioning of SJU and the University of Waterloo through service such as committee work, student advising, coordination of activities, and administrative positions. Many academic staff members also provide valuable service to groups outside the University, such as disciplinary or professional organizations, conferences, journals, and granting councils. Community service related to an academic staff member's scholarly activities is normally considered as service to the University. See the Collective Agreement for details.

Service is measured according to standards of commitment, quality, and impact. Commitment involves the degree to which an academic staff member undertakes service duties and the weight of the workload. The onus is on academic staff members to ensure that they are making a meaningful service contribution. Moreover, the use of the word “meaningful” in the service criterion is intended to signify the importance of both the quality and quantity of service. For example, mere membership on committees does not meet the University’s performance standard for service. The words “quality” and “impact” refer to the degree to which service facilitates University governance, contributes to the University’s public engagement, and enhances students’ academic experience.

The University should ensure that all academic staff members, including new academic staff members, have meaningful service opportunities; academic staff members should demonstrate a reasonable willingness to serve.