



Standards for Permanency and Promotion in Teaching Stream Appointments

Academic Operations Manual

Approving Authority: SJU Senate Council

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1 Policy Statement

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

2 Scope

This policy applies to all academic staff members hired into Teaching Stream appointments at SJU who qualify for permanency and promotion under the Collective Agreement.

3 General Performance Standards

Academic staff members are expected to maintain high standards in all aspects of their work. To this end when considering permanency and/or promotion, 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 permanency and/or promotion.

3.1 Standards for Granting Permanency

The granting of permanency is the primary safeguard of academic freedom for academic staff members holding Teaching Stream appointments (for a definition of "academic freedom" see appropriate article in the Collective Agreement). The pursuit and dissemination of knowledge and the attainment of understanding through scholarship and teaching, which are essential functions of a university, occur best in an atmosphere that fosters free inquiry and discussion. Free inquiry may at times bring an academic staff member into conflict with society, governments, or the University itself. In the belief that the University and society at

large benefit from honest judgments and independent criticisms rendered by scholars who are free from fear of consequences that might arise from giving offense to individuals or groups, permanency provides security of employment against pressures that might arise from such conflicts. Once academic staff members receive permanency, they retain that status should they move from one Teaching Stream rank to another within the institution. Permanency means that an academic staff member can be terminated only for just and sufficient reasons in accordance with the Collective Agreement.

The expectations for the granting of permanency are:

- (a) an established record of academic and pedagogical excellence as a teacher; and
- (b) an established record of service that is appropriate to a Teaching Stream appointment and that meets Senate Council [definitions](#) of commitment, quality, and impact.

3.2 Standards for Promotion to Rank of Associate Professor, Teaching Stream

The granting of permanency to an Assistant Professor, Teaching Stream carries with it promotion to the rank of Associate Professor, Teaching Stream. Consequently, the standards for promotion are coterminous with the standards in 3.1.

3.3 Standards for Promotion to Rank of Professor, Teaching Stream

The expectations for the granting of promotion to the rank of Professor, Teaching Stream are:

- (a) a distinguished record of academic and pedagogical excellence as a teacher and as an educational leader who has made a sustained and significant impact on teaching beyond the individual's classes;
- (b) a distinguished record of service that is appropriate to a Teaching Stream appointment and that meets Senate Council [definitions](#) of commitment, quality, and impact.

Promotion to the rank of Professor, Teaching Stream recognizes a high order of achievement in teaching and educational leadership by permanent Associate Professors, Teaching Stream. The RTPC shall assess a candidate's record in comparison with the records of Teaching Stream members recently promoted at SJU and at other universities of comparable standing. Promotion to Professor, Teaching Stream is not an assured step in the career of a faculty member, nor is it required, and some will not attain this rank.

4 General Performance Assessment

The general standards outlined in this policy guide all decisions regarding the granting of permanency and promotion. Because these standards apply university-wide to Teaching Stream academic staff members engaged in complex intellectual

endeavours, 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.

Peer assessment of teaching and service forms the basis for determining the suitability of an academic staff member for permanency and promotion. Insofar as possible, the RTPC shall base its assessments on evidence that is first-hand and direct.

Members of the RTPC and all others involved in permanency and promotion 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 normally pertain to expectations around undergraduate teaching. If Teaching Stream academic staff members have had the opportunity to teach graduate courses and/or participate in graduate project and/or thesis supervision, standards must also take into account such involvement.

Members of the RTPC and all others involved shall assess classroom performance in terms of preparation, organization, and currency of course materials, proficiency in the course content, presentation and communication skills, ability to stimulate student interest and scholarship, suitability of assignments and examinations, and willingness to provide individual feedback and pedagogical support beyond the classroom. University teaching involves much more than classroom performance and, hence, it is important to develop a fair, evidential assessment of competence and effectiveness across the candidate's full spectrum of teaching activities (see the Collective Agreement for details).

For consideration for promotion to Professor, Teaching Stream, candidates, beyond demonstrating a distinguished record as a teacher committed to academic and pedagogical excellence, are expected to be educational leaders, who have made a sustained and significant impact on teaching beyond the individual's classes. As per the University of Waterloo's "Addendum to the University's Framework for Teaching Effectiveness," "Educational Leadership" is defined as "hav[ing] a substantial positive impact on the quality of teaching and learning beyond the individual faculty member's courses, the programs in which they teach, or the students [whom] they supervise." Activities that may be assessed when evaluating a candidate's qualities as an educational leader include, but are not limited to:

- Development of teaching resources, such as textbooks, open educational resources, or digital modules available for use by other instructors;
- Active engagement in the scholarship of teaching and learning;
- Promulgating new teaching or assessment practices, especially if these are adopted by others;

- Leadership roles in the development of new programs and new educational pathways for students;
- Successful and influential performance of teaching leadership roles at the program, departmental, faculty or University level (e.g., serving as a Teaching Fellow; leading a curriculum committee; serving as a peer reviewer of teaching);
- External educational leadership roles; and
- Support for the teaching development of others, including colleagues and graduate students, through mentorship.

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 appointments. Many academic staff members also provide valuable service to groups outside the University, such as professional organizations, scholarly conferences, academic journals, and granting councils. Community service related to an academic staff member's scholarly activity is normally considered as service to the University. (See the Collective Agreement for details.)

In the case of Teaching Stream faculty, service activities, particularly those outside of the university, may often be more teaching-centred (e.g., associations and/or conferences, etcetera related to post-secondary teaching and learning). Note that for those in the Teaching Stream applying for promotion to the rank of Professor, Teaching Stream, service shall, wherever possible, include relevant teaching-centred activities.

Members of the RTPC and all others involved shall assess evidence of service according to definitions 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 the academic staff member to ensure they are providing 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.