

**Criteria for Renewal, Promotion, and the Award of Tenure in the Department of Integrative Biology
for Assistant Professors, Associate Professors and Professors**

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Preamble

To guide our work, the Department of Integrative Biology has adopted the following mission:

We are a collegial and collaborative department advancing integrative biology, addressing local and global societal challenges, and inspiring our students through award-winning scholarly teaching and research. We are committed to doing this work with inclusivity and kindness in our communities.

We are also committed to honouring the following values: collegiality, integrative, excellence, inspire, collaboration, biophilia, inclusivity, kindness, and integrity.

It is with this mission statement and these values in mind that we have crafted our criteria for renewal, promotion, and the award of tenure in the Department of Integrative Biology. These criteria are consistent with Senate Bylaw 23 and are provided to support the work of external reviewers and the departmental RTP committee as they evaluate candidates applying for renewal promotion to Associate Professor and tenure, and promotion to Professor.

Candidates wishing to apply for renewal, promotion, or tenure should use the criteria in this document as well as the recommendations for evidence and performance standards for teaching, research and service to put a strong application forward. As candidates make use of the criteria, it is important to note that different aspects of their work may be aligned with teaching, research, and/or service contributions simultaneously. Candidates are asked to include in their application a teaching s summary (1-2 pages), a service summary (1-2 pages), and a research summary (1-2 pages) that support the RTP committee in best evaluating the breadth and quality of their work. For candidates with cross-appointments in another AAU or research institute, it is recommended that they obtain a letter of support from the Head or DPTP committee to take into consideration career interruptions and/or special circumstances (e.g., health, administrative, family or other reasons that take away faculty from their normal research, teaching, and service work for an extended period of time)¹.

¹ Adapted from the RTP criteria from the Faculty of Law, the Department of Mathematics and Statistics, and the Department of Physics.

Commitment to EDI (Equity, Diversity, Inclusion and Decolonization)²

The criteria and standards shared in this document have been written with recognition of the diversity and breadth of research and scholarly work in the field of integrative biology, and with a commitment to equity, diversity, inclusivity, and decolonization (EDID). As such, the departmental RTP committee will take an equity-informed approach in its assessment and deliberations to honour diversity in discipline and methodology, and more specifically when evaluating research, teaching and service. Thus, research, teaching, and service in non-traditional areas and methodologies and/or by members of historically disadvantaged and/or designated groups will be considered equitably. Additionally, the committee, and through it the Department of Integrative Biology, will take under consideration both career interruptions and special circumstances (e.g., health, administrative, family, or other reasons), which may have affected the performance or productivity of candidates. Moreover, social context (which may include social markers of race, gender, indigeneity, disability, and sexuality) will be considered when making use of any instrument to assess institutional competence, including the student perceptions of teaching effectiveness instrument.

² Adapted from the RTP criteria from the Faculty of Law, the Department of Mathematics and Statistics, the Department of Physics, and the Department of Psychology.

Teaching Evaluation Framework

In the Department of Integrative Biology, providing high-quality teaching and learning experiences and environments to undergraduate and graduate students, and highly-qualified personnel (HQP) is very important. It is recognized that an individual's teaching practice goes beyond teaching in undergraduate and graduate courses, and can also include mentorship of HQP (e.g., undergraduate students, graduate students, and postdoctoral fellows) and participation in departmental curriculum initiatives. Although successfully training and mentoring HQP can be counted as a measure of research productivity, it must also be considered as part of a candidate's teaching practice since it is an important indicator of teaching ability and interest.

In evaluating the teaching practice of candidates applying for renewal, promotion to Associate Professor and Tenure, and promotion to Professor, the entire breadth of their teaching practice will be assessed. To ensure assessment of the breadth of their teaching practice, each candidate is asked to submit a teaching summary (1-2 pages) that includes a narrative laying out their teaching accomplishments prior to tenure (for tenure/promotion to Associate Professor), or following tenure (for promotion to Professor) and how they align with the criteria in Table 1. Although not required, candidates are encouraged to submit a teaching dossier that highlights and contextualizes their teaching impact. Information on creating a teaching dossier can be found here: <https://www.uwindsor.ca/ctl/502/teaching-dossiers>.

Table 1 sets out criteria and rank-specific performance standards for teaching. In making use of Table 1 to assess teaching, the following are important notes to consider:

- Although candidates must achieve the standard set for all criteria, it is important to recognize that this can be accomplished in different ways. The Department of Integrative Biology offers teaching, learning and mentorship opportunities that span many different modalities.
- Although SPT (Student Perception of Teaching) scores can be used as a numeric indicator of teaching effectiveness, they must not be used as the sole indicator, given their inherent biases against equity-deserving individuals. Other sources such as peer review, student comments, teaching awards, and/or a teaching dossier must be used in addition to the 1-2 page teaching summary.

Table 1: Criteria for evaluation of teaching

Criterion 1: Design and planning of learning activities Planning, development and preparation of learning activities, learning resources and materials for a course or for a degree program, including coordination, involvement in leadership, or curriculum design and development.				
	Renewal	Promotion to Associate Professor and Tenure	Promotion to Professor	Possible sources of evidence
(i) Course syllabus is clear, provides sufficient details on teaching and learning activities and assessments, and follows appropriate Senate regulations.	Course syllabi must follow appropriate Senate regulations and disciplinary practices. They should also reflect the candidate's efforts to start to adapt the course to their own teaching approaches.	Course syllabi must follow appropriate Senate regulations and disciplinary practices. They should also reflect the candidate's efforts to continue to adapt the course to their own teaching approaches.	Course syllabi must follow appropriate Senate regulations and disciplinary practices. They should also reflect the candidate's sustained efforts to continue to adapt the course to the candidate's own teaching approaches.	Peer review SPT scores Student comments Teaching awards Course syllabi Optional teaching dossier eCV Teaching summary (1-2 pages)
(ii) Effective design, planning, and development of relevant teaching and learning materials and activities that are appropriate for content and class level, and that are aligned to course learning outcomes. These can include the design or re-design of laboratory and tutorial materials.	Candidates for renewal will have typically been assigned pre-existing courses. Existing course materials should have been adapted to candidate's own teaching approaches.	Candidates will have demonstrated the ability to develop their courses at the undergraduate and/or graduate levels, and/or apply their learning from one course to another. Course materials should be current and follow disciplinary practices.	Candidates will have demonstrated the sustained ability to continuously develop their courses at the undergraduate and/or graduate levels, and/or apply their learning from one course to another. Course materials should be current and follow disciplinary practices.	

(iii) Sound knowledge of course content	Candidates for renewal will have typically been assigned pre-existing courses that align with their disciplinary expertise.	Candidates must demonstrate commitment to currency in disciplinary content knowledge and integration within their growing teaching practice consisting of courses at the undergraduate and/or graduate levels	Candidates must demonstrate sustained commitment to currency in disciplinary content knowledge and integration within their growing teaching practice consisting of their courses at both the undergraduate and graduate levels
(iv) Assessment strategies are aligned with learning outcomes, are at an appropriate level of difficulty, and reflect current disciplinary practice	Assessment strategies should be used effectively with a combination of newly developed and pre-existing materials.	Assessment strategies should be used effectively, with the candidate demonstrating evidence of a growing repertoire.	Assessment strategies should be used effectively, with the candidate demonstrating evidence of a large repertoire.
(v) Development of revision of curriculum at the program level, including development of program-level learning outcomes, curriculum mapping activities, and other departmental curriculum development activities	Candidates for renewal are not typically required to engage in such activity, but are expected to participate in discussions when held in departmental council.	Candidates should have engaged such activity by serving on the departmental curriculum committee, participating in curriculum retreats, or in conversations about curriculum in departmental council.	Candidates should have engaged at a high level in such activity by serving on the departmental curriculum, participating in curriculum retreats, or in conversations about curriculum in departmental council.

Criterion 2: Instructional methods

Quality teaching, including lecturing, classroom, online instruction, workshop and applied activities at the undergraduate and graduate level.

Selection and successful adoption of appropriate strategies for effective delivery of relevant teaching and learning materials designed to enhance student learning and engagement. This should include incorporation of high-impact practices.	Candidates will have demonstrated an interest in selecting appropriate strategies for effective delivery of relevant teaching and learning materials. Evidence of their successful implementation will be present in the candidate's course materials.	Candidates will have demonstrated an interest in the implementation of high-impact practices. Evidence of their implementation will be present in their course materials.	Candidates will have experience in the implementation of high-impact practices. Evidence of their successful implementation will be present in their course materials.	Peer review SPT scores Student comments Teaching awards Course syllabi Optional teaching dossier Teaching summary (1-2 pages)
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Criterion 3: Developing effective environments, student support, and guidance

(i) Reasonable availability to students, and willingness to assist students outside of formal class hours through office hours	Candidates are expected to be available to students in their courses, in person and/or electronically.	Candidates are expected to be available to students in their courses, in person and/or electronically.	Candidates are expected to be available to students in their courses, in person and/or electronically.	Peer review SPT scores Student comments Teaching awards Course syllabi Optional teaching dossier Teaching summary (1-2 pages)
(ii) Commitment to implementing teaching, learning and mentorship environments built on the principles of equity, diversity, inclusion and anti-racism	Candidates will have demonstrated an awareness for the importance of implementing teaching, learning and mentorship environments built on the principles of equity, diversity, inclusion, and anti-racism (e.g.,	Candidates will have begun to make use of strategies in their teaching and mentorship practices that demonstrate an awareness for the importance of implementing teaching, learning and mentorship	Candidates will have made sustained use of strategies in their teaching and mentorship practices that demonstrate an awareness for the importance of implementing teaching, learning and mentorship environments built on the	

	including statements about their importance in their course syllabi, listing opportunities they sought to grow their teaching and mentorship practices as documented in their eCV and 1-2 page teaching summary, etc.).	environments built on the principles of equity, diversity, inclusion, and anti-racism.	principles of equity, diversity, inclusion, and anti-racism.	
Criterion 4: Integration of scholarship, research and professional activities in support of learning Integration of professional, industry and work-based practice and experiences into teaching practice and the curriculum				
(i) Successful training of highly-qualified personnel (e.g., undergraduate students, graduate students, postdoctoral fellows, research associates, and technical staff)	Candidates will be actively supervising and/or co-supervising at least one graduate student and at least one undergraduate student. This can also include mentoring graduate students as GA's, undergraduate students as TA's, research associates and technical staff.	Candidates will be actively supervising or co-supervising several undergraduate and graduate students. At least one MSc student should have completed degree requirements by the time of application. Candidate should be supervising at least one PhD student. This can also include mentoring graduate students as GA's, undergraduate students as TA's, research associates, technical staff, and postdoctoral fellows.	Candidates will be actively supervising multiple undergraduate and graduate students, with more than one graduate student at the MSc level and a minimum of one graduate student at the PhD level having completed degree requirements. This can also include mentoring graduate students as GA's, undergraduate students as TA's, research associates, technical staff, and postdoctoral fellows.	eCV Optional teaching dossier Teaching summary (1-2 pages)

(ii) Implementation of innovative practices in teaching and mentorship	Candidates will have demonstrated an awareness for the importance of making use of innovative practices in their teaching and mentorship practices by seeking out new strategies (e.g., through professional development opportunities, and or the integration of scholarship into their teaching, etc.).	Candidates will have demonstrated that they have a growing repertoire of innovative practices which have successfully applied to their teaching and mentorship practices (e.g., through professional development opportunities, and or the integration of scholarship into their teaching, etc.).	Candidates will have demonstrated that they have sustainably made use of several successful innovative practices in their teaching and mentorship practices (e.g., through professional development opportunities, and or the integration of scholarship into their teaching, etc.).	eCV Optional teaching dossier Teaching summary (1-2 pages)
Criterion 5: Professional effectiveness				
Interest in undertaking continuing teaching methodology and mentorship self-assessment and professional development	Candidates will have undertaken some activities related to teaching and mentorship professional development.	Candidates will have undertaken several activities related to teaching and mentorship professional development and will have demonstrated a growing application of these activities in their courses or in documented improvements in teaching assessments (e.g., positive student comments, improvement	Candidates will have undertaken several activities related to teaching and mentorship professional development and will have demonstrated a sustained application of these activities in their courses or in documented improvements in teaching assessments (e.g., positive student comments, improvement in student performance, etc.).	eCV Optional teaching dossier Teaching summary (1-2 pages) Student comments Course syllabi

		in student performance, etc.).		
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Research Evaluation Framework

The Department of Integrative Biology recognizes the diversity of integrative biology and understands that different criteria may be required for various research areas. Each candidate will be judged based on criteria that reflect the individuals' core research expertise.

To ensure assessment of the breadth of their research program and scholarly output, each candidate is asked to submit a research summary (1-2 pages) that includes a narrative laying out their accomplishments prior to tenure (for tenure/promotion to Associate Professor), or following tenure (for promotion to Professor) and how they align with the criteria in Table 2.

Table 2 sets out criteria and rank-specific performance standards for research and scholarly output. In making use of Table 2 to assess research and scholarly output, the following are important notes to consider:

- Although candidates must achieve the standard set for all criteria, it is important to recognize that this can be accomplished in different ways depending on the candidate's field.
- Research and scholarly outputs must consider both quantity and quality and align with disciplinary standards in the candidate's field.
- Accommodations or adjustments to expectations due to special circumstances (e.g., sick leave, parental leaves, etc.) as mentioned in the one-page research statement.
- In assessing a candidate's contributions to research, training and mentoring, it may be helpful to consult the guidelines published by the tri-council agencies such as NSERC, SSHRC and/or CIHR.

Table 2: Criteria for evaluation of research

Criterion 1: Expertise in research, relevant methodologies and effective and ethical project management				
	Renewal	Promotion to Associate Professor and Tenure	Promotion to Professor	Possible sources of evidence
An active and well-constructed research program, and a history of successful plans or programs	Candidates will have begun creating a research group of high-quality personnel (HQP), collaborators and co-investigators, with a record of independent research activity beyond the candidate's PhD and/or postdoctoral research that is consistent with recognized standards in the individual's particular field of integrative biology.	Candidates will have created a fully operational research group of active HQP, collaborators and co-investigators, with a record of independent research activity beyond the candidate's PhD and/or postdoctoral research that is consistent with recognized standards in the individual's particular field of integrative biology that is recognized nationally.	Candidates will have created a fully operational research group of active HQP, collaborators and co-investigators, with a record of independent research activity since promotion and tenure that is consistent with recognized standards in the individual's particular field of integrative biology that is recognized nationally and internationally.	eCV External peer review Performance reports Research summary (1-2 pages)

Criterion 2: A record of high-quality refereed publications or other demonstrated scholarly outputs

	Renewal	Promotion to Associate Professor and Tenure	Promotion to Professor	Possible sources of evidence
<p>(i) Publications in peer-reviewed journals that reflects the impact of the candidate's research productivity within a particular field of integrative biology. Productivity is evaluated based on quantity, quality, impact and significance. The pace and quantity of publications should be consistent with disciplinary standards for strong scholarly performance. Note that impact does not refer to a journal's impact factor and that citation records are not a good record of impact. As such, a candidate's h-index will not be considered.</p>	<p>Candidates will typically have published articles in peer-reviewed journals that are appropriate in their field. They can be written in collaboration with previous supervisors or collaborators and report on work completed prior to their arrival at the University of Windsor.</p>	<p>Candidates will have published articles in peer-reviewed journals that are appropriate in their field. The articles should be written on work completed at the University of Windsor, where the candidate is the sole author or a co-author with their HQP. Any additional information on contributions can be included in the research statement.</p>	<p>Candidates will have a sustained record of peer-reviewed publications in peer-reviewed journals that are appropriate in their field. The articles should be written on work completed at the University of Windsor since their promotion to Associate Professor, where the candidate is the sole author or a co-author with their HQP. Any additional information on contributions can be included in the research statement.</p>	<p>eCV External peer review Performance reports Research summary (1-2 pages)</p>

(ii) Scholarly output can also include the publication of peer-reviewed book chapters and technical reports, and the editing of books.	Scholarly output in one or more of these forms in lieu of publications in peer-reviewed journals may be considered appropriate depending on the candidate's field.	Scholarly output in one or more of these forms in lieu of publications in peer-reviewed journals may be considered appropriate depending on the candidate's field, but should also include publications in peer-reviewed journals.	Scholarly output in one or more of these forms should be considered in addition to publications in peer-reviewed journals appropriate to the candidate's field.	External peer review Performance reports Research summary (1-2 pages)
Criterion 3: Evidence of independent and original contributions to research which have an impact on the field of expertise				
	Renewal	Promotion to Associate Professor and Tenure	Promotion to Professor	Possible sources of evidence
(i) Invitations to give seminars, presentations, and/or plenary lectures nationally or internationally.	Candidates will typically not have delivered invited seminars, presentations, and/or plenary lectures nationally or internationally.	Candidates will typically have delivered at least one invited seminar, presentations, and/or plenary lecture nationally or internationally.	Candidates will typically have delivered several invited seminars, presentations, and/or plenary lectures nationally or internationally.	eCV External peer review Performance reports Research summary (1-2 pages)
(ii) Presentation of talks and/or posters at national and/or international academic conferences in the candidate's field	Candidates will typically have participated and presented several talks and/or posters at national and/or international academic conferences in their field.	Candidates will have demonstrated consistent participation and presentations of talks and/or posters at national and/or international academic conferences in their field. They will also typically have begun sponsoring the participation of their HQP to present their research at these conferences.	Candidates will have demonstrated consistent participation and presentations of talks and/or posters at national and/or international academic conferences in their field. They will also sponsor the participation of their HQP to present their research at these conferences.	

Criterion 4: Capacity building through income generation, collaboration development or infrastructure development strategies

	Renewal	Promotion to Associate Professor and Tenure	Promotion to Professor	Possible sources of evidence
Successful grant and/or contract support obtained from a recognized tri-council agency (NSERC, CIHR, and/or SSHRC) or from a significant peer-reviewed national and/or provincial research body or foundation that enables an independent research program to be established, including HQP training and support.	Candidates will have applied for one or more of these grants. Successful receipt of a grant from a tri-council agency or external body is considered evidence that this requirement has been met. Failure to obtain any external support is not necessarily evidence of failure to meet this requirement if evidence exists of continual re-application, application to multiple sources, and continual engagement in activities (i.e., peer mentoring) intended to maximize the chance of a successful application are present.	Candidates will have applied for and been awarded one or more of these grants.	Candidates have a sustained record of grants. External support is typically continually held with few or no breaks in support and such support has allowed for the continual operation of an active research program including HQP training and support.	eCV External peer review Performance reports Research summary (1-2 pages)

Criterion 5: Demonstrated ability to attract and successfully mentor and train high-quality personnel (HQP) in research

	Renewal	Promotion to Associate Professor and Tenure	Promotion to Professor	Possible sources of evidence
Successful recruitment, supervision and mentorship of undergraduate students, graduate students, postdoctoral fellows, research associates and technical staff	Candidates will be actively supervising and/or co-supervising at least one graduate student and at least one undergraduate student. This can also include mentoring research associates and technical staff. Candidates will have served or be serving on at least one graduate student thesis committee.	Candidates will be actively supervising or co-supervising several undergraduate and graduate students. At least one MSc student should have completed degree requirements by the time of application. Candidate should be (co)-supervising at least one PhD student. This can also include mentoring research associates, technical staff, and PDFs. Candidates will have served on several graduate student thesis committees, both inside and outside the department.	Candidates will have a sustained record of actively supervising undergraduate and graduate students, with more than one graduate student at the MSc and PhD level having completed degree requirements. This can also include mentoring research associates, technical staff, and postdoctoral fellows. Candidates will have served on several graduate student thesis committees, both inside and outside the department.	eCV External peer review Performance reports Research summary (1-2 pages)

Criterion 6: Influence on and contributions to the academic and broader national/international community

	Renewal	Promotion to Associate Professor and Tenure	Promotion to Professor	Possible sources of evidence
(i) Invited referee or reviewer, associate editor and/or editor for journals, or member on grant review panels	Candidates will typically not have participated in these activities.	Candidates will typically have participated in at least one of these activities.	Candidates will have sustained participation in several of these activities.	eCV External peer review Performance reports Research summary (1-2 pages)
(ii) Chairing/moderating and/or organizing sessions or workshops at regional, national and/or international conferences	Candidates will typically not have chaired/moderated and/or organized sessions or workshops at regional, national and/or international conferences.	Candidates will typically have chaired/moderated and/or organized at least one session or workshop at regional, national and/or international conferences.	Candidates will have a sustained record of organizing and/or chairing sessions or workshops at regional, national and/or international conferences.	

Service Evaluation Framework

Table 3 sets out criteria and rank-specific performance standards for service contributions. In making use of Table 3 to assess service contributions, the following are important notes to consider that although candidates must achieve the standard set for all criteria, it is important to recognize that this can be accomplished in different ways depending on the candidate's field.

To ensure assessment of the breadth of their service contributions, each candidate is asked to submit a service summary (1-2 pages) that includes a narrative laying out their contributions prior to tenure (for tenure/promotion to Associate Professor), or following tenure (for promotion to Professor) and how they align with the criteria in Table 3.

Table 3: Criteria for evaluation of service

Criterion 1: Service and leadership contributions to and engagement with the institution, its mission, and its evolution				
	Renewal	Promotion to Associate Professor and Tenure	Promotion to Professor	Possible sources of evidence
(i) Participation on departmental, Faculty of Science, and/or university committees (including participating in outreach activities, peer review of teaching, etc.)	Candidates will have typically served on departmental committees, and they show evidence or activity in contributing.	Candidates will have typically served on departmental committees and at least one committee at the Faculty of Science level or higher.	Candidates will have a sustained record of service on committees at the departmental, Faculty of Science level and university level. Evidence of impact and/or leadership will be present in the candidate's service summary.	eCV External peer review Performance reports Service summary (1-2 pages)
(ii) Serving on graduate thesis committees	Candidates will typically have served on several graduate student thesis committees either within or outside the program.	Candidates will have a sustained record of serving on graduate student thesis committees either within or outside the program.	Candidates will have a sustained record of serving on several graduate student thesis committees either	

			within or outside the program.	
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Criterion 2: Contributions to and engagement with the community (e.g., community activities, organizations or public at large involving professional skills and knowledge or creating links between scholarship and programs in the university and those in the community)

Service contributions that utilize the candidate's professional expertise	Candidates typically may not have this type of service contributions.	Candidates will typically have contributed service to at least one organization or community.	Candidates will typically have contributed sustained service to several organizations or communities. Evidence of impact and/or leadership will be present in the candidate's service summary.	eCV External peer review Performance reports Service summary (1-2 pages)
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Criterion 3: Service to and engagement with one's professional or disciplinary societies and/or to recognized practitioners in the field

	Renewal	Promotion to Associate Professor and Tenure	Promotion to Professor	Possible sources of evidence
(i) Service to professional societies (e.g., committees, boards, member on grant review panels, etc.) of significance to their field	Candidates will typically be members of at least one professional society and will engage with it by attending conferences, workshops, symposia, etc.	Candidates will typically have contributed service to at least one professional society.	Candidates will typically have contributed sustained service to several professional societies. Evidence of impact and/or leadership will be present in the candidate's service summary.	eCV External peer review Performance reports Service summary (1-2 pages)

(ii) Service to academic publishers (e.g., referee, associate editor or editor)	Candidates typically may not have this type of service contributions.	Candidates will typically have consistently served as referee for at least one peer-reviewed journal in their field.	Candidates will typically have a sustained record of serving as referee for peer-reviewed journals and/or academic publishers in their field.	
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