

Webinar: Faculty Promotions

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McGill

Department of
Surgery

Département
de chirurgie

Agenda:

Promotion to Associate Professor -
Dr. Wassim Kassouf

Promotions to Full Professor -
Dr. Lesley Fellows

Q & A



McGill

Promotion to Associate Professor

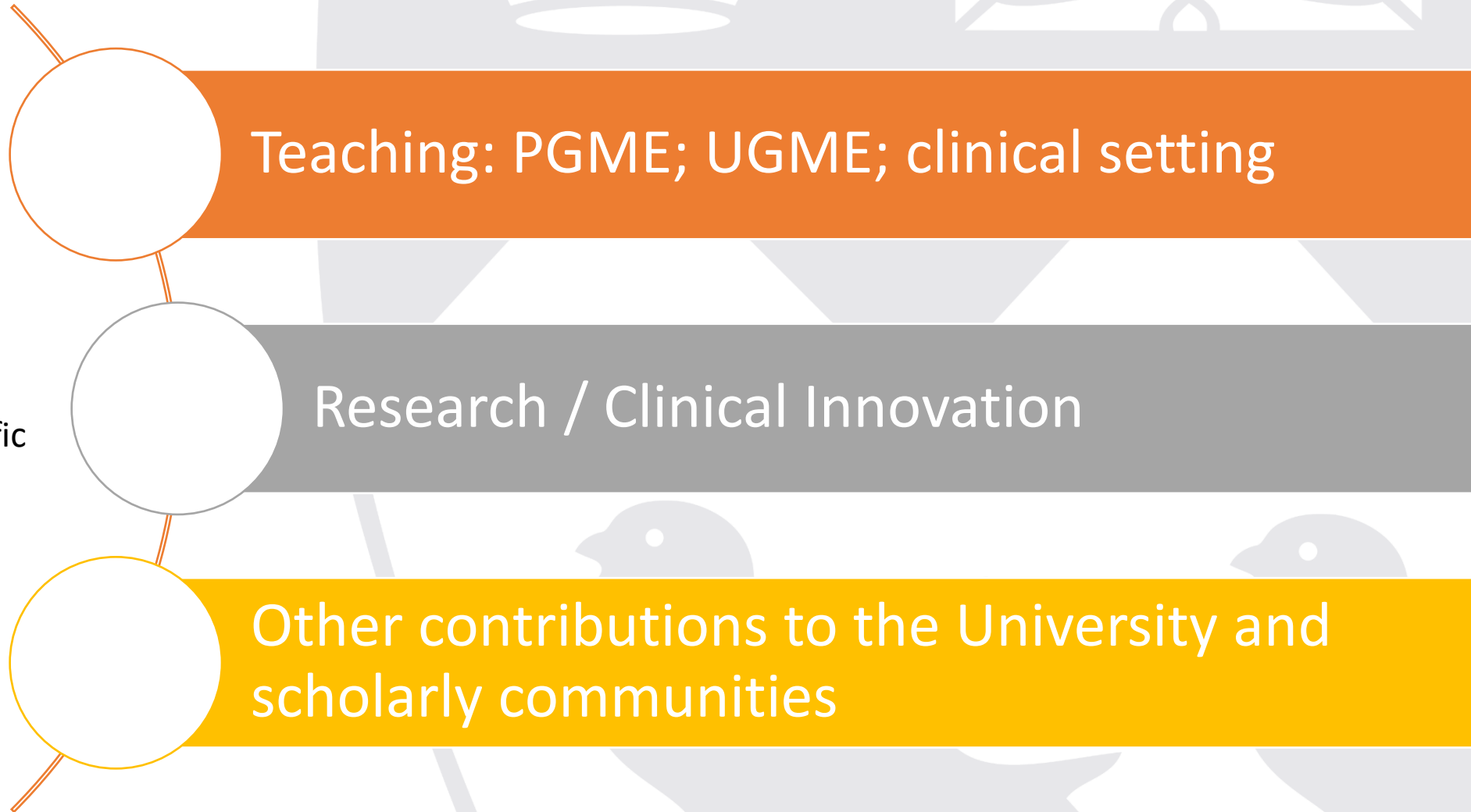
When to apply?

- 6 year at current rank (Assistant Professor)
- Early recommendation for promotion is possible if supported by Department and candidate

Process



Criteria: Excellence in 2 out of 3



Adobe Acrobat
Document
Academic
Duties: specific
examples

Research/Innovation

***Innovation that has an influence on practice of the profession, and that is published, publicized or otherwise recognized in a way that makes possible its evaluation by external peers. For CAS, this could include introduction and/or establishment of novel clinical techniques or programs.**

Research/Innovation

Examples of performance areas:

- a. ability to obtain salary awards and operating research grants from peer- reviewed external agencies/bodies
- b. publication record (quality and quantity) since the McGill appointment as first or senior author
- c. introduction and/or establishment of novel clinical techniques or programs (eg. New surgical procedure)
- d. continuing peer-reviewed funding for research
- e. invitations from national and/or int'l institutions to present lectures, seminars, symposia, workshops, and other evidence of peer- recognition, scientific meetings, published abstracts
- f. review of scientific manuscripts for well-respected journals
- g. establishment of an independent, funded research program
- h. leadership, recognition by national and international scholarly bodies
- i. membership on editorial boards or ad hoc review for scientific journals
- j. invited publications, editorships
- k. patents and inventions

Other contributions to university and scholarly communities

- a. Service/contribution on departmental, faculty or university committees
- b. supervisory roles and/or professional services for granting agencies and professional societies
- c. review grant applications for external granting agencies or internal sources (ad hoc or grants panel member)
- d. involvement in scientific decision-making or science review process: service on a granting committee for a funding agency
- e. supervision of facilities and/or personnel
- f. membership, organization and participation in activities of professional societies; holding office in such societies
- g. organization of conferences (local, national and international)
- h. membership on hospital committees, including holding office or leadership roles; service functions in hospitals
- i. contribution to public education (lecturing, media)

Teaching

- a. undergraduate and graduate courses: lectures and small group sessions (number and quality, peer and student evaluations), laboratories, examinations, assignments, reports, term papers, student research projects, etc.
- b. curriculum development and teaching initiatives
- c. course or unit coordination
- d. program coordination
- e. supervision and teaching in clinical settings of undergraduate students, clinical fellows and residents (quality: peer and student/trainee evaluation)
- f. supervision of graduate students and postdoctoral fellows: M.Sc. and Ph.D. thesis supervision
- g. clinical teaching activities of the department or hospital: presentations at grand rounds, specialty rounds, resident supervision
- h. continuing education courses: primary organization of courses, lecturing, informative talks
- i. teaching and/or coaching in Faculty Development courses/seminars
- j. invited lectures and seminars

Teaching portfolio (5-10 pages)

The Teaching Portfolio consists of a teaching statement and supporting appendices. Three main categories should be summarized:

- 1) teaching approach or 'philosophy';
- 2) teaching responsibilities;
- 3) evidence of teaching effectiveness.
- 4) a fourth category may be included as appropriate, dealing with teaching development and educational leadership activities.

1) Teaching approach (1-2 pages)

This section presents the professor's approach to teaching and research supervision. Included here might be topics such as:

rationale for particular teaching methods;

learning goals for students;

how student learning is evaluated and why;

how research and the 'process of inquiry' is integrated into teaching;

directions and plans for future development of teaching, in the light of teaching experiences.

2) Teaching responsibilities

This section summarizes different teaching activities that the professor has been involved in, with a brief description of the professor's primary role and contributions.

Information should include:

- list of courses taught, course level, enrolment, format: describe and quantitate

- brief description of any new courses developed, if applicable, with rationale.

- supervision of graduate students and postdoctoral scholars.

- undergraduate supervision.

- student advising, PD etc (unless this is included under 'Other contributions' in the dossier).

3) Evidence of teaching effectiveness

This section presents a summary of evidence to help the reader evaluate the effectiveness of teaching. Information should include:

numerical ratings on course evaluations for all courses taught, compared with department or faculty norms. Summarize and interpret these results, showing how they shed light on your teaching effectiveness.

evidence of effective postdoctoral, graduate and undergraduate supervision, where applicable.

Measures taken to assess feedback

4) Teaching development and educational leadership (if applicable):

This section presents a summary of activities undertaken to develop and enhance teaching, particularly in the broader context.

Information can include:

- development and sharing of teaching innovations, materials or strategies;
- advising and mentoring colleagues about teaching-related issues;
- mentoring (unless this is included under 'Other contributions' in the dossier);
- contributions through teaching support units, teaching committees, associations;
- organizing or facilitating seminars, workshops or conferences on teaching and learning;
- contributions to the development of policies on teaching and learning;
- teaching related publications – both discipline-specific and general.

Dossier requirements by Candidates

Documents are to include the following, and are to be presented in the following order:

Personal Statement



Adobe Acrobat
Document

Division Director Support letter

CV (McGill format)



Microsoft Word
7 - 2003 Document

Teaching Portfolio



Adobe Acrobat
Document

Dossier requirements for FPC

Support letter from Department Chair (joint appointments need support from both chairs)

CV (McGill format)



Microsoft Word
7 - 2003 Documer

Teaching Portfolio



Adobe Acrobat
Document

Important dates

Departmental deadline
one (1) month prior to
Faculty deadline

Faculty Deadline
Fall:
October 1st

Faculty Deadline
Spring: April 1st

Your Promotion toolkit



Adobe Acrobat
Document

**Demonstrating
Excellence**



Adobe Acrobat
Document

**Academic duties
examples**



Microsoft Word
7 - 2003 Documer

CV



Adobe Acrobat
Document

**Teaching
portfolio**



Adobe Acrobat
Document

**Academic
appointments and
promotions**



Adobe Acrobat
Document

Regulations CAS



Microsoft Word
Document

Checklist

Useful links

Faculty of Medicine promotion website: <http://www.mcgill.ca/medicine-academic/promotion>

Teaching Portfolio Guidelines – Appendix A: http://www.mcgill.ca/medicine-academic/files/medicine-academic/appendix_a.pdf

McGill CV Template (English): http://www.mcgill.ca/medicine-academic/files/medicine-academic/suggested_cv_format_1.doc

<https://www.mcgill.ca/secretariat/tenure-promotion/information-promotion>

https://www.mcgill.ca/secretariat/files/secretariat/promotion_information_session_slide_pack_january_27_2021.pdf

Video: <https://www.youtube.com/watch?v=WrkJMhuG9Kc>