

Guidelines for annual academic performance evaluation and expectations based on job profiles

[These were developed at a meeting of the McGill University Division Directors, Department of Medicine, held on Monday, November 25, 2013 at Holmes Hall, Faculty of Medicine and Revised Nov 24, 2016]

JOB PROFILES

based on a minimum 40 hour work week

Clinician-Teacher

General Description

- Members with major clinical responsibilities who participate in teaching activities

Time Distribution

- 50-70% clinical
- 15-25% teaching
- 5-25% research, administration

Clinician-Educator

General Description

- Major time commitment to teaching, educational administration, and related scholarly activities; does more formal, classroom teaching than a clinician-teacher

Time Distribution

- 30-40% clinical
- 15-25% teaching
- 30-50% research, administration

Clinician-Investigator

General Description

- Members who direct a clinical research program, but time commitment to research less than 75%. *Equivalent to recipient of Chercheur boursier clinicien award.*

Time Distribution

- 25-35% clinical;
- 15-25% teaching;
- 50-75% research;
- 5-10% administration

Clinician-Scientist

General Description

- Members whose major activity is research (regardless of the type of research). *Equivalent to recipient of Chercheur boursier award.*

Time Distribution

- 70-80% research
- 10-15% teaching
- 10-15% clinical
- 5-10% administration

Clinician/Scientist - Administrator

General Description

- Members with major administrative responsibilities that occupy at least half of their time.

Time Distribution

- 50% or more administration
- Balance in teaching, research, clinical

Scientist

General Description

- Non-MD members whose major activity is research. *Equivalent to recipient of Chercheur boursier award.*

Time Distribution

- 80-90% research
- 10-15% teaching
- 5-10% administration

EVALUATION CRITERIA FOR ANNUAL PERFORMANCE REVIEW

TEACHING CONTRIBUTIONS

1. Quality

(6) = superior, presents evidence of superior achievement in teaching from course evaluation forms such as above 4.5/5 (or 3.6/4 or 2.7/3) overall on One45 or other evaluations (Minimum 5 evaluations) or a teaching award.

(5) = above average, 4 to 4.5/5 (or 3.2/4 or 2.4/3)

Or above 4.5 with less than 10 evaluations

(4) = average, 3.5 to 4/5 (or 2.8/4 or 2.1/3)

(<4) = below average, below 3.5 (or 2.8/4 or 2.1/3)

If no teaching evaluations submitted, default to 4 and note in comments

2. Quantity (varies according to job profile)

20% of time spent on clinical service supervising trainees is accepted as an estimate of teaching

Formal teaching is: classroom; medical student small group; Simulation Centre; Transition to Clinical Practice (TCP); academic half-days

Research trainee supervision: 1-2 hours/week per trainee is accepted as an estimate of teaching

Clinician Teacher Profile /

Clinician Educator Profile (publishes/ innovates in education)

(6) = superior; >120 hours/yr (must include formal teaching)

(5) = exceeds expectations; 80-120 (must include formal teaching)

(4) = meets expectations; 60-79 (must include formal teaching)

(3) = below expectations; 40-59

(1/2) = < 40

Clinician Investigator Profile (50% research)

OR

Clinician/Scientist - Administrator (50% administration)

(6) = superior; >60 hours/yr (must include formal teaching)

(5) = exceeds expectations; 40-60 (must include formal teaching)

(4) = meets expectations; 30-39 (must include formal teaching)

(3) = below expectations; 20-29

(1/2) = <20

Clinician Scientist and Scientist Profiles (75% research)

(6) = superior; >40 hours/yr (must include formal teaching)

(5) = exceeds expectations; 30-40 (must include formal teaching)

(4) = meets expectations; 20-29 (must include formal teaching)

(3) = below expectations; 10-19

(1/2) = <10

CLINICAL CONTRIBUTIONS

1. Quality of Clinical Contributions (Good decision making and compassionate care)

Criteria that may be used include: peer evaluations; awards for clinical care; evaluations by trainees relevant to clinical care

(6) = exceptional clinical care – no more than 20% of clinicians should be in this category

(5) = above average clinical care –no more than 50% of clinicians should be in this category ;

(3/4) = shows good clinical judgment and overall good patient care

(1/2) = below expectations; needs improvement

2. Quantity of Clinical Contributions

(6)= significantly exceeds expectations for job profile, willing to take on extra clinical work when requested

(5) = exceeds expectations for job profile

(4) = meets expectations for job profile

(3)= below expectations for job profile

(1/2)= significantly below expectations for job profile

3. Clinical Innovation

(6) = initiates clinical innovations which progress the specialty or involved in clinical projects for best patient management – must be described

(5)= supervisor of a unique specialty unit

(3/4) = collaborator/contributor to clinical innovation

(1/2) = below expectations

4. Reliability/ Punctuality

(6)= Greater than 50% attendance at service/division meetings, plus prompt signing of charts, discharge summaries and trainee evaluations, above average in relevant categories of One45 - must provide documentation of attendance

(5) = Greater than 50% attendance at service/division meetings, plus prompt signing of charts, discharge summaries and trainee evaluations - must provide documentation of attendance

(3/4) = Prompt signing of charts, discharge summaries and trainee evaluations

(2) = Performs basic non-teaching clinical responsibilities, requires reminders

(1) = below expectations, requires multiple reminders to complete duties

ADMINISTRATIVE CONTRIBUTIONS

1. Clinical Site Administration

(6) = superior contribution: senior administrative hospital role such as DPS or Associate DPS, Division Director, Chair of CPDP, etc with evidence of significant accomplishments in this role

(5) = major contribution: senior administrative hospital role, CTU Directors, etc with good performance

(4) = significant participation: minor administrative role and participation in several hospital committees

(3) = moderate participation: participation in more than one hospital committee

(2) = minimal participation: participation in at least one hospital committee

(1) = no hospital administrative participation

(N/A) = would not be appropriate to be involved in clinical administration given other roles, stage of career etc.

2. University Administration

- (6) = superior contribution: senior administrative university role such as Dean or Associate Dean, Department Chair with evidence of significant accomplishments in this role
- (5) = major contribution senior administrative university role, university Division Directors, Residency and Undergraduate Program Directors with good performance
- (4) = significant participation: minor administrative role and participation in several university committees (such as undergraduate or residency training program committees)
- (3) = moderate participation: participation in more than one university committee
- (2) = minimal participation: participation in at least one university committee
- (1) = no university administrative participation
- (N/A) = would not be appropriate to be involved in university administration given other roles, stage of career etc.

3. Administration in Outside Organizations

- (6) = superior contribution: senior administrative roles such as CIHR Scientific Director, Director of Réseau FRQ-S , CMQ, Royal College and MCC Executive Committees, President of sub-specialty organizations, etc
- (5) = major contribution other senior administrative roles in outside organizations, Chair of Conference planning committees, etc
- (4) = significant participation: minor administrative roles in outside organizations
- (3) = moderate participation: participation in outside organizations
- (1/2) = no participation in outside organizations
- (N/A) = would not be appropriate to be involved in administration of outside organizations given other roles, stage of career etc.

PROFESSIONALISM & COLLEGIALITY

Professionalism & Collegiality – definition & metrics apply to all job profiles

Defined as demonstrating the following attributes:

- General willingness to contribute to the program/service when needed
- Adheres to the Faculty of Medicine Code of Conduct
- Works collaboratively with others
- Respectful
- Responds promptly to email requests for information
- Solution-oriented, which includes contributing to discussion and helping to follow up on solutions
- Helps to fill gaps in (various) programs that arise unexpectedly
- Committed to the school's mission including underserved populations
- Attends clinical conferences (Grand Rounds and Divisional Rounds) and research conferences (at reasonable levels of participation)
- Mentors junior colleagues

Evaluation Scheme

(6) = superior, very dependable and committed with supporting evidence from relevant sections of teaching evaluations, awards, attendance at CME etc.

(5)= exceeds expectations, very dependable and committed, has taken on extra tasks when required.

(4) = meets expectations

(3) = less responsive, not often willing to help when needs arise (GCS<10)

(2 or less) = repeatedly requires multiple reminders, generally unavailable to help, can be disrespectful

RESEARCH CONTRIBUTIONS

1. Quantity and Quality of Publications (for current reference year)

Benchmarks that vary according to Job Profile

Clinician Teacher AND Clinician Educator AND Clinician/Scientist - Administrator

(6) = superior: published as first or senior author in high impact journal

(5) = significantly exceeds expectations: published as collaborator or presentations at major meetings

(4) = exceeds expectations: abstracts presented at conferences; non peer-reviewed publications

(3) = meets expectations: participation in scientific meetings or other scholarly activities

(2/1) = no participation in scholarly activities

(N/A)= is not expected to be publishing given other roles, stage of career etc

Clinician Investigator

(6) = superior: more than 3 first or senior authored papers in very good peer reviewed journals; presentations at national or international meetings

(5) = significantly exceeds expectations:: 2-3 first or senior authored papers /yr; presentations at national or international meetings

(4) = exceeds expectations: ≥ 1 first- or senior-authored peer-reviewed paper

(3) = meets expectations: publishes as collaborator and also does occasional scientific presentations; reviews manuscripts

(2) = below expectations: collaborative publications with others

(1) = no publications or abstracts presented

Clinician-Scientist and Scientist

(6) = superior: ≥ 3 first- or senior-authored peer-reviewed manuscripts per year in top journals; National and International awards; Keynote speaker at conferences; Patents awarded, new clinical procedures (for clinician scientists)

(5) = significantly exceeds expectations: ≥ 2 first- or senior-authored peer-reviewed manuscripts per year in journals of high visibility

(4) = exceeds expectations: 2-3 peer-reviewed papers published/yr in very good journals
Invited chapters and/or reviews; Invited lectures/symposia for national meetings

(3) = meets expectations: 1-2/year in good journals

(2) = below expectations: collaborative publications with others

(1) = no publications or abstracts presented

2. GRANTS & AWARDS RECEIVED

Benchmarks that vary according to Job Profile

Clinician Teacher and Clinician - Administrator

(6) = superior: holds a peer reviewed grant as a PI or collaborator

(5) = significantly exceeds expectations: holds more than one grant (McGill or hospital), or industry funded grants as a PI or collaborator

(4) = exceeds expectations: has one grant or award as a PI or collaborator

(N/A)= is not expected to hold grants given other roles, stage of career etc

Clinician Educator AND Scientist - Administrator

(6) = superior: holding a research grant from a major funder as a P.I.; national or international recognition/awards

(5) = exceeds expectations: co-investigator on a major grant; PI on internal or industry grant

(4) = meets expectations: holds at least one peer-reviewed operating grant as a collaborator

(3) = actively seeking grants

(2/1) = no grants or awards, no applications for these.

Clinician Investigator

(6) = superior: 2 peer-reviewed grants

(5) = exceeds expectations: at least 1 peer-reviewed grant

(4) = meets expectations: 1 peer reviewed grant; Invited lectures/symposia for national meetings; reviews grants/manuscripts

(3) = research funded through contracts or other sources; participates in internal review of grants

(2) = actively seeking grants

(1) = below the acceptable level

Clinician Scientist and Scientist

(6) = superior: more than 2 peer-reviewed grants; External salary support (CRC, CIHR investigator, etc.)

(5) = exceeds expectations: more than 1 peer-reviewed grants; External salary support (CRC, CIHR investigator, etc.)

(4) = meets expectations: holds at least one peer-reviewed operating grant

(3) = 1 peer- reviewed grant

(2) = actively seeking grants with good applications (follows internal peer review)

(1) = below the acceptable level

3. SCIENTIFIC & SCHOLARLY ACTIVITY

Benchmarks that apply to all Job Profiles

(6) = superior: keynote speaker at conference or organizes national and international research conferences; journal editor; chair of grant committee

(5) = exceeds expectations: organizes local research conferences or gives presentations at national and international meetings, Royal College Examination Boards, Medical Council of Canada committees; editorial board member; grant committee member

(4) = meets expectations: Invited lectures/symposia for meetings/formal presentations at rounds

(3) = one formal presentation or manuscript review

⊗ = below the acceptable level