

Department of Obstetrics & Gynecology

Academic Recognition and Compensation System (ARCS) Manual

2009/2010

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1. Introduction:

The Academic Recognition and Compensation (ARCS) system was developed as a result of new AFP funding to be directed towards academic accomplishments of GFT and non-GFT faculty with the Department of Obstetrics and Gynecology. Initially, AFP funds were distributed to all faculty independent of their membership status in the AFP. Effective, 2009 AFP funds are only distributed to AFP members and faculty outside of Hamilton who participate in teaching learners.

The ARCS system was predated by an academic points system developed for GFT in 1996 by the then Chair, Dr. John Collins. This system was used to direct a distribution of voluntarily pooled MET dollars. The pool of MET dollars available decreased over time due to reductions in the University budget and the number of senior faculty able to contribute MET dollars to the pool. This point scheme was perceived to work well but was under-resourced due to the inadequate funds available.

The ARCS system is intended to compensate faculty members for their academic contributions for McMaster University work during the academic year (July 1 through June 30th). The ARCS model that is used assigns point values for each role.

Principles Supporting the Academic Recognition and Rewards System

A number of principles were developed and used as a basis for the ARCS.

One point should be approximately equivalent to one hour of exclusive academic work.

Three categories of academic role are recognized

- Exclusive – activities requiring full commitment by a faculty member (e.g. tutorials, lectures, course preparation)
- Integrated – activities requiring the full commitment by faculty member where multiple learners and/or multiple types of learners are present (e.g. hospital rounds)
- Combined – activities where the faculty member is concurrently involved in another activity such that teaching occurs only a proportion of the time (e.g. clinic, O/R, wards, on-call).

All types of academic roles (education, research and administration) should be supported and valued

- Based on a survey of AFP members
- No double-dipping should be supported
- Faculty receiving stipends, significant base support or other forms of support should not be paid twice for performing the same role

No distinction in points valuation between

- AFP members
- Hamilton non-AFP physicians
- Non-Hamilton non-AFP physicians

The committee recognized that any role

- Could involve variable commitment in hours
- Could be performed with variable quality and for any role, there is no easily validated measure of quality or commitment

Therefore, points are assigned based on average time commitment and average quality.

Rates must be comparable to ROMP (or other external sources of funding)

- We should not have some faculty paid less or more for performing the same roles

No distinction between GFT and non-GFT, AFP and non-AFP in rewards for roles

2. Academic Roles Listing*

UNDERGRADUATE EDUCATION

	<u>POINTS</u>
Tutor, Medical Foundation 1	90
Tutor, Medical Foundation 2	48
Tutor, Medical Foundation 3	54
Tutor, Medical Foundation 4	54
Tutor, Medical Foundation 5	78
Clinical Skills session, Medical Foundation 3 small group session (one pt per hour)	1
Preceptor Professional Skills, Medical Foundation 3 Large Group Session (2hr session)	2
Preceptor – Online Discussion Forum (1 hr/week x 4 weeks)	4
Tutor, Clerkship	12
Student Advisor (points per student per year)	2
Remedial Tutor (points determined per submission)	--
Clerkship Supervision - Community (points per 2-week block)	20
Simulation Training (one pt per hour)	1
OSCE evaluator (points per half day)	3
M.D. Admissions - Reading Submissions	20
M.D. Admissions - Interviews (points per weekend)	20
LMCC Review Lectures (points per lecture)	10
Supervisor, Student Electives - Horizontal (points per half day)	1
Supervisor, Student Electives - Block (points per week)	10
Teaching Session (see Integrated Roles below)	1.5
Research Supervisor (per project)	10
Miscellaneous (points per hr.)	1

POSTGRADUATE/FELLOWSHIP EDUCATION

OSCE, assessor (points per hour)	1
Coordinator Chief Resident OSCE (per OSCE)	2
OSATS session, assessor, surgical skills (pts per hour)	1
Simulation Training (points per hour)	1
Assessor – Carms Applicants (Reading & Ranking) (pts per hour)	
Interviewer - Resident applications (points per hour)	1
Clinical Supervisor, Resident/Fellow (points per clinic, with a max of 5 pts/wk)	1
Clinical Supervisor, Resident/Fellow OR (3 hours/academic ½ day)	1
Clinical Supervisor, PGY-1, Sexual Medicine – (4 1/2 day clinics/wk (pts per week x 12 months)	4
Supervisor, Chief Resident Clinic (points per year)	10

Supervisor, Resident Electives (points per clinic, with a max of 5/wk)	1
Resident Ombudsperson (points per year)	10
Academic Half Day sessions (points per session)	5
Teaching Session (See Integrated Roles below)	--
Rounds Coordinator - St. Joseph's Hospital	10
Rotation Coordinator (points per resident, per 3-month block)	5
Site Coordinator - MUMC	50
Site Coordinator - SJH	50
Site Coordinator – Credit Valley	5
Intern Coordinator	15
Fellow Advisor/Resident Mentor (points per student per year)	4
Research Supervisor (points per project)	10
CMAS (points per hour)	1
Accreditation meeting (one pt per hour)	1
Research Rotation coordinator – Fellow (5 pts per rotation)	5
Miscellaneous (points per hr.)	1

POST PROFESSIONAL EDUCATION

McMaster CME Presentation if no stipend paid (points per presentation)	5
Off-site skills teaching (points per visit)	1
Royal College Examiner(pts per year)	25
Miscellaneous (points per hr.)	1

ADMINISTRATION

Division Director	5
Academic Retreat Participation (point per ½ day Retreat)	2
Member, Academic Committee (points per hour) - University committees only – i.e. PG Education Committee, AFP Executive Committee, HHS Research Committee Chair (points per hour)	1
Chair, Academic Committee; President of a national education organization for Obstetrics & Gynecology, Member or Chair of national or provincial education or research committee e.g. APOG (points per hour <i>if no stipend provided</i>)	2
Miscellaneous (points per hr.)	1

INTEGRATED ROLES

Teaching Session - Includes all teaching sessions other than AHD and UG (Points per session)	1
Teaching Session - Undergraduate	1.5
On Call MUMC - In House (points per day)	1
On Call SJH – In House (points per day)	1.2

On Call (Gyne) – MUMC	.2
Perinatal On Call (<u>am</u> only) and JCC On Call (points per day)	.25
Miscellaneous (points per hr.)	1

<u>RESEARCH</u>	<u>POINTS</u>
------------------------	----------------------

Publications (points allocated per publication)

First Author	40
Chapter	30
Editorial/Associate Editor (journal)	10
Non Peer-reviewed Article	10
2 nd Author + others Peer Reviewed Journal Article	10
Miscellaneous (points per hr.)	1

Presentations (points allocated per presentation)

Poster/Oral	10
Miscellaneous (points per hr.)	1

Grants (points allocated for each submitted grant or each project in progress)

Peer Reviewed, Principle Investigator, Major Granting Agency (submission)	50
Peer Reviewed, Principle Investigator, Other Granting Agency (submission)	30
Peer Reviewed, Co-Principle Investigator, Major Granting Agency (submission)	20
Peer Reviewed, Co-Principle Investigator, Other Granting Agency (submission)	10
Peer Reviewed, Principle Investigator, Re-submission of Grant	10
Site Coordinator in Research/Research in Progress	20
Miscellaneous (points per hr.)	1

Other Scholarly Activities

Journal Reviewer for Peer Reviewed Journal (points per paper reviewed)	3
External Grant Reviewer (points per grant)	5
Abstract Reviewer (points per abstract)	5
Miscellaneous Activities (pts per hr.)	1

***If you do not find that the academic role that you have performed in the current listings, then please supply a description of the role, its category - Exclusive, Combined or Integrated and the number of hours of direct education commitment involved.**

3. Role Descriptions

Undergraduate Roles:

MF1 Tutor

Fifteen weeks in duration which entails meeting with a group of undergraduate medical students for 3 hours, twice per week.

Points Allocation: = 90 points

MF2 Tutor

Eight weeks in duration this entails meeting with a group of undergraduate medical students for 3 hours, twice per week.

Points Allocation: = 48 points

MF3 Tutor

Nine weeks in duration this entails meeting with a group of undergraduate medical students for 3 hours, twice per week.

Points Allocation: = 54 points

MF4 Tutor

Nine weeks in duration this entails meeting with a group of undergraduate medical students for 3 hours, twice per week.

Points Allocation: = 54 points

MF5 Tutor

Thirteen weeks in duration this entails meeting with a group of undergraduate medical students for 3 hours, twice per week.

Points Allocation: = 78 points

Clinical Skills session, Medical Foundation 3 small group session

These are sessions held in the Center for Simulated base Learning where 7-10 students meet with faculty member. Reproductive examination skills and history taking is shown.

Medical Foundations 3 – Preceptor Professional Skills

Lectures given to all of the MD class.

Gynecology = 2 hours

Obstetrics = 2 hours

Points Allocation: = 2 points per session

Preceptor – Online Discussion Forum

Preceptor assigned to a group of clerks for an on-line discussion forum for a 4 week period

Point Allocation: = 4 points per rotation

Clerkship Tutor:

A faculty member responsible for providing a weekly tutorial and an end-rotation evaluation for a group of clinical clerks. Not all clerkships have tutors.

Points Allocation: 12 points

Student Advisor:

Faculty member who provides advice to an undergraduate medical student throughout their program. He or she meets regularly with the student, provides general academic guidance, advises the student about elective choices, signs off on all elective objectives forms, reviews the students Professional Competencies Learning Dossier several times during the program and acts as an advocate for the student when necessary.

Points Allocation: Points per student, per year = 2

Remedial Tutor

A Faculty member who provides remedial assistance to a medical student according to the terms of a Learning Assistance contract. This assistance is provided to a student who has encountered a less than satisfactory evaluation in the MD Program.

Points Allocation: Points are determined per submission based upon the total number of hours.

Clerkship Supervision – Community

A faculty member who supervises a clinical clerk in a clinical setting and provides an evaluation of the student's performance.

Points Allocation: Points per two week block = 20

Simulation Training

Facilitating a teaching session to undergraduate medical students with the use of simulators.

Points Allocation: Points per hour

OSCE Evaluator

A faculty member who participates as an Evaluator in an Objective Structured Clinical Evaluation (OSCE). The evaluator is responsible to observe, evaluate and provide verbal feedback, when required, on the performance of a medical student in one OSCE station. Students perform a physical exam or take a history from a Standardized Patient trained to portray a certain scenario.

Points Allocation: Per half day = 3 points

Admissions – Reading

Assessment of an applicant's autobiographical submission to the Undergraduate Medical Program. The autobiographical submission is a description of preparedness for medicine and suitability for the program.

Points Allocation: 0.5 points per submission (maximum of 20 points)

Admissions – Interviews

MMI – multiple mini-interviews

Assessment of candidates for the Undergraduate Medical Program.

Points Allocation: Per weekend = 20 points

LMCC Review Lectures (*Medical Council Licensing Exam*)

Lecturing to undergraduate medical students in preparation for their LMCC exam on a specific topic related to obstetrics and gynecology.

Points Allocation: Per lecture = 10 points

Supervisor – Student Electives (Horizontal)

Supervising undergraduate medical students for specific days over a determined period of time. Horizontal – could be one day per week, not a block i.e. every day.

Points Allocation: Per half day = 1 point

Supervisor – Student Electives (Block)

Supervising undergraduate medical students daily over a determined period of time.

Points Allocation: Per week = 10 points

Teaching Session

Teaching/lecturing to undergraduate medical students on a specific topic at a prearranged date and time.

Points Allocation: Per session = 1.5 points

* see *Integrated Roles*

Research Supervisor

Supervising an undergraduate medical student's research project.

Points Allocation: Per project = 10 points

Miscellaneous Activities

Any activity relating to Undergraduate that does not fit within the roles listed above but qualifies for recognition.

Points Allocation: Points per hr. = 1 point

Postgraduate /Fellowship Education Roles:**Coordinator Chief Resident OSCE**

Objective structured clinical evaluation organized by the Postgraduate Medical Program to assess students. The results of this exercise are not final but rather preparatory in nature.

Point Allocation: 2 point per OSCE

OSCE assessor

Objective structured clinical evaluation organized by the Postgraduate Medical Program to assess students. The results of this exercise are not final but rather preparatory in nature.

Point Allocation: 1 point per hour

Simulation Training

Facilitating a teaching session to postgraduate medical students with the use of simulators.

Points Allocation: 1 point per hour

Interviewer – Resident Applications

Assessment of candidates for the obstetrics & gynecology residency program.

Points Allocation: 1 point per hour

Clinical Supervisor – Resident/Fellow (points per clinic, max of 5/week)

Supervising a resident or fellow in a clinical setting

• Brantford	• REI
• Colpopath	• U/S
• Gyne-onc	• Urogyne
• JBMH	• Generalist (SJH)
• MFM	• Generalist (MUMC)

Points Allocation: Per clinic = 1 point

Total points are calculated as one half day clinic, 5 days per week, 4 weeks per month = 20 points/month. The total number of months is multiplied by 20 and the total number of points is divided by those who provided supervision.

Clinical Supervisor – Resident/Fellow (Operating Room)

Supervision of a resident or fellow in the operating room.

Points Allocation: 3 hours or ½ day = 1 point

*Generalists may submit for O.R. supervision but faculty who receives pts for clinical supervision cannot request O.R. pts. (decided by committee 2007-08)

The number of months multiplied by 20 equals the total number of points and it is then divided by the number of faculty who provided supervision

- usually five half days, per week, 4 weeks per month = 20 points/month

Clinical Supervisor – PGY-1, Sexual Medicine

Supervision of a PGY-1, 4 times a week in the Sexual Medicine clinic

Points Allocation: 1 week (4 ½ day clinics) = 4 points

Supervisor – Chief Resident Clinic

This role pertains to all four Chief Resident Clinics.

To supervise the Chief Resident Clinic and in particular to ensure:

- Optimal patient care
- A high quality educational experience including timely and comprehensive feedback for the Chief Resident.

Points Allocation: Per year = 10 points

Supervisor – Resident Electives (max of 5 pts/week)

Supervision of a resident for a specific time period.

Points Allocation: Per clinic = 1 point

Resident Ombudsman

Provide support/advice to residents with issues and/or conflicts and concerns.

Points Allocation: Per year = 10 points

Academic Half Day Session

Presentation of teaching sessions on a specific topic, that are held on a weekly basis.

Points Allocation: Per session = 5 points

Teaching Session

Teaching/lecturing postgraduate medical students on a specific topic at a prearranged date and time.

Points Allocation: Per session = 1 point

- *see Integrated Roles*

Rounds Session Coordinator – St. Joseph's Hospital

The coordinator's role includes the administrative portion of the coordination of the rounds/session i.e. room bookings, speakers, A/V equipment etc.

Points Allocation: Per year = 10 points

Rotation Coordinator:

To oversee the residents on the respective rotation and in particular ensure:

A high quality educational experience

- Timely and comprehensive feedback to the resident
- Administrative collaboration and communication with the residents and the Residency Program

Points Allocation: Per resident, per 3 month block = 5 points

Site Coordinator - MUMC

To oversee the residents on the respective rotation and in particular ensure:

- A high quality educational experience
- Timely and comprehensive feedback to the resident. This includes, but is not limited to, collating and summarizing mid-rotation and end-of-rotation evaluations for submission on WebEval
- Administrative and educational collaboration and communication with the residents , the Postgraduate Residency Program, the Undergraduate Program and the BCT Program

Points Allocation: 50 points

Site Coordinator – St. Joseph’s Hospital

To oversee the residents on the respective rotation and in particular ensure:

- A high quality educational experience
- Timely and comprehensive feedback to the resident. This includes, but is not limited to, collating and summarizing mid-rotation and end-of-rotation evaluations for submission on WebEval
- Administrative and educational collaboration and communication with the residents , the Postgraduate Residency Program, the Undergraduate Program and the BCT Program

Points Allocation: 50 points

Site Coordinator – Credit Valley

To oversee the residents on the respective rotation and in particular ensure:

- A high quality educational experience
- Timely and comprehensive feedback to the resident. This includes, but is not limited to, collating and summarizing mid-rotation and end-of-rotation evaluations for submission on WebEval
- Administrative and educational collaboration and communication with the residents and the Postgraduate Residency Program

Points Allocation: 5 points

Intern Coordinator

To oversee the interns on the respective rotation and in particular ensure:

- A high quality educational experience
- Timely and comprehensive feedback to the interns. This includes, but is not limited to, collating and summarizing mid-rotation and end-of-rotation evaluations for submission on WebEval
- Administrative and educational collaboration and communication with the interns, the Postgraduate Residency Program and the Undergraduate Program

Points Allocation: 15 points

Fellow Advisor/Resident Mentor

- Mentors will act as a resource person for residents in the Program
- Areas where residents may seek advice may include career planning, topics for electives, conflict resolution with co-workers or attending physicians and perhaps assistance with achieving a balance with personal and professional issues.
- It is suggested that the mentor meet with the mentee once every 6 months as a minimum, to help monitor progress throughout the residency. This should start in the PGY1 year.

Points Allocation: Per year = 4 points

Research Supervisor

Supervision of a postgraduate medical student's research project.

Points Allocation: Per project = 10 points

CMAS

To participate in the planning and implementation of the CMAS workshops. This includes, but is not limited to, participating in the preliminary group discussion, the inanimate work stations and the animal lab simulations at MUMC.

Points Allocation: Per hour = 1 point

Accreditation meeting (one pt per hour)

Participation in Royal College Accreditation meeting for residency/fellowship program

Research Rotation coordinator – Fellow (5 pts per rotation)

Organizes research project and tutorials during the three month rotation period. Assures everything is running smoothly.

Miscellaneous Activities

Any activity relating to Postgraduate that does not fit within the roles listed above but qualifies for recognition.

Points Allocation: Points per hr. = 1 point

Post Professional Education:

McMaster CME Presentation

Teaching/presentation at Grand rounds or other venue for continuing medical education.

Points Allocation: Points per presentation (if no stipend paid) = 5 points

Off-Site Skills Teaching

Teaching or presentation at another site.

Points Allocation: Points per visit = 1 point

Royal College Examiner

Points Allocation: Points per year = 25 points

Miscellaneous Activities

Any activity relating to Post Professional that does not fit within the roles listed above but qualifies for recognition.

Points Allocation: Points per hr. = 1 point

Administration:

Division Director

Director of a specific division within the department, i.e. REI.

Points Allocation: Points per year = 5

Academic Retreat Participation

Attendance at the department faculty retreat.

Points Allocation: Point per ½ day = 2

Member, Academic Committee

Attendance and participation on University academic committees, i.e. Postgraduate Education Committee, AFP Executive Committee, HHS Research Committee

Points Allocation: Points per hour of participation = 1 point

Chair, Academic Committee

- Acting in the role of Chair for a University academic committee.
- President of a national education organization for Obstetrics & Gynecology (if no stipend provided)
- Member or Chair of national or provincial education or research committee e.g. APOG

Points Allocation: Points per hour = 2 points

Miscellaneous Activities

Any activity relating to Administration that does not fit within the roles listed above but qualifies for recognition.

Points Allocation: Points per hr. = 1 point

Integrated Roles:

Teaching Sessions:

Includes all teaching sessions other than Academic Half Day (AHD)

Points Allocation: Per session = 1 point

Undergrad Academic teaching sessions are 1.5 points per session

On Call: (OB) - MUMC

In house

Points Allocation: Points per day = 1

On Call: St. Joseph's Healthcare

In house

Points Allocation: Points per day = 1.2

On Call: Gyne – MUMC

Point Allocation: Points per day = .2

Perinatal On Call (am) and JCC On Call

Point Allocation: Points per day = .25

Miscellaneous Activities

Any activity that does not fit within the roles listed above but qualifies for recognition.

Points Allocation: Points per hr. = 1 point

Research:

Publications

First Author = 40 points

Chapter = 30 points

Editorial/Associate Editor (journal) – 10 points

Non Peer-reviewed Article = 10 points

2nd Author + others Peered Reviewed Journal Article = 10 points

Miscellaneous Activities

Any activity that does not fit within the roles listed above but qualifies for recognition.

= 1 point per hour

Presentations

Posters or Oral

Points Allocation: Per presentation = 10 points

Miscellaneous Activities

Any activity that does not fit within the roles listed above but qualifies for recognition.

= 1 point per hour

Grants

Points are allocated for each submitted grant or each project in progress as follows:

Peer Reviewed, Principle Investigator, Major Granting Agency (submission) = 50 points

Peer Reviewed, Principle Investigator, Other Granting Agency (submission) = 30 points

Peer Reviewed, Co-Principle Investigator, Major Granting Agency (submission) = 20 points

Peer Reviewed, Co-Principle Investigator, Other Granting Agency (submission) = 10 points

Peer Reviewed, Principle Investigator, Re-submission of Grant = 10 points

Site Coordinator in Research/Research in Progress = 20 points

Miscellaneous Activities

Any activity that does not fit within the roles listed above but qualifies for recognition.

= 1 point per hour

Other Scholarly Activities

Journal Reviewer for Peer Reviewed Journal

Points Allocation: Points per paper reviewed = 3 points

External Grant Reviewer

Points Allocation: Points per grant = 5 points

Abstract Reviewer

Points Allocation: Points per abstract = 1 point

Miscellaneous Activities

Any activity that does not fit within the roles listed above but qualifies for recognition.

= 1 point per hour

4. **Examples of Roles not supported by ARCS**

Health Care Committees/Positions

- Hospital (e.g. HHS or SJH)
- MOH or Health Canada

Media Contacts

- Television, radio and newspaper interviews
- Medical articles for magazines, newsletters etc.

Community Volunteer activities

Presentations at medical, public or commercial conferences when a stipend is provided.

Presentations to government committees, boards etc.

International educational roles.

Questions to consider when Evaluating a New Academic Role

1. Is it distinct from any previously described role?
2. Is it a legitimate academic activity of the Department of Obstetrics & Gynecology?
3. Is there a sufficient description of the role and the academic time commitment to evaluate a point's value for the activity?
4. Is other financial support already provided for the activity (e.g. stipend, honorarium)?

Note: *Rejection of a proposed role is not a judgment of the intrinsic value or merit of an activity, but simply a finding that it does not qualify for support from the ARCS fund.*

5. Assessment of New Role Form

The Academic Recognition and Credit System (ARCS) was designed to recognize and reward all academic activities (education, research and administration) for McMaster University work.

In the development of the ARCS, the committee recognized that any role

- Could involve variable commitment in hours
- Could be performed with variable quality
- Could not easily be a validated measure of quality or commitment

Therefore, points were assigned based on average time commitment and average quality.

The following types of roles were agreed to NOT be rewarded:

- Attendance at a workshop, rounds etc.
- Participation on a hospital committee
- Administrative meetings (not academic)

If you have performed an activity in the past year, and it does not fit into any of the existing roles, complete the section below. Be sure to include the number of hours for the direct education commitment. Please provide as much information as possible to assist the ARCS committee in their assessment.

Nature of Activity (active roles): _____ **Hours**

Coordination _____

Preparing a talk/poster _____

Presentation of talk/poster _____

Facilitation (e.g. group learning) _____

Other _____

What category does the role fit into? I.e. Exclusive, Combined, Integrated.

Name: _____

6. Timetable 2009/2010

Data Collection and Points Allocation

<u>Date</u>	<u>Task</u>
Mid-August	Mail out ARCS summary with letter from the Chair.
Mid-September	Summaries returned by faculty members with revisions and queries.
Mid September - Mid October	Verify and complete revisions in ARCS database. Provide final summary of points. Dollar allocation calculated based on final summary.
Mid October	Mail out letters notifying faculty members of their total points allocation and the corresponding dollar value.
Mid October - November	Process payments. Finance portion completed.

Appendices

Appendix 1:

Historical Development of the Academic Reward and Compensation System

ARCS Funding:

At the first Annual General Meeting of Hamilton Obstetrics and Gynecology Associates (HOGA) in November 2003, a decision was made by a majority of AFP members to divide AFP dollars provided to the Department into two equal portions. One portion was to be administered centrally to fund stipended academic roles and other academic projects and expenses. The remaining 50% was to be distributed using a system of points; similar to the previous GFT based system but hopefully improved.

ARCS Committee:

A committee was struck, consisting of the Chair of Obs\Gyn (also President of HOGA), HOGA and then Department Manager (Debbie Martin), Postgraduate Education Program Director (Stephen Bates), Undergraduate Education Program Director (Amie Cullimore), Dr. Francois Moens (Gynecological Oncology), and Dr. Patricia Smith (Maternal Fetal Medicine).

Development of the ARCS:

After extensive discussions within the committee, it was decided that rather than develop an entirely new system of points assessment, the committee would look to modify the existing academic GFT points system. In examining this committee eliminated all roles on the previous GFT point's forms which were not utilized by any members of the Department.

The reasoning for including 'recognition' in the title of Academic Recognition and Compensation System was that the system would provide recognition of contributions as well as a token financial reward. Clearly the amount of money available did not permit compensation for academic activity at a level equivalent to that provided for clinical earnings.

The first work of the committee was to establish philosophy and principles which would guide the development of the ARCS. A number of the principles had been discussed during the development of the AFP. Others were borrowed from concepts developed by Dr Geoff Norman. The final set of agreed upon principles are itemized Page .

In addition to these principles, the committee defined three levels of academic involvement – exclusive, combined and integrated. These are defined as follows:

- **Exclusive** academic activities would be those that fully occupy an individual with being able to be able carry on other concurrent activity (e.g. tutoring, giving a lecture).
- **Combined** roles would be those where and individual could combine an

academic activity concurrently with another role (e.g. learner in a clinic or in the O/R). Only a portion of the time would be credited toward academic credits. Finally,

- **Integrated** role takes place when there are multiple learners in a single academic setting (e.g. residents and med students at a learning session, being on call with a resident, intern and med student).

One important issue which arose was whether ARCS points should reward educational activity only or whether the system should reward educational, administrative and research activity. There was no clear consensus in the committee. A survey of all members was conducted by an itemized questionnaire. The results indicated strong support for rewarding all forms of academic activity.

The committee then met several times to review each of the possible ARCS items with considerable and sometimes vigorous discussion about the relative value of each.

Following a full evaluation of every role, 53 roles were identified and these were displayed on a spread sheet in both their original order, grouped by type of role, but also sorted by proposed point value. The latter sort placed similarly valued items next to one another in the table. The committee reviewed each group of similarly valued items to see if the perceived educational contributions were comparable.

The third step in the process was to send all participants at year end a listing of roles administered centrally for verification. All data was pulled from an academic data base which contained all known sources of measurable clinical activity such as the undergraduate and postgraduate rotation and teaching session schedules as well as on-call schedules. A calculation of points was then performed with the verified information.

The committee then met to review the calculations as they applied to each of the members of GFT and non-GFT rewarded by system. The purpose of the review was to establish "face validity". Did the balance of points to individuals and by categories make sense or were there some obvious anomalies? The committee was satisfied that there were no major surprises in the outcome of the rewards calculations. In addition, the gender balance, the balance between GFT, non-GFT in Hamilton and non-GFT outside of Hamilton and the distribution between undergraduate, postgraduate and other activities seemed appropriately balanced.

The committee, in response to these findings, decided not to go forward with two potential additional strategies. The first would be to cap any particular category which appeared to be inappropriately or excessively rewarded. In addition, no weighting was applied to any of the points categories. Weighting had been a part of the old points system for GFT in which undergraduate time was differentially advantaged over other categories of reward. This was not done for the first iteration of the ARCS system.

These two strategies capping and weighting, remain an option for future use if deemed

appropriate by the Department Finance Committee and HOGA.

The ARCS system is regarded as a system, not carved in stone, in continuing development. It will be modified and adjusted as deemed appropriate by the members.

Outcome of the Initial ARCS Distribution:

The first iteration of the ARCS resulted in a distribution to participants in September 2004. The calculations were applied to academic contributions for the months of July 2003 to June 2004.

All data was entered into a departmental academic database. Points were assigned to roles; then, a points total was generated for each physician. These totals were then combined to form a departmental total of 20,034 points. The overall pool to be divided was \$501,785 resulting in a value of \$25.04 per point. The latter value was multiplied by the number of points earned by an individual to calculate her or his compensation.

The largest allocation of points was to undergraduate activities (42%). When integrated activities in which undergraduates were involved were added to this, 52% of points were earned for involvement in undergraduate education. Postgraduate education earned another third of the points and research, publications and academic administration the remainder.

The average distribution by category of physician was as follows:

- AFP members - \$15,981
- Hamilton non-AFP physicians – \$10,996
- Non-Hamilton non-AFP physicians - \$ 5,450

Although there were a total of 53 roles identified, it is important to note that just three roles attracted more than half of support.

- Clinical supervisor, resident - \$138,485
- Clerkship supervision, L&D - \$100,678
- Clinical supervision, community - \$ 61,609

The gender distribution appeared balanced and appropriate.

	Female	Male
Number of faculty	20	21
Total distribution	\$257,284	\$244,476
Average distribution	\$6,275	\$5,962

Appendix 2:

Significant Changes to ARCS system/process:

- Payment to Generalist for clinical supervision of residents (October 21, 2008 – ARCs Committee)
- Generalist who receive points for clinical supervision of residents cannot request additional points for O.R. supervision (October 21, 2008 – ARCS Committee)
- No longer points for Labour & Delivery in clerkship (2008)
- Ten points per week for resident supervision and electives reduced to 5 points per week. It was felt that this more accurately reflects the resident supervision role. (October 21, 2008 – ARCS Committee)
- Exclude Hamilton non AFP physicians from ARCS process/payment (May 28, 2008 - HOGA Meeting)

Appendix 3:

Department of Obstetrics and Gynecology
Academic Recognition and Compensation System (ARCS) Committee

Membership 2009/10

Amie Cullimore
Ed Hughes
Donna Fedorkow
Valerie Mueller
Francois Moens
Patrick Mohide
Bev Pindar-Donick
Patricia Smith