

RVU Presentation to Interfaculty Council

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Introduction and Historical Perspectives

- 2004 Impetus for Change:
 - Decrease in State Support
 - Moderate Increase in Research Support
 - Reduced Growth in Clinical Income
 - Increasing Pressure on Faculty to Maintain Clinical/Research Income
 - Reduced Faculty time for Clinical Teaching
 - Allocation of State Funds to Medical School Departments Based on 1987 Formula
 - Need for a Method to Recognize and Reward Individual Faculty for Teaching Efforts



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2004

- Committee Appointed by Dean (broad representation)
- Allocation of State Funds to Clinical Departments to be Based on Actual Effort
- Model Developed Based on FTEs
- FTEs Assigned to Departments Based on:
 - Teaching activities throughout the curriculum
 - Number of lecture hours in basic science courses
 - Length of clerkship
 - Separate allocation for course/clerkship directors
- Result: Minimal Shifting of Funds from One Clinical Department to Another



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June 2006

- Dean
 - Charged committee with development of an educational RVU System across all Medical School departments and teaching faculty. The educational RVU System will apply to all Medical School faculty teaching in all schools (Medical School, Dental Branch, and Graduate School of Biomedical Sciences)
 - Purpose:
 - To develop a method for equitable distribution of State funds to departments based on teaching activities
 - To counteract prevailing myth that faculty are not paid to teach
 - To provide an incentive to faculty members to participate in current or expanded teaching activities
 - To make the educational mission more visible



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June 2006 (cont'd.)

- RVU Assumptions: (extensive review of literature)
 - Method should be simple, fair and understandable (cannot include all activities) – no perfect model
 - Teaching activities of basic science and clinical faculty valued equally
 - Method to be applied equally across courses for all schools
 - Committee chose contact hour as unit of analysis
 - Allocation based on face-to-face contact hours with students and included preparation time for each activity
 - Number of teaching hours provided by individual schools and departments



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RVU Methodology

- Basic Science Courses (Medical School, Dental Branch and Graduate School of Biomedical Sciences)
 - Didactic lectures – 1 hour = 4 RVUs
 - Small groups – 1 hour = 2 RVUs
 - Laboratories – 1 hour = 1 RVU
 - *Exceptions for preparation time
 - PBL – 1 hour = 1.5 RVUs (72 RVUs/block)
 - Preceptors – 1 hour = 1.25 RVUs (50 RVUs)
 - Course Directors: up to 250 RVUs per course
 - Course Coordinators: \$40,000



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RVU Methodology (cont'd.)

- Graduate Student of Basic Sciences

In addition to allocations for direct teaching activities

- Committee members (exam and supervisory) = 6 RVUs/committee
- Committee chairs (exam) = 10 RVUs/committee
- Committee chairs (supervisory) = 100 RVUs/committee
- Graduate student tutorials = 20 RVUs/student tutorial



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RVU Educational Allocations (cont'd.)

- **Clinical Years**
 - Clerkship directors = 300 RVUs/year
 - Clinical teaching (on wards) based on 2 hours of teaching/day x # of days/week x 48 weeks x # of faculty teams
 - Example: Pediatrics: 8 week clerkship (2x7x48x6) = 4032 RVUs/year (i.e., 56 RVUs/attending faculty/month)
 - Didactic lectures: 1 hour = 1.5 RVUs
 - Clinical electives = 20 RVUs/month based on 1 hour of teaching/day, 5 days/week
 - Clerkship coordinators: \$40,000
- **Administrative Overhead to Departments**
 - Based on departmental educational activities (\$25,000-\$75,000)



RVU Educational Allocations (cont'd.)

- Result of Data Gathering:
 - Total number of RVUs = 63,104 (FY 2008)
 - RVU value: \$225
- After refinements/modifications
 - Total number of RVUs = 97,211 (FY 2009)
 - RVU value: \$135
 - 95,656 (FY2010)
 - RVU value: \$136



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Challenges/Limitations

- Concerns about validity of method (no perfect metric)
- Unfamiliarity with Graduate School education
- No credit assigned for participation on major academic committees/interviewing student applicants, etc.
- Other omitted activities: resident education, post-doctoral students, etc.
- Need for more specific measures of quality
- Chair flexibility in allocation to individual faculty



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Positive Outcomes

- New focus on education: valued/supported
- Faculty sought out teaching opportunities
- Renewed interest in faculty development
- Faculty accountability



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