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103 Development and Implementation of an Education Value Unit System (eVU) for

Faculty Incentives

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Introduction/Background: Unlike patient care and research, educational activities are hard to quantitate. In an era of limited resources, recognition of educational contributions is essential to link funding with faculty efforts. Currently there is limited data and few models of an eVU system.

Educational Objectives: As part of an incentive plan for academic EM faculty, a taskforce representing education, research, and clinical missions was convened to develop a method of incentivizing productivity in all domains. A primary focus was educational metrics.

Curricular Design: Domains of educational contributions were defined based on the medical school's Funding Allocation Model. Each category was assigned a value based on time committed. Expected threshold for individual achievement was aligned with departmental goals and models created to test achievement of different benchmarks. Targets included increased completion of resident evaluations and attendance at resident conferences.

The final eVU model is shown in Table 1. After review of several thresholds, consideration of priorities, and individual faculty impact, an annual benchmark of 30-hours of eVUs was set.

Impact/Effectiveness: In the 2012-2013 academic year, faculty eVUs ranged from 0 to 301.5 with a mean of 122.9 (std 194.5). Forty-five of 50 (90%) faculty members were met the 30-hour threshold based on current activities. Comparing faculty attendance at residency conference, from July 1 to October 31, pre- and post-eVU model implementation, faculty attendance increased from a mean of 5.3 hours in 2012 (pre) to 12.3 in 2013 (post) (t-test, $p=0.0002$).

In a busy academic department there are many work allocation pressures. Developing an eVU to recognize educational contributions and adding it to a bonus structure increases its importance. We propose an eVU model, which could be implemented and adjusted for differing departmental priorities, at other academic departments.

Figure 1. An eVU model.

Departmental Activities- Baseline	Expected Minimums	Hours Logged
Leading a new educational sessions (including residency or fellowship lectures, administrative track or other departmental seminar, or intern orientation lecture(10 hours of time to account for preparation for each 1 hour presented)	10 hours/ year	
Or		
Preparing & leading an Active Learning sessions: (e.g Skills & procedure labs, simulation, oral board exams / Clinical skills exams cases, small group sessions, focused residency retreats, Peds OSCEs (5 hours credit : 1 hour presented)*		
Or		
Assisting with active learning sessions, small groups, skills labs, mentoring resident session, focused mentoring (2 hours credit : 1 hour presented)		
Or		
Student teaching sessions (1 hour credit : 1 hour presented)		
Didactic conference attendance* (1:1) optimal 3hrs/ month= 36	10 hours	
Completion of evaluations of residents & fellows (1 hour per month)	10 months / yr = 10 hours	
Recruitment interviews for residency or fellowship programs (1 hour : 1 hour)		
Additional Activities- resident mentoring, educational activities outside department, educational committees (maximum 10 hrs)		
Total (minimum expected)	Total=30	