

**Morsani College of Medicine
Faculty Council Meeting
Minutes**

**Tuesday, July 24, 2012 - 5:30 p.m.
MDL 1038 C**

**Videoconferencing at:
South Tampa Center for Advanced Healthcare
Lehigh Valley Health Network**

Faculty President Karl Muffly called the meeting to order at 5:32 p.m.

Minutes

President Muffly asked if there were any comments regarding the minutes of the June Faculty Council meeting. There were none and a motion was made for approval. The motion was seconded and the minutes were approved as submitted.

Center for Personalized Medicine

President Muffly welcomed Dr. Stephen Liggett, who was recently recruited as Vice Dean for Personalized Medicine and Genomics. He will direct the new Center for Personalized Medicine. Dr. Liggett gave a brief overview of his background. He comes to USF from the University of Maryland School of Medicine, where he was Director of the Cardiopulmonary Genomics Program and Associate Dean for Interdisciplinary Research. He has been funded by multiple NIH grants for many years. He explained the concept of the Center for Personalized Medicine, which will bring together faculty, investigators and other personnel who study the molecular base of disease as it relates to genomic variations.

Overview of Educational Value Units (EVU's)

Dr. Alicia Monroe, Vice Dean for Educational Affairs, and Dr. Gretchen Koehler, Assistant Vice President for Academic Program Administration and Institutional Effectiveness, gave a presentation on Educational Value Units (EVU's), as requested during discussions at prior meetings. Dr. Monroe noted that the CFO was unable to attend this meeting, so today's presentation would not cover all components of EVU and will focus only on educational assignments and effort. Dr. Monroe explained how the EVU process came about and reviewed some of the guiding principles of the EVU initiative. Some of the guiding principles discussed were: Supporting faculty in their educational roles and rewarding teaching excellence; recommending a methodology for the allocation of State resources to support educational activities; and providing transparent data to faculty. Guiding principles of the EVU metrics were then discussed, including the need for alignment with accreditation requirements, enabling equitable comparisons, promoting flexibility to accommodate exceptional and/or new educational efforts, and recognizing that effort to perform the responsibility may exceed percent of effort allocated. Dr. Monroe reviewed some of the different types of teaching, and this was followed by an extensive discussion of EVU metrics for teaching and administrative roles.

Several questions and concerns were raised with regard to actual time spent on various teaching activities, as opposed to time reflected in the EVU metrics. Dr. Monroe agreed that the amount

of faculty effort could likely exceed EVU credit received, and explained that this is due to limited resources. This led to a discussion of source of funds and resource allocation. Dr. Monroe pointed out that, under the clinical model, only one-third of E & G dollars are allocated to teaching. Comments were made that funding for basic science faculty is completely different than funding of clinical faculty and that the E & G dollar allocation in the basic science departments is much more straightforward. Dr. Koehler responded that the current model is being driven by Dean Klasko and others in the senior administration, and it is their decision. Dr. Monroe echoed Dr. Koehler's comments and said that she is not in a position to implement any changes.

Dr. Koehler distributed a draft of EVU FAQs (attached) for Faculty Council review and said that she would welcome any feedback.

Nominations for Committee on Committees and Nominating Committee

President Muffly reported that nominations are still needed for the Committee on Committees and Nominating Committee, from among the Faculty Council membership. Due to the lateness of the hour and the departure of a number of Faculty Council representatives, it was decided that another call for nominations will be sent out.

Old Business: Service Closure

President Muffly reported that he has sent a letter to the Board of Directors of Tampa General Hospital on behalf of the Faculty Council, with regard to the potential closure of the inpatient psychiatric unit as discussed at the June meeting. Dr. Jeffrey Lowenkron, CEO of the USF Physicians Group, stated that Tampa General is conducting an ongoing evaluation of the unit, which has had a reduction in the number of occupied beds. Dr. Gabriel de Erausquin, Faculty Council representative from the Department of Psychiatry and Behavioral Neurosciences, stated that there is concern among faculty in his department that they were not consulted with regard to the potential closure of the unit. John Ekarius, Chief Operating Officer, said that the facts are being gathered and that he, Dean Klasko and Dr. Lowenkron will be meeting with the department. He suggested waiting until next month's Faculty Council meeting for further discussion, pending the outcome of the departmental meeting. President Muffly asked for an update by email. A suggestion was also made that this item be placed on the agenda for the next meeting of the Graduate Medical Education Committee.

Adjourn

There being no further business, the meeting was adjourned at 7:10 p.m.

DRAFT EVU FAQs – Distributed to Faculty Council for Input

What does EVU mean? EVU stands for Educational Value Unit. At MCOM, EVUs are used to represent the effort needed to deliver core MCOM state/tuition supported educational activities. In clinical (not basic science) departments, there is an associated amount of salary support given specifically for these activities.

What activities count toward EVUs? A wide variety of teaching activities provided within credit bearing courses, (lectures, labs, small group facilitation, clinical precepting, clinical skill evaluation, etc.) “count” toward EVUs. See attached for full listing of activities. In addition, certain educational administrative leadership activities conducted on behalf of UME, Masters, and Doctoral students in MCOM and the Schools of Biomedical Sciences “count”. Included is any teaching done on behalf of UME students in the SELECT program and DPT students in the shared UME courses. Opportunities to participate in UME administrative leadership roles are announced through COMfac email notices and often recruited through other MCOM meetings as well.

How is the educational activity data collected? Teaching activities/roles such as lecturing, lab instruction, small group facilitation of discussion, and clinical precepting are collected via course and clerkship directors in late spring of the academic year. The forms submitted include a comprehensive listing of all faculty members who participated in the course/clerkship, the actual role/activity each performed and the total numbers of hours performed.

All “roles” are classified as either: teaching, educational administration, or clinical.

1. Teaching roles are those activities which occur on a more ad hoc and limited basis. A typical example of this activity is lecturing. The number of hours performed in these roles is retrospectively totaled.
2. Educational administrative roles are typically assigned to individuals ahead of the academic year, for a set EVU FTE based on dedicated work for a specified period of time. These roles are assigned “prospectively”. An example of an educational administrative role is a course director.
3. Clinical roles are those activities which occur in a clinical and billing setting and the number of hours performed in these roles is retrospectively totaled.

An individual’s FY allocation, then, can be based on a combination of retrospective and prospective roles. See below for an example:

Last Name	First Name	Mission	Year	Title of Course	Role	EVU FTE
Iwanna	Besomebody	GE	2011	Diversity in Clinical Research	Lecturer	0.0500
				Lab Rotations in Biomedical Science	Lab Mentor	0.0125
			2012	Directed Research	Mentor	0.0225
				Graduate Seminar	Seminar Leader	0.0500
		UME	2011-2012	C2: Neurologic & Endocrine	Lecturer	0.0109
				Neuropsych	Lecturer	0.0350
				Maj Clin Precept-In		0.0300
				SC-International Medicine	Mentor	0.0500
			Pro 2012-2013	EBCR	Course Director	0.1000
	Total					0.3609

The Offices of Vice Dean for Education and the Associate Dean for Graduate and Post-Doctoral Affairs provide rosters of who performs educational leadership roles such as course directors, certain key committee assignments, and other dedicated roles.

All collected information is vetted with the Associate Dean for UME and Associate Dean for Graduate and Post-Doctoral Affairs for validity.

What aspects of the educational delivery do the adjusting metrics consider and who decides their values?

Adjusting metrics take into account the number of students in the educational session, the number of sessions, the level of education, and whether the individual delivering the education is new in their role or providing predominantly new material. Many roles have been assigned ranges which also take into consideration course or clerkships which are longer/shorter in duration or require a substantively different allocation based on the effort required.

The EVU Committee originally established the FTE roles, ranges and metrics. The goal is to periodically review and update EVU roles, ranges and metrics based on input from faculty and leadership.

Calculating EVU FTE:

The EVU FTE is based on the assumption of 1840 working hours for the year. The 1840 is based on 40 hours a week for 46 weeks (three weeks for sick and three weeks for annual leave). The actual calculation takes the number of hours reported in the educational activity from the course director and first applies an adjusting metric. That new number is then divided by 1840.

The goal of the adjusting metrics is to modify the actual hours to a more realistic amount of time actually spent in the educational activity. For example, some instruction requires prep work as well as post work. Other activities, such as clinical precepting, occur in a setting where it is likely that only a portion of the hour is spent with the faculty member teaching and occurs in conjunction with patient billing.

Below are a few examples based on current adjusting metrics:

Example Faculty Member	Role	Actual Hours	Adjusting Metric	Adjusted Hours	EVU FTE
A	Lecture	30	3	90	$90/1840 = .0489$
B	Precepting – In Patient	30	.1	3	$3/1840 = .0016$
C	Dissertation Mentor	30	.4	12	$12/1840 = .0065$

While it is impossible for any individual metric to capture the true amount of effort it takes for a diverse faculty body, the adjusting metrics result in a standardization which allows for the possibility of equitable comparisons. It must be understood that based individual faculty member differences, the effort to perform the activity may exceed percent effort allocated.