

**Development of a tool to assign value to non-clinical and non-grant funded academic activities  
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**Category:** Administration

**Background:** The majority of the faculty at MCW are clinician-educators whose clinical work is quantified by wRVUs (work Relative Value Units). Faculty members who conduct research are recognized based on the grants received. Organized roles in education and leadership are assigned an FTE-value (Full Time Equivalent). However, faculty members perform a number of other academic activities that are essential for the success of MCW, including unfunded clinical research, didactic lectures for a variety of learners, etc. Currently, a fixed FTE-value is assigned by various Departments/Divisions for these endeavors (0.11 FTE in the Department of Medicine at MCW). However, faculty use this time variably; some are extremely productive, while some are only minimally engaged in the academic mission. For MCW leaders, it is difficult to evaluate the faculty academic productivity as there are neither reporting requirements nor standardized tools to evaluate these academic pursuits.

**Purpose:** Our goal was to create a tool to quantify non-clinical and non-grant funded academic activities undertaken by faculty.

**Methods:** Faculty academic productivity measures were compiled, and values were assigned to each activity using a scoring system. The scoring system assigns time (as FTE-value) instead of an RVU-value as RVU-values are variable depending on the clinical specialty of a faculty member. A 55-hour work week for 46 weeks per year (excluding vacation and CME time) was used to assign an hourly FTE of 0.0004. Each activity was assigned an FTE value based on the estimated number of hours required to complete. The time taken to complete a specific task was compiled from a variety of sources intramurally and extramurally. When no estimate for time was available from sources, an estimation was determined based upon the experience of the faculty members. The categories and FTE values assigned (scoring) were evaluated and modified by three other leaders in the Department of Medicine. Following this development process, 20 faculty members within the department of medicine were invited to participate in the survey.

**Results:** We collected the FTE score for 10 faculty members who responded to the survey reporting their academic activities from July 2022 to Dec 2022. Individual 6-month FTE scores ranged between 0.05 and 0.36, with a median of 0.085 bringing yearly academic contribution to 0.1 to 0.72 FTE.

**Conclusions:** There is wide variability in reported academic activities of faculty who are clinician-educators. Some faculty members who were invited to participate did not complete the survey; nonresponse may have been biased toward those with fewer reportable activities. Of note, this scoring system does not capture the time spent in mentoring, sponsoring, and coaching.

**Discussion:** Future work will include input from various stakeholders and application to a larger group of departments. After further vetting and validation, this tool can be used to assess, acknowledge, and incentivize academic productivity of medical faculty.