

Effort Planning System (EPS)

Guidelines for Completing Mission Area Effort Categories

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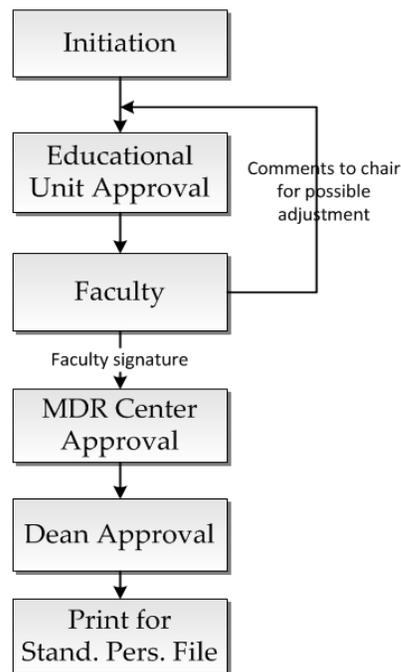
The Effort Planning System (EPS) is a web-based application designed to support dialog between the faculty supervisor (chair, school director, or other academic director) and the faculty member, when completing the annual Distribution of Effort Agreement (DOE). ([A.R. 3.8](#))

This document provides descriptions and examples of the effort to be collected in the mission area categories. **These instructions have been adapted for the College of Medicine, with COM specific instructions are in red.**

Department and multidisciplinary research center (MDR) administrative staff may assist with data entry in EPS.

The EPS provides a workflow process with electronic signature, and allows for PDF or printed DOE agreement for the faculty employee's Standard Personnel File required under AR 2-1-2 E.4. (Note: PDF form is allowed for an electronic Standard Personnel File.)

The flowsheet below summarizes the workflow process implemented by the EPS. The workflow is configurable for internal college processes, within the high-level framework.



Key features of EPS:

- Web-based from my UK portal, with single sign-on
- Workflow and e-signature replace paper processes and handwritten signatures

- The effort distribution is “online” and available to faculty administrators, faculty employees, and business officers
- Educational unit administrators (first line supervisors of the faculty member) may directly update the effort percentages and initiate the workflow
- Faculty may return the DOE document to supervisor with comments for possible adjustment, facilitating dialogue
- Reporting for administrators is enhanced, permitting ease of tracking average effort per mission, area, department, title series, rank, etc.

For information about payroll cost distribution entries in the FES Client, contact Research Financial Services at 257-1747.

Questions about the content of the DOE document generated from EPS should be addressed to the college business officer or other college designee. For COM, please contact:

Ms. Christy Anderson
Associate Dean of Administration
COM Dean’s Office
859 323-1143
MN145 0298
clhamm3@email.uky.edu

For most operation-related questions that cannot be addressed by the college business officer, please contact:

Ms. Jennifer Haynes
Administrative Support Associate II
Office for Faculty Advancement
226 Mandrell Hall 0651
(859)323-6589
Jennifer.haynes5@uky.edu

For most policy-related questions that cannot be addressed by the college business officer, in partnership with the unit administrator, please contact:

Dr. G.T. Lineberry
Associate Provost for Faculty Advancement
Office for Faculty Advancement
226 Mandrell Hall 0651
(859) 323-6589
gt.lineberry@uky.edu

General Guidelines:

The purpose of these guidelines is to assist faculty in completing the DOE form. As guidelines, they may not be appropriate under all circumstances.

For full-time faculty with a 12 month appointment, effort calculations are based on approximately 2500 work hours/year. This is not intended as a standard to be applied uniformly, only as an estimate to help guide effort calculations. Based on this, each 25h of an activity equates to approximately 1% effort. For activities which require transit time, such as attending committee meetings or seminars, this is adjusted to each 20h of activity =1% effort to allow for transit time.

For faculty who have a 9, 10, or 11 month appointment or are less than full-time (e.g., faculty on phased retirement or non-tenure track between .75 and .99 FTE) when specifying DOE effort, adjust the effort proportionally to account for the variation in appointment duration, so that the DOE adds to 100%.

There is no area on the DOE to indicate the percentage of non-working time.

Effort Planning

Section I. Instruction

Please see Appendix I, COM Guidelines for Calculation of Instruction effort

a. General Academic Instruction

This category includes instructional activities for academic credit courses applicable toward a post-secondary degree, certificate, or professional training in an academic program or field of study. The courses are offered through a regular educational unit. The instruction may be within or outside of the faculty member's primary department.

Courses. This subsection consists of effort devoted to **formally scheduled teaching activities**, such as lecture, laboratory, clinic, discussion, and/or other preparatory/grading activities. **Include clinical clerkships for individuals with designated roles such as clerkship directors.** Also include time for associated course committee work. **Exclude instructional effort that primarily involves supervision**, e.g., clinical and research supervision (reported in section I. b- Instructional Supervision and Advising).

Option I Entry:

Enter instruction by the specific course number, with the percentage of effort for each course. Specify the course number, course title, **lecture hours**, **small group/lab hours**, preparation/grading hours, and percent effort.

For online courses, lecture hours are estimated based on an equivalent lecture course. For example, a 3 credit course = ~45 lecture hours, thus each credit hour for an online course = 15 lecture hours.

Option II Entry:

Enter instruction by course level. If the specific course number has not yet been determined, the effort may be recorded in a category as follows:

- 1) Undergraduate Lower Level Courses: 100-299 courses open to freshmen and/or sophomores;
- 2) Undergraduate Upper Level courses: 300-499 courses open to juniors; 500-599 courses for which undergraduate or graduate credit may be awarded; 800-999 courses leading to undergraduate professional degrees such as architecture;
- 3) Graduate Level courses: 600-799 courses for which only graduate credit is awarded;
- 4) First Professional Level courses: 800-999 courses leading to first professional degrees in colleges of Dentistry, Law, Medicine, Public Health and Pharmacy.

Lecture hours: (1) Lecture hours represent the number of hours of instruction in a formally scheduled course with a course number. In team-taught courses, this refers only to the lectures given and does not include observing a lecture. (2) Lab/small group hours represent contact hours with the students in such activities. (3) Preparation and grading hours are those non-contact hours associated with the course in the year, such as development of syllabi, lectures, class materials, and assignments; and critiquing and grading of student work.

It is important to recognize that teaching workload cannot be measured solely by the number of courses or credit hours taught, although certainly these are prime considerations in that determination. AR 3:8 II. A. provides a good overview of the breadth of activities included in a faculty member's teaching assignment.

b. Instructional Supervision and Advising

Directly related to degree instruction

This category includes time spent in meetings to provide both formal and informal guidance and academic advising to (1) students currently enrolled in courses taught by the faculty member, (2) students who are assigned as academic advisees, and (3) students involved in academic, non-classroom activities which a faculty member is required to supervise.

Include effort devoted to supervisory activities for graduate students working on theses or dissertations and for postdoctoral assignments in the educational/research unit. **Please see COM guidelines for effort related to mentorship of graduate and undergraduate students, and postdoctoral fellows/scholars.**

Include theses and dissertation committee membership. Estimate effort based on the actual number of committees on which the faculty member is serving and the actual number of students the faculty member is directing. This includes supervision of students registered in courses 394, 748, 749, 768, and 769 and other research supervision. Include only those parts of clinical or research effort that involve instructional supervision, i.e., where it incorporates preparation, grading, teaching, critiquing a dissertation, etc.

Report effort by student level: undergraduate, lower division (freshmen and sophomores); undergraduate, upper division (juniors and seniors), graduate students (master's level); doctoral students; postdoctoral students and fellows; and interns, residents and other postgraduate clinicians.

Directly related to patient care

This category includes time spent in clinical supervision of interns and other post-graduate clinicians. **Please see COM guidelines for instruction effort related to patient care.**

Report effort in two groups: 1) students, e.g., medical, dental, nursing and 2) interns, residents and other postgraduate clinicians.

As indicated by college guidelines, optionally:
Report the number of students on a headcount basis per year.
Report contact hours as the number of hours in the entire year.

c. Curriculum Development

Include course and curriculum development activities to improve, add to, or modify future instructional offerings of the academic programs (e.g., the preparation of computer-assisted instruction and self-instruction courses).

This does not include revisions of lectures in existing courses. Effort for lecture revisions should be included under General Academic Instruction.

d. Continuing Education

This category includes those instructional activities that are non-credit and are therefore not applicable toward a post-secondary degree or certificate. These instructional activities may be offered either on or off campus and may be

taken by either matriculating students or members of the general community. This section includes only those activities resulting in the award of institutional or individual Continuing Education Units (CEUs). Do not include overload assignments within or outside the University for which the faculty member receives additional compensation.

e. Other Instruction and Education

This category includes only those activities that do not fit into the categories included in Section I., a-d. **In COM, this is typically used for Residency Directors**

Program Director – Residency

Director of a post-graduate residency program

Course Director (or course coordinator)

Course director or course coordinator

This category should not be used in COM. Any effort in numbered courses should be included in General Academic Instruction.

Other

Although not an exhaustive list, Other Instruction and Education may include many activities beyond the formal classroom setting, including the following: engagement in professional development to improve one's own teaching effectiveness, student mentoring, sponsorship of officially sanctioned student organizations, field studies or field trips, small-group tutoring, and participation in high school student or visiting student summer experience related to instruction.

In COM, this includes delivering invited lectures for GME Programs and leading other GME activities including small group discussions/workshops/

f. Libraries – Primary Assignment **(this does not apply to COM faculty)**

Section II. Research and Creative Activity

This category includes research and other creative activities. Included here are all research activities funded from regular departmental accounts; individual scholarships, performances, and exhibitions; research and development activities funded by federal and non-federal agencies and organizations; gifts in support of research missions or initiatives, activities separately budgeted and competitively awarded by the institution through an internal allocation of institutional funds (such as Kentucky Tobacco Research Development Center projects, Research

Committee Awards, and Biomedical Science Support Grant Awards); and other forms of research and creative activity. Individual research efforts, such as those leading to publications and/or presentations, are also included here.

These subcategories provide general indicators of how the research will be supported. (Note that any institutional reporting on faculty salary funding will not use effort percentages from the DOE, but will use exact sources from the SAP business warehouse labor distribution data.)

- a. **Internally funded research:** Effort funded by internal competitive grants such as VPR pilot projects, COM awards, etc. These are specific cost objects designated for research, having an SAP classification of functional area 0230 “departmental research”, and are provided by UK “internal sources”. This category also includes startup funds. This category is not to be used for cost-sharing for externally funded awards (see category d.)
- b. **Externally funded research:** effort funded by awards from non-UK sources usually identified with the research foundation. R&D activities funded by external agencies and organizations. **This may also apply to effort on some instructional extramural grants such as K series mechanisms.**
- c. Federal capacity funded research: **Not relevant to the College of Medicine**
- d. **Cost Sharing:** effort funded by cost sharing on externally funded research and federal capacity funds, **excluding cost share for salary above extramural agency defined salary caps.**
- e. **Gift and Endowment funded research:** Research and other scholarly activity funded through approved gifts to the University, including endowed chairs and professorships.
- f. **Non-funded research:** research supported by departmental or center funds such as general funds or salary recapture. Also general departmental or individual research or scholarly activity efforts not supported by specific, designated funds listed above.

Section III. Service

Service to the community is a core mission of the College of Medicine and thus is an important facet of a Faculty member’s duties. Service is defined as a professional activity that benefits an organization and/or an individual. These benefits are distinct from those incurred through educational and research activities. Service is divided into **clinical service (patient care), which benefits patients, and **non-clinical service (service to public, professions, and institution)**, which benefits organizations and/or groups.**

The **distribution of effort guidelines for clinical service** are defined as: 4 hrs of appropriately paced scheduled clinical activity/week would generally equal 10% effort. Exceptions to this definition for shift-based services (i.e., Emergency Medicine) can be evaluated on a case-by-case basis. Approved and funded quality assurance activities and other Clinical Services that also generally benefit patient care (such as QA around clinical lab processes) could also be considered in this category. It is important to note that guidelines for clinical service activity do not supersede clinical productivity target expectations.

The **effort allotted for non-clinical service activities** should be commensurate with the amount of time an individual invests in them. To calculate, 20-25 hrs of service time = 1% of DOE. Service efforts occurring outside of regular committee meeting times, (i.e., protocol or proposal reviews, site inspections, agenda development, etc.) should be included in the calculations (see examples below). In aggregate, non-clinical service should not exceed 15% without prior approval by the chair or dean.

a. Service to Public

This category includes activities established and maintained by the institution to provide services to the general community or special sectors within the community. The primary intent of these programs is to provide services based on the faculty member's professional expertise to benefit groups and individuals outside of the institution.

While these programs may be of incidental benefit to the faculty, staff, or student body, the primary benefit should accrue to the general public. Instructional and research activities should be excluded from this activity center. Do not include overload assignments within or outside the University for which the faculty member receives additional compensation.

Included here should be efforts in Community and Civic Engagement, by which there is a collaboration between the University and its larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity; Outreach, as defined as a focus on the application and provision of institutional resources for community use (non-credit-bearing); and Service Learning, in which there is an integrative experience through which learners engage in thoughtfully organized actions in response to community-identified assets and needs (non-credit-bearing).

Credit-bearing Community-Based Learning Experiences or Service Learning activities should be recorded in Section I. Instruction, but may be included in this section too, but with no additional effort recorded.

b. Service to Profession

This category includes activities conducted on behalf of the faculty member's academic discipline. While these activities may contribute to the professional development of the faculty member, the primary benefit of the activity should accrue to a professional organization or academic discipline.

Examples include holding an office in a national or regional organization, serving as the editor of a journal, editing or reviewing journal articles, reviewing grant proposals, participating on external committees associated with the academic discipline, serving on editorial boards, and NIH study sections. **This could also include service such as work related to clinical networks sponsored by the College or UK Healthcare that is not categorized elsewhere.**

Example: Manuscript Review: 25 manuscripts/year x 2hr review time/manuscript (estimate only) = [(25 x 2hr)/25] x 1% = 2%

c. Service to Institution

College and Department

Include special assignments benefiting the college or department, such as participating in department or college faculty meetings, service on college faculty committees. Include curriculum committee work. **Also include Faculty Mentorship Committee effort.**

Leadership and/or service on a committee should not be credited if it is an Administrative Duty and is credited in the Administrative section of one's DOE (i.e., a Vice Dean should not be credited for service on a committee that he/she chairs as part of their administrative assignments)

University Level

This category includes activities directly in support of instruction, research, and/or public service conducted on behalf of the University, such as service as chair or member of the area committees, service on *ad hoc* University committees or task forces that have principally an academic orientation to their charge and purpose, service on the SACS Self-study Steering Committee; and participation in University academic governance activities, including elected service to the University Senate.

However, do not report committee activities that are accounted for under Instruction, Research, Public Service, or Administration. For example: Service on academic area advisory committees, University Appeals Board, Academic Computing Committee, University IT Coordinating Committee, Research Conflict of Interest Committee, Advisory Committee on Naming University

Property, Senate Hearing Panel (Privilege and Tenure), Senate Advisory Faculty Code Committee.

Examples:

IACUC Membership/Chair: (12 meetings/year x 2.5 hr each) + (1 hr/month of chair duties) + (3 hr of protocol review per month) + (1 local site inspection per month) = $\{(30\text{hr} + 12\text{hr} + 36\text{hr} + 12\text{hr})/20\text{hr}\} \times 1\% = 4.5\%$

Committee Membership: (12 meeting/ year x 1.5 hr each) = (18 hr/20 hr) x 1% = 0.9%. Note: the 20h=1% effort includes time required to travel to and from the committee meeting, in addition to the meeting time itself. Additional effort should be added to account for effort related to advance preparation and post-meeting activities.

d. Patient Care Unrelated to Instruction

Include services to inpatients and outpatients.

Direct Patient Care and Clinical Service
Quality Assurance Activities
Other Clinical Services
Clinical Contract Work or Other Cash Income
Hospital Physician Service for all Patients

The **distribution of effort guidelines for clinical service** are defined as: 4 hrs of appropriately paced clinical activity/week would generally equal 10% effort. Exceptions to this definition for shift-based services (i.e., Emergency Medicine) can be evaluated on a case-by-case basis. Approved and funded quality assurance activities and other Clinical Services that also generally benefit patient care (such as QA around clinical lab processes) could also be considered in this category. It is important to note that guidelines for clinical service activity do not supersede clinical productivity target expectations.

Section IV. Administration

This category includes activities in which the faculty member provides significant administrative support and management direction for an administrative unit within the University structure. Include responsibilities such as associate or assistant provost, college dean, associate dean, assistant dean, department chair, division chief, or center director, where the center is a significant, functional entity within the University (e.g., Graduate Program Centers, Markey Cancer Center). Do not include activities for elected positions such as Faculty Senate Chair, service on Health Care Colleges Council, or positions related to committee work reported under Instruction, Research, or Service (Under Section III c-Service).

This category also includes activities in which the faculty member participates in non-academic committees that do not directly support instruction, research or public service. Include responsibilities such as those listed below. Apart from faculty in roles described in the preceding paragraph, the effort allocation for this category should rarely exceed 20%. 10% effort = ~5-6 hours per week, on average. Thus, a chair with 20% effort would devote 10-12 hours/week, on average, on administrative roles.

a. College and Department

Specify effort by these categories:

Dean

Associate/Assistant Dean

Chair: Academic department chair or multidisciplinary center director.

Vice Chair or equivalent (if applicable): Academic department vice chair, associate school director, or associate center director.

Academic Division Director or Division Chief (if applicable): A “division” pertains to a sub-unit of an academic unit. Note that effort as academic program director or course coordinator is recorded under Section I Instruction, e. Other Instruction

Other positions: Other appointments including center directors, director of graduate studies/certificate, director of undergraduate studies/certificate, director of doctoral studies/minor/other studied area, associate dean, and other directorships, associate, or assistant.

Rationale for reporting DUS, DGS, etc. under administration: Roles as DUS and DGS are very frequently forerunners to administrative positions such as chairs/directors, associate deans, and deans, and, as part of the administrative “pipeline,” it is important to acknowledge the effort in Administration and not Service.

Other approved administrative activities: (typically short-term, mission-oriented), with or without a title: process/initiative directors, special project; service as interim unit administrator in chair’s absence, etc.

b. University Level

c. UK Health Care Enterprise

For example: Service in an administrative position in the hospital.

Specify effort by these categories:

Clinical Division Director or Chief
Medical Director
Other position
Other administrative activities

d. Fundraising (Private Gift Solicitation)

Do not include sponsored project solicitations as fundraising.

Section V. Professional Development

This category includes those activities that provide the faculty member with opportunities for professional growth and development with the primary benefit going to the individual and then to the University. A standard of 5% effort can reasonably be expected for faculty in COM, which would correspond to ~100-125h hours of activities related to professional development. It may be decreased as necessary. Effort over 5% must be approved by the Chair and Dean.

a. Sabbatical Leave

Calculate anticipated sabbatical leave as a percent of effort for the assignment period.

b. Other Approved Leave

Included in this category are Provost-approved Temporary Disability Leave, Leaves with Pay, Leaves Without Pay, Educational Leave, Scholarly Fellowship Leave, and Entrepreneurial Leave, as detailed in GR X. (Note: All leave requests must be approved by the Provost and entered as a Board action.)

c. Other Professional Development

1. Activities within the University of Kentucky:

Examples include participation in workshops leading to an increase in leadership development, Academic Leadership Academy, faculty development seminars, mentoring activities, grand rounds attendance, CME activities, Center for the Enhancement of Learning & Teaching activities, Executive Leadership in Healthcare, professional networking and other scholarly faculty activities not reported as effort under III. c --Service to Institution.

2. Activities outside the University of Kentucky:

Examples include participation in professional organizations (other than that accounted for in Section III. b-Service to Profession), conference attendance.

Excluded from Professional Development are civic, religious, social, political, and other such activities in which the faculty member might participated as a citizen.

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Frequently Asked Questions:

1) Should consulting activity be included on the DOE?

No. Consulting activity should be excluded from the DOE, since the individual's primary duties (100% effort) are committed to tasks that advance the institution's mission,

2) If a faculty member does not have a 12 month appointment, how should this be reflected on the DOE?

For faculty who have a 9, 10, or 11 month appointment or are less than full-time (e.g., faculty on phased retirement or non-tenure track between .75 and .99 FTE) when specifying DOE effort, adjust the effort proportionally to account for the variation in appointment duration, so that the DOE adds to 100%.

There is no area on the DOE to indicate the percentage of non-working time.

For example, for faculty on a 10 month appointment, multiply the guidelines by 12/10 (1.2). Using the 15% effort guideline for a 3 credit course, this would be entered as 18% effort. When calculating guideline hours associated with a percent effort, divide by 1.2. Thus, the estimated 5 lecture hours =1% effort would become 4.2 lecture hours=1% effort.

For faculty with a VA merit award, instruction effort should be calculated using the University component of effort from the MOU.

When composite DOE percentages for a unit are calculated, the FTE of the faculty members will be taken into account.

Appendix I: Guidelines for converting instructional activities into %DOE for faculty

1. General Academic Instruction:

Professional Student Instruction:

This category is for medical students or other health care college students.

- This is for formal lectures in numbered courses. This does not include bedside instruction.
- Resident, fellow and graduate student instruction will be in a different instructional category.
- List number of lectures given in each course. As a guideline, 5 hours of lecture = 1% DOE, which corresponds to This is intended as a minimal guideline and may be adjusted (see below).
- Effort related to major roles including Course Director, co-Director, and Clerkship Director will be determined by the Office of Medical Education.
- For professional courses in other colleges, 2% effort as course director/coordinator for each credit hour.
- List small-group teaching activities in each course (i.e. skills workshops). 20 contact hours= 1% DOE, assumes minimal preparation. For teaching activities which require greater preparatory time, 20-25h=1% effort.
- **Note:** Course or clerkship directors and preceptors conduct workshops/lecture/teaching sessions as an expected part of course directorship. These activities should be listed separately only when performed in other courses.
- The above effort guidelines may be adjusted, with the approval of the chair and dean, for circumstances such as classes with large student enrollment and without TA assistance, for additional time for lecture preparation for the first time a course is offered, for lectures which require extensive revision, and for keeping up with pedagogical best practices. Such adjustments in instruction effort should be accompanied by explanations on the DOE form.

Undergraduate or graduate student instruction:

List the course number and the DOE claimed using the conversions below.

Undergraduate courses:

5 hours of lecture = 1% DOE (3 credit course, 45 lecture hours = 9%)
Course director, 2% for each credit hour of course; e.g. 6% for 3 hour course. This estimate provides for ~4h/lecture for lecture revision, review, replying to student emails, preparing and grading exam questions, as well as informal advising and writing recommendation letters. This estimated effort may be adjusted (see below).

20 contact hours in seminars, labs, etc =1% DOE (assumes minimal preparation required, includes transit time; [add additional effort for activities which require advance preparation and/or additional effort following the activity.](#)

Graduate level courses: 600-799 for which only graduate credit is awarded
5 hours of lecture = 1% DOE (3 credit course, 45 lecture hours = 9%)

Course director, 2% for each credit hour of course; e.g. 6% for 3 hour course.

20 contact hours in seminars, labs, etc =1% DOE (assumes minimal preparation required, includes transit time); [add additional effort for activities which require advance preparation and/or additional effort following the activity.](#)

The above effort guidelines may be adjusted, with the approval of the chair and dean, for circumstances such as classes with large student enrollment and without TA assistance, for additional time for lecture preparation for the first time a course is offered, for lectures which require extensive revision, for keeping up with pedagogical best practices, or for other reasons for which additional effort is required. Such adjustments in instruction effort should be accompanied by explanations on the DOE form.

2. Instructional Supervision and Advising

Directly related to degree instruction

Undergraduate, graduate, doctoral, post-doctoral, medical students conducting research projects, or other professional schools outside the COM

- (1) Undergraduate, high school, medical, summer students-
Research supervision: 0.5-1%/semester/advisee
(upper end of range is for students which require more extensive mentorship, such as students without prior research experience.
- (2) Master's students-
Non-thesis chair: 0.5-1%
Thesis chair: 1-5% (upper end of range is for dissertation year)
Thesis committee: 0.25%
- (3) Doctoral students:
Dissertation committee chair: 3-8%/student (depending on dissertation status, e.g. greater effort in year of dissertation defense and in year of qualifying exam)
Committee member: 0.2-0.5%
- (4) Postdoctoral fellows/scholars: 3-5%/postdoc. Most of the mentoring effort is part of sponsored/unsponsored research. Total Effort for Instructional Supervision and Advising should not exceed 20% without approval by the chair and dean.
- (5) Medical Student [Advising](#)

Advising of Medical Students is the responsibility of the Clinical Coach and Advanced Development Director. These positions are funded through the Office of Medical Education and are each associated with 10% effort.

Note: Advising and mentoring is an expected part of the duties of course/clerkship directors, residency /fellowship directors and associate directors. Only list activities for learners outside of your primary role.

Directly related to patient care

Clinical Supervision and Instruction of Residents and Medical Students

In consultation with the chair/division chief, faculty will be placed in one of 3 categories:

1. High medical student presence (>75% of clinical time is with a medical student present)
2. Moderate (in between high and low)
3. Low medical student presence (<10% of clinical time is with a medical student present).

For further detail about instructional DOE related to patient care see page 18.

3. Curriculum Development

College of Medicine Curriculum Committee/subcommittees: 5% DOE (based on estimated 100-120h)

Note: Ongoing curriculum development is an expected duty of course, clerkship, residency/fellowship director duties, and should not be counted under this category.

4. Continuing Education

Organizing and delivering instructional activities resulting in continuing education units (i.e. CME) or other instruction designed for non-trainees (APPs, other faculty, nursing, etc.) Audience should be predominantly affiliated with UK COM. This should not include activities for which overload pay is provided.

- List number of lectures. 5 hours of lecture = 1% DOE
- List number of workshops. 20 hours of contact time in workshops, seminars, etc = 1% DOE
- Organize department/division educational conferences, journal club, grand rounds= 3% DOE maximum

5. Other Instruction and Education

Use this category only for resident/fellow instruction or educational activities outside the clinical setting. This includes scheduled, invited, delivered lectures and leadership of small group educational sessions such as workshops or simulator sessions.

Other, Program Director: RRC-mandated Program Director Administrative time, Associate program director time, fellowship director/APD time, RRC-mandated core faculty time.

Other, Clinical Competence Committee: 3% time maximum

Note: Being a member of the CCC is included in PD, APD and RRC-Core Faculty effort and should not be included as additional effort in this category.

Other: Resident/fellow instruction

- List number of lectures given for each GME program. 5 hours of lecture = 1% DOE
- List small group teaching activities in each GME program (i.e. skills workshops, simulation sessions). 20 contact hours= 1% DOE

Use of the “Other” category must be approved by the Senior Associate Dean for Medical Education

6. Sponsored Instruction

This includes the % DOE that is fully supported on an educational or training grant. In general, research training grants should be allotted under the research section of the DOE. This section is for purely educational grants, such as Faculty Development in Education HRSA grants, or those for the Professional Mentored Student Fellowship. Instruction provided in the day to day aspects of conducting research (educating lab personnel, graduate students) is part of what research entails, and should be accounted as part of the scholarship/research section of the DOE (exceptions are as in this appendix: dissertation committees, advisory/mentorship roles, course director for instruction in research that is a required part of the student's education i.e. a course in research methods for which they receive academic credit are examples of activities that would be allotted under the appropriate Instruction category on the DOE).

Details regarding clinical instruction directly related to patient care:

A faculty member's ePAT wRVU target is based on time in the clinical setting. Whether learners are present or not, the productivity expectations are the same. To allow the COM to accurately report instruction in the clinical setting, a percentage of clinical care time can be apportioned to instruction/supervision (activities such as teaching on rounds or in the operating room while in the midst of caring for patients). Clinical teaching on the DOE is calculated based on percentage of clinical time with medical students present.

In consultation with the chair/division chief, faculty will be placed in one of 3

categories:

1. High medical student presence (>75% of clinical time is with a medical student present)
2. Moderate (in between high and low)
3. Low medical student presence (<10% of clinical time is with a medical student present).

For the DOE, for a 100% clinical care DOE:

1. High presence: 20% of clinical time is clinical teaching on the DOE (15% students, 5% residents)
2. Moderate presence: 10% clinical teaching on the DOE (5% students, 5% residents/fellows)
3. Low presence: 5% clinical teaching on the DOE (1% students, 4% residents/fellows; if you never work with medical students, allot 5% residents/fellows and 0% students).

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Example of how this affects DOE:

Faculty A is a hospitalist on the teaching services, almost always with a medical student. She is 80% clinical, the rest of her time administration. So she would be a “high” student-presence teacher, so 20% clinical teaching out of her 80% clinical effort = 16% for clinical teaching on her DOE, with 64% clinical care for her DOE. Her ePAT expectation would still be 80% (the sum of clinical teaching and clinical care), but she would have 16% clinical teaching on her DOE, 12% for students, 4% for residents.

Faculty B primarily does administration and research, but is 40% clinical, with his clinical time primarily on subspecialty services with a fellow, very rarely a medical student. So he would be “low” presence student clinical teaching category, so 5% of his 40% DOE would be 2% for clinical teaching, 0.4% student teaching, 1.6% resident/fellow teaching. His ePAT expectation would be 40% (the sum of clinical teaching and clinical care).

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