

# Productivity: Clinical and Academic

David B. Reuben, MD

Archstone Professor

Chief, Division of Geriatrics

David Geffen School of Medicine  
at UCLA

# Outline of Session

- Format: the Wisdom of Crowds
  - 3 exercises
  - Guided tour according to outline
  - Paradigm examples
- Outline
  - Definitions
  - Academic goods and services
  - Valuing goods and services/exercise
  - Metrics for goods and services

# Warm-up exercise

- Who is your boss that is most responsible for resources for your program?
- What does that person value?

# Definitions of Productivity

1. The quality of being productive.
2. *Economics* The rate at which goods or services are produced especially output per unit of labor.

# Academic Goods and Services

- Teaching
- Educational products and papers
- Education grants
- Research papers
- Research grants
- Patient care
- Administration
- Mentoring
- University service
- Community service
- National service
- Others

# Valuing Goods and Services



“All politics is local”

Thomas P. “Tip” O’Neill

# Valuing Goods and Services

- Your boss(s)
- The University
  - Tip: Serve on the promotions committee
- You

# Exercise 2

- Rate the importance of the academic goods and services to your boss(s), the University, and you.
- Within the top rated category, rank the goods and services.



# Metrics for Goods and Services

- External and internal
- Some solid, others squishy
- Establish concordance between you and your boss(s) on metrics and credit

# Teaching

- Vary tremendously across institutions
- Often expected but not rewarded, with exceptions for superstars and those who bring in money for teaching
- Can be credited as “buy-out” for clinical time or paid for
- Paradigm examples

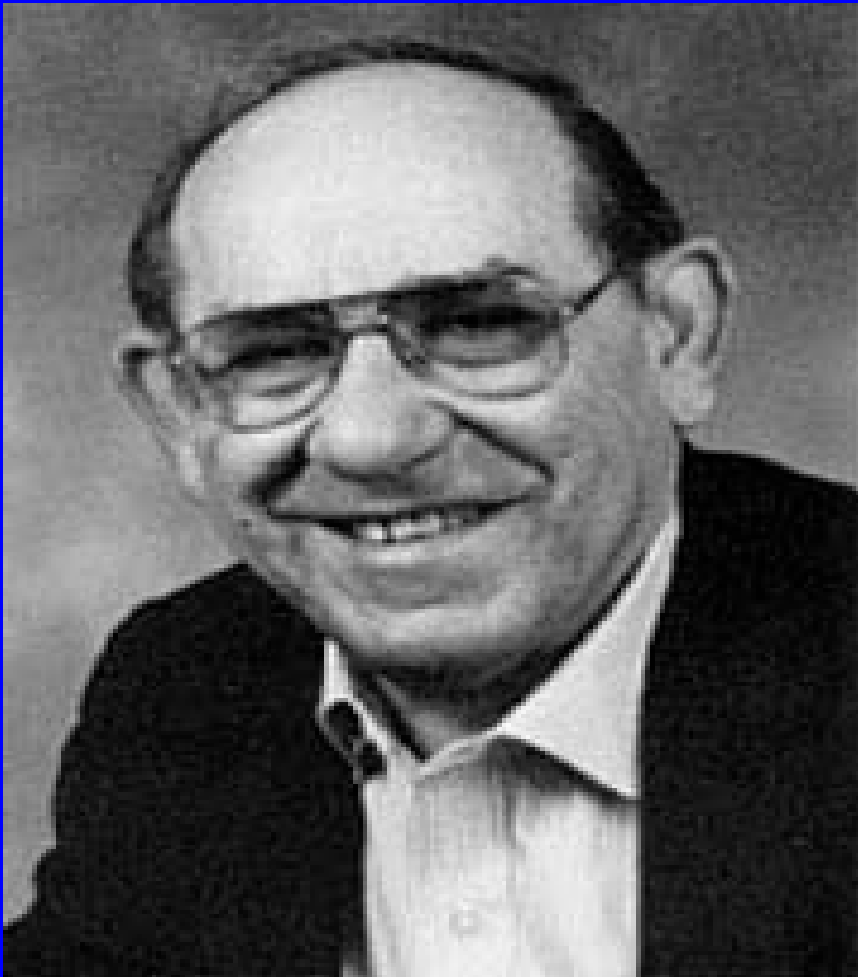
# Educational products and papers

- Tend to more valuable to you and your boss(s) if help locally than if help nationally but...
- Promotion committees look more favorably if disseminated nationally

# Research papers

- Quantity
- Quality of journals
- Peaks and troughs (the 3 year rule)
- Authorship location (varies by institution)

# Research and educational grants



“They give you cash,  
which is just as  
good as money”

Yogi Berra

# Research and educational grants

- Career development awards versus research grants
- Research versus education grants
- NIH versus foundation or other sources
- How many?
- Continuous funding

# Patient care

- Volume of services
  - MGMA and other standards
- Quality of care
  - PQRI and others
- Filling holes
  - SNF
  - Uncovered services
  - Palliative care

# The UCLA story

- Late 1990s: established Ce clinician-educators
  - 80% direct patient care (+/- trainees)
  - 32 hours/week scheduled
  - Department accepts responsibility for salaries (some medical center support)
- Mid-2000s
  - Escalating salaries to approach community standards



# The UCLA story

- 2008 Tiered Incentive Plan
  - 36 hours/week scheduled
  - Very few exemptions
  - Meeting MGMG median (pro-rated to 90% of GIM) is expected
- 2011
  - Incentives for meeting 50%, 75% and 90%
  - Graduated for in between milestones
  - Compensation very close to KPMG

# Administration

- Value
  - Medical Center > Departments > University
- Some institutions give RVU credit
- Chief benefits are monetary and influence

# Mentoring

- Valued most by Program Director (you)
- Little academic credit
- Virtually no funding
- Productivity measured in papers (senior author) and mentees who make good
- Good credentials for moving up

# Service

- Often competes with “day job”
- National
  - Valued most by University
  - Often of more value to the individual than the institution (NKLU phenomenon)
- University
  - Diverse expectations among Universities
  - Some roles expand Program’s influence

# Exercise 3

- How did this session influence your thinking?
- Can you identify one change will you attempt to make based on this session?