Clinical Excellence for Faculty Promotion
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Clinical Excellence

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Origin

- Mechanism to reward clinical **service** excellence
- 2011-12: Concept introduced as Scholarship of Practice, per Boyer’s classifications of scholarship
- 2012-13: Became formal Clinical Excellence pathway within Regular Clinical Track
  - Departments established criteria

Clinical Excellence Overview

Promotion criteria are achieved through conduct of patient care and clinical work

Clinical Excellence is:

- Application of knowledge to:
  - Populations
  - Systems
  - Operations

- Delivering outcomes of:
  - Quality
  - Efficiency/Effectiveness/Ease
  - Value
Eligibility

- Regular clinical track faculty member
  - 90% effort in direct patient care, clinical administration and/or clinical leadership

- Ability to Demonstrate Outcomes of Excellence
  - Beyond routine and loyal service
  - Beyond volume metrics
  - Beyond mere conduct of activity

- Germane to ACA era
  - Patient-centric
  - Quality based
  - Incentivizes behavior
Examples of Clinical Excellence

- Expanded referral network, catchment area, demonstrations of consultation, referral of complicated patients
- Clinical care quality outcome metrics that exceed internal norms and/or national standards
- Operational improvements that make practice more efficient, effective, easier to access, or more cost effective
- Innovations that improve delivery of care, such as developing new techniques, implementing new technology, better patient engagement
Clinical Excellence Success Stories

12 Promotions to Date, 9 in 2013, 3 in 2012

Demonstrated outcomes:

- Increased referrals by 1300% in 10 months
- Improved knowledge of and interest in complexities of liver disease for physicians, nurses, residents
- CALGB designation received for pathology lab
- Enabled medical assistants to route patients more appropriately by creating call center triage template
- First implantation of new device, taught procedure to others as new standard of care
Your Role

- Ensure annual review clearly reflect the faculty member’s pathway, and that expectations and achievements are contextualized
- Provide opportunities by putting faculty in roles, task forces & committees that promote clinical excellence
- Encourage faculty to present their outcomes at grand rounds and other forums, as applicable
- Describe in letters of evaluation the institutional impact of the faculty member’s clinical excellence
Questions?

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