

The Ohio State University College of Medicine
Guidelines for Pathway Switches in the Clinical Faculty

Overview of the Clinical Faculty Pathways

The clinical faculty are those whose principal career focus is outstanding teaching, clinical and translational research, and delivery of exemplary clinical service. There are three pathways through which clinical faculty may be promoted: Clinician Scholar, Clinician Educator and Clinical Excellence.

The **Clinician Scholar Pathway** reflects excellence in basic science, translational science, clinical research and/or health services research (e.g., public health care policy, outcomes, and comparative effectiveness research) as measured by publications and grant funding.

The **Clinician Educator Pathway** reflects excellence as an educator measured by teaching evaluations and innovative teaching practices, curricula or modules development, publications, or a demonstrated record of educating colleagues and peers, such as through invitations to serve as faculty on national continuing medical education programs or societal leadership.

The **Clinical Excellence Pathway** exists for faculty members who focus on exemplary clinical care (>80% time dedicated to patient care or administrative efforts impacting clinical outcomes). Promotion on this pathway requires demonstration of impact on clinical and/or patient outcomes.

Pathway Identification and Reporting

The Ohio State University College of Medicine (OSUCOM) strongly encourages all departments to have new faculty declare a pathway at their first annual review, if not declared sooner. A senior rank faculty candidate should declare a pathway at the time of hire. Any changes in pathways, during a faculty member's academic career at OSUCOM, should also be delineated in the respective annual review letter. The annual review letters are included in the promotion dossier for every faculty member.

Pathway Switches

A clinical faculty's academic interests may change over the course of his/her/their career. For example, a clinician educator may become invested in quality improvement initiatives that impact vaccine delivery. In this case, transition to the clinical excellence pathway may be warranted. A clinical excellence faculty, for instance, may discover a passion for health services research and successfully obtain grant funding, indicating that transition to the clinician scholar pathway is better suited for their career.

To allow for flexibility in changes in academic interests, clinical faculty are permitted to switch pathways. As noted above, this should be written in the annual review letter and discussed with the Department Chair and/or designee. After switching pathways, clinical faculty must remain on that pathway for at least one (1) year prior to self-nominating for promotion. Pathway switches are not permitted the year faculty self-nominates for promotion. Extenuating and unforeseen circumstances may be discussed with the Vice Dean for Faculty Affairs, but pathway switch approval is not guaranteed.