**Clinical Track Faculty Pathways**

**University of Michigan Medical School**

**Department of** Click or tap here to enter text.

Starting as a faculty member in a major academic department and institution can be overwhelming. With so many options and possibilities, it is often difficult to develop your personal scholarly path when starting your career. As a part of the University of Michigan, the Medical School uses a single “clinical track” for faculty but will recognize that there are multiple pathways for promotion possible within this track. Pathway identification will serve to facilitate faculty progress towards promotion and may be identified in the promotion materials to assist in the evaluation of the faculty member.

All clinical track appointment and promotions should recognize the achievements of individuals who have demonstrated:

* Outstanding clinical work; teaching / educational contributions
AND
* Contributions to their field or profession in scholarship / academic areas, which may include the scholarship of:
	+ Education
	+ Implementation
	+ Quality improvement
	+ Patient Safety
* Service contributions will also be recognized

The goal of this resource is to provide—at the departmental, institutional, and national levels—a consolidated inventory of resources for each of the clinical track pathways. This resource also provides an example of a career development plan for each pathway, from Assistant Professor to Associate Professor. Departments can tailor the templates with their own departmental specific information.

The faculty pathways are:

**Clinician-Educator:** for the faculty member whose primary interest is in teaching residents, fellows, and other trainees.

**Clinician-Researcher:** for the faculty member whose primary interest is in the opportunity to advance medical and scientific knowledge through research and scholarship.

**Clinician-Patient Safety/Quality Assurance Advocate:** for the faculty member whose primary interest is in the opportunity to have an impact on improved patient safety through systems-based analysis of adverse outcomes, the development of safety initiatives, or health policy.

**Clinician-Leader/Administrator:** for the faculty member who is interested in developing as a leader or major administrator in a department or institution (oftenoverlaps with one of the above pathways).

**Clinician-Individualized Portfolio:** for the faculty who has interests and accomplishments in all aspects of the mission: education, scholarship and service/ administration.

The process of promotion in the medical school is driven by standards originating at the *central campus* of the University of Michigan. As such, the common currency of all faculty promotion at the institution is scholarship, and sustained scholarly productivity is required for *all* pathways to move beyond the level of Clinical Assistant Professor (see [the Promotion Process section](http://faculty.medicine.umich.edu/appointments-promotions/promotion-process) of the Faculty Affairs and Faculty Development website for the most current and comprehensive information about promotions). Since each set of skills is valuable there is a natural overlap among these pathways, however, the pathways program encourages focused development around one of these skill sets.

The purpose of the pathways program is to facilitate career development for junior faculty members who must balance clinical care and academic productivity. It does so by providing guidelines for a coherent set of professional resources and activities that centers around an important theme of academic medicine. This fosters focus, which is critical for career development at a major academic teaching hospital, and enhances satisfaction through the development of expertise.

The promotion pathways reflect the major missions of any academic center or department: outstanding clinical care (facilitated through patient safety efforts), developing the next generation of physicians and scientists (through education and mentorship), developing new knowledge (through research), and developing future leaders.

For a list of frequently asked questions and their answers, please review the [Clinical Track Pathways FAQ document](http://faculty.medicine.umich.edu/clinical-track-pathways-faq) on our website.

**Clinician-Educator Pathway**

For the faculty member whose primary interest is in teaching residents, fellows, and other trainees.

Developing your educational skills and techniques is critical to becoming a true clinician-educator. The faculty member on this pathway needs to acquire and demonstrate a level of expertise beyond the average.

***Departmental Resources & Involvement***

**Mentorship & Contacts**

The following individuals in the department can serve as contacts for educational mentors, ongoing departmental initiatives, and general career advice and mentorship (i.e. Associate Chair for Education, departmental representative/liaison, Fellowship Directors):

Individual department information here.

**Activities**

The following are departmental educational activities available (i.e. opportunities for lecturing, resident education, curriculum development, education research):

Individual department information here.

**Committee Involvement**

When starting off as a faculty member, choose a few key committees that fall within your focus or pathway (i.e. Education Executive Committee, Residency Advisory Committee, Clinical Competency Committee)

Individual department information here.

***Institutional Resources & Involvement***

**Mentorship & Contacts**

For mentoring and coaching resources, visit the Faculty Development website [here](http://faculty.medicine.umich.edu/faculty-career-development/skill-development/mentorship/find-mentors) for opportunities on how to use our network of mentors and mentoring facilitators across the Medical School.

**Activities**

The Office of Faculty Development within the Medical School has regular offerings for a number of teaching workshops and other activities.

For example, the following seminars offered by the faculty development office are helpful for new educators. Visit their website at <http://faculty.medicine.umich.edu/> for full descriptions and to register.

* The Challenging Medical Learner – strategies to improve your teaching interactions
* Think Like an Actor, Present Like a Pro
* Using the PRIME+ Model to Provide Better Written Feedback to Learners
* Implementing Curriculum and Clinical Teaching in Narrative Medicine
* Not Another Boring Lecture
* Turning Observation into Education
* Strategic Questioning in Medicine and Medical Education
* Teaching Scripts for Clinical Education
* Improve Your Teaching by Debunking Education Myths: Evidence-based Teaching Workshop

Additionally, Faculty Development offers [Clinical Teaching Skills Roadshows](http://faculty.medicine.umich.edu/faculty-career-development/workshops-events/clinical-teaching-skills-roadshows), by collaborating with a cadre of skilled faculty from different departments to be trained to deliver the following clinical teaching workshops in your department:

* Teaching Quality Improvement and Patient Safety in the Context of Everyday Clinical Work
* How to Effectively Supervise and Teach Residents: Entrustment & Autonomy
* Providing Effective Feedback
* One Minute Preceptor
* Teaching in the OR and Other Procedures
* Not Another Boring Lecture

The [**Department of** **Learning Health Sciences**](http://lhs.medicine.umich.edu/) at the Medical School is an outstanding resource for educational research and curriculum development.

For a broader perspective of teaching at the University level, reach out to the [**Center for Research on Learning and Teaching and Health Sciences Teaching Academy**](http://www.crlt.umich.edu/).

If your research involves working with humans or clinical data, you will need to complete the appropriate compliance training before beginning ([PEERS](http://my.research.umich.edu/peerrs/) and [HIPAA](http://www.med.umich.edu/u/compliance/area/privacy/training.htm)). If you are working with animals, you will also need to complete the appropriate compliance training (through [UCUCA](http://www.ucuca.umich.edu/train.htm)) before beginning your research.

**Committee Involvement**

Institutional participation in committees are typically reserved for more senior/advanced faculty members.

The [**Academy of Medical Educators**](http://msa.med.umich.edu/education-global-initiatives/academy-medical-educators) is intended to benefit faculty who are particularly interested in the Education Mission and would like to participate in a community that is committed to improvements in learning. In addition to being part of a community of like-minded individuals, members will have access to a small-grants program and other resources from the Deans Office to support their work (with specifics that will be refined by input from the membership). Visit their website for more information, or contact Kelly Espinoza at kaespino@umich.edu or 734.615.5552 with questions.

**Formal Curricula**

[**Medical Education Scholars Program**](http://lhs.medicine.umich.edu/education/mesp): this program is a formal introduction to educational theory and practice, and happens in 1/2 day (afternoon) sessions on Tuesdays for 10 months.

Participation will be limited and at the discretion of the Chair and Clinical Director.

The following faculty are departmental alumni of this program: Individual department information here.

[**Masters in Health Professions Education**](http://lhs.medicine.umich.edu/education/mhpe): this is a program offered by the Medical School that prepares practicing professionals in medicine, nursing, dentistry, pharmacy, public health, social work, kinesiology, and other health professions to become proficient scholars and future educator-leaders.

\*\**Participation in activities will be at the discretion of the Chair and Clinical Director*\*\*

***National Resources & Involvement***

**Organizations**

Specialty-specific information here.

**Committee Involvement**

Joining a national committee is an excellent way of contributing to the specialty, networking, and establishing contacts/collaborators that can enrich professional life, and be helpful in the promotion process.

Specialty-specific information here.

***WEB-BASED Resources***

[MedEdPortal](https://www.mededportal.org/) invites educators across the health professions to submit generalizable teaching or assessment materials that have been designed for and implemented with medical or dental trainees or practitioners (e.g., professional school, residency, faculty development, continuing professional development) with the aim of helping to improve patient care. This can be a very valuable resource as you develop your Educators Portfolio and can serve as a prestigious peer reviewed publishing venue through which educators both receive recognition for their educational scholarship works and promote these works through worldwide dissemination.

There are multiple web-based resources available for career development in medical education. For example, there are a number of Masters of Health Education or Masters of Education programs that are entirely online. Here are a few examples:

University of Cincinnati: [Online Master of Education (MEd)](http://www.cincinnatichildrens.org/education/clinical/graduate/grad/masters/default/)

University of Illinois at Chicago: [Online Master of Health Professions (MHPE)](http://chicago.medicine.uic.edu/departments___programs/departments/meded/educational_programs/mhpe/)

Other: Click or tap here to enter text.

***EARLY CAREER GOAL SETTING + DEVELOPMENT PLAN***

***Clinician-Educator Pathway***

***To be completed with your mentor***

Year 1 Goals:
*Examples*

* Participate in resident and medical school lectures
* Mentor a resident
* Join a specialty specific professional organization

Year 2 Goals:
*Examples*

* Continue didactic activities
* Complete and publish an article related to education
* Develop research activities in simulation

Years 3-4 Goals:

***Note:*** *After 3 years as Clinical Assistant Professor it is suggested that you meet with the Assistant Dean for Clinical Track Faculty for a review of your career progression and promotion progress. Discuss your progress with your departmental leadership*

*Examples*

* Reduce didactic activities
* Complete Medical Education Scholars Program at UM
* Continue research/publish peer-review articles
* Give lectures outside of UM.
* Become active on a committee within a specialty specific professional organization

Years 5 Goals:
*Examples*

* Become active in Academy of Medical Educators at the Medical School
* Join an education focused executive committee within your department
* Successfully apply for committee membership in a specialty specific society
* Continue research/ peer-review publication
* Give lectures outside UM

Years 6-8 Goals:
*Examples:*

* Continue activities
* Discuss promotion to ClinicalAssociate Professor with departmental leadership

Potential leadership positions on an education pathway can include (on a departmental level):

Specialty-specific information here.

For the most current and comprehensive information about promotions, please visit <http://faculty.medicine.umich.edu/appointments-promotions/promotion-process>.