**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-Patient Safety/Quality Assurance (QA) Advocate Pathway**

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.

***Departmental Resources & Involvement***

**Mentorship & Contacts**

Individual department information here.

**Activities & Committee Involvement**

Most departments have committees/ activities related to patient safety/ quality assurance.

The below departmental contact(s) can provide more information regarding departmental committees and activities.

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**

Your departmental liaisons can also help guide you to hospital-based activities related to QA and patient safety. For example, participating in the medical liabilities committee or root-cause analyses are excellent ways to get involved.

The Office of Faculty Development offers a number of opportunities that develop your skills in quality and patient safety. See their website for more details: <http://faculty.medicine.umich.edu/>

Some important offerings seminars include:

* **AAMC Teaching for Quality (Te4Q)**
* **A3 Problem Solving for Physician Leaders**
* **Teaching Quality Improvement and Patient Safety in the Context of Everyday Clinical Work**

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.

Visit the [Quality and Safety website](http://www.uofmhealth.org/quality-safety/using-site) which includes a broad range of information and data about:

* the care we provide at the University of Michigan Health System
* the steps we take to protect patients, and
* what our patients say about their experience with our hospitals and health centers.

The [Center for Health Outcomes & Policy](https://umchop.org/) is a multidisciplinary organization that aims to improve the efficiency of healthcare in the United States, by optimizing clinical practice and informing health policy, with an expertise in [Quality Measurement and Improvement](https://umchop.org/research/costs.html).

[Center for Healthcare Engineering & Patient Safety](https://cheps.engin.umich.edu/)’s mission is to improve the safety and quality of healthcare delivery through a multi-disciplinary, systems engineering-based approach and is located on North Campus.

**Formal Curricula**

The University of Michigan has a formal program for developing advanced skills in patient safety/QA leadership. The **Patient Safety and Quality Leadership Scholars Program (PASQUAL)** is an 8-month program that provides an academic and applied foundation in principles and methods for improving the quality and safety of patient care. It also provides skills in quality and safety leadership, teaching, and scholarship. More information can be found [here](https://medicine.umich.edu/sites/default/files/PASQUAL%202015-16%20flier-v2.pdf).

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

***National Resources & Involvement***

**Organizations**

Specialty-specific information here

**Activities & Committees**

Joining a national committee is an excellent way of making a contribution, networking, and establishing contacts/collaborators that can enrich professional life and be helpful in the promotion process. Start with your subspecialty society, which is the best way to “break in” to national committee involvement with respect to patient safety/QA. Typically, these societies are eager for volunteers, creating a great opportunity for more junior faculty to start playing a role at the national level.

Specialty-specific information here

***WEB-BASED Resources***

The Association of American Medical Colleges (AAMC) provides a list of useful theories, definitions, and ideas for developing and learning about quality initiatives that can be found [here](https://www.aamc.org/initiatives/cei/quality/52456/qi_learning.html).

An excellent web-based resource for advancing your skills in patient safety is the [**Institute for Healthcare Improvement (IHI) “Open School.”**](http://www.ihi.org/education/ihiopenschool/Pages/default.aspx) The IHI Open School offers online courses and certificate programs in patient safety and quality improvement.

In terms of health policy and public health, there are a number of **online Masters in Public Health programs**. Here are a few examples to consider:

* University of Southern California, [Keck School of Medicine](http://mphdegree.usc.edu/)
* George Washington University, [School of Public Health and Health Services](http://publichealthonline.gwu.edu/)
* Johns Hopkins University, [Bloomberg School of Public Health](file:///C%3A%5CUsers%5Cdentonl%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CPUB4JHQ6%5C%E2%80%A2%09http%3A%5Cwww.jhsph.edu%5Cacademics%5Cdegree-programs%5Cmaster-of-public-health%5Cacademic-overview%5Conline-part-time-mph.html) (on-line/part-time with onsite courses)
* University of Michigan, [M.P.H. program](https://sph.umich.edu/)

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

***Clinician-Patient Safety/QA Advocate Pathway***

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

Year 1 Goals:
*Examples*

* Join your Department’s QA committee
* Identify a mentor and initial research project in the field of patient safety/QA/health policy

Year 2 Goals:
*Examples*

* Develop research activities
* Complete and publish an article
* Complete the IHI Open School certificate program for patient safety/QA
* Explore mentored grant opportunities through MICHR, or with a specialty specific society.

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 career progress with your departmental leadership as well.*

*Examples*

* Lead a QA initiative within your department
* Continue research activities, with a focus on developing data for federal grant funding
* Apply for clinical grant funding through a specialty specific society
* Identify (with help of a mentor) national lecture opportunities (societies or, visiting professorships)
* Join a national committee

Year 5 Goals:
*Examples*

* Continue building national presence through committee involvement and lectures
* Lead a multidisciplinary or hospital-based QA initiative
* Continue research activities
* Apply for independent grant funding through the NIH or **Agency for Healthcare Research and Quality** ([AHRQ](https://www.ahrq.gov/)).

Years 6-8 Goals:
*Examples*

* Continue activities
* Discuss your promotion to ClinicalAssociate Professor with leadership (6-7 years after appointment as *Clinical* Assistant Professor)

Potential leadership positions on a patient safety/QA pathway can include (at the departmental and institutional level): Individual department information here.

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