

Clinical Track Faculty Context and Guiding Principles

The University of Michigan Medical School strives to be one faculty dedicated to our missions using guiding principles of teamwork, integrity, caring and innovation to achieve excellence in all that we do.

Respecting and valuing the contributions of all faculty members is a central cultural value along with recognizing that all contributions are important to achieving our clinical, research and teaching missions.

Every faculty member should have a career development plan and associated mentoring that is reviewed and updated during their annual evaluations.

Promotions should signify that a faculty member has made important contributions to their field and profession. The rigor of the process reflects the strength of the institution.

Promotion criteria should be consistent, with recognized and respected standards (e.g., national contribution and reputation for Clinical Professors, regional contribution and reputation for Clinical Associate Professors).

As a part of the University of Michigan, the Medical School will continue to use a single “clinical track” 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, including the scholarship of:
 - Education
 - Implementation
 - Quality improvement
 - Patient Safety
- Service contributions will also be recognized

In recognition of the changing nature of scholarship / academic contributions in our tripartite mission in healthcare, the definition of scholarship and the criteria for external validation of contributions to the field or profession have been broadened.

Clinical Faculty: Pathway-Specific Examples of Contributions / Achievements in Clinical Excellence, Scholarship, Teaching and Service

*Differences from past guidelines are highlighted in red

	Clinician Scholar	Clinician-Educator	Clinical-Patient Safety/ Quality Innovator	Clinician-Leader/Administrator	Individualized Portfolio
Clinical Excellence	<ul style="list-style-type: none"> Outstanding clinical work in field Consistency for meeting institutional standards for professionalism Invitation to participate in CME activities 		<ul style="list-style-type: none"> Patient acknowledgement Physician acknowledgement (letters) Being sought out for clinical knowledge by colleagues inside and outside institution 		
Scholarship	<ul style="list-style-type: none"> Contributions to their field or profession in scholarship / academic areas Peer reviewed publications (both traditional and digital) Book chapters Reviews (ex. "Clinics" series, UptoDate) Institutional guidelines National educational materials (for CME or patients) Research funding Participation in grant reviews Clinical trial development, patient recruitment, leadership of trial site Participation in collaborative research, including epidemiological studies Patents National and professional standards for quality and 	<ul style="list-style-type: none"> Contribution to the scholarship of education in their field Peer reviewed publications (both traditional and digital) Book chapters Reviews (ex. "Clinics" series, UptoDate) Institutional guidelines National educational materials (for CME or patients) Publication in clinical area of expertise Teaching / educational publications / reviews Participation in national guidelines / setting of standards Creation and dissemination of innovative approaches to clinical care Grant supported research Participation in collaborative research 	<ul style="list-style-type: none"> Contribution to the scholarship of implementation or quality improvement or patient safety Peer reviewed publications (both traditional and digital) Book chapters Reviews (ex. "Clinics" series, UptoDate) Publication in clinical area of expertise Outcomes and implementation science innovation Development of professional quality guidelines and initiatives that have institutional, regional or national impact Generation of performance data and performance goals through learning collaboratives Participation in 	<ul style="list-style-type: none"> Development of new programs or significant enhancements of established programs. Such programs may include not only clinical programs, but also programs of importance to other missions of the institution. Peer reviewed publications (both traditional and digital) Book chapters Reviews (ex. "Clinics" series, UptoDate) Publication in clinical area of expertise Creation and dissemination of innovative approaches to clinical care Participation in collaborative research 	<ul style="list-style-type: none"> Selections from any of the paths Usually has a more or less balanced portfolio of clinical/teaching/scholarship and service Peer reviewed publications (both traditional and digital) Book chapters Reviews (ex. "Clinics" series, UptoDate) Institutional guidelines National educational materials (for CME or patients) Publication in clinical area of expertise Participation in collaborative research

Service	safety		collaborative research <ul style="list-style-type: none"> • Development of best practices / innovative methods used more broadly • Creation and dissemination of innovative approaches to clinical care 		
	<ul style="list-style-type: none"> • Member of departmental, Michigan Medicine or U of M committee • Run a clinical lab or research group • Part of IRB or other Office of Research committees • Regional and national committees 	<ul style="list-style-type: none"> • Member of departmental, Michigan Medicine or U of M committee • Educational administration or leadership • Course / program director • Leadership role on education committee(s), including educational accreditation • Specific contributions measured and described objectively • Scholarly approach taken to leadership • New initiatives developed • Measureable impact on program (accreditation, placement) • Invited presentations to describe programs • Invitations to implement other programs • Participation in Medical School boards or appropriate committees • Program / clinical 	<ul style="list-style-type: none"> • Member of departmental, Michigan Medicine or U of M committee • Lean patient safety / quality initiative leadership • Leadership role in OCA • Institutional / provider accreditation committees • Lead LEAN projects • Departmental quality responsibilities • Responsible for peer education (CME) program locally, regionally, nationally 	<ul style="list-style-type: none"> • Member of departmental, Michigan Medicine or U of M committee • Special contributions to a department, Medical School and University in such areas as internal governance, policy development, and University outreach beyond those customarily expected of faculty. May result in regional or national recognition • Leadership of regional or national organization or key committees or boards • Work with government organizations such as NIH, CDC, WHO as consultant or other role • Work with private foundations as consultant or other role • Work with community leadership on regional or national level 	<ul style="list-style-type: none"> • Selection from any of the paths

		<p>accreditation committees</p> <ul style="list-style-type: none"> • Curriculum development • Advising and mentoring • Influence on a number of mentees as document by letters from trainees in the department (may including information about achievement of mentees) • Development and implementation of innovative mentoring approaches • Committee service in the field related to mentoring / advising • Responsible for peer education (CME) program locally, regionally, nationally 			
Teaching	<ul style="list-style-type: none"> • Presentations at regional and national meetings • Education of peers through the delivery of local, regional or national talks • Teach graduate or undergraduate students • Teach in person or online (ex. Coursera) • Teach research methodology within department or institution 	<ul style="list-style-type: none"> • Education of peers through the delivery of local, regional or national talks <p>Direct Teaching in either classroom (in person or online) and non-classroom settings where excellence can be demonstrated by:</p> <ul style="list-style-type: none"> • Evidence of a scholarly approach to teaching shown by use of accepted principles / standards AND / OR publication and dissemination of materials 	<ul style="list-style-type: none"> • Education of peers through the delivery of local, regional or national talks • Direct Teaching in either classroom and non-classroom settings • Teaching on quality or safety within department, institution or regional / national association (could be CME, seminar, grand rounds, etc). 	<ul style="list-style-type: none"> • Education of peers through the delivery of local, regional or national talks • Direct Teaching in either classroom (in person or on-line) and non-classroom settings • Teaching on leadership or management • Faculty development role within department or Medical School (program faculty, mentor, development liaison) 	<ul style="list-style-type: none"> • Selection from any of the paths

		<p>describing the methods used</p> <ul style="list-style-type: none">• Excellent ratings on course evaluations or other evaluations from peers, students or trainees• Letters from participants that describe teaching excellence• Teaching awards• Invited presentations at other institutions / workshops related to medical or biomedical education methods and practices• Innovative teaching / educational practices <p>Curriculum or Program Development where innovation and excellence can be demonstrated by:</p> <ul style="list-style-type: none">• Development of new or substantially revised courses, clerkships or other teaching instruments• Development of new manuals, textbooks, audiovisual aids or other educational media• Evidence that curriculum or program development was undertaken in a scholarly			
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		<p>manner</p> <ul style="list-style-type: none">• Measurement and objective description of the impact of new curriculum or program <p>Responsibility for patient and community education</p> <p>Role in broader educational effort</p> <ul style="list-style-type: none">• Teaching / educational courses at state, regional or national meetings• Curriculum development			
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