



University of California  
San Francisco



CAMPUS COUNCIL ON *Faculty Life*  
**Faculty Development Day**

# Enhancing Your Success as a Health Sciences Clinical Faculty

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# Agenda

- Introductions (10 min)
- Advancement in HS Clinical Series (15 min)
- Creative Activity in HS Clinical Series (15 min)
- Managing clinical, administrative and academic expectations (15 min)
- Questions (20 min)

# Introduction

- Name
- Title
- Position
- My original role at UCSF
- My current role at UCSF



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# Merits and Promotions in HS Clinical Series

# Advancement

## Teaching, Mentoring, Course / Program Administration

- Rely on evaluation from trainees



# Advancement

## Scholarly or Creative Work:

- Education & Training
- Programmatic Leadership
- Quality or Systems Improvement
- Scholarly Activity
- Mentoring

(In addition to research activity)

*See examples in APM 2.10*



# Advancement

## Professional Competence

- **Capability:** peer evaluations, trainee assessments, board certification, expansion of clinical program
- **Invited presentations** (Not UCSF teaching).
- **Honors and Awards**
- Continuing Education courses (NOT in-house)
- Review activities
- Professional organization activities (committees)





# Advancement - Service

University Service: Associate level and above  
System, Campus, School, Department. Significant:

- School: Chair student admissions, scholarship committee, faculty council
- Campus: committee work

## Professional Service

- Society, publication service

## Community and Public Service

- Related to your expertise

## Diversity

- serving on or setting up a diversity/inclusion/equity committee.



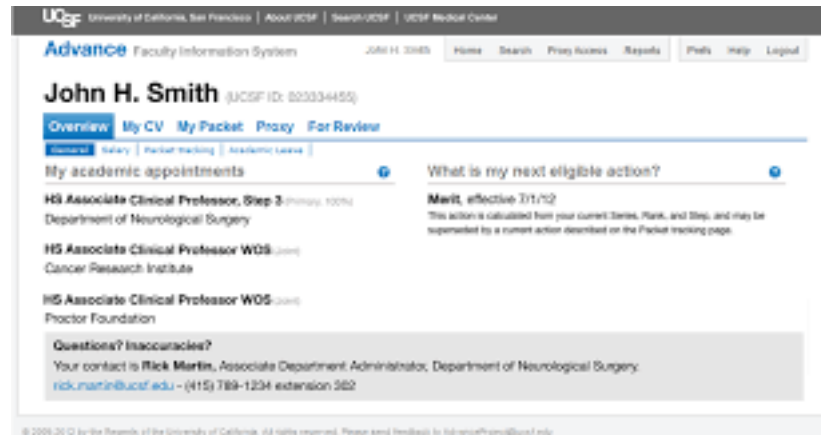
# Your Promotion Packet Contains:

- CV
- Student & peer teaching evaluations
- Letters of evaluation ( $\geq 3$  internal;  $\geq 3$  external)
- Faculty vote or concurrence
- Departmental recommendation letter



# Your CV

- Develop a system for recordkeeping - ADVANCE
- Comply with all department deadlines
- Don't use acronyms
- Accuracy, clarity, entering dates (early to later)
- Narratives!



# Letters of Evaluation

- Begin cultivating professional relationships early
- Be strategic in your choices (discuss with mentors, department chair)
- Letters should come from individuals at higher academic rank in academia as well as private practitioners who can speak to your clinical excellence
- Contact prospective letter writers to gauge their willingness to write a supportive letter
- Tell your letter writers NOT to copy information in the CV: they should fill in the voids (discuss impact of your work)!

# Accelerated Advancement

**Sustained Excellence in one area, meet all expectations in all other areas**

- Teaching: Excellent teaching evaluations on a continued basis
- Service: 3 years of *significant* committee work (e.g. IRB, CAP Chair Student Admissions,)



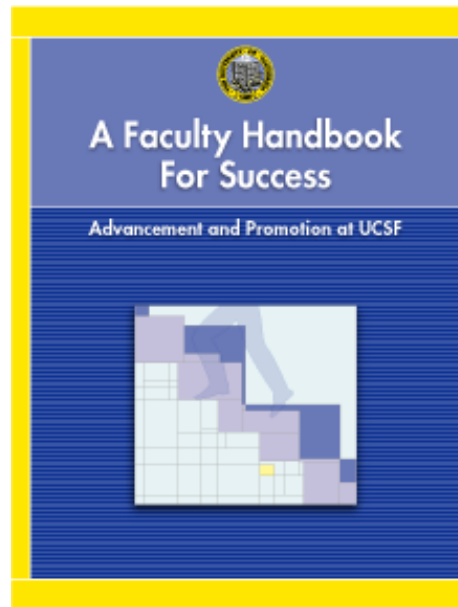
# Official Policies

## UCSF: Policies

<http://AcademicAffairs.ucsf.edu/Academic-Personnel/>

## UC system: Academic Personnel Manual (APM)

<http://www.ucop.edu/AcadPersonnel/apm/>

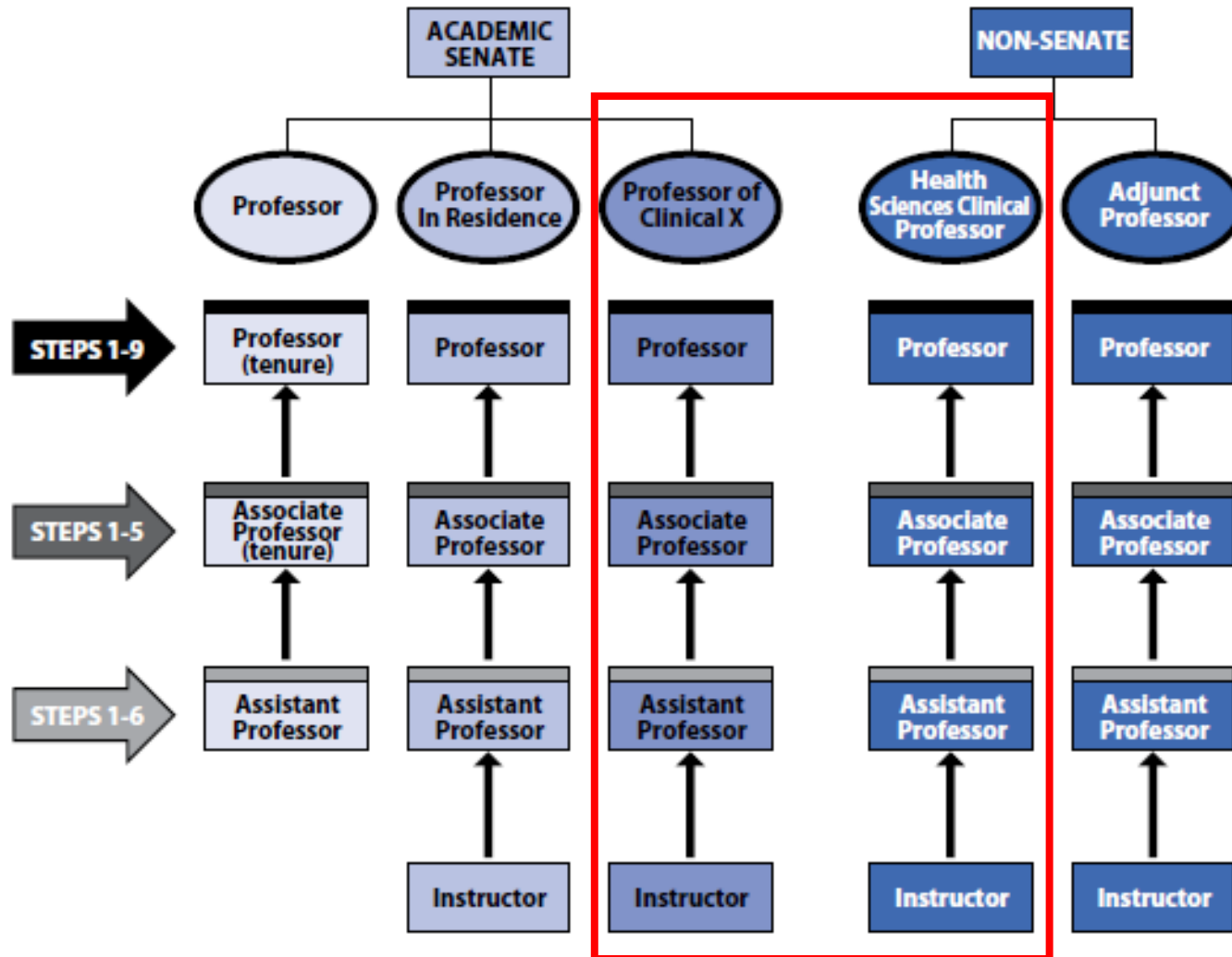


# Getting Creative in the HS Clinical Professor Series



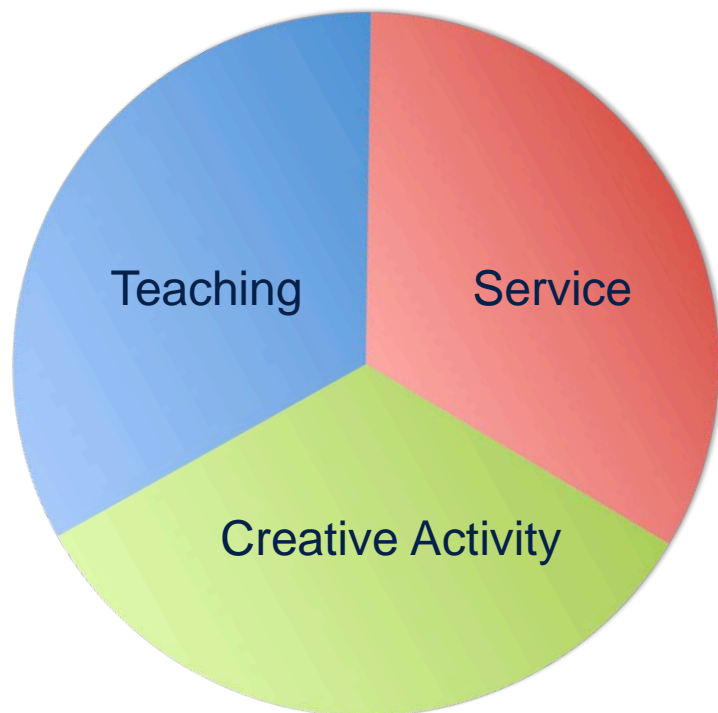
# Faculty Series

FIGURE 1: PATHWAYS OF THE SERIES AT UCSF

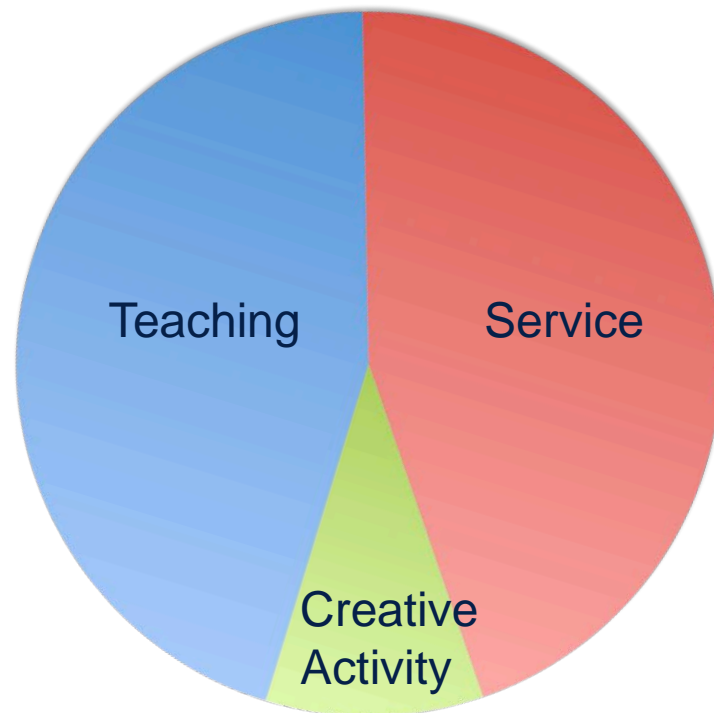




# Roles and Responsibilities



In Residence/Clinical X



HS Clinical

# What are my expectations?

	PROFESSOR	IN RESIDENCE	CLINICAL X	HEALTH SCIENCES CLINICAL <sup>1</sup>	ADJUNCT
Teaching/Mentoring	Essential	Essential	Essential	Essential	See Note <sup>2</sup>
Research/Creative Work	Essential	Essential	Essential <sup>3</sup>	<b>Essential</b>	See Note <sup>2</sup>
Professional Competence & Activity	Essential	Essential	Essential	Essential	See Note <sup>2</sup>
University/Public Service	Essential	Essential	Essential	Important	See Note <sup>2</sup>
Appraisal of Achievement & Promise	Yes <sup>4</sup>	Yes <sup>4</sup>	Yes	No	No
Eligible for Tenure	Yes	No	No	No	No
Senate Membership	Yes	Yes	Yes	No	No
Sabbatical Leave	Yes	Other <sup>5</sup>	Other <sup>5</sup>	No	No
Limitations on Years of Service	8 Years at Assistant	8 Years at Assistant	8 Years at Assistant	None	None <sup>6</sup>
Percent Time	100% <sup>7</sup>	100% <sup>7</sup>	100% <sup>7</sup>	0-100%	0-100%
Primary Compensation Source	Extramural grants + State FTE	Extramural grants of Affiliate Sources	Clinical income + extramural grants	Clinical income	Non-state intramural funds & extramural grants
Appointment Length	Open-ended	Open-ended <sup>8</sup>	Open-ended or termed <sup>9</sup>	Termed	Termed

A Faculty Handbook for Success <http://senate.ucsf.edu/facultyhandbook/index.html>

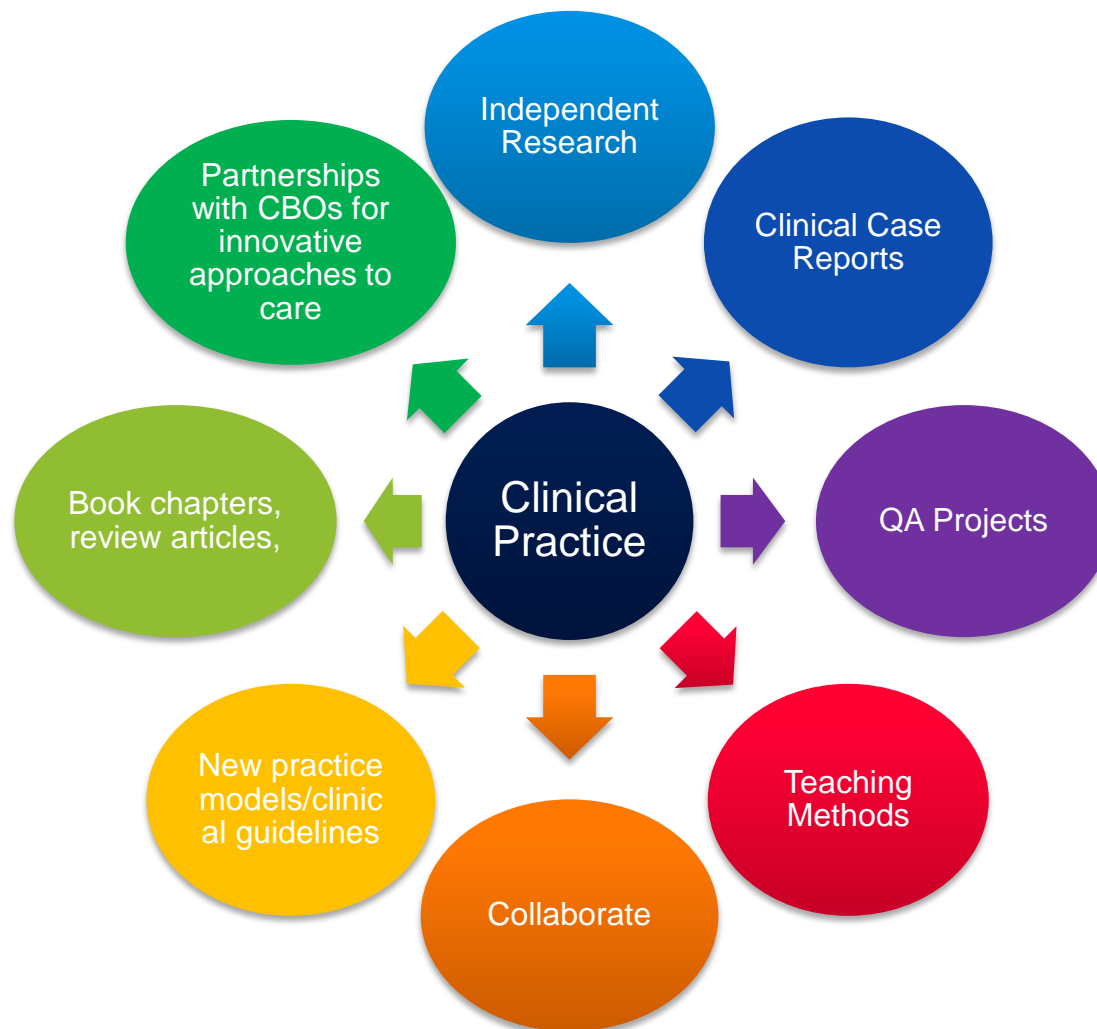
# How much is enough?

- “Some”
- Variable between Schools
- May be weighted differently based on each person’s appointed duties
  - Discuss with your Department Chair
- Overall, research/creative activities are derived from primary responsibilities (e.g., clinical, teaching).

# Make it seamless

- Integrate/align creative activity with your workflow
- Leverage your strengths and interests
- Find collaborators within your field
- Mentorship is key
- Document what you do
- Don't re-invent the wheel

# Leverage your clinical practice





KEEP  
CALM  
AND  
GET  
CREATIVE

# Tips for success

- Don't need an independent research program
- Look for opportunities
- Collaborate
- Integrate your creative activity into your primary responsibilities
  - Start small
  - Disseminate your teaching techniques, syllabi, etc.
  - Write up your new clinical practice guidelines
  - Maintain and leverage community-based relationships for opportunities to engage

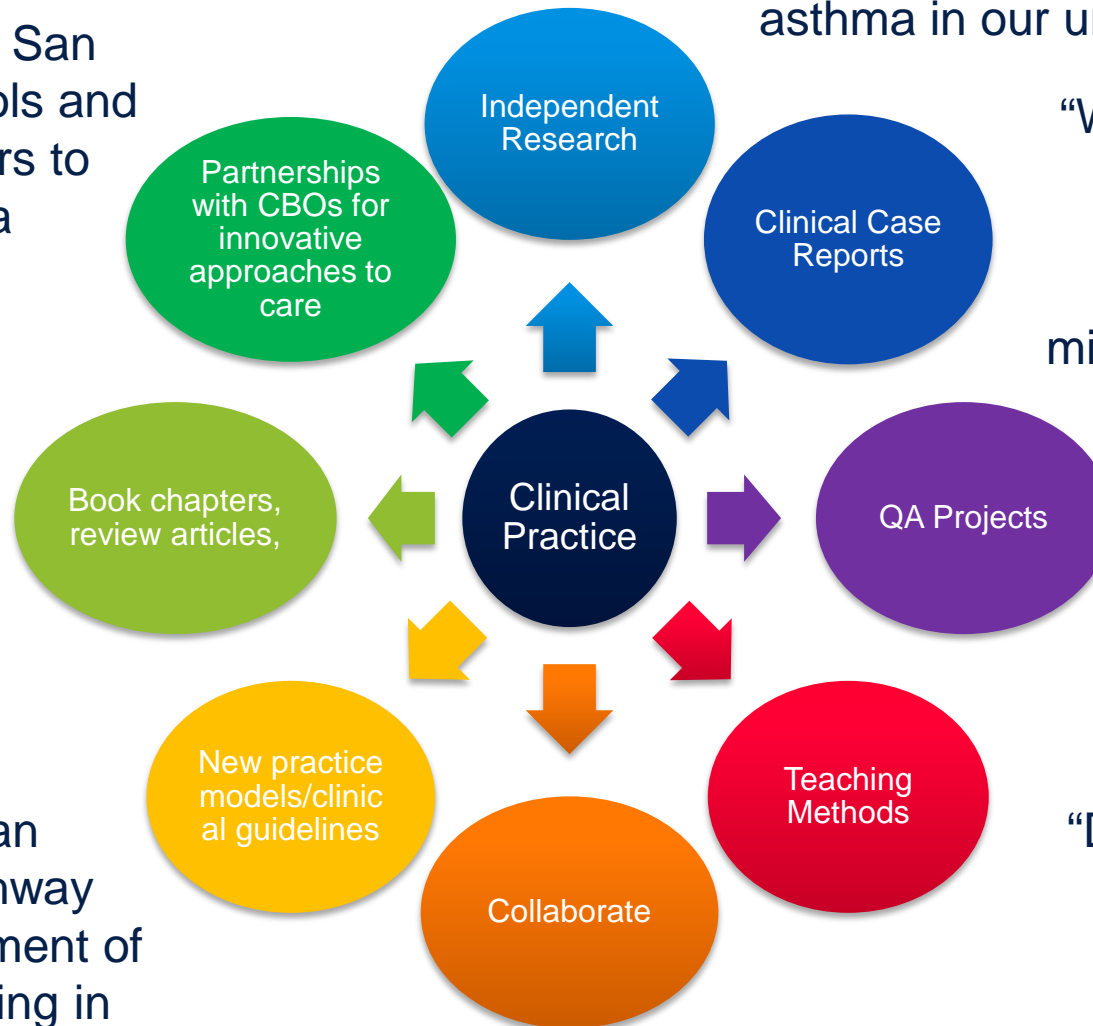


# Example: Children with asthma

“Work with local San Francisco schools and child care centers to increase asthma awareness”

“Write a review article for a journal”

“”Help develop an urgent care pathway for the management of first-time wheezing in kids”



“What was the most common trigger for the last 100 kids with asthma in our urgent care center?”

“Write case report of an usual case of wheezing (visceral larva migrans) mistaken for asthma”

“”Develop a QI project to decrease unnecessary CXRs for asthma”

“Develop a teaching module on the differential for wheezing in kids”

“Collaborate with UCSF Airway Center on ongoing asthma clinical trial”

# Managing Time

	Important	Not Important
Urgent	A	B
Not Urgent	C	D

# What are your roles and apportioned time?

- Clinical care:
  - Inpatient vs. Ambulatory
  - Procedural
- Educational:
  - Supervising trainees
  - Formal educational roles
  - Mentoring
- Administrative:
  - Quality improvement
  - Medical Direction
  - Educational Direction

# Setting priorities

- Offer letter (Division or Departmental expectations)
  - Patient care (ensure safety)
  - RVU versus other clinical metrics
- Creative activities for promotion
- Opportunities for protected time

# Personal Mentoring

- Division Chief/Departmental Chair
- Clinic Director
- Faculty in your department, peer and senior
- Faculty in other departments
- Academic Affairs in Dean's Office for your professional school.
- Local or National meetings, committees, organizations





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