

# Tips For Faculty Success From Department Chairs

Diane Barber, PhD

Kirsten Bibbins-Domingo, PhD, MD, MAS

Jyu-Lin Chen, RN, PhD, FAAN

Raphael Hirsch, MD

Lisa Kroon, PharmD

# Panel Discussion Goals

- Provide participants with specific and concrete tips and tools they will be able to use when they experience barriers or unanticipated issues that may impede their ability to accomplish their goals for promotion and advancement or fulfill their roles and responsibilities

# Panel Discussion Format

## Three Sources of Questions for Discussion

- Case-based vignettes that describe typical areas of concern
- Questions submitted by faculty during the online registration
- Questions from faculty participants

# Question Submitted In Advance

## Building a Relationship with Chairs

- As a junior faculty how do I build a relationship with our department heads, which seems so unreachable? It seems like we must go through our senior colleagues or mentors to communicate with them.

# Vignette 1: Funding Shortage

- Faculty X is an Associate Professor, Step 2, with an In-Residence series appointment. She has been successful and productive in prior years with a high level of scholarly and creative productivity, including a strong program of research with publications and grant funding, an exceptional teaching record, and consistent Academic Senate and Department service at a high level.
- Over the last two years, she has had difficulty covering her salary through grants. The COVID-19 pandemic and shelter-in-place regulations have further had a negative impact on her research program and productivity as she and her partner (also a UCSF faculty member) became the primary daytime caregivers for their 6- and 9-year-old children, as well as an elderly parent. In addition, local regulations required that her lab have very limited operations for close to a year.
- She is committed to staying at UCSF and would like to remain in academic medicine, but she's now worried about job security and wishes to discuss this with her Chair.
  - From your perspective, what should she do prior to going to her Chair?
  - What specific tools or advice would you give to her in moving forward?
  - If you were Faculty X's Chair, what can you do support her?
  - Are there options to provide monetary support to Faculty X?

# Participants' Questions



# Question Submitted In Advance

## Collaboration

- What are best ways to find research partnerships for clinical professors?

# Vignette 2: My Chair Wants Me To Take On More Administrative Responsibilities

- Faculty Y is an Assistant Professor, Step 2, in the HS clinical series. He has a very busy clinical practice, leads two blocks in the Bridges curriculum, and directly mentors 3 residents and 2 fellows. He is concerned that he may be suffering burnout – he feels exhausted all the time, no longer feels engaged with patient care, and is having trouble supporting his teen, who developed an anxiety disorder during the COVID-19 shelter-in-place. Without warning or prior conversation, his Department Chair has requested that he leads the Department's new QI program. Faculty Y is willing to pitch in for the short-term, but he feels his Chair's request is unreasonable and may potentially jeopardize his ability to pursue other creative interests and support his family's needs.
- He wants to be a “good citizen,” but does not know how to communicate his concerns to his Chair in a productive way.
  - What would be helpful for him to do prior to meeting with his Chair?
  - What is your advice for Faculty Y?
  - What arguments can he use to respectfully discuss and decline, or renegotiate, his Chair's request?



# Question Submitted In Advance

## Securing Protected Time

- What are some ways to secure protected time given several competing demands (e.g., departmental push for more clinical time with more personal interest in having protected time to grow research and engage in service)?

# Participants' Questions



# Vignette 3: I Want to Change My Academic Series

- Faculty Z is an Assistant Professor, Step 3, in the Adjunct series. She will be eligible for on-time promotion to the rank of Associate Professor in the coming year. She wishes to change her academic series from Adjunct to the In-Residence series at the time of her promotion to Associate Professor. Faculty Z cites that, since her last merit review, she has received R01 funding, engaged in appreciably more departmental teaching, and mentored more residents and fellows.
- When meeting with her Chair she will request a change to the In-Residence series and laboratory space to accommodate her planned research activities.
- Does Faculty Z have a strong case for seeking a change in academic series?
- If you were Faculty Z's Chair, would you support her requests?
  - If yes, why? If no, why not?
- What specific advice would you give to Faculty Z?
- How might your general considerations about a change in series request differ if the scenario were instead to move a successful faculty member from the HS Clinical series to the Clinical X series (presuming the individual meets the academic qualifications)?

# Question Submitted In Advance

## Being Successful

- If you think about the most successful faculty member in your department leading a research lab, what are the characteristics that made them successful and allowed them to progress rapidly?
- What are the top 3 things you recommend for new faculty that they may not be thinking of at the start of their careers?

# Participants' Questions

