

Tips For Faculty Success From Department Chairs

Jyu Lin Chen, RN, PhD, FAAN

S. Andrew Josephson, MD

Lisa Kroon, PharmD

Jeremy Reiter, MD, PhD

Julie Ann Sosa, MD, MA, FACS

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 My Chair

- How do I navigate and best leverage my relationship with my department chair?

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 has significantly affected her productivity as her lab had to close during the shelter in place and she continues to face lab staffing shortages and frequent absences related to COVID infections and exposures.

She is committed to staying at UCSF and would like to remain in academia, 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

Protected Time for HS Faculty

- Please discuss how faculty in the HS track can gain protected time for teaching, advising students/residents/fellows, and engage in small, non-funded scholarly projects.

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 two school age children as a single parent. 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 approach could he use to respectfully discuss and decline, or renegotiate his Chair’s request?
- Are there resources or support opportunities that might benefit Faculty Y?

Question Submitted In Advance

Defining Success

- How do you define success?
- How do we combat erosion of our academic mission?

Participants' Questions



Questions Submitted In Advance

Office Space-Hiring Staff

- How to negotiate for an office when there is limited office space available?
- How to get chairs to plan for staff that will be hired? I can't seem to get any traction for getting space for folks that I am trying to hire.

Question Submitted In Advance

Networking

- How do we network during the COVID pandemic?

Participants' Questions



Vignette 3: I Want to Change My Academic Series

Faculty Z is an Assistant Professor, Step 3, in the Adjunct series. They will be eligible for on-time promotion to the rank of Associate Professor in the coming year and wants to change their academic series from Adjunct to the In-Residence series at the time of promotion. Faculty Z cites new R01 funding and increased departmental teaching since their last merit review to support the request. When meeting with the Chair, they will request a change to the In-Residence series and laboratory space to accommodate 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 their 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)?