

**UCSF Department of Obstetrics, Gynecology
& Reproductive Sciences**

**Departmental Guidelines on Appointment,
Advancement & Promotions:**
Health Sciences Clinical Professor Series

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I. Introduction

The title "*Guidelines*" has been chosen deliberately. The diversity of talents and accomplishments required in these series is such that the guidelines governing appointments, advancement, and promotions must be applied with some degree of flexibility. These guidelines provide faculty and reviewers (departmental, UCSF, and external reviewers) a basis for evaluating appointments, advancement, and promotion.

Within the standards set for appointment, advancement and promotion in the APM (see Appendix); Departments in the School of Medicine at UCSF may set department-specific *guidelines*. This document outlines the UCSF Department of Obstetrics, Gynecology, & Reproductive Sciences interpretation of the APM policies and procedures and includes several department-specific expectations for successful advancement & promotion in the Health Sciences Clinical series. For academic advancement, ***the department expects evidence that the faculty member is continuously accelerating the rate of accomplishments in all of the domains relevant to each track.***

The "correct" or "best" series usually is the one that most closely aligns with the faculty member's career goals and academic background.

II. Overview and General Concepts

The Department places great emphasis on two manifestations of success in this series. One is **professional competence and activity** as demonstrated by continued clinical excellence and progressive leadership in the academic arena. The second is **teaching** with involvement in direct clinical teaching as well as in didactic components of the curriculum and consistently favorable evaluations by students and teaching colleagues. Documentation may include teaching evaluations via the Evaluate system, CME course evaluations, mentoring evaluation forms and letters from colleagues. These are the essential contributions to the mission of the University and will be weighted heavily in decisions on academic advancement (comparable to research activities in the Tenure or in Residence Series). Since salaried Clinical series faculty are required to devote a major part of their time to teaching and clinical service, they have less time for formal creative work than most scholars at the University. However, they are encouraged to utilize their clinical experience as the basis for clinical research and other creative work. Finally, faculty in this series should be actively and effectively involved in University and public service by participating in the administration, clinical and educational affairs of the department, school, hospital, profession and community.

III. Appointment, Promotion or Advancement in the Health Sciences Clinical Series: General Concepts

Domains for the Health Sciences Clinical Series

Clinical Excellence & Innovation

Establishment of Innovative Clinical Programs: Leadership in the role of design, funding, and implementation of major clinical programs is considered evidence of clinical innovation.

Leadership in Clinical Programs: Primary administrative responsibility for a major clinical program whose excellence is attributed to the faculty member is valued in this series.

Teaching and Education

Direct Clinical Teaching: Excellence in teaching is heavily weighted in this series, as are key teaching roles in a major course or core training program, record of outstanding evaluations, and contribution of innovative material to an educational program. Teaching awards at the departmental, school-wide, hospital-wide, campus-wide or national level are not required but are supportive evidence of excellence in direct teaching.

Advising and Mentorship: Advising and mentorship are strong institutional and department values. Examples of accomplishment include a continuous record of advising and mentorship, leadership in formal mentoring programs for students, residents, fellows, or junior faculty with outstanding evaluations and/or appraisals for this work.

Educational Administration and Leadership: Key roles in the administration of medical student, resident, fellow and other teaching programs with outstanding appraisals for the work are weighted favorably in this series, especially if there is national impact as evidenced by educational roles in courses, educational materials and national medical societies.

University and Public Service

University and public service are required: examples include medical school or campus committee memberships, board memberships of non-profit educational organizations, service through the Academy of Medical Educators, journal reviewer, etc.

IV. Appointment in the Health Sciences Clinical Series

Health Sciences Clinical Instructor

For appointment at the Clinical Instructor level, individuals must be board eligible; for nurse-midwives, current certification from the American Midwifery Certification Board, and an appropriate Master's degree is required. An appointment as Clinical Instructor is to be viewed as an interim appointment during which time the appointee and the Chair of the Department will mutually evaluate their agreements and expectations. Anticipated time at the level of Clinical Instructor is 2 years. An exception can be made to extend the Clinical Instructor appointment (i.e., permanent packet being assembled, need to retake boards, etc.). The extensions are approved by the Dean's office on a case-by-case basis.

Health Sciences Assistant Clinical Professor

Appointment at or promotion to the Assistant Clinical Professor level should be reserved for individuals who have completed at least two years of clinical practice and teaching, with a demonstration of excellent skill in both areas.

V. Advancement and Promotion in the Health Sciences Clinical Series

Advancement within the Health Sciences Assistant Clinical Professor

Advancement at the Assistant Clinical Professor level requires building and establishing regional recognition through participation in professional activities such as publishing or presenting at conferences, as well as demonstrating progressive clinical expertise, a high standard of professionalism and excellence in teaching.

The usual time at each Step at the Assistant Clinical Professor level is 2 years. After either Step 3 or 4, application for promotion to Associate is expected. If a faculty member is at Step 5 or 6, that is considered a deceleration and strong mentoring is needed to assure further advancement. It is considered an exception for a faculty member to be at Step 5 or 6 at the Assistant level.

Please note that UCSF is the only campus that does not apply the 8-year rule to the HS Clinical series. BUT, if a faculty member transfers to another UC, their time in that series at UCSF **will** count for purposes of the 8-year rule. Further, if they transfer to UCSF from another UC, their time as an Assistant HS Clinical on that campus will count toward the 8-year rule here.

From Assistant to Health Sciences Associate Clinical Professor

Appointment at or promotion to the rank of Associate Clinical Professor should be reserved for individuals who are excellent teachers and have demonstrated a high degree of professional competence. Evidence of creative achievement, as demonstrated by the development of innovative programs in health care, professional practice, teaching and training, or in transmitting knowledge in a body of publications, or through identification as a consultant or expert will strengthen the proposal for promotion. Review committees will also evaluate the amount and quality of the candidate's University and public service (e.g., participation in the affairs of the department, school, hospital, profession, and community).

Promotion to Associate Clinical Professor requires **regional** recognition for independent contributions to the profession, as demonstrated by dissemination in conferences or publications, as well as demonstration of excellence in clinical practice and teaching. Integration into the department is of primary importance, as shown by teaching/mentoring, collaboration and contribution to the vigor of the department. The candidate must have demonstrated leadership through participation in administrative or teaching responsibilities that are critical to the mission of the department.

Advancement within Health Sciences Associate Clinical Professor

In general, advancement at the Associate Clinical Professor level requires building and establishing **national** recognition through participation in professional activities such as publishing or presenting at conferences, as well as demonstrating leadership of a departmental program and training and mentoring of junior faculty.

Advancement at the Associate Clinical Professor level is usually at 2-year intervals to Step 2 and then to Step 3 and to Step 4 (if needed). After either Step 3 or 4 is completed, promotion to Professor is expected. If a faculty member is not ready academically for promotion to Professor, the faculty member continues on at Step 5/Step 6 at this level but at every three years, which is considered a deceleration, and strong mentoring is needed to assure further advancement.

Approval of step increases requires demonstration of maintaining a high level of skill in clinical practice, professionalism, teaching, mentoring of trainees and creative achievement as previously described. University and public service should increase at the Associate Clinical Professor level.

From Associate to Health Sciences Clinical Professor

Appointment at or promotion to the rank of Clinical Professor is normally reserved for individuals who have a reputation for outstanding competence within a clinical specialty in the areas of teaching and professional activities.

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The candidate may have a leadership role within the institution, department or hospital, have national recognition, or serve on specialty boards and/or professional societies. In addition, there should be some evidence of creative achievement, and a strong commitment to University and public service. Advancement from Clinical Professor Step 5 to Step 6 will be granted only on evidence of continuing great distinction in both University teaching and professional competence, in addition to outstanding accomplishment in any of the areas listed above, as evidenced by national and international recognition.

Promotion to Clinical Professor requires ***national and/or international recognition*** for independent contributions to the profession in a leadership capacity. This can be achieved through identification as a consultant or content expert. It also requires demonstration of excellence in clinical practice and teaching. Integration into the department is of primary importance, as shown by teaching/mentoring, collaboration and contribution to the vigor of the department. The candidate must have demonstrated leadership in administrative or teaching responsibilities that are critical to the mission of the department.

Advancement within Clinical Professor

In general, advancement at the Clinical Professor level requires maintenance and expansion of national or ***international*** recognition, including leadership in training and mentoring of junior clinicians. Advancement at the Clinical Professor level is from step 1 through step 4, with step increases generally occurring every 3 years.

Promotion to Health Sciences Clinical Professor 5 to 6

In order to advance from Step 5 to Step 6 at the Professor level, progressive leadership in the provision of high quality clinical care, excellent provision of clinical care, continued participation in the teaching of medical students/residents and/or fellows and a high level of professionalism are required. Additional considerations include:

- ***Contribution to the Advancement of Science:*** Leadership position(s) in a focused area of clinical practice that addresses important questions in the investigator's chosen field.
- ***Recognition by Peers:*** Invitations to write editorials or evidence-based reviews, service on public research review committees or committees that set clinical guidelines, speaking invitations/leadership roles at major conferences or academic venues; letters of support for promotion, etc., attesting to the investigator's leadership role in the academic community. Chairing national and/or ***international*** meetings, workshop committees, training foreign research fellows, service on international committees, lectures and paper presentations at national and international meetings.

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- *Training & Mentoring:* Leadership role in developing programming that supports new clinicians, as well as mentoring them in their careers

VI. Change in Series: Health Sciences Clinical Professor to Clinical X

A faculty member may request a change in series at any point. Generally, a change in series is considered at the time of promotion to Associate Professor, or at the point considered optimal given individual progress. Change in series requires fulfillment of the criteria for the new series and a national search.

Faculty in the Clinical series will be reviewed by the department Committee on Appointments and Promotions every four years, to determine whether change in series to the Clinical X series is appropriate, based on the domains above.

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**Departmental Guidelines on Appointment, Advancement & Promotions
for All Series**

Appendix

The Department of Obstetrics, Gynecology, & Reproductive Sciences, like all academic departments at UCSF, operates under the policy and procedures of the Academic Personnel Manual (APM: see table below).

The complete Academic Personnel Manual can be found at:
<http://www.ucop.edu/acadadv/acadpers/apm/welcome.html>

| POLICY | REFERENCE |
|-------------------------------------|--|
| Academic Personnel Records | APM 160 http://www.ucop.edu/acadadv/acadpers/apm/apm-160.pdf |
| Appointment and Promotion (general) | APM 200 http://www.ucop.edu/acadadv/acadpers/apm/apm-200.pdf |
| Review and Appraisal Committees | APM 210 http://www.ucop.edu/acadadv/acadpers/apm/apm-210.pdf |
| Ladder Rank Series | APM 220 http://www.ucop.edu/acadadv/acadpers/apm/apm-220.pdf |
| In Residence Series | APM 270 http://www.ucop.edu/acadadv/acadpers/apm/apm-270.pdf |
| Clinical X Series | APM 275 http://www.ucop.edu/acadadv/acadpers/apm/apm-275.pdf |
| Health Sciences Clinical Series | APM 278 http://www.ucop.edu/acadadv/acadpers/apm/apm-278.pdf |
| Adjunct Series | APM 280 http://www.ucop.edu/acadadv/acadpers/apm/apm-280.pdf |

Additional useful information regarding advancement and promotion can be found in the Faculty Handbook for Success: Advancement & Promotion at UCSF available at: <http://www.ucsf.edu/senate/facultyhandbook/>