

University of California, San Francisco
School of Dentistry

GUIDELINES FOR APPOINTMENTS AND PROMOTIONS
IN THE SALARIED CLINICAL PROFESSOR SERIES

This series includes the titles of Clinical Instructor, Assistant Clinical Professor, Associate Clinical Professor and Clinical Professor. Appointees in this series teach the application of biomedical sciences and clinical procedures to dental practice in all those areas concerned with the care of patients. Individuals appointed to the Clinical Professor series may have varied qualifications. Most will be dentists with the D.D.S., D.M.D., or foreign equivalent dental degree, some of whom also will have completed specialty training, while others who participate in patient care will have M.D., Ph.D. or other degrees (*e.g.* Physicians, Dental Hygienists, Clinical Psychologists, Speech Pathologists, Clinical Social Workers). All those with patient care responsibilities must have a current clinical license in their discipline from the state of California, or meet the terms of the California Dental Practice Act (Business and Professional Code, article 2, paragraphs 1626 or 1640), and meet current credentialing requirements (*e.g.* CPR certification, TB testing, etc.). The Clinical Professor series may be salaried (Salaried Clinical Professor series), or non-salaried (Clinical Professor series, without salary). Those in the Salaried Clinical Professor series may serve full or part-time.

Salaried Clinical Professor Series

Appointments and promotions in the Salaried Clinical Professor series are principally based on the candidate's abilities as a teacher and competence in clinical practice. Candidates for merit increase or promotion should have a record of active participation and excellence in teaching and clinical care activities. Instructors will normally serve for one or two years, Assistant Professors for six to eight years, and Associate Professors for six, although promotion is not automatic. At the Assistant and Associate levels, faculty become eligible for merit reviews every two years and at the full Professor level, they are eligible every three years until step VIII is reached. However, clinical faculty members who demonstrate exceptional ability and progress during a review period may receive merit increases or promotion more rapidly, while those who do not meet the criteria for advancement may have their merit increase or promotion delayed. Merit and accomplishment rather than time in grade are the major factors determining rate of advancement.

Clinical Instructor. Appointment as Clinical Instructor usually represents an entry level position for individuals having an appropriate academic degree, a relatively short period of independent clinical experience, or little or no teaching experience. An appointment as Clinical Instructor should be viewed as an interim appointment during which time the appointee and the Department Chair or a designee will mutually evaluate their agreements and expectations. There is a two year limit of service in the salaried Clinical Instructor title.

Assistant Clinical Professor. For appointment at, or promotion to, Assistant Clinical Professor, candidates should normally have an appropriate academic degree; clinical experience since

completion of training and evidence of successful preclinical and/or clinical teaching experience is required. This level may also be appropriate as an entry level for those who have completed two or more years of postgraduate training in general dentistry, or a specialty training program making them eligible for certification by the appropriate American specialty board.

Associate Clinical Professor. Appointment at, or promotion to, the rank of Associate Clinical Professor should be reserved for individuals who are accomplished teachers and have demonstrated a high degree of professional competence; specialists should have become diplomates of the relevant American specialty board. Those at the Associate rank will normally have achieved regional recognition as a consultant or referral clinician. Evidence of university service and/or creative achievement will strengthen a proposal for promotion to the Associate level.

Clinical Professor. Appointment at, or promotion to, the rank of Clinical Professor is reserved for individuals who have a reputation for exceptional competence in the areas of teaching and professional activities. In addition to being an excellent teacher, the candidate may have a leadership role within the institution, have national recognition as a consultant, serve on specialty boards, or be a leader in professional societies. In addition, evidence of creative achievement and university service is expected, particularly for full-time appointees. 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 achievement, in addition to outstanding accomplishment as evidenced by international recognition in at least one area of evaluation.

Appendix: Criteria for Evaluating Faculty in the Clinical Professor series

It is not intended that a candidate for appointment, merit step increase or promotion must meet each of the criteria listed below, but those deserving such action should meet most of the criteria in the first two categories, and several in the last two categories, as described in those sections below.

Teaching

- Effective teaching, as assessed by students and peers, is an essential criterion for advancement. Criteria for assessing teaching are described in the Academic Personnel Manual for the Tenure Track series, which also apply to the Clinical Professor and other faculty series. Those criteria include the candidate's:
 - command of the subject; continuous growth in the subject field; ability to organize material and to present it with force and logic; ...spirit and enthusiasm which vitalize the candidate's learning and teaching; ability to arouse curiosity in beginning students, to encourage high standards, and to stimulate advanced students to creative work; personal attributes as they affect teaching and students; extent and skill...in the general guidance, mentoring, and advising of students; effectiveness in creating an academic environment that is open and encouraging to all students. [APM 210-1, d. (1)]
- In addition, the clinical teacher must be successful in applying knowledge, skills, and

experiences to the treatment and care of patients and to be able to guide students through the processes required in solving clinical problems. In the presence of patients, the faculty's conduct must be of a high professional standard and strive to preserve or enhance a positive student-patient relationship.

Professional competence

- Faculty in this series should be worthy of serving as models of the professional attributes they are teaching.
- Candidates must be members of relevant professional organizations; active participation is essential for promotion.
- Candidates are expected to maintain and update their professional knowledge and skills through regular attendance at meetings of relevant professional groups and continuing education courses, and reading professional journals.
- Candidates should present invited lectures, seminars, table clinics, etc. to professional groups on a recurring basis.
- Evidence should be available from peers that candidates are making sound and important contributions to patient care, directly or indirectly.
- At the associate level and above, candidates should have established a reputation in a focused area of practice as evidenced by consultantships, invited or submitted presentations to professional groups or public agencies, participation in publications, or service to a professional journal as a manuscript referee.
- Professional commendations or awards, certification as a specialist, appointment to editorial boards, councils, or commissions or other forms of recognition of professional accomplishment also serve as evidence of professional competence.

Creative work

Creative accomplishments must be evaluated in the context of the candidate's percentage appointment time, the nature of their academic responsibilities, the amount of time they have available for creative activity, and their academic longevity. Some candidates in this series will be involved in clinical research programs, but most will not. There is a general expectation that faculty in this series will be skilled clinicians and teachers who will disseminate their expertise on behalf of the university and the profession. Candidates for appointment or promotion should show evidence of creative work commensurate with the amount of time they have had available for achieving it. For promotion in this series, some evidence of creative work is expected to be present for full time appointees and it is recommended for part time appointees.

- Development of innovative or effective teaching materials, methods, or evaluation systems.
- Invitations or submission of abstracts leading to poster or podium presentations at regional, national or international professional meetings.
- Regular contributions to columns or articles in professional journals or newsletters distributed to health professionals.
- Publication of scholarly book chapters, text books, continuing education monographs, or clinical case reports.

- Publication of research findings based on controlled experiments in the clinical or laboratory environment.
- Publication of innovative approaches to teaching, developing, or managing dental care systems.

University and Public Service

As with creative work, candidates for appointment or promotion should show evidence of participation in university and public service commensurate with the amount of time they have had available for participating in it. For promotion in this series, evidence of participation is expected to be present for full time appointees and it is recommended for part time appointees.

- Active and effective participation in departmental, school, hospital or campus wide committees.
- Election or appointment to office or other service to professional, scholarly, scientific, educational or governmental agencies or organizations.
- Service to the community and general public in the context of the candidate's professional expertise in the areas of health care, education, research or practice.

Approved, UCSF School of Dentistry, Faculty Council, April 17, 1997