



**School of Dentistry Faculty Council**  
**Caroline Shiboski, DDS, MPH, PhD, Chair**

## **ANNUAL REPORT**

### **2008-2009**

**Primary Focus Points for the Year:**

- Amendments to Criteria for Advancement, Policy Regarding Student Absences, and Professionalism Guidelines
- Budget Reductions
- Continued Overhaul of Bylaws

**Task Forces, Special Committees, and Sub-Committees:**

- Task Force Reviewing the Development Office Finding Model (Deborah Greenspan)
- Task Force in Cost Overruns (Margaret Walsh)

**Issues for Next Year (2009-2010)**

- Strategic Plan
- Regularization of the Appointment Process
- Bylaw Revisions

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**2008-2009 Members**

**Caroline Shiboski, Chair**

**Janice Lee, Vice-Chair**

Stuart Gansky, Secretary

Nina Agabian

Pamela Den Besten

Fritz Finzen

Arndt Klocke

Peter Loomer

Ram Vaderhobli

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**Ex-Officio Members**

John Featherstone, Dean

Sheila Brear, Chair, Educational Policy Committee

Daniel Ramos, Chair, Admissions Committee

Eric Burgon (ADS President, Student Representative)

**Number of Meetings: 9**

**Senate Analyst: Shilpa Patel**

**Amendment to School of Dentistry Criteria for Advancement from Professor, Step V to Professor, Step VI**

The School of Dentistry's criteria for advancement from Professor, Step V to Professor, Step VI in the Health Science (HS) Clinical series are more stringent than the analogous criteria in the UC Academic Policy Manual (APM) for the Professor series. This resulted in at least one School of Dentistry HS Clinical Professor initially being denied advancement to Professor, Step VI, inappropriately.

Caroline Damsky, Associate Dean for Academic Affairs requested that the Faculty Council revise the language in this section so that the stringency level required for advancement of HS Clinical faculty to Professor Step VI would be analogous to that of the other series by simply inserting "national or" before "international" in the School of Dentistry document's description. ([Appendix 1](#))

The Faculty Council unanimously approved of the changes at the September 18, 2008 meeting.

**Amendment to Policy Governing Student Leaves of Absence**

Due to ambiguities in the Policy Governing Student Leaves of Absence, the administration was often faced with situations not covered in the policy. Under the old policy, reasons for leaves of absence included: family emergencies, health issues, maternity leave, and new parenting responsibilities. The new policy was approved via email by the Faculty Council in June 2009 to include leaves for academic enrichment purposes. ([Appendix 2](#))

**Amendment to UCSF School of Dentistry Professionalism Guidelines**

While academic criteria for demonstrating competency in didactic and technical skills have been well documented in the UCSF curriculum and postgraduate training programs, academic criteria for demonstrating an appropriate level of professionalism in the School of Dentistry have not. Developing clear competency standards and outcomes measures for students in the area of professionalism was an imperative for the School.

Accordingly, the School of Dentistry drafted a document laying out the principles of professionalism for pre-doctoral and postgraduate professional students and residents. It also defined a new competency standard and outcomes measures for evaluating professionalism, within the academic program, for pre-doctoral and postgraduate professional students and residents in the UCSF School of Dentistry. ([Appendix 3](#))

The School of Dentistry Faculty Council approved of these guidelines via email in June 2009.

## Going Forward

Ongoing issues under review or actions which the Committee will continue into 2008-2009:

### **School of Dentistry Strategic Plan**

The School has already taken steps to assemble a Strategic Plan. Major efforts will begin in the fall after the School of Dentistry Leadership Retreat.

### **Regularization of Council Appointment Process**

Due to the low participation of faculty members in the Council and its various subcommittees, the Faculty Council will be implementing steps to regularize Council membership. Working with all Department Chairs, the Faculty Council hopes to have a rotating schedule so that all members will serve equally.

### **Bylaw Revisions**

The bylaws of the School of Dentistry need to be updated to reflect the curriculum change. Further, the Faculty Council would like to codify more clearly the responsibilities of the Faculty Council and all of the subcommittees.

## Appendices

- [Appendix 1:](#) Proposal: Amendment to School of Dentistry Criteria for Advancement from Professor, Step V to Professor, Step VI
- [Appendix 2:](#) Proposal: Amendment to Policy Governing Student Leaves of Absence
- [Appendix 3:](#) Proposal: Amendment to UCSF School of Dentistry Professionalism Guidelines

Senate Staff:  
Shilpa Patel, Senior Analyst  
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August 25, 2008

To: Dr. Caroline Shiboski, Chair School of Dentistry Faculty Council  
From: Dr. Caroline Damsky, Associate Dean Academic Affairs, School of Dentistry

Re: *Request for Revision of Language in Criteria for Advancement to Professor, Step 6, in the H.S. Clinical Series*

It has come to my attention that the School of Dentistry's criteria for advancement from Professor, Step 5 to Professor, Step 6 in the H.S. Clinical series are more stringent than the analogous criteria in the UC Academic Policy Manual (APM) for the Professor series. This has resulted in at least one School of Dentistry HS Clinical Professor initially being denied advancement to Professor, Step 6, inappropriately.

History: The APM has historically provided specific criteria for advancement through all ranks and steps for all faculty series except the Clinical Professor (now HS Clinical Professor) series. As a result, each School developed its own written criteria for advancement in the HS Clinical series. CAP has used these School criteria for evaluating advancement in this series. The School of Dentistry laid out its criteria for this series in a document drafted by Troy Daniels and approved by the UCSF School of Dentistry Faculty Council on April 17, 1997. This document is in step with the APM description of advancement in the other series, except for advancement from Professor Step 5 to Step 6. In that case, the School of Dentistry document states: "Advancement from [HS] Clinical Professor, Step 5 to [HS] Clinical Professor, 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.**" [bold text mine]

In contrast, for the Professor series, The APM states in APM 220-80 (4): "Advancement to Step VI...will be granted on evidence of highly distinguished scholarship, highly meritorious service, and evidence of excellent University teaching. In interpreting these criteria, reviewers should require evidence of excellence and high merit in original scholarship or creative achievement, teaching and service and in addition, **great distinction, recognized nationally OR internationally**[bold and CAPS mine] in scholarly or creative achievement or in teaching."

Proposed remedy: The issue here is not the specific criteria for evaluation: we know that HS Clinical series faculty are not expected to have original scholarship or outstanding creative activity. The point is, that in the areas that are important for advancement in the two series, outstanding achievement in the case of Professor series faculty can be recognized nationally OR internationally, whereas HS Clinical faculty *must have* international recognition in at least one of the relevant criteria for that series (teaching or professional competence/achievement).

I would like to request that Faculty Council revise the language in this section so that the stringency level required for advancement of HS Clinical faculty to Professor Step 6 is analogous to that of the other series. Since the academic review process for actions effective next July (July 2009) is already in progress, quick action on this request is important so that we don't run in to similar problems this year.

A very simple change could rationalize these documents: just insert “**national or**” before “international” in the School of Dentistry document’s description so that the document would read:

“Advancement from [HS] Clinical Professor, Step 5, to [HS] Clinical Professor, 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 national or international** recognition in at least one area of evaluation.”

It is possible that Faculty Council would want to make other changes in this document. That would be fine. However, I urge the group to make this first change quickly so that this issue is cleared up in time for this year’s academic actions cycle.

Thank you very much for your consideration.

# REVISED Policy Governing Student Leaves of Absence

Approved and Adopted by Faculty Council June 2009

Students occasionally require leaves of absence for a number of reasons including: family emergencies, health issues, maternity leave, new parenting responsibilities. Students may also request leaves for academic enrichment purposes. Examples include: presentation of research at national meetings; student member attendance at meetings of national and state dental organizations (see below for the kinds of activities that do and do not qualify in the academic enrichment category). The purpose of these guidelines is to establish baseline criteria so that the Associate Dean for Academic Affairs and/or the Associate Dean for Education can formulate a leave and reentry plan on a case-by-case basis.

Failure to adhere to these policies will be reported to the Dean's office as Unprofessional Conduct. Unprofessional conduct is taken seriously, as outlined in the School's Professionalism policies: <http://dentistry.ucsf.edu/students/handbook-professionalism-main.html>

## General guidelines

- Students who are absent for a few days, a week or more, must communicate directly with course directors to customize make-up activities. Short leaves of absence will only be approved for specified reasons as described below. Dean for Academic Affairs must sign off on any planned absence one week or greater. In addition, the Associate Dean for Academic Affairs and/or the Associate Dean for Education will determine, along with the course directors, when a planned absence is too lengthy for make-up activities.
- First year dental students who need to be absent for an extended period of time (for example several weeks, one quarter or more) may be asked to re-apply for admission the following year.
- Second year dental students who need to be absent for an extended period of time (several weeks, one quarter or more) and who are in good academic standing will be required to repeat the year. It is not possible to reenter the same class year as there is no provision to take missed course material in ensuing quarters and courses are not repeated during the academic year.
- Third or fourth year dental students (including international dental students) who need to be absent for an extended period of time (several weeks, one quarter or more) and who are in good academic standing will be asked to repeat all or part of the year, including both clinical and didactic courses. It may also be required for the student to extend the educational program into the months after the graduation ceremony in order to complete coursework and earn the DDS degree.
- As a general principle, all students returning from leave are required to attend classes and clinics on a full-time basis. The faculty have determined that part-time attendance does not conform to the programmatic requirements given the particular structure of the DDS curriculum
- Students who need to arrange extended leaves must first contact the student services manager in Educational Services (Room D-4010) and

meet with the Associate Dean for Academic Affairs and/or the Associate Dean for Education to develop a plan for absence and reentry. Where the need for leave is anticipated, students should make this contact as far in advance as possible to allow adequate time for planning. **If notification is not made in a timely manner, student conduct may be considered unprofessional in nature and subject to censure.**

- Students are required to make up missed course work and reduced clinic attendance resulting from extended absences. This may result in students having to remain in dental school past the end of the 4<sup>th</sup> year.
- Upon re-entry, confirmation of competency in courses previously successfully completed may be required and, if necessary, additional **exams and** coursework may be required.
- All extended leave requests are managed on a case-by-case basis.
  
- **Planned leaves for Academic and other Enrichment Activities**
  - Opportunities likely to be reviewed favorably include:
    - Leaves to present research at major research conferences, including, but not limited to AADR/IADR, ADEA.
    - Attendance at meetings of student groups related to organized dentistry, such as ASDA
    - Participation in externship programs related to future Postgraduate opportunities. However, every effort should be made to schedule these during quarter breaks.
    - UCSF-sponsored Global Health opportunities. This does not include trips that are not directly sponsored by UCSF Global Health.
  - Planned leaves NOT likely to be approved if they occur during the academic year
    - International travel during academic year that is not associated with UCSF global health, regardless of worthiness.
    - Travel related to dental fraternity conventions or other social organization meetings
    - Travel related to religious-affiliated dental organizations
    - Non-emergency family events, such as weddings
  
- **Planned health-related leaves including maternity leaves**
  - The faculty understand that health leaves may arise at unpredictable times and may require extended absences from academic work. All general guidelines also apply to health and maternity leaves.
  - The student must first contact the student services manager in Educational Services and meet with the Associate Dean for Academic Affairs and/or the Associate Dean for Education to develop a plan for absence and reentry and should do so as soon as possible upon learning of the need for leave.

It is the intent of the School of Dentistry that this leave of absence policy be administered in accordance with all applicable laws and regulations. The School of Dentistry does not discriminate against any student on any protected basis and is committed to making reasonable accommodations for protected disabilities.

# PROFESSIONALISM AS A CORE COMPETENCY IN THE ACADEMIC PROGRAM OF THE UCSF SCHOOL OF DENTISTRY

## —Edition for Postgraduate Professional Students and Residents

### I. Introduction

The UCSF School of Dentistry has a strong curriculum for educating its pre-doctoral dental students and postgraduate professional students and residents in the scientific principles and technical skills required to be successful dentists and dental educators. Graduates of this School and its postgraduate programs should also exhibit a high degree of professionalism, which derives from a capacity for self-evaluation and moral reflection. Professionalism is one critical cornerstone of a successful academic or professional training program, just as it is a cornerstone of a responsible, collegial and compassionate career in the practice of dentistry and related disciplines.

Whereas academic criteria for demonstrating competency in didactic and technical skills have been well documented in the UCSF curriculum and postgraduate training programs, academic criteria for demonstrating an appropriate level of professionalism have not. In addition, developing clear competency standards and outcomes measures for students in the area of professionalism has become a high priority for faculty, students, staff and administrators alike.

This document lays out the principles of professionalism for pre-doctoral and postgraduate professional students and residents. It also defines a new competency standard and outcomes measures for evaluating professionalism, within the academic program, for pre-doctoral and postgraduate professional students and residents in the UCSF School of Dentistry. This version of the document is directed at Postgraduate Professional students and Residents. The version for predoctoral dental and International Dental Program predoctoral students can be found at: <http://dentistry.ucsf.edu/students/handbook-professionalism.html>

### II. Statement of Educational Philosophy, UCSF School of Dentistry

We, the faculty, postgraduate professional students, residents and staff of the UCSF School of Dentistry, are committed to fostering an environment of mutual trust and respect. We believe this goal requires clear communication, compassion for others, and enthusiasm for the dental profession. To this end, we accept personal responsibility for our interactions with patients and colleagues and we encourage one another through constructive guidance. This team philosophy will be the foundation of all our endeavors, even in challenging times. In this way we will continue to achieve academic and clinical excellence, create lifelong professional partnerships and provide lasting contributions to the greater community.

### III. Definition of Professionalism

Professionalism: A level of ethical, legal and moral conduct in one's field that an individual must adhere to in order to gain and maintain the trust of others.

### IV. Principles of Professionalism for Postgraduate Professional Students and Residents at UCSF School of Dentistry, and for the Profession of Dentistry

#### Professionalism Standard: Attitudes and Behaviors of the Postgraduate Professional Student and Resident

The Postgraduate Professional Student and Resident **consistently** demonstrates the following attitudes and behaviors (examples follow, but are not all inclusive):

1. Shows a dedicated desire to learn: for example, by:
  - thorough preparation for all class, laboratory, and clinic sessions
  - completing all academic requirements & clinical obligations on time
  - a willingness to ask for and receive academic or clinical performance feedback
  - seeking out clarification, tutoring, or other assistance when necessary.



- staying informed by regularly checking email, voicemail, and WebCT/CLE communications
  - keeping planned absence requests to a minimum
  - maintaining an open-mind with regard to exposure to new ideas
  - a willingness to give constructive feedback to peers.
  - maintaining a commitment to life-long learning to maintain the knowledge and clinical skills necessary to provide quality patient care
2. Shows respect toward others as demonstrated by:
- cordial and respectful interactions with individuals inside and outside UCSF
  - working with their student/resident peers in a cooperative and congenial manner to assure that all enrolled in their respective programs receive a comparable didactic and clinical experience.
  - respecting diversity, including but not limited to, race, gender, religion and cultural background, sexual orientation, age, disability or socioeconomic status
  - following faculty or staff directives in classes or patient care settings
  - appropriate behavior in class, lab, or clinic such that there is no interference with others' ability to learn or the faculty's ability to teach
  - appropriate dress, consistent with that of a professional, in all school and clinic settings
  - responsible notification when ill and prior approval for planned absences
3. Consistently places the patient's needs first as demonstrated by:
- providing timely assessment and treatment of the oral health care needs of all assigned patients in a manner consistent with the patient's treatment needs and desires, without preference to some over others, and without neglecting needs of those who do not meet current course requirements
  - Providing effective, timely patient care appropriate to expectations. This includes obtaining all appropriate consultations and developing a comprehensive treatment plan with all involved providers before initiating any therapy, performing a comprehensive medical history, being alert to medication allergies and changes in systemic health status, entering patient data and treatment notes into the electronic record in a timely way, and following the established clinic protocol in providing care.
  - maintaining the confidentiality of all patient health information
  - recognizing one's limitations and seeking help when one's level of training is insufficient to provide appropriate patient care.
  - returning all messages and telephone calls from patients promptly.
4. Consistently displays honesty and integrity as demonstrated by
- presenting only one's own work as one's own
  - refusing to participate with those who invite you to behave unethically
  - reporting inappropriate, dishonest, or unethical behavior to course or clinic directors.
  - complying with campus and University policies and guidelines regarding postgraduate student or resident conduct, and treatment of other members of the UCSF community and ethics.
5. Displays emotional maturity and adequate emotional and physical health to provide oral health treatment to patients in a responsible manner, as demonstrated by:
- obtaining required documentation for any learning difference or physical handicap that requires accommodation on the part of the School or its faculty.
  - notifying the Dean of Students and the Dean of Academic Affairs of any special needs for accommodations (physical, cognitive, or emotional), prior to the academic year if possible, and, where needed, notifying course directors, in advance, when accommodations are desired;

- Notifying appropriate personnel if ill, emotionally compromised, or otherwise unable to perform clinical or academic duties; it is the expectation that the responsible student will self-assess physical and emotional fitness for patient care.

**6. Demonstrates professionalism in the postgraduate/resident-predoctoral dental student supervisory relationship by:**

- evaluating responsibly any real or potential conflict of interest in relationships with students that could affect negatively the postgrad/resident's ability to supervise a student or evaluate his/her performance. Such relationships would include: a spouse or domestic partner; an immediate family member or relative; a "significant other" from a past or present romantic relationship; a close personal friend.
- notifying the Program Director promptly when any such situation arises and acting responsibly in the moment by arranging substitute supervision from another resident or faculty member.

**7. Represents oneself in a professional manner outside the university**

- Awareness of one's responsibilities as a health care professional at all times in terms of the needs of the community

**V. Professionalism Competency and Learning Outcomes for DDS, IDP and Postgraduate Professional Students and Residents**

**A. Professionalism Competency Statement**

The School of Dentistry has adopted a statement regarding professionalism as one of its competency statements (descriptions of behaviors that must be demonstrated during the educational process and are measured throughout the curriculum). Professionalism is an intangible quality that is difficult to measure. However, it can be approached by evaluating behavior. The statement, defined as competency statement #1 follows:

**Demonstrate ethical and professional behavior in interactions with the UCSF community including students, staff, faculty, and patients.**

**B. The Role of Faculty in Measuring and Implementing Professionalism Standards, and Suggested Outcomes Measures for Professionalism.**

In order to implement a professionalism standard throughout the postgraduate training and residency programs, Program directors and course directors will be asked to add the professionalism competency statement (competency statement #1: in A above, to their WebCT/CLE and course Syllabi.

The professionalism competency statement can be measured by employing a variety of strategies. Although some expectations are consistent over all activities, measurable behaviors in laboratory and clinic situations may be somewhat different than those used in lecture or seminar type courses.

Course directors have the right and responsibility, through the doctrine of academic freedom, to select and implement measurement strategies that they feel are most appropriate for their particular course. Each individual course director, assisted by course faculty, will, therefore, define the professionalism measures to be used in their lecture, lab or clinic course, and state these in writing at the start of the course. Course Directors, in consultation with the course faculty and Supervisory Clinic faculty, will also need to determine a threshold for behavior, beyond which sanctions occur.

Suggested Outcomes Measures for Professionalism. In order to assist the faculty in incorporating measures of professionalism into their programs and activities, the following suggestions are presented for measuring professionalism. This list is not all-inclusive: program or course directors may choose other measures not listed below. *Any measures selected for courses or clinical activities should be distributed to individual postgraduate students/residents in clinical settings or posted in course syllabi, and on WebCT or CLE, along with the new Competency Statement on professionalism (see A, above).*

- Didactic courses
  - Expected behaviors
    - Full Attendance
    - Punctuality: i.e. arriving on time, for all classes and lectures
    - Adequate preparation for class by completing all homework, independent projects, and/or group working assignments
  - Unacceptable behaviors
    - Cheating such as copying the work of others on tests and other assignments
  
- Laboratory courses
  - Expected Behaviors
    - Full Attendance
    - Punctuality: i.e. arriving on time, to all laboratory courses
    - Wearing appropriate personal protective equipment (PPE) while working on laboratory projects
    - Being prepared with course materials and equipment at the beginning of the laboratory session.
    - 100% attention during lectures given in the laboratory and other classrooms
  - Unacceptable behaviors
    - Cheating on exams or test cases
    - Not doing ones own work
    - Performing laboratory work from other courses during specified laboratory time.
    - Behavior that is disruptive to other students in the laboratory.
  
- Clinical courses
  - Expected behaviors
    - Full Attendance
    - Punctuality: i.e. arriving on time to all clinic courses, clinic sessions and patient appointments
    - Functioning constructively as a member of the dental student team
    - Wearing appropriate clinical attire
    - Wearing appropriate personal protective equipment (PPE)
    - Consistently observing infection control procedures
    - Entering all treatment plans, clinical findings, progress notes and treatment charges in an accurate and timely manner.
  - Unacceptable behaviors
    - Canceling patients inappropriately, refusing to treat assigned patients, and any patient management behavior that hinders the customer service and academic goals of the clinic
    - Cheating on competency examinations
    - Inappropriate patient management
    - Disrespectful or disruptive behavior towards faculty staff, students or patients in clinic.

#### **D. Procedures for handling Breaches of Professionalism**

Breaches of Professionalism standards that occur in courses or clinics will be handled as follows.

Any egregious unprofessional behavior (such as cheating on exams or lab work, patient endangerment or unacceptable patient management), will be reported to the Dean, and could result in the postgraduate student or resident being suspended or dismissed from their Program, depending on the severity of the incident.

For other types of unprofessional behavior, a faculty member and/or a Course or Program Director concerned about a postgraduate student's or resident's behavior will initially give feedback to the student/resident and make suggestions for improvement, making reference to expectations for professionalism (section IV), and specific course or clinic outcomes related to professionalism (section V-B).

If the behavior continues, or is initially serious enough, the Course Director or Program Director will complete a Professionalism Evaluation Report (PER), review it with the postgraduate student or resident and forward it to the Dean. The relevant Student Status committee for Postgraduate Programs (PECC), will also be notified at its regular quarterly meeting. The postgraduate student or resident will have the opportunity to respond in writing on the Professionalism Evaluation Report form, and will sign the form. The postgraduate student or resident will meet with the Dean and Course Director regarding the professionalism concerns raised, and the required remediation. At this time the postgraduate student or resident will have the opportunity to discuss his/her viewpoint in the event the report resulted from a misunderstanding or appeared to the student to be arbitrary.

If there are multiple Professionalism Evaluation Reports for a postgraduate student or resident within one single-quarter or multi-quarter course, the student could receive an NP for that course due to this pattern of unprofessional behavior, at the recommendation of the Course Director, even if the student has passed all academic or technical components of the course.

Institutional Professionalism refers to one's conduct outside the classroom or clinic. A postgraduate student or resident may receive a Professionalism Evaluation Report for unprofessional behavior that occurs outside the classroom or clinic, due to, for example, inappropriate behavior with administrative staff or members of the Dean's office. Such Institutional personnel may submit a Professionalism Evaluation Report to the Dean, reporting a postgraduate student or resident for unprofessional behavior.

Postgraduate students or residents who acquire two or more PER's during their tenure will be considered to have exhibited a pattern of unprofessional behavior. At that point, all such incidents will be on the student's record, with any or all of the following consequences:

- The postgraduate student/resident will be placed on Academic Probation for this pattern of unprofessional behavior. Such Academic Probation status will be handled by the PECC Status committee as described in the Regulations of the School of Dentistry: <http://dentistry.ucsf.edu/students/handbook-regulations.html> (especially sections 6 and 7)

- The Professionalism Evaluation Reports and pattern of unprofessional behavior for such postgraduate students or residents will affect the Dean's letters of recommendation and letters of recommendation from the Program Director for future

professional opportunities following completion of postgraduate programs or residencies.

- Further evidence of unprofessional behavior by a student already on Academic Probation could result in suspension or dismissal from the program. .