UNITED STATES ARMY SERGEANTS MAJOR ACADEMY
TITLE 5 AND TITLE 10, UNITED STATES CODE SECTION 4021
INSTRUCTOR CREDENTIALING AND APPOINTMENT
(*Effective Until Rescinded or Superseded)

1. PURPOSE. To provide proscription and procedures for recruitment, appointment, titling, evaluation, termination, provision for awards, credentialing, certification and related administration of the military and civilian teaching faculty at the United States Army Sergeants Major Academy (USASMA) and the Sergeants Major Course (SMC). Further, provide proscription and procedures for the compensation, reimbursement, advancement, conversion, and bonuses for civilian faculty. This bulletin serves to nest the USASMA’s processes and applications for matters, including credentialing and appointment, involving Title 5 and Title 10 employees with Command and General Staff College’s (CGSC) Bulletin 690 while ensuring the proscription and procedures are nested yet specific, as applicable, to the USASMA.

2. APPLICABILITY. The provisions of this policy are specifically limited to the credentialing and appointment of instructors, professors, lecturers, and academic administrators (deans and directors) and do not apply to employment and of technical, purely administrative, or other support personnel. This bulletin applies to the USASMA under the academic governance of the CGSC for the development and management of the SMC and related educational programs. Unless specifically differentiated, reference to the SMC includes both the resident course (SMC-R) and the distance learning course (SMC-DL) within the USASMA.

3. PROPONENT AND EXCEPTION AUTHORITY. Changes and exceptions to this bulletin require approval of the Assistant Dean of Academics, USASMA and Commandant, USASMA and alignment to CGSC Bulletin 690.

4. SUPPLEMENTATION. Supplementation of this bulletin is prohibited without prior approval from the Commandant, USASMA. Supplement 1 (Annex B) is the only approved supplement to this bulletin at the time of publication – the Commandant, USASMA withholds the authority to establish the minimum threshold qualification of experience for faculty members in the SMC and the threshold qualifications for the initial hiring and credentialing recommendations of SMC instructors based on tested experience (the latitude for the substitution of tested experience in lieu of a degree).

5. REFERENCES.

b. Public Law 111-292, Telework Enhancement Act of 2010

c. Department of Dense Joint Ethics Regulations 5500.7-R.


e. Department of Defense Instruction 1035.01, Telework Policy 21 April 2012


g. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017.

h. Combined Arms Center Execution Order (EXORD) 18-063, Army University Administrative Alignment of the USASMA Within the Command and General Staff College, 21 March 2018.

i. Combined Arms Center Operation Order (OPORD) Tasking No. C-17-280, United States Army Sergeants Major Academy Transition, 5 December 2017.


k. CGSC Bulletin 690, Employment Under Title 10, United States Code, Section 4021 (10USC4012), 26 June 2017.

l. Noncommissioned Officer Center of Excellence (NCOL CoE) Policy Memorandum No. 11, Civilian Performance and Recognition Awards, 22 June 2018.

m. NCOL CoE Policy Memorandum No. 12, Fair Hiring Policy for Department of the Army Civilians (DACs), 3 October 2018.

n. NCOL CoE Policy Memorandum No. 18, Recruitment, Relocation, & Retention Initiatives, 22 June 2018.

o. NCOL CoE Policy Memorandum No. 26, Telework Policy for DA Civilians, 22 June 2018.

p. NCOL CoE and USASMA Instructor/Facilitator Certification Program (ICP), 1 July 2017.

q. USASMA Bulletin No. 907, Leadership Development and Education (LD&E) - Faculty and Staff Development Programs, 8 July 2019.

r. USASMA Bulletin No. 908, Program Evaluation, 8 July 2019.
s. SMC - Course Management Plan.

6. **SUGGESTED IMPROVEMENTS.** Users are invited to send comments and suggested improvements on Department of the Army Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Assistant Dean of Academics, USASMA, 11291 SGT E. Churchill Street, Fort Bliss, TX 79918.

7. **SUMMARY.** This policy represents the instructor credentialing and appointment policy.

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**DISTRIBUTION:**
A Plus
1 ea Instructor
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Chapter 1
INTRODUCTION

The USASMA provides the Army with adaptive senior enlisted leaders of character and competence prepared to be effective leaders. These leaders, grounded in Army and Joint doctrine, exploit opportunities by leveraging and applying Army resources. This professional military education is provided to U.S. and foreign military noncommissioned officers. The recruitment, development, and retention of a highly qualified military and civilian faculty is critical to the future success of the USASMA. The USASMA faculty is comprised of both dedicated military noncommissioned officers and civilian educators. Each group brings critical and unique expertise and experiences to the faculty, but they share the common mission of educating and developing leaders. This policy applies to all military and Title 5 civilian faculty employees assigned to the USASMA (employment of Title 10 faculty in the USASMA (a branch campus of the CGSC) was not approved at time of this bulletin's publication – see paragraph 1-1a-c). These instructors provide value to the USASMA in a variety of ways, to include depth of intellect, disciplinary expertise, scholarship on relevant topics, expert teaching, and institutional continuity. They serve as advisers and coaches for students and as subject-matter experts for the U.S. Army, joint forces, and Department of Defense. They provide insights that help bridge the gap between theory and practice. Finally, they advance educational perspectives and alternate points of view that might otherwise elude their students. These benefits underpin the USASMA's efforts to seek a diverse faculty that adheres to high standards of academic excellence. Although the substantive academic standards of this policy apply to all faculty members, this document provides a specific focus on credentialing and appointment of Title 5 members of the faculty with the intent to provide rules and standards for their personal conduct and personnel actions.

1-1. AUTHORITY.

a. Under the authority of Title 10 USC, the Secretary of the Army "may employ as many civilians as professors, instructors, and lecturers" as necessary at the CGSC. The Secretary of the Army exercises statutory authority over the Title 10 program through the Commandant, CGSC. The Commandant, CGSC acts as the appellate authority for decisions made by the Deputy Commandant, CGSC. On 5 March 2018, the Higher Learning Commission (HLC) approved the Commandant's, CGSC request to move the USASMA under the CGSC. On 21 March 2018, Combined Arms Center Execution Order (EXORD 18-063) officially made the USASMA the CGSC’s fourth school - the USASMA is subject to all CGSC academic governance policies and processes outlined in CGSC Circular 350-1 (CGSC College Catalog).

b. On 5 December 2017, Combined Arms Center Operation Order (OPORD - Tasking No. C-17-280), directed the Commandant, USASMA, in coordination with the Dean of Academics, CGSC to facilitate the hiring of term Title 5 instructors for the SMC classrooms [pre-National Defense Authorization Act (NDAA) authorization] and the subsequent hiring of Title 10 instructors for the SMC classrooms based on Structure
Manning Decision Review and Training Requirements Arbitration Panel information for student loads [post NDAA approval]. Title 10 USC gives the CGSC (this includes the USASMA as a branch campus of the CGSC) the administrative authority to employ a civilian faculty using term appointments conforming to the needs of professional military education and balancing active military and civilian educational experiences and perspectives in the accomplishment of the education mission of the CGSC. NDAA approval was not gained at the time of this bulletin’s publication – as such, employment of Title 5 faculty will be used in the USASMA.

c. All laws, rules, regulations, and procedures applicable to general schedule employees under Chapter 57, subchapter IV, of Title 5, USC, and part 575 of Title 5, CFR will be followed. This policy further prescribes the procedures specific to the CGSC (and the USASMA as a branch campus of the CGSC) for recruitment, appointment, compensation, reimbursement, advancement, evaluation, conversion, termination, provision of awards, bonuses, leave, and related administration of civilian teaching faculty at the USASMA in lieu of Title 10 and NDAA approval, where the primary course of instruction is at least ten months.

1-2. APPLICABILITY. Title 5 provisions are specifically limited to the employment of professors, instructors, lecturers, and academic administrators (deans and directors) in the USASMA and do not apply to the employment of technical, purely administrative, or other support personnel.

1-3. RESPONSIBILITIES.

a. Commandant, CGSC.

(1) The Commander, Combined Arms Center, in his role as Commandant, CGSC, exercises command and control of the civilian academic rank promotion program at the USASMA on behalf of the Secretary of the Army.

(2) Exercises appellate (final) authority for all decisions rendered by the Commandant, USASMA and approval authority for selected actions, as specified in this policy.

b. Deputy Commandant, CGSC.

(1) Advises the Commandant, CGSC on the budgetary impact of all Title 5 and Title 10 faculty matters, as applicable.

(2) In coordination with the Director, Human Resource (HR) and the Civilian Personnel Advisory Center (CPAC), advises the Commandant, USASMA on personnel requirements for the school.

(3) Has decision authority for all actions pertaining to selections, academic rank appointment, addition or deletion of Title 5 positions, remuneration determinations,
sabbatical requests, appointment of visiting professors, and approval of USASMA faculty as visiting professors at other institutions.

c. Dean of Academics, CGSC.

   (1) Advises the Commandant, USASMA and Assistant Dean of Academics, USASMA on the execution of the Title 5 employment program.

   (2) Sets the CGSC criteria for academic rank and promotion (Annex A).

   (3) Advises the Commandant, USASMA and Assistant Dean of Academics, USASMA on all academic and faculty sabbaticals and research matters pertaining to the academy.

d. Commandant, USASMA.

   (1) Responsible for Title 5 recruitment, advertising, hiring, and reappointment actions. Prepares job descriptions, proposes qualifications, and makes recommendations on hiring actions. Participates in the selection and hiring process for Title 5 employees as specified in Chapter 4.

   (2) Maintains reports of actions taken in faculty grievance cases.

   (3) Has decision authority for all actions pertaining to selection, terminations, and promotions.

e. Civilian Personnel Advisory Center (CPAC). CPAC will provide human resources services for managers and employees, such as recruitment, compensation reviews, employee benefits, employee relations, personnel action processing, etc.

f. Title 5 Incentive Award Committee (IAC).

   (1) Title 5 incentive awards committees (referred to as the Civilian Awards Incentive Committee (CAIB) by the CGSC) will meet in late November/early December to review awards recommendations for civilian members of the NCOL CoE and USASMA.

   (2) The Commandant, USASMA is the chairman of the IAC. The committee will consist of the Deputy Commandant, USASMA, Chief of Staff, NCOL CoE, Assistant Dean of Academics, USASMA, Director, USASMA, Director, HR (non-voting), and HR Assistant (recorder/non-voting). See NCOL CoE Policy Memorandum No. 11, Civilian Performance and Recognition Awards, for additional information.

   (3) The Director, HR will promulgate instructions for processing award recommendations to the SMC and departments with Title 5 employees. The Chief of Staff, NCOL CoE will ensure complete award recommendation packets and budgetary
spreadsheets are available for members of the board. This includes having the Director, HR prescreen packets for consistency and administrative correctness.

(4) Senior Title 5 IAC. Senior civilian employees are recommended for awards by their immediate supervisor. Due to differing rating periods, at the Commandant’s, USASMA discretion, a separate review committee for the Senior Title 5 employees will review award recommendations. Those Title 5 positions in the USASMA and the SMC therein deemed as Senior Title 5 faculty members include the Assistant Dean of Academics, USASMA, Chief of Education, and the six Department Chairs.
Chapter 2
ACADEMIC TITLES

2-1. ACADEMIC RANKS.

a. Academic rank is a visible recognition of the academic achievements of a faculty member. It reflects the accomplishments of the bearer in the domains of teaching, scholarship, faculty development, and service. Rank is based on education, professional experience, and sustained performance over periods of educational service. Upon initial appointment each new faculty member is credentialed at a rank commensurate with his/her professional and educational record. Promotions are earned by achieving the standards for the next higher rank contained in this bulletin. All fulltime members of the USASMA faculty are assigned to one of four academic ranks. These ranks are:

(1) Professor of a Discipline
(2) Associate Professor
(3) Assistant Professor
(4) Instructor

b. In addition to these academic ranks, members of the USASMA faculty may be appointed to supervisory positions with a positional title of Supervisory Instructor, Supervisory Assistant Professor, Supervisory Associate Professor, or Supervisory Professor. These positional titles represent the same academic rank criteria as their nonsupervisory equivalents, but indicate the faculty member has increased responsibility in a supervisory position.

2-2. ACADEMIC CREDENTIALING AND PROMOTION CRITERIA.

The standards for credentialing of initial faculty appointments and academic promotion of faculty members at the USASMA are outlined in the Faculty Credentials and Promotions Policy in Annex A.
Chapter 3  
TERMS OF APPOINTMENT

3-1. APPOINTMENT.

a. Initial appointments to the faculty are based upon a recommendation by the SMC fair hiring panel (visual diagram below) and submitted through the Assistant Dean of Academics, USASMA to the Commandant, USASMA through the Dean of Academics, CGSC to the Deputy Commandant, CGSC for academic rank credentialing. Initial appointment to specific academic ranks will be in accordance with the academic credentialing and promotions criteria in Annex A.

b. Initial appointments will normally be two years, the first of which is probationary. On a case-by-case basis, the Commandant, USASMA may approve longer initial term lengths. Successive reappointments will be for periods of one to five years at the discretion of the Commandant, USASMA in accordance with the procedures outlined in Chapter 5, Title 5 Reappointments for New Term.

c. Appointees must be eligible for appropriate security clearances and are subject to the general standards of conduct applicable to all federal employees.

3-2. STANDARDS OF ETHICAL CONDUCT.

a. As employees of the USASMA, faculty members must adhere to the principles of ethical conduct prescribed by executive orders, statutes, and the implementing regulations of the Office of Government Ethics and Department of Defense. The guiding principle is that federal employees must strive to maintain the public's trust and confidence in the integrity of government. Accordingly, the ethics directives establish limits on the use of government resources and guidelines for avoiding conflicts of interest. Potential areas of faculty concern include:

(1) Protection and conservation of government property.
(2) Activities on behalf of nongovernmental associations and organizations whose aims are incompatible with those of the government.

(3) Exploitation of positions for personal profit.

(4) Outside employment which may constitute a conflict of interest.

(5) Inappropriate Student/Faculty relationships.

b. The Standards of Ethical Conduct for Employees of the USASMA, related regulations, and Department of Defense supplemental guidance are contained in the Joint Ethics Regulation. Employees new to the USASMA must receive an orientation on these rules. In addition, faculty members who file a Confidential Financial Disclosure Report (OGE Form 450) or Public Financial Disclosure Report (OGE Form 278) must receive annual ethics training. At a minimum, faculty members should ensure familiarity with Chapters 2 and 3 of the Joint Ethics Regulation.

c. Faculty members in either a pay or nonpaid status may not use their government office, equipment, computer, clerical personnel, or supplies for private gain. If using funds, equipment, or support obtained from nongovernmental sources (including, but not limited to grants and unrestricted gift funds), they must comply with regulations governing the acquisition and use of these resources.

d. When the USASMA faculty members produce intellectual work as part of their official duties, or if they use official time and resources to produce intellectual work, their work is in the public domain and no private entitlement to copyright is available. In the absence of the above conditions, they may retain the copyrights, trademarks, patents, and other ownership interests to their materials, and a right to all royalties for their materials subject to federal laws and the Joint Ethics Regulation.

e. Faculty members may not receive compensation for any speaking, teaching, or writing if the activity relates to their official duties. For other outside employment opportunities, they must consult with an ethics counselor to ensure compliance with the Joint Ethics Regulation and obtain supervisor approval. Faculty members who file a Confidential Financial Disclosure Report or Public Financial Disclosure Report must obtain written approval from the Commandant before engaging in a business or compensated activity with a prohibited source. For clarification of prohibited sources, faculty should consult the USASMA legal adviser.

f. Federal employees may not receive dual compensation. Title 48, Code of Federal Regulations, Section 3. 601 (48 CFR 3. 6), Contracts with Government Employees or Organizations Owned or Controlled by Them, prohibits the federal government from awarding contracts to federal employees or businesses owned or controlled by them. Title 5 faculty members are federal employees and therefore are
prohibited from contracting with the federal government regardless of their scheduled work hours.

g. Ethics counselors within the Office of the Post Judge Advocate and the USASMA legal adviser are available to assist in meeting the letter and spirit of the Joint Ethics Regulation. Faculty members are encouraged to consult an ethics counselor on standards of conduct, especially when they anticipate receiving compensation from an outside source or wish to retain the copyright on published work.

3-3. COUNSELING AND COACHING STUDENTS.

Title 5 faculty members will have duties advising students in various capacities on their academic progress, projects, and/or professional development. This coaching and counseling can involve personal and private information of students. This necessitates that they adhere to the ethical standards of federal employment and comply with regulations pertaining to protection of Personal Identifiable Information.
Chapter 4
RECRUITMENT AND APPLICATION PROCESSES.

The recruitment and application processes will be the primary responsibility of the Commandant, USASMA the Director, USASMA or the department undertaking recruitment, acting in concert with the Chief of Staff, NCOL CoE and the CPAC. The Director, USASMA or department is the recruiting director and will be primarily responsible for initiation of the hiring action, establishing qualifications criteria, identifying appropriate recruitment vehicles, and reviewing the academic qualifications of applicants. Recruiting directors will identify the combination of education and exceptional experience desired of faculty specific to the needs of each department, enabling recruitment of the best possible candidates. Recruiting directors recommend candidates selection or appoint and present the recommendation to the Commandant, USASMA. All candidates must complete a credentialing application for submission through the Assistant Dean of Academics, USASMA through the Dean of Academics, CGSC to the Deputy Commandant, CGSC for academic rank appointment as part of the hiring process.

4-1. ANNOUNCEMENTS.

a. The appointment of Title 5 is determined by the Commandant, USASMA according to academic need, in consultation with the Chief of Staff, NCOL CoE and the Director, USASMA. The Chief of Staff, NCOL CoE has oversight of "strength management" across the USASMA to include Title 5, military, interns, contractors, and distribution of Title 5 authorizations to the SMC.

b. In anticipation of filling a Title 5 vacancy, the Chief of Education reviews position descriptions to determine if any adjustments are necessary and, if changes are needed, works with the Director, HR to provide a draft position description and to ultimately produce the Request for Personnel Action (RPA) to the CPAC for classification and announcement.

d. The Director, HR will initiate a RPA. The RPA will be processed in accordance with established recruitment procedures.

e. The USASMA will publish the announcement in accordance with the Fort Bliss merit placement plan. In coordination with the CPAC, the recruiting director may advertise vacancies in appropriate publications, as requested by the USASMA.

f. The hiring authority, will appoint a hiring panel in accordance with the USASMA Fair Hiring Policy and Procedures. The appointment will include supporting information concerning panel procedures. The hiring authority will convey in writing to this panel the critical knowledge, skills, and abilities required of the position, with related rating criteria. This communication must take place before the panel reviews any applications. The hiring authority may not be a panel member. The panel may perform two separate
functions. The first is to review all applications and rate each applicant’s qualifications. The second is to conduct interviews and make selection recommendations to the hiring authority.

g. All candidates complete the academic rank promotion application submitted during the hiring process through the Assistant Dean of Academics, USASMA through the Dean of Academics, CGSC to the Deputy Commandant, CGSC for approval.

4-2. PROCESSING OF APPLICATIONS.

a. Applications will be submitted in accordance with the specific application and submission criteria stated in the job opportunity announcement.

b. After the job announcement’s closing date, CPAC will screen applications for candidates meeting minimum qualifications for the position. CPAC will then provide the hiring authority a listing of qualified candidates annotating veterans’ preference eligibility and ensure the hiring authority understands preference eligibility regulations and requirements.

c. The panel, duly appointed by the hiring official, will conduct screening and rating of resumes of candidates. Panel members will evaluate the resumes based on the prior established criteria. The panel ratings will be returned to the CPAC for a certificate of eligibility to be issued.

4-3. SELECTION PROCESS.

a. Upon receipt of the certificate, the hiring authority may conduct interviews or have the panel conduct interviews. The hiring authority will consider the findings of the panel and results of interviews to determine recommended selection of candidates.

b. The hiring authority will prepare a hiring packet with the recommended primary and alternate(s) and submit it through the Chief of Staff, NCOL CoE and Director, HR to the CPAC, once academic rank promotion is approved by the Deputy Commandant, CGSC. This recommendation will include a brief explanation of the basis for the selection, and the proposed academic rank. The Commandant, USASMA will approve, disapprove, or revise the recommendation and send the action to the CPAC to tender employment offer(s).

4-4. EMPLOYMENT ACTION.

a. The hiring authority will annotate the selection and alternate(s). Neither the hiring authority nor panel members will make contact with the selectee(s). The CPAC will notify the selected candidate and proceed with the job offer process.

b. The hiring authority will coordinate with the CPAC regarding the on-boarding process, reporting date, security clearance, and special employment criteria (i.e., length
of appointment and salary, permanent change station authority, etc.), and ensure that the necessary documents to effect the hire are processed.
Chapter 5
TITLE 5 REAPPOINTMENTS FOR TERM EMPLOYEES

5-1. STANDARDS FOR REAPPOINTMENT.

a. As term employees, at the end of their initial appointment, faculty are eligible for reappointment for terms of greater length, depending on their level of performance and the needs of the USASMA. Appointments can be from one to five years. Appointments of greater duration than three years generally indicate that performance is above the expected level, with the distinction of superior performance.

b. Title 5 faculty member terms of reappointment will be determined by the needs of the USASMA, with the demonstrated performance of the employee as a key guiding factor.

c. Three management tiers will be adhered to within USASMA. The intent of tiering is to provide a mechanism for the Director, USASMA and the Commandant, USASMA to manage the Title 5 faculty workforce to best accomplish the USASMA mission. The tiers are comprised of faculty who are beyond their initial appointment and will designate faculty who are exceeding expectations, meeting expectations, and those who are underperforming compared to their peers. The tiers will be the primary source used by the Director, USASMA when preparing recommendations for reappointment. Tiers are not formal performance based appraisals - performance appraisals are covered in Chapter 6 of this bulletin. Reappointment recommendations, including the reappointment term length, will be made by the Director, USASMA through the Assistant Dean of Academics, USASMA to the approval authority. This policy requires that the Director, USASMA enumerate the civilian faculty within one of the three tiers. The Commandant, USASMA may direct a percentage of faculty in each tier management portfolio to accommodate total faculty workforce requirements and set conditions for the future. Appointments of greater duration than three years generally indicate that performance is above the expected level, with the distinction of superior performance top-tiered faculty will receive longer length reappointments for high performance, rather than just identifying those with the most seniority. Faculty in the upper tier may be eligible for a four- or five-year appointment. Faculty in the middle tier who are in the norm and have performed adequately may be eligible for a three-year appointment. Finally, faculty in the lower tier, compared to the other faculty within that school, would be eligible for a one- or two-year appointment as recommended by the Director, USASMA. This system will allow for recognition of excellence or opportunity to improve within the context of a more stable three-year reappointment for the majority of the faculty members.

5-2. PROCEDURES FOR REAPPOINTMENT.

a. Title 5 faculty members, if applicable, will apply for reappointment no earlier than six months and not later than three months before the end of the current appointment. The application for reappointment will contain input from the faculty member's chain of
command, including the immediate supervisor. The Commandant, USASMA is the approval authority for reappointments.

b. Non-reappointment is a discretionary decision not to offer a subsequent appointment for a variety of possible reasons. If the Director, USASMA determines a reappointment is not in USASMA's interest, the Director, USASMA will make a reasonable effort to provide six months advance written notice to the affected faculty member. The Director, USASMA will consult with the Assistant Dean of Academics, USASMA on non-reappointment cases prior to submission to the Commandant, USASMA. Reappointment decisions are based on the needs of the government, including things like budget and personnel reductions or issues such as curriculum and research needs of the USASMA. Since it is at the end of an existing term, non-reappointment is not considered "separation for cause," and consequently is not an adverse action.
Chapter 6
PERFORMANCE APPRAISALS

6-1. PROCEDURES.

a. Appraisal of civilian faculty members will utilize the Defense Performance Management and Appraisal Program (DPMAP). Civilian faculty members will be appraised annually on achievement of performance elements and standards in the four domains of faculty performance and other requirements stated in their performance plan. Rating officials will ensure each employee’s performance plan is properly communicated, approved, and acknowledged. The appraisal cycle is 1 April through 31 March of each calendar year. Annual performance appraisals will be completed for each civilian faculty member no later than 45 days after the appraisal cycle ends.

b. Faculty members will participate, along with their rating officials, in the development of their performance plan. The ratee and rater will establish performance elements and standards within 30 days of the beginning of the rating period. The higher level reviewer will review this performance plan and approve or recommend changes utilizing the DPMAP system. Each faculty member will keep his/her rater and higher level reviewer advised on progress or lack thereof toward accomplishment of stated performance elements and standards. At least once, in the midpoint of the rating period, the rater will counsel the faculty member and provide a progress review on performance. Changes to the performance plan must be discussed and communicated to the faculty member. The rater will communicate the changes to the faculty member and the higher level reviewer.

c. Concurrent with the annual performance appraisal process, faculty members and their supervisors will develop and manage an Individual Development Plan. This plan consists of an assessment process to collect evidence on performance in the four domains, documented self-analysis of data, and a formal process to manage continued growth as an educator. The leadership of the USASMA accepts the responsibility to support the faculty member in his/her pursuit of excellence. Regular feedback and counseling is an important component of the individual faculty development process.
Chapter 7
PAY, BENEFITS, WORKPLACE, AND WORK HOURS

7-1. PROCEDURES.

a. Salary Schedule. The salary schedule is published every year for each location where Title 5 faculty members are assigned. The total salary consists of basic salary and a locality adjustment, based on the Locality Pay Area Definitions as published under the annual General Schedule for Civilian Pay.

b. The faculty members are eligible for monetary, honorary and time off awards. All Title 5 faculty members are judged by the same standards of faculty performance and managed as part of the Title 5 IAC process.

c. Entitlement Benefits. Title 5 employees are entitled to employment benefits, to include honorary awards, health insurance, life insurance, accumulation of leave, and retirement benefits. For specific information on benefits, employees should refer to the CPAC and Army Benefits Center-Civilian found on Army civilian personnel websites.

7-2. PAY ADJUSTMENTS.

a. Adjustments to salary levels are of two types - wage grade increases and quality step increases. Both are permanent adjustments and should not be confused with performance incentives (bonuses/time off awards), which do not permanently affect the salary level.

b. General Adjustments. On a periodic basis (normally annually), the President, with the approval of Congress, declares adjustments to the general schedule consisting of adjustments to basic pay, locality pay, or both. The Title 5 pay will be adjusted based on the percentage of increase given to General Schedule employees. No action on the part of the Title 5 faculty member or the chain of command is required.

7-3. PERFORMANCE AWARDS.

Step Increases are based on merit as judged by the standards for performance in the four domains of faculty development and documented on a performance evaluation. Procedures for step increases are:

a. Nominations will be submitted by the direct line supervisor to the Title 5 IAC, which will review nominations and submit recommendations to the Commandant, USASMA for decision.

b. Step increases for Title 5 employees will follow guidance in accordance with the IAC and NCOL CoE Policy Memorandum No. 11, *Civilian Performance and Recognition Awards*, which caps at step-10, regardless of academic rank, for general schedule scales. Title 10 employees may be eligible for step increases above step-10, within an
academic rank, for administratively determined scales. However, employment of Title 10 employees was not approved at time of this bulletin’s publication.

c. Step increases and cash awards are limited by budget standards set by the Department of the Army and implemented through guidance established by the budgetary guidance. The pool of funds available for both step increases and cash awards varies over time such that predicting the levels of awards in a given year is not practical.

d. Upon decision by the Commandant, USASMA the Director, HR will initiate RPAs to request approved step increases or incentive awards.

e. Cash Awards. Cash awards are based on merit as judged by the standards for performance in the four domains of faculty development and documented on a performance evaluation. The total Title 5 faculty awards granted will not exceed the monetary allocation established by the approved incentive pool of funds. This action is based on the recommendation of the rater, concurrence by the department/school director, and review by the Title 5 IAC. The Title 5 IAC reviews the recommendations and develops a proposed list of performance awards in accordance with USASMA civilian awards policy. The IAC presents the recommended list of performance award recipients to the Commandant, USASMA for approval. The cash award is paid in a lump sum and does not affect the basic pay level, employee benefits, or retirement computations.

f. Time off Awards. Time off awards may also be given to Title 5 faculty for individual acts or as part of the annual performance appraisal process.

g. None of the aforementioned annual performance awards will be awarded in combination to a Title 5 employee.

7-4. WORK, COMPENSATORY TIME, AND OVERTIME HOURS.

a. The goal of this policy is to develop a work scheduling system that is within the civilian personnel regulations and allows the USASMA faculty to professionally manage their work schedules. Civilian personnel regulations provide procedures for approval and appropriate documentation of overtime worked (work in excess of eight hours a day or 40 hours in a week). All Title 5 employees are exempt under the Fair Labor Standards Act, meaning when overtime is required, exempt employees may be directed to earn compensatory time in lieu of overtime. If an exempt employee elects to work beyond the established tour of duty without prior approval (unless emergency situation), the time worked would not be compensable.

b. Civilian pay regulations (5 CFR, Part 550), provide that "extra" hours worked by exempt employees must have prior approval by management to be subject to compensation of overtime pay, or compensatory time off. Civilian faculty members
must therefore ensure approval through their respective chain of command to the Commandant, USASMA for additional hours of work necessary for each pay period.

c. The USASMA Title 5 faculty, with approval, may be authorized flexible work schedules when doing so is in the best interest of accomplishing the teaching mission. This should be done as a way to avoid overtime to the maximum extent possible and limit the amount of compensatory time. Nothing in this bulletin obviates the requirements to adhere to all Department of Defense, Department of Army, and Combined Arms Center/Army University, or USASMA policies on time keeping, work schedules, telework, or overtime/compensatory time.

d. At times, faculty receive orders to travel on official business for temporary duty (TDY). Compensatory time may be earned for time involved in official travel. The official TDY orders serve as the advance permission to earn travel compensatory time. Faculty will schedule their travel to minimize travel compensatory time, within mission requirements.

7-5. WORKPLACE.

Faculty members perform assigned duties during normal duty hours at the USASMA or other Fort Bliss, TX facilities. Should the chain of command determine that an alternate work place be essential for an extended period, the supervisor, in accordance with USASMA policies, will develop a temporary formal agreement in compliance with and fulfillment of supervisory responsibilities and reporting requirements. The Commandant, USASMA is the approval authority for designating civilian faculty positions within the USASMA as “Telework Eligible” and coordinates with the Chief of Staff, NCOL CoE and the Director, HR to have designated positions coded to reflect the telework indicator code for “Telework Eligible” and whether the telework arrangement is “Regular and Recurring” or “Situational.” In accordance with Department of Dense Instruction 1035.01, Telework Policy, all employees who are authorized to telework on a Regular and Recurring or Situational basis, to include emergency situations, shall have a telework agreement (DD Form 2956) in place. Faculty members working in positions not designated as “Telework Eligible” will not use telework as an alternate work place.

a. Some work, such as grading and writing, may be most effectively done at home or another approved location away from the school campus, subject to the telework guidance in paragraph 7-5, above (see NCOL CoE Policy Memorandum No. 26, Telework Policy for DA Civilians for additional guidance). In these circumstances the faculty member’s supervisor is responsible to ensure such work is in accordance with USASMA policy procedures and regulations. Alternate work locations will be coordinated with the chain of command prior to the event. This can include regular hours as well as compensatory time work. If this involves overtime or compensatory time, the hours and location must be preapproved.

b. Title 5 faculty members must ensure that they are at their USASMA workplace for teaching, student support, and administrative obligations. They also must keep their
directors and supervisors informed of their whereabouts while they are performing work away from their normal school campus/place of duty.

7-6. TOURS OF DUTY.

a. The basic 40 hour work week is usually scheduled on five consecutive days, Monday through Friday. The normal duty day for civilian faculty members is eight (8) work hours from 0800-1700 with a 60-minutes unpaid lunch period. The Director, USASMA will establish policy for core hours when classes are normally scheduled and faculty members should be available to see students. All Title 5 faculty members not wishing to be available for duty will submit the appropriate request for leave.

b. The varied duties of the USASMA faculty require long hours combined with relatively flexible work schedules. Work requirements include both day and evening activities. Therefore, adherence to fixed hours of duty is not possible in all cases. The Director, USASMA may implement alternate work schedules to allow flexibility within the work schedule. Any such programs must adhere to the standards in OPM's Handbook of Alternate Work Schedules.

c. The Director, USASMA publishes, as required, anticipated hours of scheduled instruction for the programs of instruction for the school. It is recognized that for some periods during the teaching year, class preparation, teaching, grading and other teaching duties will require more than eight hours per day and 40 hours per week. The Director, USASMA is responsible to assure that employees are fairly compensated for their work over the course of the teaching year.

d. Title 5 faculty members are responsible for meeting their assigned teaching, work, or administrative obligations and for ensuring they complete the 80 hours of work for which they are paid in each biweekly period. Title 5 faculty members wishing to spend less than 80 hours on duty responsibilities in each biweekly period should request annual or sick leave or utilize accumulated compensatory time. Consistent with the USASMA mission, the Director, USASMA may document, for timekeeping purposes, Title 5 faculty members as performing work hours if they are performing mission related functions, such as, but not limited to, preparing for class, preparing evaluations and assessments, faculty development, service to the school, or conducting scholarly research and writing.

7-7. PROCEDURES.

a. Civilian faculty members record their hours approved and worked in excess of eight hours per day or 40 hours per week as compensatory time earned, if accrued under a flexible work schedule plan, on their Automated Time Attendance and Production System (ATAAPS) time card. They will also annotate those duties and responsibilities for which overtime/compensatory time were authorized at the appropriate location in their ATAAPS time card. The approving authority for hours
worked in excess of the standard period will be the individual authorized to certify the employee's time card.

b. Earned compensatory time must be used within 26 pay periods of the hours being accounted to the faculty member's Leave and Earnings Statement. In accordance with applicable regulations, compensatory time that is not used within 26 pay periods will be forfeited.

c. Civilian faculty members are responsible for ensuring that compensatory time are scheduled and used within the aforementioned timeframe. Instructors should plan to use compensatory time as soon as practical after the hours are accrued. The chain of command will endeavor to manage instructor workloads and distribute duties, projects, and tasks so that an instructor would carry no more than 24 hours of compensatory time at any point during any fiscal year, except under extraordinary circumstances. Civilian faculty members will submit requests to use earned compensatory time using the ATAAPS system.
Chapter 8
SABBATICAL LEAVE, ADMINISTRATIVE LEAVE, AND LEAVE WITHOUT PAY

8-1. SABBATICAL LEAVE.

a. The purpose of sabbatical leave is to provide a time period for intellectual renewal, updating of the academic discipline, professional expertise, or scholarly concentration. When such action will contribute significantly to the improvement of the Title 5 faculty member's professional education and further the mission of the USASMA, sabbatical leave with pay may be granted to a Title 5 faculty member upon nomination by the Director, USASMA or Department Chair, recommendation by the Assistant Dean of Academics, USASMA, Chief of Staff, NCOL CoE, and approval by the Commandant, USASMA.

b. Sabbatical leave is not automatic. Applicants for sabbatical leave with pay must include a comprehensive proposal indicating their intention to use the released time for scholarly activities that are relevant and will contribute directly to the advancement of their discipline and the improvement of USASMA student learning. The applicant, in coordination with the Director, USASMA must establish a defined product as a result of the sabbatical that is relevant to and contributes to furthering the USASMA mission.

c. Individuals will apply through their chain of command to the Assistant Dean of Academics, USASMA who will make a recommendation to the Commandant, USASMA for final decision. The application must include a detailed research plan for what the faculty member will accomplish during the sabbatical and what academic product(s) will be produced. The plan will also include any expenses that the faculty member is requesting from the USASMA in support of the sabbatical, including any temporary duty or research costs.

d. Title 5 faculty members will not be considered eligible for sabbatical leave until they have completed six years of civilian faculty service.

e. If the Title 5 faculty member opts to take sabbatical leave between his/her sixth to ninth year of civilian faculty service, such leave will not be more than six months at full pay and benefits.

f. If the Title 5 faculty member chooses to defer sabbatical leave until after nine years of civilian faculty service, he/she may request up to 12 months at full pay and benefits. In either case, (six years or nine years) the years of service eligibility requirement restarts upon completion of a sabbatical.

g. An individual granted sabbatical leave may not accept full-time teaching assignments or other full-time remunerative employment, as this would be inconsistent with the intent of the sabbatical program and may result in creation of a conflict of interest. More specifically, time on sabbatical leave is considered time on official,
federal duty for which additional compensation may not be accepted. No travel or regular compensatory time may be accrued while on sabbatical.

h. A Title 5 faculty member who accepts such leave must agree in writing to continue in service to the USASMA for at least two years following resumption of regular duties. The written agreement will reflect that, if such agreement is breached, the faculty member has a contractual obligation to repay the leave salary to the federal government as incurred.

8-2. EXCUSAL FROM TEACHING DUTIES AND EXCUSED ABSENCE (ADMINISTRATIVE LEAVE).

a. Title 5 faculty members may request an excused absence from the normal place of duty for purposes such as professional development and project research, provided such actions are in connection with furthering the mission of USASMA. A Title 5 faculty member may request to be excused from all administrative and teaching duties for up to two months. A written request, to include comprehensive proposal with justification, benefit statements, and final product(s) must be submitted to the Director, USASMA a minimum of three months prior to the requested leave date. Excused absences will normally not be granted until after a Title 5 faculty member has completed their initial two-year service obligation. In the event the Title 5 faculty member does not fulfill the purposes for which the excused absence from normal teaching duties was granted, he or she may be required to reimburse the government for pay received during the period of excusal. Additionally, a Title 5 faculty member who accepts an excusal must agree, in writing, to continue in service to the USASMA for at least one year following resumption of regular teaching duties. This agreement is not considered an extension or guaranteed extension to the employee's appointment term.

b. Administrative leave with pay may be granted upon review of the rater, senior rater, Director, USASMA, Assistant Dean of Academics, USASMA, the Chief of Staff, NCOL CoE and approval by the Commandant, USASMA. In accordance with Sec 1138 (Administrative Leave Act of 2016) of the 2017 NDAA there is a 10 day per calendar year limit on Administrative Leave. Additionally new leave categories "investigatory" and "weather/safety" leave may be utilized according to regulations and policy.

8-3. LEAVE WITHOUT PAY.

Upon request of the Title 5 faculty member and the recommendation of the rater, Director, USASMA and Assistant Dean of Academics, USASMA leave without pay for study, research, travel, or any other reason may be granted by the Commandant, USASMA when, in his/her opinion, such leave would contribute directly to the improvement of the USASMA's mission performance. Any such leave without pay does not relieve the Title 5 faculty member of obligations related to performance evaluation and other administrative requirements, as described herein.
CHAPTER 9
MANAGEMENT OF SUPERVISORY ASSISTANT PROFESSORS, ET AL.

9-1. MANAGEMENT OF SUPERVISORY PROFESSORS (ASSISTANT, ASSOCIATE, OR PROFESSOR OF DISCIPLINE).

a. Some Title 5 faculty positions, including Chief of Education and Department Chairs, are designated as supervisory.

b. Vacant supervisory positions will be advertised in accordance with the USASMA Fair Hiring Policy and filled on a competitive basis. Current members of the faculty may apply for such positions.

c. With the Commandant’s, USASMA approval, faculty members may voluntarily move from supervisory to nonsupervisory positions based on reorganization or for cause.

d. The Commandant, USASMA may non-competitively appoint a Title 5 employee as a temporary Supervisory Assistant/Associate/Professor for longer appointments and adjust the employee’s salary for the duration of the appointment (see Note 1, below). Time-limited appointments to a supervisory position for more than 120 days will be made competitively. A competitive temporary appointment to a supervisor may be made permanent without further competition. Note 1: NDAA approval was not gained at the time of this bulletin’s publication and the pay scales associated with academics ranks under Title 10 are not applicable to Title 5 faculty – as such the academics ranks of Title 5 faculty are not differentiated, other than qualifications, and experience. There is currently no pay difference between academic ranks other than an individual’s normal step increases per the IAC and NCOL CoE Policy Memorandum No. 11, Civilian Performance and Recognition Awards.
Chapter 10
TERMINATION OF EMPLOYMENT

10-1. ADVANCE NOTICE OF RESIGNATION OR RETIREMENT.

To assist in workforce management, preparation of awards, etc., Title 5 faculty members intending to retire or resign should provide at least six months' notice of intention.

10-2. SEPARATION FOR CAUSE.

The Commandant, USASMA may terminate the employment of any Title 5 term faculty member for reasons of misconduct, irrespective of length of appointment. Personal behavior that violates law or reflects poorly on the professional standards expected of federal employees is justification for immediate termination of appointment or ineligibility for reappointment. In such cases, the Director, USASMA will provide the employee written notification of the alleged misconduct and the proposed termination of employment. The employee has 15 calendar days to provide the Director, USASMA a written response to the proposed action. After considering the response, the Director, USASMA will recommend termination to the USASMA hiring authority, who will make a decision. This decision may be appealed to the Deputy Commandant, CGSC.

10-3. SEPARATION FOR UNSATISFACTORY PERFORMANCE.

The Commandant, USASMA may terminate the employment of any Title 5 term faculty member for failing to perform at the level required for the position hired. To enable this provision, the supervisor must show that the employee was informed of expected standards and how to meet them and that the employee was notified of the unsatisfactory performance and how to correct it. In such cases, the Commandant, USASMA will provide the employee written notification of the alleged unsatisfactory performance and the proposed termination of employment. The employee has 15 calendar days to provide the Commandant, USASMA a written response to the proposed action. After considering the response, the Commandant, USASMA will make a decision. This decision may be appealed to the Deputy Commandant, CGSC.

10-4. SEPARATION FOR THE NEEDS OF THE ARMY.

The Army is a dynamic institution and requirements are ever changing. Additionally, changes in the availability of resources influence the number of civilian employees at the USASMA. These changes can influence how the USASMA accomplishes its mission, including its needs for civilian faculty. The USASMA will always strive to make changes with the least impact possible to the faculty, but in exceptional circumstances. This section covers termination of a faculty member’s appointment. The decision to not reappoint for a new term of service as a Title 5 term faculty member is not covered in this section because it is not a termination of employment, may be required to terminate faculty members based on the needs of the Army. The USASMA will provide any
faculty member terminated to meet the needs of the Army, 60 days’ notice of the termination action. This action does not constitute an adverse action.

10-5. LOSS OF SECURITY CLEARANCE.

The Commandant, USASMA may immediately terminate the employment of Title 5 term faculty members who fail to obtain or maintain a security clearance corresponding to their positions.

10-6. LOSS OF FACULTY CERTIFICATION.

The Commandant, USASMA may immediately terminate the employment of Title 5 term faculty members who fail to maintain certification corresponding to their position.

10-7. TRIAL PERIOD.

a. The first year of the initial appointment as a faculty member is a trial period. The Commandant, USASMA may terminate for unsatisfactory performance or conduct the appointment of a Title 5 term faculty member during the trial period. Faculty members being terminated during their trial period will be notified in writing as to why they are being separated and the effective date of the action.

b. Terminations during the trial period for reasons based in whole or in part on conditions arising before appointment will receive a notice of the proposed action. The Commandant, USASMA will be the deciding official, after the faculty member is given 15 calendar days to file a written response to the notice.
Chapter 11
ADVERSE ACTIONS, GRIEVANCES, AND APPEALS

11-1. PROCEDURES.

Faculty members employed under Title 5 USC may obtain a review of any personnel action, academic action, or decision relating to their personal employment status by following the steps for lesser corrective actions, grievances, and appeals.

11-2. LESSER CORRECTIVE ACTIONS.

Should a supervisor believe that a Title 5 employee's misconduct or unsatisfactory performance, as described in paragraphs 10-2 and 10-3 above, does not warrant termination, the supervisor may propose to the Commandant, USASMA lesser action to correct the problem. Examples of lesser action include letter of concern, letter of reprimand, or proposed disciplinary action to suspend. The employee may submit a written response to the proposed action. The Commandant, USASMA will review the proposed action, consider the Douglas Factors and employee response and take appropriate action.

11-3. GRIEVANCES.

a. The grievance must be submitted in writing to the faculty member's immediate supervisor for initial consideration and decision. The grievance must be submitted in writing within 15 calendar days of the incident being grieved.

b. The faculty member may request that a grievance board review the supervisor's decision. Such review will be conducted in closed session and the grievant does not have the right to personally appear before the board.

c. The grievance board will consist of the Department Chairs from at least three departments, Chief of Education, the Director, USASMA, and the Assistant Dean of Academics, USASMA. The Assistant Dean of Academics, USASMA will serve as the chairperson of the review board for faculty-related grievances. The Director, USASMA will serve as the chairperson of the review board for any non-faculty related grievances to include any procedural, civil service, or disciplinary issues of conduct covered by Title 5. The board will review and decide the merits of the grievance. Any member of the grievance board involved in the grievance may not be appointed to the board. Likewise, in the event the Assistant Dean of Academics, USASMA is involved, he/she will be recused. In the event of such a recusal, the Commandant, USASMA will appoint the chairperson for the review board.

d. Appeals to decisions of the grievance board review must be made in writing and submitted to the Commandant, USASMA.
e. Grievance procedures may not be used if the employee alleges discrimination covered by equal employment opportunity procedures. Complaints of unlawful discrimination based on ages, sex, race, color, religion, national origin, or physical or mental handicap are filed and processed according to applicable laws and Department of the Army regulations. The Fort Bliss, Texas Equal Employment Opportunity (EEO) Office is the point of contact for processing such complaints.

11-4. APPEALS.

a. If the action being appealed or grieved is covered by Title 5 USC 7512 (removal, suspension for more than 14 days, reduction in grade or pay, or furlough of 30 days or less) or Title 5 USC 4303(e) (removal or reduction in grade for unacceptable performance) and the employee meets the service and/or preference eligibility requirements, the employee may then appeal the action to the Merit Systems Protection Board or grieve under the negotiated grievance procedure, if covered.

b. All decisions and appeals will be documented in writing. Written notice of the grievance board decision will be provided to the faculty member within one week of the decision. All appeals within USASMA will be routed through the chain of command to the Commandant, USASMA for final decision. Complaints of unlawful discrimination based on age, sex, race, color, etc., will be filed and processed according to applicable Department of the Army or EEO regulations.
CHAPTER 12
VISITING PROFESSORS

12-1. PURPOSE.

This chapter establishes procedures for recruitment, appointment, compensation, reimbursement, advancement, evaluation, conversion, termination, provision for awards, bonuses and leave, and related administration, should the need necessitate, employing visiting professors. In addition to the regular civilian faculty, and the USASMA requires, on a temporary, intermittent basis, faculty members with specific backgrounds and expertise. Such faculty members may be hired under this chapter for periods from one day to one year.

12-2. ACADEMIC CREDENTIALING AND RANKS.

a. Visiting professors will be integrated into the existing faculty at a rank and salary commensurate with their academic responsibilities, credentials, and requirements of USASMA.

b. Visiting professors are assigned one of four academic ranks. They are:

   (1) Visiting Professor
   (2) Visiting Associate Professor
   (3) Visiting Assistant Professor
   (4) Visiting Instructor

c. Since visiting professors are employed for their expertise, they will not be assigned supervisory duties.

d. Visiting professors brought in as Title 10 employees in lieu of highly qualified experts (HQE) will comply with existing HQE policy and regulations.

12-3. APPOINTMENTS.

a. Based on hiring criteria and nature of duties, academic rank is determined at the beginning of each appointment and is not addressed through academic promotion. The standards for the credentialing of visiting professors are commensurate with those as described in Annex A.

b. Appointments to the faculty will be based on recommendations by the SMC director through the Assistant Dean of Academics, USASMA through the Dean of Academics, CGSC to the Deputy Commandant, CGSC. The Deputy Commandant, CGSC serves as the hiring authority for visiting professors.
c. Visiting professors will be appointed for periods of up to one year.

d. Appointees must obtain appropriate security clearances and are subject to general standards of conduct applicable to all federal employees. See EO 12674, Title 5, Code of Federal Regulations, section 2635, 18 USC § 203-205, and Department of Defense Regulation 5500.7-R. These standards include, but are not limited to, conflicts of interest representing financial disclosure requirements.

12-4. RECRUITMENT AND SELECTION PROCESS.

a. Visiting professors will be hired noncompetitively based on their expertise and experience. Given the noncompetitive nature of these appointments, it is USASMA's intent to avoid any appearance of favoritism. Therefore, in addition to any other information requirements, each visiting professor hiring action will include acknowledgements from the recommending official and all officials in the approval chain. The acknowledgements will detail all prior associations with the nominee, including any personal relationships and each and every period the official worked with, worked for, or was under the supervision of the nominee.

b. Department Chairs or Director, USASMA identify requirements, such as exercise support, and identify the best candidate(s) to meet those requirements.

c. After clearly explaining to candidates that only the Deputy Commandant, CGSC can approve hiring actions and that discussions are preliminary, the Director, USASMA will discuss availability and willingness to support requirements with candidates.

d. The Director, USASMA will submit recommendations in decision memorandum format through the Assistant Dean of Academics, USASMA to the Dean of Academics, CGSC to the Deputy Commandant, CGSC. Recommendations will include:

(1) A resume or curriculum vitae.

(2) Description of activities to be supported, including dates, and support concept.

(3) Estimated number of duty days during the period of employment.

(4) Recommended step and salary and rationale for recommendation. The recommended salary cannot exceed the maximum amount authorized for the grade level and status.

(5) Recommended academic title.
(6) The acknowledgements referenced in para 12.4.a, above.

e. Individual Development Plans are not required for visiting professors.

f. Once approved by the Deputy Commandant, CGSC, the hiring packet will be returned to the Assistant Dean of Academics, USASMA and the Director, USASMA.

g. The Director, HR will initiate a RPA and submit to CPAC. Directors will provide to CPAC any additional information/documentation necessary to complete the hiring action.

h. CPAC will extend the official offer.

12-5. FACULTY HOURS.

a. Visiting professors will work on an intermittent work schedule. Intermittent work is defined as work performed on an irregular basis for which there is no prearranged tour of duty. Work is typically sporadic and unpredictable.

b. Hours of visiting professors will be set by the Department Chairs/Director, USASMA.

c. Visiting professors will submit time cards to the department to which affiliated during duty periods.

d. Visiting professors will not accrue compensatory time or credit hours. They will be entitled to overtime if scheduled in excess of 40 hours of duty per work week.

12-6. PAY AND BENEFITS.

a. Department Chairs and Director, USASMA will recommend step and salary. The recommended salary cannot exceed the maximum amount authorized for the academic rank level and status, as indicated in Annex A.

b. Intermittent employees are ineligible for participation in federal employee benefit programs.

c. Visiting professors do not earn leave nor are they entitled to sabbatical leave, administrative leave, or leave without pay.

d. Visiting professors will not be eligible for performance awards.
Chapter 13
EMERITUS FACULTY PROGRAM

13-1. PURPOSE.

The purpose is to establish criteria, responsibilities and procedures for implementation of an emeritus program that recognizes long and distinguished service among members of the USASMA faculty and academic staff. The policy is intended to enable the college to show its gratitude upon retirement to those individuals who have made an extraordinary contribution to the mission of the institution and whose continuing relationship with the SMC adds value to the academic program.

13-2. CRITERIA.

a. Full Professors who have served a minimum of 10 years as full-time faculty at the USASMA and who have retired with the Department of Defense and not taken another position at an academic institution may have their long service, significant accomplishments, and contributions recognized by the award of the title Professor Emeritus.

b. Associate Professors who have served a minimum of 15 years as full-time faculty at the USASMA, and who have retired with the Department of Defense and not taken another position at an academic institution may have their long service, significant accomplishments, and contributions recognized by the award of the title Associate Professor Emeritus.

13-3. PROCEDURES.

a. Not earlier than six months prior to retirement of an eligible faculty member, their Department Chair or Director, USASMA may prepare a nomination for emeritus status to be submitted through the Assistant Dean of Academics, USASMA to the Dean of Academics, CGSC. The nomination will include a description of the nominated individual's service to the SMC, along with a current curriculum vitae.

b. The Dean of Academics, CGSC will review the nominations and recommend approval or disapproval to the Deputy Commandant, CGSC. The Deputy Commandant, CGSC will further review the nomination and forward his/her recommendation to the Commandant, CGSC for final determination. Those disapproved will be returned to the recommender with a brief cover letter explaining the reasons for disapproval.

c. Upon approval by the Commandant, CGSC the Deputy Commandant, CGSC will send a letter to the individual to be awarded emeritus status. In addition to offering the senior leadership's congratulations upon selection, the letter will advise him/her of the privileges and responsibilities of emeritus faculty. The Deputy Commandant, CGSC will prepare a certificate announcing the emeritus award to be presented to the new emeritus faculty member upon retirement or another appropriate ceremony.
13-4. PRIVILEGES AND RESPONSIBILITIES OF EMERITUS FACULTY.

a. Privileges:

   (1) Recognition within official department, school, and college publications

   (2) Invitations to public ceremonies (opening day, graduation, guest speakers, academic conferences, etc.) conducted by the USASMA or CGSC

   (3) Ongoing access to the USASMA Learning Resource Center and Combined Arms Research Library, to include a library card.

   (4) Other privileges as determined by the Assistant Dean of Academics, USASMA, Dean of Academics, CGSC, Deputy Commandant, CGSC, and/or Commandant, CGSC

   (5) Emeritus faculty members may serve on committees of their own choosing.

b. Emeritus faculty will maintain the same high standards of professional decorum and integrity expected of full-time USASMA and CGSC faculty.
ANNEX A
FACULTY CREDENTIALING AND PROMOTIONS POLICY

1. INTRODUCTION.

a. The USASMA is focused on educating a specific component of the U.S. Army's leaders. The most important task for the faculty is sustained excellence in teaching. Achieving excellence in teaching at the USASMA requires the faculty to be experts in their subjects, to understand and apply adult educational methodology, and to develop and maintain a challenging curriculum. The USASMA faculty is made up of experienced and dedicated military noncommissioned officers and civilian educators. This policy applies to all members of the USASMA faculty, whether military or civilian (Title 5 or Title 10), and will provide the guidelines for academic credentialing and promotion for all, regardless of category. The difference between these three components of the faculty, as it pertains to this policy, is that credentialing and promotion for Title 5 and military faculty must be honorific in nature. Based on the requirements of the Title 5 and military promotion systems, codified promotions would be impossible. However, the standards for honorific promotion are identical to those listed in this document.

b. The purpose of this policy is to promote academic excellence throughout the USASMA faculty and, overall, to enhance the value of the USASMA to the U.S. Army and the nation.

   (1) The USASMA leadership sees that clearly articulated goals and procedures help to focus the faculty on the issues most important to the SMC and encourages their efforts to develop as educators.

   (2) The USASMA defines the domains of faculty performance as teaching (which includes curriculum development), scholarship, service, and faculty development. Each of these domains will be explained in detail in the following sections of this policy. Teaching as a profession requires continued maturation in professional development in these domains.

   (3) This policy is intended to recognize and support the differences within the faculty structure and the unique values each group offers toward the accomplishment of the USASMA mission. It is further intended to support the growth and development of all faculty groups. In setting a credentials and promotion policy, it is necessary to recognize that there are functions within the administration of the SMC that require duty positions being separated from academic rank. Positions of leadership such as Department Chairs, Chief of Education, or the Director, USASMA are duty positions that may not be tied to an academic rank, unless the positions also serve in a role that warrants an academic rank and credentialing. This policy deals only with academic credentials and promotions, not duty positions.

2. FACULTY PERFORMANCE MODEL.
a. Continued growth in the four domains of faculty performance is a requirement of all members of the faculty. Teaching will always be the most important domain for the faculty at the USASMA. CGSC’s model recognizes that even the best teachers can continue to improve or mature through self-assessment, use of faculty development programs, and continued study of teaching methods – the USASMA will follow this model. Each faculty member must plan and manage an Individual Development Plan that addresses all four domains of faculty development. The CGSC recognizes that performance in all domains is a challenging task, one that requires balancing the limited time available to strive for excellence within the many demands of teaching at the USASMA. A flexible system has been built based on principles that encourage overall excellence throughout the USASMA by allowing academic freedom for faculty members. Succinctly stated, these principles are as follows:

(1) A faculty member is any person who has a significant portion of his/her duties involved in the academic mission of the USASMA. These academic activities include teaching, scholarly research, curriculum development, and academic program governance. The principle being applied is that everyone who has direct contact with the SMC’s academic program is required to have the requisite academic credentials and comes under this policy.

(2) The USASMA has a unique structure within its faculty, and this structure is critical to the success of the organization. We have an active-duty military component of the faculty which provides subject-matter expertise in many military disciplines, current and relevant experience achieved from recent practice, and who serve as role models and advisers for the younger noncommissioned officer students.

(3) The USASMA has a civilian faculty which has been selected for a combination of academic credentials and/or prior military expertise. A smaller subset of this civilian faculty possesses terminal degrees in their discipline and is expected to serve as subject-matter experts. Each of these groups is critical to the success of the college, and each brings a different set of credentials. The common ground for all is that excellence in teaching is required. Departing from the teaching domain, each group will have a different emphasis within the faculty domains.

b. The goal of the credentialing and promotion process is to encourage professional development and is inclusive for all faculties while addressing their specific strengths in supporting the mission of the USASMA.

(1) Each faculty member is responsible for developing and managing an Individual Development Plan. This plan consists of an assessment process to collect evidence on performance in the four domains, documented self-analysis of data, and a formal process to manage continued growth as an educator (maturation). The leadership of the USASMA accepts the responsibility to support the faculty member in his/her pursuit of excellence. Faculty development resources must be aggressively
sought from the U.S. Army and any other available sources. Regular feedback and counseling is an important component of the individual faculty development process.

(2) It is not expected that every faculty member be superb in all domains, as time is not available with the teaching demands that must come first. However, each faculty member must be successfully engaged in all domains. The important extension from this limiting concept is that faculty, after achieving baseline success in the four domains, pursue specific domains where he/she wishes to focus and excel. The result of this approach is a realistic set of expectations for each faculty member, while overall the entire SMC and faculty of the USASMA achieves excellence in all domains. This process also best supports growth over the long-term for each faculty member. As people add experiences their interests change and this allows each person freedom to pursue new interests over their tenure on the faculty.

(3) The requirements are cumulative as a faculty member progresses in academic rank.

c. For USASMA, with its special mission, student body, and unique blend of civilian and military faculty, the four domains of faculty performance are further described as follows:

(1) Foremost for any educational organization is teaching. This is of utmost importance, yet challenging, for the USASMA where facilitated learning under the adult learning model is the primary method of instruction. This form of teaching strives for the highest levels of learning for the student, one where the students are able to successfully apply abstract concepts in complex and ambiguous conditions. Clearly, these are the conditions that graduates from the SMC of the USASMA will encounter and, therefore, must be part of the educational philosophy at the college. Further, it is recognized that superb teaching is a learned and practiced art. It takes time and experience to become successful and continued study to remain successful.

(a) This policy sets guidelines to help each faculty member to maximize his/her skills, knowledge and abilities as an educator. The USASMA faculty is dedicated to growth as teachers and dedicated to supporting each faculty member in his/her efforts. For the USASMA it is appropriate to consider curriculum development as part of this domain, as many of our faculty are integrated into the curriculum development process as a supporting element of their primary function.

(b) Curriculum development takes educational outcome goals and brings them to life. It requires subject-matter expertise in the topical field, good research to bring currency and relevancy to the material, and the application of good educational science to find the best way to present a topic. Not everyone will have this opportunity, but it will be treated as part of the larger domain of teaching. Faculty advance over time, from making contributions to curriculum development to being able to lead major curriculum development activities.
(2) Scholarship is the second domain of performance for our faculty. One cannot be a great teacher unless one has something to offer in his/her discipline to share with students. Good scholarship is very difficult to define but relatively easy to recognize. It begins by acknowledging that the USASMA faculty has a special niche based on the needs and purpose of the SMC. They are stewards of the body of knowledge related to the art and science of land warfare and large scale combat operations. This is a very broad area of study, ranging from studies in the early history of war, to modern studies of leadership theory, and on to the exploration of the frontiers of science for military purposes, just to highlight a variety of possible topics. Scholarship ranges from exploratory basic research to the scholarship of application, where theory must be applied in the contemporary operating environment. Any and all of these areas can be fruitful areas of development for the USASMA faculty. The overall policy is that faculty must be actively engaged in scholarship that enhances teaching and learning at the USASMA. Further, they must be sharing their results with other scholars in their discipline in and outside the USASMA. This means publishing in subject-matter journals and other sources, presenting at select conferences, writing case studies or other readings for the curriculum, and working with the U.S. Army to push scholarship into practice, just to cite a few examples of how scholarship can be exploited to its maximum benefit.

(3) Service to the USASMA is an essential element of faculty performance because it is energy that produces the margin of excellence for the SMC. Simply put, service is any contribution made to the SMC outside the individual's basic responsibilities, which advance the mission of the SMC. Service includes the administrative and leadership tasks that are essential for the long-term health of the organization. Service is leading or working with a committee, serving as a small group adviser, sponsoring international military students, or conducting professional development workshops for faculty to share expertise. Service is unlimited in scope, but essential to the success of the USASMA. Professional service to the discipline recognizes the importance of the USASMA faculty reaching out to support the U.S. Army, the defense mission, and the larger community of scholars in military disciplines. This domain will not be tightly defined. The intent is to create space for every faculty member to find where they can best contribute and to encourage those efforts that support professional growth for that faculty member while adding to the organization receiving that service.

(4) Faculty development consists of the following two components: activities that a faculty member conducts to enhance his/her value to the institution, and the responsibility to assist more junior faculty to become more successful teachers and scholars. The first part of faculty development describes the domain where members participate in both undergraduate and/or graduate level-sponsored faculty development programs and also pursue self-development opportunities. A critically important area of self-development is that which offers faculty members the opportunity to reconnect with the operational force, commonly referred to as "re-greening." This is a particularly important element of professional development for civilian faculty members who have not had recent operational experience and need periodic interactions with operational
forces or technical activities to maintain their teaching currency. Examples of re-greening commonly seen in the USASMA include supporting training conducted by Mission Command Training Program to prepare deploying units; supporting exercises in operational units; serving on special mission teams requested by operational units; and conducting technical consultations with Department of the Army and Department of Defense organizations. These are examples of, but certainly not inclusive, of the types of re-greening opportunities that faculty may pursue.

(5) The second faculty development activity comes as faculty members advance in experience and academic rank, incurring more of the mission of developing newer members of the faculty. This begins with one-on-one coaching and grows to where senior faculty become leaders in the USASMA’s and/or CGSC’s faculty development programs, particularly inside the SMC and departments.

3. CREDENTIALING AND PROMOTION PROCEDURES.

In general, the goal of the faculty credentialing and rank promotion process is to develop a talented and energetic faculty who are fully accomplishing the USASMA mission. The process required is based on the best practices in higher education, but adjusted to be relevant to the unique mission and faculty structure of the USASMA. It is the standard in institutions of higher learning that senior faculty have a large voice in maintaining the credentialing and grade increase standards for the faculty. This will be the practice at the USASMA, but with the recognition that this must be within the context of the USASMA as a military organization.

a. Advisory Committees.

(1) Two advisory committees provide faculty input to the credentialing and performance incentive process. The Dean of Academics, CGSC forms the boards from nominations from the USASMA and its other schools. The requirement to serve on these two committees is that the faculty member must have earned the academic rank being evaluated by the committee. The goal is to have wide participation across the CGSC on these committees, but recognizing that the committees cannot be so big that they cannot effectively discharge their duties. The Associate Professor Committee should be nine to eleven members, while the Professor of Discipline Subcommittee should have seven to nine members. A committee is not formed for credentialing of Instructors to Assistant Professors as such academic ranks are personally reviewed by the Dean of Academics, CGSC or Associate Dean of Academics, CGSC with recommendations to the Deputy Commandant, CGSC for approval.

(2) All departments and schools must be represented on at least one of the two committees if a faculty member from the school is being considered for the academic ranks of Associate Professor or Professor of Discipline. The exact operating procedures for self-nomination of academic ranks will be developed and published as directed by the Dean of Academics, CGSC – procedures are normally published during April or May and follow the sample timeline below:
11 May: Individual promotion packets are sent to Department Chairs and School Directors to prepare recommendations and route the packets through the school (USASMA) prior to consolidating the packets for submission to the CGSC.

22 May: Individual promotion packets are consolidated and sent by the school’s Assistant Dean of Academics to the Administrative Assistant to the Dean of Academics, CGSC for upload.

1 – 5 June: Assistant Professor packets are reviewed by the Dean of Academics, CGSC.

1 – 5 June: Associate Professor Advisory Committee meets to review packets.

1 – 5 June: Full Professor Advisory Committee meets to review packets.

5 June: Associate and Full Professor packets, from the Advisory Committees, are provided to the Dean of Academics, CGSC.

12 June: All promotion recommendations, from the Dean of Academics, CGSC, are sent to the Deputy Commandant, CGSC.

19 June: Promotions are announced from the College.

b. Promotion Process.

(1) Promotion procedures in the context of credentialing and academic rank should not be confused with the IACs (or CAIBs) and procedures outlined Chapters 1 and 7. Promotion packets, in this annex and paragraph are used in the context of the operating procedures for self-nomination of academic ranks as mentioned in paragraph 3a(2), above. Self-nomination packets will normally include a table of contents with the following requirements for inclusion in each packet:

(a) Letter of Application -- A letter of application which provides a self-assessment of how the faculty member has met the standards for the appropriate academic rank, based upon the requirements in the Promotion and Credentialing Policy. Special care should be taken to fully explain the performance in each of the domains listed in the policy.

(b) Curriculum Vitae -- The faculty member’s updated curriculum vitae, highlighting any specific evidence that supports the application letter.

(c) Individual Development Plan -- A copy of the faculty member’s Individual Development Plan which supported the most recent performance review that the faculty member received.
(d) Letters of Recommendation from the faculty member’s chain of command to include school directors, department chairs, or direct supervisor, where applicable.

(e) Other evidence the faculty member wishes to provide in support of his/her application to the next higher academic rank. Possible inclusions might include award citations, letters of appreciation from outside sources which are pertinent, or letters from other individuals in support of the nomination.

(2) The strength of this process is that the faculty members evaluating the nominations understand the workings of the USASMA. They recognize that excellence in the teaching domain is the one absolute for a potential academic rank increase and that performance across the other three domains must be balanced. Some faculty members will seek to excel in selected domains, while in others they will only invest the effort needed to achieve success (see paragraph 2b(2) above). The concept is that, when summed across the faculty, the overall effect will be excellence in the accomplishment of the USASMA mission.

(3) A majority vote of Advisory Committee members is required for the committee to provide the Dean of Academics, CGSC with recommendations for an academic promotion or performance incentive.

(4) The Advisory Committee will invite the Department Chairs to discuss members of their department being considered for an academic promotion or performance incentive.

(5) The Assistant Dean of Academics, USASMA will forward to the Chief of Staff, NCOL CoE, recommendations for performance incentives to be presented to the Commandant, USASMA for approval.

4. GENERAL STANDARDS FOR APPOINTMENT.

a. Each faculty member selected for a position on the faculty at the USASMA will be evaluated for credentials as part of the appointment process. This applies to all members, whether military or civilian. In general, credentials include academic degrees, level of subject-matter expertise applicable to the position to which the faculty member is being appointed, and prior teaching experience in higher education.

b. The general qualifications for appointment at each academic rank are as follows and are summarized in the enclosed table at the end of this annex:

(1) Instructor - An instructor must possess an earned Master’s Degree or a Bachelor’s degree and working towards a Master’s Degree, experience in the discipline of appointment which demonstrates mastery of the practice in the discipline, and evidence of the ability to teach successfully. Experience may be from academic study or practice. Examples of such practice would be a noncommissioned officer who has
successfully served at the battalion or brigade level selected to teach in the Department of Command Leadership (DCL), or a noncommissioned officer that has been a senior logistics manager teaching in the Department of Force Management (DFM).

(2) Assistant Professor – This academic rank requires a Master’s Degree, a commitment to teaching demonstrated typically by two years of successful teaching at the college level, and practicing experience in the discipline of appointment. A new faculty member possessing an earned Doctoral Degree and evidence of the ability to teach successfully can be directly appointed as an Assistant Professor. A person possessing senior level experience leading and directing in a discipline and a Master’s Degree may be appointed directly as an Assistant Professor.

(3) Associate Professor - In general, this academic rank requires an earned Doctoral Degree plus five years of very successful teaching experience at the assistant professor level. The candidate must have also demonstrated components of service within his/her discipline characteristic of a senior faculty member. A Master’s Degree with sustained outstanding teaching, recognized subject-matter expertise, and exceptional leadership experience may substitute for the earned Doctoral Degree. This exception is for the rare case of preeminent expertise in the practice of a discipline that is critical to the faculty at the USASMA. This kind of expertise is shown by leading in developing curriculum, serving as a subject-matter expert for the SMC in external engagements, and recognized leadership in regional and national organizations in an area of expertise. The experience factor is, again, a difficult concept to put into words. It is not simply a measure of time. It would be where a group of military professionals would judge the body of work of that faculty member to be of the sustained quality that causes the faculty member to be seen as a leading practitioner in that area of the military profession. For the USASMA this should include sustained excellence and expertise in education within the subject-matter expert area.

(4) Professor of Discipline - The academic rank of Professor requires an earned Doctoral Degree, successful teaching for typically six years at the associate professor level or higher, a distinguished record of scholarship, and a sustained record of faculty development activities. Additionally, candidates must have evidence of continued service to their discipline at the national level. Initial appointment at this academic rank occurs only for individuals joining the faculty from other colleges who have achieved the standards of a Professor.

c. Credentialing New Faculty Members.

(1) For the USASMA to be successful in meeting its goals it must attract and keep the very best faculty available. The USASMA requires multitalented people, it cannot develop tomorrow’s leaders without faculty that possess these talents today. Each new member of the faculty will be evaluated upon their appointment and academic rank for appointment will be established based on the credentials presented. It must be recognized that academic rank is different from duty appointment titles. The duty
appointment may be made based on military rank and or experience, which may or may not equate to the credentials for academic ranks.

(2) The SMC must have an accountability system for assuring that all the faculty have the requisite education and experience to join the faculty and are appointed at the rank appropriate for their credentials. The only way that an accountable system can operate is to follow the uniform process applicable across the entire college, but flexible enough to support the needs of the SMC. The system employed begins with the Director, USASMA or Department Chairs identifying candidates for appointment who meet their requirements. The Director, USASMA or a designated representative selects the new faculty member and recommends an academic rank for the appointment through the Assistant Dean of Academics, USASMA. This recommendation includes a curriculum vitae and any other supporting documentation which can aid in evaluating credentials. The selection packet is processed as follows, based on the rank requested:

(a) The Director, USASMA recommends selection of a new faculty member.

(b) The Assistant Dean of Academics, USASMA recommends each new faculty member's academic rank.

(c) The Assistant Dean of Academics, USASMA advises the Commandant, USASMA on the new faculty member’s academic rank.

(d) The Commandant, USASMA approves hiring the new faculty member and recommends each new faculty member’s academic rank through the Dean of Academics, CGSC to the Deputy Commandant, CGSC.

(e) The Deputy Commandant, CGSC reviews the recommendations and credentials with the Dean of Academics, CGSC and approves an academic rank.

d. Faculty Promotions.

(1) In order to further clarify the promotion process in paragraphs 3a(1-2) and 3b(1-5) the following guidance is asserted. An important objective of this policy is to set the standards for promotion of the civilian and military faculty at the USASMA. These standards define educational excellence for the USASMA and the developmental program to be followed by every member of the faculty. Excellence in the USASMA faculty is characterized by sustained superior performance across the four domains of faculty development. Faculty who strive for and achieve the standards assure the continued success of the USASMA and should be recognized by the college.

(2) The process allows each faculty member to take charge of his/her professional development as an educator, while the college supports and encourages these efforts. Once a faculty member has met the prerequisite requirements of education and teaching experience, the faculty member can apply for academic rank promotion within the guidelines of this policy. Faculty members must submit a request
through their Department Chair through the Director, USASMA which includes a formal letter, a curriculum vitae, and a self-assessment of their performance in the four domains of faculty development. It is obviously incumbent on the leadership of the various departments and the SMC to spend sufficient time in classrooms in order to effectively be able to evaluate the teaching of the USASMA faculty. The specific procedures are summarized below:

(a) Promotion to Assistant Professor.
1. Department Chair recommends
2. Director, USASMA nominates
3. Assistant Dean of Academics, USASMA advises/recommends
4. Commandant, USASMA advises/recommends
5. Dean of Academics, CGSC advises/recommends
6. Deputy Commandant, CGSC approves all new Assistant Professors

(b) Promotion to Associate Professor.
1. Department Chair recommends
2. Director, USASMA nominates
3. Assistant Dean of Academics, USASMA advises/recommends
4. Commandant, USASMA advises/recommends
5. Associate Professor Advisory Committee advises/recommends
6. Dean of Academics, CGSC advises/recommends
7. Deputy Commandant, CGSC approves all new Associate Professors

(c) Promotion to Professor of Discipline.
1. Department Chair recommends
2. Director, USASMA nominates
3. Assistant Dean of Academics, USASMA advises/recommends
4. Commandant, USASMA advises/recommends
5. Professor of Discipline Advisory Committee advises/recommends
6. Dean of Academics, CGSC advises/recommends
7. Deputy Commandant, CGSC approves all new Professors of Discipline

5. STANDARDS FOR FACULTY

Each faculty member is responsible for his/her development as an educator and providing subject-matter expertise to the USASMA. This effort by the faculty member demonstrates his/her continued value to the mission and potential for advancement. The cumulative result of the individual efforts of each faculty member is better education throughout the college by having a faculty actively engaged as educators, growing in their expertise within their discipline, and current on the issues important to teaching at the USASMA. These efforts clearly demonstrate the value of the USASMA to the U.S. Army and the nation. This policy clarifies the standards for each domain of faculty development. A quick reference table of standards is provided at the end of this annex.

a. Teaching Domain.
(1) The teaching domain consists of two distinct subdomains which have separate but complementary standards. As these are included in the dominant domain in the USASMA process, they carry the most weight.

(2) The progressive standards below are meant to show the threshold that faculty members must meet for appointment or academic rank promotion. They are not meant to be restrictive in any way. For example, while the requirement for an Instructor in curriculum development may not include attendance at curriculum development training, they are encouraged to do so and accomplish the standards of the next higher academic rank.

b. Teaching Subdomain. This subdomain encompasses all the activities associated with educating and developing students. It includes course preparation, classroom facilitation, student assessment, and course review and evaluation. The progressive standards for academic rank promotion in this subdomain are:

(1) Instructor. An Instructor presents evidence that demonstrates successful teaching and a process that supports growth as a teacher. An Instructor must have a self-development plan that goes beyond the basic faculty development program and includes a personal assessment process. An Instructor demonstrates the ability to utilize a variety of educational approaches, including having successfully employed facilitated learning. A pattern of continued improvement is evident.

(2) Assistant Professor. Teaching at this academic rank shows a working plan for improvement that has matured into excellence in teaching for a sustained period. Teaching shows innovation in techniques to improve learning. At this level a faculty member is developing curriculum and assessment materials, and is able to help plan curriculum change.

(3) Associate Professor. Teaching at this academic rank demonstrates a record of sustained outstanding teaching. A mature process for continued growth is in place and working. The faculty member is a leader in innovation of teaching within the discipline. Clear growth has been achieved through a self-assessment program. The faculty member manages the development of new curriculum.

(4) Professor. A Professor is one of the SMC's master educators with a sustained record of superb teaching and curriculum development. This faculty member leads in faculty development within their department and the SMC. A Professor is involved in advancing teaching within their discipline and military education.

c. Curriculum Development Subdomain.

(1) For the USASMA mission, curriculum development is next to teaching in importance for success of the SMC. It includes developing outcome goals, defining learning objectives, developing appropriate course and program assessments, and
authoring course materials. This is a time-consuming job that requires a combination of subject-matter expertise, educational experience, and competence with educational technology. The goal is a current and relevant curriculum based on the program learning-outcome goals designed to support all types of learning methods.

(2) Curriculum development is a learned art developed over time and practice. The progressive standards for promotion in this subdomain are:

(a) Instructor. Supports curriculum development by providing subject-matter expertise to others developing curriculum. In some cases newer instructors with unique operational experience may write lesson plans and design elective courses.

(b) Assistant professor. Has completed curriculum development training within the college and has made important contributions to curriculum content.

(c) Associate Professor. Leads groups and manages significant curriculum development efforts. Has successfully developed significant amounts of curriculum.

(d) Professor of Discipline. A Professor has a demonstrated record of providing leadership in the development of outcomes-based curriculum for the SMC, and directing committees, study groups, and programs.

d. Scholarship Domain.

(1) Scholarship advances the art and/or science of a discipline and communicates this new understanding in a manner that can be best utilized by scholars and practitioners of the discipline. A measurable benefit of good scholarship is that it enriches teaching and learning in multiple ways. The Carnegie Foundation for the Advancement of Teaching identified that scholarship can be categorized into discovery, integration, and application.

(2) Considering the special mission of the USASMA, all are important but the scholarship of integration and application are particularly relevant as they serve as a vehicle to move scholarship from purely academic purposes to where it can best serve the interests of the U.S. Army. Though the topic of scholarship can only be broadly defined, it can be recognized by evidence that demonstrates that a model for conducting good scholarship is being followed. A model for successful scholarship includes: (1) clear research goals established; (2) research preparation and study of the topic; (3) developing research methods; (4) production of results and findings; (5) publication and presentation of results to the community of scholars and practitioners, and (6) advancement of ideas into further research. Scholarship at USASMA includes, but also extends beyond, academic studies published in civilian academic journals. Publishing in professional military journals such as Military Review, Army Logistician, and any number of others is important scholarship that advances the knowledge of application.
(3) Doctrinal publications, based in discovery, integration, and application may also be considered in this domain. The USASMA also has a mission to contribute to the U.S. Army and military educational community as experts in education and learning. Scholarship that advances educational methods or that becomes part of the curricular content within the SMC is also recognized as important to the USASMA mission. The progressive standards for promotion in this domain are:

(a) Instructor. Instructors should strive to contribute to the professional body of knowledge by writing for publication in professional journals. Instructors may also take part in research activities being conducted by senior faculty within the college or with outside researchers. One obvious approach to scholarship at this level is scholarship being conducted as part of an advanced degree program.

(b) Assistant Professor. The previously mentioned model of scholarship has been employed to yield scholarly advancement in a topic of study. Completion of an earned Doctoral Degree or terminal degree of the discipline is clear evidence of this level of scholarship. A Master’s Degree with a research component plus practice in a discipline can also demonstrate advancing scholarship. A record of publication in professional journals or in manuals of practice or their equivalent (doctrine) is also an example of evidence of scholarship.

(c) Associate Professor. An Associate Professor must develop an independent research agenda that goes beyond the work done within the terminal degree. They are now expected to lead studies and can demonstrate a pattern of sustained research and publication relevant to the curriculum. The scholarship of integration and practice is demonstrated through works at a high level within a discipline where the person develops manners of practice and implements new science or ideas into practice. Major contribution to new doctrinal publications is just one example of this type of scholarship.

(d) Professor of Discipline. A professor has a sustained pattern of research and publication that clearly establishes the faculty member as a respected source within the field. The faculty member will be directing the scholarship of others and leading significant research studies at the professor rank.

e. Service Domain.

(1) Service is active participation in the governance of the SMC and accomplishment of the USASMA mission. It is a faculty member volunteering to invest time into activities that make this a better SMC and a better place to work. Professional service is active participation in activities that outreach to professional organizations within the faculty member’s discipline to the communities of practice within the defense establishment or provide support to the operating forces. Service of this type also accomplishes the requirements of re-greening in the faculty development domain. Examples that illustrate such service include serving on a board for a professional society, serving as a member of a service panel in a discipline, working with accrediting
organizations, or holding office in professional organizations. Additional examples within the SMC would include serving as a small group adviser, serving as a sponsor for an international military student, or serving on voluntary committees such as the Staff and Faculty Council.

(2) The progressive standards for academic rank promotion in this domain are:

(a) Instructor. Supports committees, student activities, and organizations within the SMC. Shows participation in any of the outreach activities described.

(b) Assistant Professor. Demonstrates sustained support to committees and activities within a SMC. Demonstrates sustained support to outreach activities.

(c) Associate Professor. Has established a record of service and is providing leadership within faculty activities, student activities, and the overall USASMA mission. Provides leadership to outreach activities or is involved in multiple outreach activities.

(d) Professor of Discipline. A Professor has a demonstrated record of providing leadership in the governance of the SMC through directing. Has a demonstrated record of providing leadership in significant and varied outreach activities.

f. Faculty Development Domain.

(1) Faculty development describes the domain where faculty members participate in both SMC sponsored faculty development programs and also pursue self-development opportunities in order to enhance their effectiveness as a teacher. More experienced faculty members contribute to the development of newer faculty. As faculty members advance in experience and rank, they incur more of the mission of helping to develop the younger faculty. This begins with one-on-one coaching and grows to where senior faculty become leaders in faculty development programs, particularly inside the SMC and departments. The focus shifts from self-development to development of other faculty. A critically important area of self-development is that which offers faculty members the opportunity to reconnect with the operational force, commonly referred to as “re-greening.” Examples of re-greening include acting as an observer/trainer on a Combat Training Center rotation, serving as a member of a Center for Lesson Learned collection team, or going TDY to a military installation to teach classes to a deploying unit.

(2) Such activities are a particularly important element of professional development for civilian faculty who have not had recent operational experience and need periodic interactions with operational forces to maintain their professional currency. The progressive standards for promotion in this domain are:

(a) Instructor. An instructor is expected to work on his/her own development, improving teaching abilities and scholarly background through coaching relationships
with senior faculty members and study. Participates in re-greening activities as necessary.

(b) Assistant Professor. Serves as a coach for new instructors, aiding them in understanding the discipline, the college, and the profession. Periodically participates in re-greening activities to maintain currency in the profession.

(c) Associate Professor. Supports the formal faculty development activities of the college through participation as an adjunct faculty member in the Common Faculty Development - Instructor Course (CFD-IC) and leadership in the Common Faculty Development – Developer's Course (CFD-DC) activities. Participates more frequently in re-greening activities to maintain currency in the profession.

(d) Professor of Discipline. Serves as a master teacher and senior adviser to the college on teaching and faculty development. Seeks opportunities to lead other members of the faculty while participating in re-greening activities.

g. As an instructor employed under the Career Program (CP) 32, personal and professional growth that provides opportunities for academic maturation. The Deputy Director of NCO Professional Development Directorate is the USASMA Program Manager for CP 32 - who informs the faculty of academic pursuits that contribute to faculty development, advising, mentoring, counseling (personal and professional growth).
<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Typical Years Teaching in Previous Rank</th>
<th>Education and Experience</th>
<th>Teaching and Curriculum</th>
<th>Scholarship</th>
<th>USASMA Service</th>
<th>Faculty Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>0</td>
<td>Master’s Degree and experience in discipline</td>
<td>Successful Teacher</td>
<td>Contributes to body of knowledge</td>
<td>Participates in departmental activities, outreach and taskings</td>
<td>Self-Development and Participation in Structured Self-Development and CFD-IC and CFD-DC activities</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>Earned Doctoral, or Master’s Degree with service level experience leading directing in the discipline</td>
<td>Excellence as a teacher and curriculum developer</td>
<td>A Research plan and evidence of emerging as a scholar. Record of publication</td>
<td>Participates in committees outreach. Works for the advance of their discipline</td>
<td>Serves as a new teacher coach. Seeks re-greening opportunities</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5</td>
<td>Earned Doctoral or Master’s Degree with sustained expertise and experience leading in the discipline</td>
<td>Sustained excellence as a teacher and advancing teaching in the department. Leads development of curriculum</td>
<td>Actively engaged in the development of the military art and science. Sustained research and publication. Leads studies</td>
<td>Leads effort to sustaining the quality of the SMC. Leads faculty activities, committees, etc. Outreach to others in the discipline</td>
<td>Leads or serves as an adjunct instructor for CFD-IC and CFD-DC activities. Participates in re-greening activities</td>
</tr>
<tr>
<td>Professor of Discipline</td>
<td>6</td>
<td>Earned Doctoral Degree</td>
<td>A master teacher, curriculum developer and teacher mentor</td>
<td>Sustained research and publication record. A subject-matter expert at the national level</td>
<td>Provides leadership in governance of the SMC. Established leader and subject-matter expert in outreach to the U.S. Army, the joint community and their discipline</td>
<td>A master teacher and senior adviser to the SMC on teaching and faculty development</td>
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