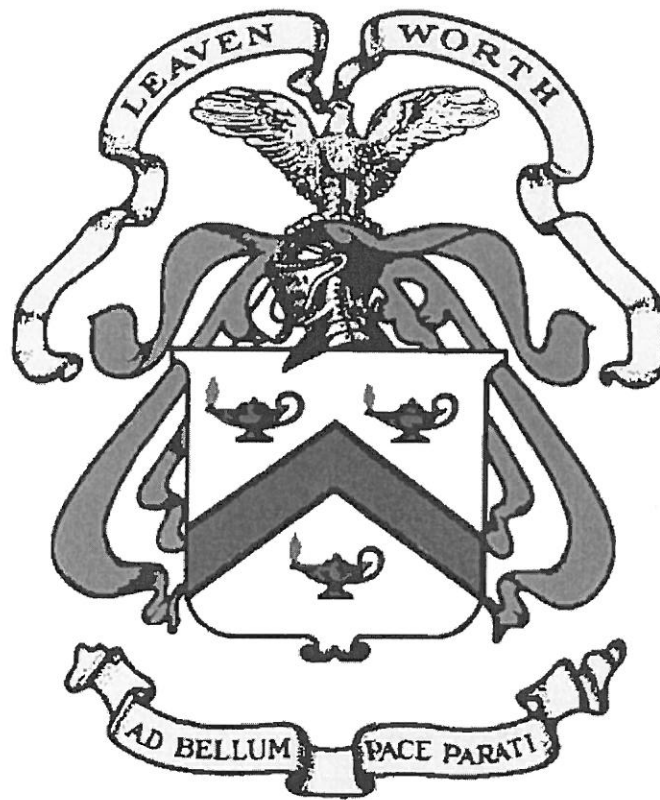


CGSC BULLETIN 690

US ARMY COMMAND AND GENERAL STAFF COLLEGE

EMPLOYMENT UNDER TITLE 10, UNITED STATES CODE, SECTION 4021
(10USC4021)

(Commonly referred to as: The CGSC Title 10 Manual)



26 JUNE 2017

Department of the Army
United States Army Command &
General Staff College
Fort Leavenworth, KS 66027-2301


CGSC Bulletin 690

26 JUNE 2017

Personnel-General

EMPLOYMENT UNDER TITLE 10, UNITED STATES CODE, SECTION 4021
(10USC4021)

OFFICIAL:


JOHN S. KEM
Major General, US Army
Deputy Commandant, CGSC

History. This document is a revision of the CGSC Title 10 Faculty Manual CGSC Pamphlet 690-1 (August 2008) incorporating Changes 1 and 2 to that manual.

Summary. This manual prescribes and supplements procedures for recruitment, appointment, compensation, reimbursement, advancement, evaluation, conversion, termination, provision of awards, bonuses and leave, satellite campus instruction, and related administration of Title 10 civilian teaching faculty at the US Army Command and General Staff College (CGSC) employed under title 10, United States Code, Section 4021.

Applicability. Title 10 provisions are specifically limited to the employment of professors, instructors, lecturers, and academic administrators (deans and directors) and do not apply to the employment of technical, purely administrative, or other support personnel.

Proponent and Exception Authority. Changes and exceptions to this manual require approval of the Deputy Commandant, CGSC.

Supplementation. Supplementation of this bulletin is prohibited without prior approval from the Deputy Commandant, United States Army Command and General Staff College, 100 Stimson Avenue, Fort Leavenworth, KS 66027-2301.

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 CGSC Human Resources Manager, United States Army Command and General Staff College, 100 Stimson Avenue, Fort Leavenworth, KS 66027-2301.

Summary of Changes

This policy represents a major revision of the CGSC Title 10 employment policy (2008); therefore, every specific change is not listed.

Major changes:

- Conversion of the document from CGSC Pamphlet 690-1 to CGSC Bulletin 690
This brings the document into administrative consistency with other policy documents.
- Inclusion of Changes 1 and 2 to the August 2008 version of CGSC Pamphlet 690-1
- Clarification and alignment of responsibilities
- Reorganization to reduce redundancy
- Expansion of professional ethics section
- Clarification of recruiting and hiring process
- Updates sabbatical policy
- Updates termination of employment policy and procedures
- Updates grievance and appeal procedures
- Updates faculty work hours, credit hours, etc.
- Includes emeritus faculty policy
- Addresses temporary appointment of Title 10s as supervisors
- Addresses senior Title 10 Civilian Awards Review Board (CARB)
- Updates Performance Appraisals to incorporate the Defense Performance Management and Appraisal Program (DPMAP)

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Chapter 1

INTRODUCTION

The US Army Command and General Staff College (CGSC) educates, trains, and develops leaders for Unified Land Operations in a joint, interagency, intergovernmental, and multinational operational environment; and advances the art and science of the profession of arms in support of Army operational requirements.

CGSC provides professional military education to US and foreign military officers and selected civilian leaders. The recruitment, development, and retention of a highly qualified civilian faculty is critical to the future success of CGSC. The CGSC faculty comprises both dedicated military officers and civilian educators. Each group brings critical expertise and experiences to the faculty, but they share the common mission of educating and developing leaders. This policy applies to all Title 10 civilian faculty employees assigned to CGSC. Since federal law distinguishes between employees hired under Title 10, United States Code (10USC) and Title 5, United States Code (5 USC), this policy is necessary to address the differences in policy and procedure between the two categories of employment.

Title 10 faculty members provide value to CGSC 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 Army, joint force, and Department of Defense (DoD). They provide insights that help bridge the gap between theory and practice. Finally, they advance civilian perspectives and alternate points of view that might otherwise elude their military colleagues. These benefits underpin CGSC's efforts to seek a diverse civilian 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 Title 10 members of the faculty with the intent to provide rules and standards for their personal conduct and personnel actions.

1-1. PURPOSE AND AUTHORITY

a. Under the authority of Title 10 USC 4021, the secretary of the Army "may employ as many civilians as professors, instructors, and lecturers" as necessary at CGSC. The secretary of the Army exercises statutory authority over the Title 10 program through the commandant, CGSC. The commandant acts as the appellate authority for decisions made by the deputy commandant (DC). This policy prescribes and supplements procedures for recruitment, appointment, compensation, reimbursement, advancement, evaluation, conversion, termination, provision of awards, bonuses, leave, satellite campus instruction, and related administration of civilian teaching faculty at CGSC where the primary course of instruction is at least ten months. This includes the Command and General Staff School (CGSS), School for Advanced

Military Studies (SAMS), and School for Command Preparation (SCP). Changes and exceptions to this manual require approval of the DC, CGSC.

b. Title 10 USC gives 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 CGSC.

c. Except where Title 10 USC or this manual provide otherwise, all laws, rules, regulations, and procedures applicable to general schedule employees under Title 5, USC, apply to Title 10 civilian faculty.

1-2. APPLICABILITY

Title 10 provisions are specifically limited to the employment of professors, instructors, lecturers, and academic administrators (deans and directors) and do not apply to the employment of technical, purely administrative, or other support personnel.

1-3. RESPONSIBILITIES

a. Commandant

(1) The Combined Arms Center commander, in his role as CGSC commandant, exercises command and control of the Title 10 program at CGSC on behalf of the secretary of the Army.

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

(3) Deputy Commandant (DC). The DC has decision authority for all actions pertaining to selections, reappointments, terminations, promotions, addition or deletion of Title 10 positions, salary and remuneration determinations, sabbaticals, appointment of visiting professors, emeritus faculty, and approval of CGSC faculty as visiting professors at other institutions.

b. Dean of Academics (DoA).

(1) The DoA advises the DC on the execution of the Title 10 employment program.

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

(3) Advises the DC on all academic and faculty sabbaticals and research matters pertaining to the college.

(4) Convenes and chairs the Title 10 Civilian Awards Review Board (CARB).

c. Chief of Staff (CoS), CGSC.

(1) By 1 March annually informs the DC, DoA, and school directors of the funds available for Title 10 employee step increases and monetary awards.

(2) Advises the DC and the Title 10 CARB on the budgetary impact of all Title 10 faculty matters.

(3) In coordination with the Resource Management Office (RMO), and the Civilian Personnel Advisory Center (CPAC), advises the DC on personnel requirements for the schools.

(4) Serves as a voting member of the Title 10 CARB.

d. Directors of schools and CGSS academic departments that have Title 10 employees.

(1) Serves as voting member of the Title 10 CARB, or may designate their deputy to serve.

(2) Serves as the rater or higher level reviewer (as appropriate) and provide management responsibility for Title 10 personnel assigned under their school/department.

(3) Responsible for Title 10 recruitment, advertising, hiring, and reappointment actions. Prepare job descriptions, propose qualifications, and make recommendations on hiring actions. Participate in the selection and hiring process for Title 10 employees as specified in chapter 4.

(4) Provides recommendations to the DC on sabbatical and research grant requests.

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

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 10 Civilian Awards Review Boards (CARB).

(1) Title 10 CARBs will meet in the third quarter of the fiscal year to consider performance awards for members of the Title 10 faculty.

(2) The DoA is the chairman of the Title 10 CARB. The board will consist of the CoS, school and CGSS department directors or their deputies from all organizations that have Title 10 personnel.

(3) The CoS will promulgate instructions for processing award recommendations to the schools and departments with Title 10 employees. The CoS will ensure complete awards recommendation packets and budgetary spreadsheets are available for members of the board. This includes having the CGSC human resources (HR) manager prescreen packets for consistency and administrative correctness.

(4) The CoS will provide an HR manager to act as a nonvoting recorder for the board.

(5) Senior Title 10 CARB

Senior Title 10 faculty members are recommended for awards by their immediate supervisor. A separate review board, the Senior Title 10 CARB, will consider these awards and make recommendations to the DC. The assistant deputy commandant (ADC) will convene and chair this board consisting of the ADC, the CoS, the deputy director CGSS, and the SAMS deputy director. The board will provide recommendations to the DC for approval. Those Title 10 positions in the college that are deemed as senior Title 10s include the DoA, associate DoA, SAMS deputy director for academics, CGSS director of Department of Military History, CGSS director of Department of Command and Leadership, General of the Armies George C. Marshall Chair of Military History, and Ike Skelton Distinguished Chair of the Art of War Studies. The Deputy Commandant may designate other faculty positions for review by the Senior Title 10 CARB.

Chapter 2

ACADEMIC TITLES

2-1. ACADEMIC RANKS

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 their professional and educational record. Promotions are earned by achieving the standards for the next higher rank contained in this manual. All full-time members of the CGSC faculty are assigned to one of four academic ranks. These ranks are:

- a. Professor
- b. Associate professor
- c. Assistant professor
- d. Instructor

In addition to these academic ranks, members of the CGSC faculty may be appointed to supervisory positions with a positional title of supervisory assistant/associate/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 CGSC are outlined in the Faculty Credentials and Promotions Policy in Appendix A.

Chapter 3

TERMS OF APPOINTMENT

3-1. APPOINTMENT

a. Initial appointments to the faculty are based upon a recommendation by the school and/or department director and submitted through the DoA to the DC. Initial appointment to specific academic ranks will be in accordance with the academic credentialing and promotions criteria in Appendix A.

b. Initial appointments will normally be two years, the first of which is probationary. On a case-by-case basis, the DC may approve longer initial term lengths. Successive reappointments will be for periods of one to five years at the discretion of the DC in accordance with the procedures outlined in chapter 5, Title 10 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 executive branch, CGSC 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 DoD. 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 Executive Branch, related regulations, and DoD supplemental guidance are contained in the Joint Ethics Regulation. Employees new to the executive branch 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 from the CGSC Foundation), they must comply with regulations governing the acquisition and use of these resources.

d. When CGSC 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 DC before engaging in a business or compensated activity with a prohibited source. For clarification of prohibited sources, faculty should consult CGSC 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 10 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 CGSC 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 10 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 (PII).

Chapter 4

RECRUITMENT AND APPLICATION PROCESSES

The recruitment and application processes will be the primary responsibility of the CGSC School or CGSS department undertaking recruitment, acting in concert with the CPAC. The director of the CGSC School or CGSS 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 school or department, enabling recruitment of the best possible candidates. Recruiting directors may act as selection authority or appoint a subordinate supervisor as selection authority.

4-1. SOLICITATIONS

a. The appointment of Title 10s is determined by the DC according to academic need, in consultation with the CoS. The CoS has oversight of “strength management” across the college to include Title 10, Title 5, military, interns, contractors, and distribution of Title 10 authorizations to the schools.

b. In anticipation of filling a Title 10 vacancy, the CGSC school or CGSS department reviews the position description to determine if any adjustments are necessary. If changes are needed, provides draft position description to CPAC for classification. Based on an accurate position description, the CGSC school or CGSS department works with the CPAC on recruitment strategies

c. The CGSC Resource Management Office will initiate a request for personnel action (RPA). The RPA will be processed in accordance with (IAW) established recruitment procedures.

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

e. Recruiting directors may announce the position through professional meetings and correspondence with relevant governmental and academic agencies and schools. Recruitment personnel will consult with the CGSC legal adviser prior to announcement and to resolve issues.

f. The selection authority, will appoint a hiring panel in accordance with CAC Civilian Recruitment Policy and Procedures. The appointment will include supporting information concerning panel procedures. The selection 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 selection 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 selection authority.

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 selection authority a listing of qualified candidates annotating veterans' preference eligibility and ensure the selection authority understands preference eligibility regulations and requirements.

c. The panel, duly appointed by the selecting 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 eligibles to be issued.

4-3. SELECTION PROCESS

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

b. The selection authority will prepare a hiring packet with the recommended primary and alternate(s) and submit it through DoA to the DC. The CGSC HR manager and secretary of the general staff (SGS) will be included in the staffing. This recommendation will include a brief explanation of the basis for the selection, the proposed academic rank, and recommended salary step for the prospective hire. The DC will approve, disapprove, or revise the recommendation and return the action to the selection authority.

4-4. EMPLOYMENT ACTION

a. After receiving approval by the DC, the selection authority will annotate the selection and alternate(s). Neither the selection authority nor panel members will make contact with the selectee. CPAC will notify the selected candidate and proceed with the job offer process.

b. The selection authority will coordinate with CPAC regarding the on-boarding process, reporting date, security clearance, and special employment criteria (i.e., length

of appointment and salary, PCS authority, etc.), and ensure that the necessary documents to effect the hire are processed.

Chapter 5

TITLE 10 REAPPOINTMENTS FOR NEW TERM

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 college. 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 10 faculty member terms of reappointment will be determined by the needs of the college, with the demonstrated performance of the employee a key guiding factor.

c. Three management tiers will be adhered to within every school in the college. The intent of tiering is to provide a mechanism for school directors and the DC to manage the Title 10 faculty workforce to best accomplish the CGSC 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 CGSC school directors 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 school director, through the DoA, to the DC who is the approval authority. This policy requires that directors enumerate their civilian faculty within one of the three tiers. The DC may direct a percentage of faculty in each tier for each school director's 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 are eligible for a four- or five-year appointment. Faculty in the middle tier who are in the norm and have performed adequately will 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 school director. 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.

d. Those Title 10 positions in the college that are deemed as senior Title 10s including the associate DoA, SAMS deputy director for academics, CGSS director of Department of Military History, CGSS director of Department of Command and Leadership, General of the Armies George C. Marshall Chair of Military History, and Ike Skelton Distinguished Chair of the Art of War Studies will normally receive a three-year

reappointment. Shorter or longer-term reappointments for individuals within this group are at the discretion of the commandant or DC. In accordance with CAC policy on senior civilians, the deputy to the commanding general will advise the command group on all senior Title 10 term appointments and reappointments.

5-2. PROCEDURES FOR REAPPOINTMENT

a. Title 10 faculty members 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 DC 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 school director determines a reappointment is not in CGSC's interest, the school director will make a reasonable effort to provide six months advance written notice to the affected faculty member. School directors will consult with the DoA on non-reappointment cases prior to submission to the DC. 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 CGSC. 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. An appraisal will not be completed prior to the end of the appraisal cycle unless the rater or ratee departs within the last 90 days of the appraisal cycle.

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 their rater and higher level reviewer advised on progress or lack thereof toward accomplishment of stated performance 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 rating to the faculty member after approval by 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 CGSC accepts the responsibility to support the faculty member in his or 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 10 faculty members are assigned. The total salary consists of basic salary and a locality adjustment, based on the Locality Pay Area Definitions. The term academic rank on the schedule refers to an individual's academic rank and the term step refers to the salary level within the academic rank.

b. The DC, based on advice from the school and/or department directors, CoS, and DoA, determines the salary step offered upon appointment as a Title 10 faculty member at CGSC. The DC, based on advice from the Title 10 CARB, approves the number of salary steps to be offered for merit step increases. In addition, Title 10 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 as described for Title 10 faculty members, but are managed as part of the Title 5 CARB process.

c. **Entitlement Benefits.** Title 10 employees are entitled to the same employment benefits as Title 5 employees, 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.

d. **Conversion.** Permanent CGSC faculty members employed under Title 5 USC who are offered and elect to convert to employment under Title 10 USC will be placed in an appropriate step of the faculty pay schedule with a salary not less than their current annual salary as follows:

(1) Academic rank will be determined based upon the criteria in the Faculty Credentials and Promotions Policy in Appendix A.

(2) If the faculty member is currently receiving a rate of basic pay equal to one of the step rates within the Title 10 pay schedule, their pay will be fixed at that rate.

(3) If the faculty member is currently receiving a rate of basic pay between two steps in the Title 10 pay schedule, their pay will be fixed at the higher rate. In no case will it be higher than the maximum step for their academic rank.

e. Title 10 faculty members are considered to be in leave without pay (LWOP [see chapter 8 of this bulletin]) status when not actively serving at CGSC.

7-2. PAY ADJUSTMENTS

a. Each Title 10 faculty member shall be assigned an academic rank and step upon initial appointment.

b. Adjustments to salary levels are of two types—general adjustments and merit step increases. Both are permanent adjustments and should not be confused with performance bonuses, which are paid on a one-time basis and do not permanently affect the salary level.

c. 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 10 salary schedule will be adjusted based on the percentage of increase given to General Schedule employees. No action on the part of the Title 10 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. A two-step increase will be relatively rare and only granted for extraordinary accomplishments by Title 10 faculty members whose contributions have had long-term and enduring positive impact on the institution. Procedures for step increases are:

a. Nominations will be submitted by school directors to the Title 10 CARB, which will review nominations and submit recommendations to the DC for decision.

b. Step increases will be based on the four domains of faculty performance.

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 Commandant. The pool of money 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 DC, the CGSC Resource Management Office (RMO) (G-8) will initiate requests for personnel actions (RPAs) to request approved step increases.

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 10 faculty awards granted will not exceed the monetary allocation established by the DC. This action is based on the recommendation of the rater, concurrence by the department/school director, and review by the Title 10 CARB. The Title 10 CARB reviews the recommendations and develops a proposed list of performance awards IAW CAC civilian awards policy. The chair, Title 10 CARB, then forwards the recommended list of performance award recipients to the DC 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 10 faculty for individual acts or as part of the annual performance evaluation process.

g. None of the aforementioned annual performance awards will be awarded in combination to a Title 10 employee.

7-4. WORK, COMPENSATORY TIME, CREDIT HOURS, 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 CGSC 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 10 employees are exempt under the Fair Labor Standards Act, meaning when overtime is required, exempt employees may be directed to earn compensatory time or credit hours 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 Code of Federal Regulations (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, credit hours, or compensatory time off. Civilian faculty members must therefore ensure approval through their respective chain of command for additional hours of work necessary for each pay period.

c. CGSC Title 10 faculty may be authorized flexible work schedules including telework and the use of credit hours 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 and or credit hours accrued. Nothing in this manual obviates the requirements to adhere to all Department of Defense, Department of Army and CAC policies on time keeping, work schedules, telework, or credit hours/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

a. Civilian faculty members perform assigned duties during normal duty hours at CGSC, satellite locations, or other Fort Leavenworth facilities. Should the chain of command determine that an alternate work place be essential for an extended period, the supervisor, in accordance with CAC policies, will develop a temporary formal

agreement in compliance with and fulfillment of supervisory responsibilities and reporting requirements.

b. Some work, such as grading and writing, may be most effectively done at home or another approved location away from the school campus. In these circumstances the faculty member's supervisor is responsible to ensure such work is in accordance with CAC 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 overtime work. If this involves overtime, credit hours, or compensatory time, the hours and location must be preapproved.

c. Title 10 faculty members must ensure that they are at their CGSC 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 8 work hours from 0730 to 1630 with a 60-minute unpaid lunch period, or 0730 to 1600 with a 30-minute unpaid lunch period. Each school will establish policy for core hours when classes are normally scheduled and faculty members should be available to see students. All Title 10 faculty members not wishing to be available for duty will submit the appropriate request for leave.

b. The varied duties of CGSC 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. CGSC schools may implement alternate work schedules to allow flexibility within the work schedule and permit use of credit hours in lieu of overtime or compensatory time. Any such programs must adhere to the standards in OPM's Handbook of Alternate Work Schedules. School directors will publish policy for acquiring and using credit hours within their schools.

c. School directors publish, as required, anticipated hours of scheduled instruction for the programs of instruction for their respective schools. 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. School directors are responsible to assure that employees are fairly compensated for their work over the course of the teaching year.

d. Title 10 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 10 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 or credit hours.

Consistent with the CGSC mission, directors may document, for timekeeping purposes, Title 10 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 college, or conducting scholarly research and writing

7-7. PROCEDURES

a. Civilian faculty members record their hours approved and worked in excess of 8 hours per day or 40 hours per week as compensatory time earned (CE) or credit hours (CN) 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 or credit hours 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/credit hours must be used within 26 pay periods of the hours being accounted to the member's LES. 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/credit hours 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 or credit hours at any point during any fiscal year, except under extraordinary circumstances. Civilian faculty members will submit requests to use earned compensatory time or credit hours 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 10 faculty member's professional education and further the mission of CGSC, sabbatical leave with pay may be granted to a Title 10 faculty member upon nomination by the school or department director, recommendation by the DoA, CoS, and approval by the DC.

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 CGSC student learning. The applicant, in coordination with the appropriate school directors, must establish a defined product as a result of the sabbatical that is relevant to and contributes to furthering the CGSC mission.

c. Individuals will apply through their chain of command to the DoA, who will make a recommendation to the DC 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 CGSC in support of the sabbatical, including any temporary duty (TDY) or research costs.

d. Title 10 faculty members will not be considered eligible for sabbatical leave until they have completed six years of civilian faculty service.

e. If the Title 10 faculty member opts to take sabbatical leave between his or 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 10 faculty member chooses to defer sabbatical leave until after nine years of civilian faculty service, he or 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, regular compensatory time, or credit hours may be accrued while on sabbatical.

h. A Title 10 faculty member who accepts such leave must agree in writing to continue in service to CGSC 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 10 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 CGSC. A Title 10 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 appropriate school director a minimum of three months prior to the requested leave date. Excused absences will normally not be granted until after a Title 10 faculty member has completed their initial two-year contract. In the event the Title 10 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 10 faculty member who accepts an excusal must agree, in writing, to continue in service to CGSC 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, school director, CoS, DoA, and approval by the DC. IAW Sec 1138 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 10 faculty member and the recommendation of the rater, school director, and DoA, leave without pay for study, research, travel, or any other reason may be granted by the DC when, in his opinion, such leave would contribute directly to the improvement of CGSC mission performance. Any such leave without pay does not relieve the Title 10 faculty member of obligations related to performance evaluation and other administrative requirements, as described herein.

Chapter 9

MANAGEMENT OF SUPERVISORY PROFESSORS

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

- a. Some Title 10 faculty positions, including department directors, are designated as supervisory.
- b. Vacant supervisory positions will be advertised in accordance with the Merit Placement Plan and filled on a competitive basis. Current members of the faculty may apply for such positions.
- c. With the DC's approval, faculty members may voluntarily move from supervisory to nonsupervisory positions without beginning new terms of appointment. In such cases, pay may be reduced up to five steps. The pay of supervisory faculty members who previously held nonsupervisory faculty positions may be reduced by five steps or to the highest step held in the nonsupervisory position, whichever is higher. Based upon recommendation from the faculty member's school or department director, the DC will determine the specific step reduction on a case-by-case basis.
- d. The DC may choose not to reappoint a supervisor in his or her position at the end of a term. He may choose to offer no position, in which case the provisions of Chapter 5 apply, or he may offer a nonsupervisory position. In such cases, faculty members may be placed in a valid, vacant position without competition. The vacant supervisory position will be filled as described in paragraph 9-1b above.
- e. School directors may noncompetitively appoint a Title 10 employee as a temporary supervisory assistant/associate/professor for normally no more than 120 days to temporarily fill a supervisory vacancy. The DC may noncompetitively appoint a Title 10 employee as a temporary supervisory assistant/associate/professor for longer appointments and adjust the employee's salary for the duration of the appointment. Time-limited appointments to a supervisory position for more than 120 days will be made competitively. A competitive temporary appointment to a supervisor made be made permanent without further competition.

Chapter 10

TERMINATION OF EMPLOYMENT *

10-1. ADVANCE NOTICE OF RESIGNATION OR RETIREMENT

To assist in workforce management, preparation of awards, etc., Title 10 faculty members intending to retire or resign should provide at least six months' notice of intention.

10-2. SEPARATION FOR CAUSE

The DC may terminate the employment of any Title 10 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 DC will provide the employee written notification of the alleged misconduct and the proposed termination of employment. The employee has fifteen calendar days to provide the DC a written response to the proposed action. After considering the response, the DC will make a decision. This decision may be appealed to the Commandant.

10-3. SEPARATION FOR UNSATISFACTORY PERFORMANCE

The DC may terminate the employment of any Title 10 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 DC will provide the employee written notification of the alleged unsatisfactory performance and the proposed termination of employment. The employee has fifteen calendar days to provide the DC a written response to the proposed action. After considering the response, the DC will make a decision. This decision may be appealed to the Commandant.

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 CGSC. These changes can influence how CGSC accomplishes its mission, including its needs for civilian faculty. CGSC 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 10 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. CGSC 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 DC may immediately terminate the employment of Title 10 faculty members who fail to obtain or maintain a security clearance corresponding to their positions.

10-6. LOSS OF FACULTY CERTIFICATION

The DC may immediately terminate the employment of Title 10 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, or as a supervisory Title 10, is a trial period. The DC may terminate for unsatisfactory performance or conduct the appointment of a Title 10 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 DC 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 the Title 10 USC 4021 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 10 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 DC lesser action to correct the problem. Examples of lesser action include suspension, reduction in academic rank or pay, or a letter of reprimand. The employee may submit a written response to the proposed action. The DC will review the proposed action 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 CGSC CoS, the CGSC DoA, and directors from at least three CGSS departments, CGSC school or staff elements. The DoA will serve as the chairperson of the review board for faculty-related grievances. The CoS 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 director involved in the grievance may not be appointed to the board. Likewise, in the event the DoA is involved, he or she will be recused. In the event of such a recusal, the DC 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 DC.
- 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 Combined Arms Center Equal Employment Opportunity 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 CGSC will be routed through the chain of command to the DC, CGSC, for final decision. Complaints of unlawful discrimination based on age, sex, race, creed, etc., will be filed and processed according to applicable Department of the Army or EEO regulations.

CHAPTER 12

VISITING PROFESSORS

12-1. PURPOSE

This appendix establishes procedures for recruitment, appointment, compensation, reimbursement, advancement, evaluation, conversion, termination, provision for awards, bonuses and leave, and related administration of visiting professors. In addition to the regular civilian faculty, CGSC and its subordinate schools require, 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 CGSC.

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 Appendix A.

b. Appointments to the faculty will be based on recommendations by the appropriate school director through the DoA to the DC. The DC 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 U.S.C. § 203-205, and DoD 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 CGSC'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 or school directors 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 DC can approve hiring actions and that discussions are preliminary, directors will discuss availability and willingness to support requirements with candidates. Directors may discuss salary ranges without committing to a specific salary or salary range.

d. Directors will submit recommendations in decision memorandum format through the DoA to the DC. 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 (IDP) are not required for visiting professors.

f. Once approved by the DC, the hiring packet will be returned to the appropriate school director.

g. CGSC Resource Management Office (RMO) will initiate a Request for Personnel Action, Standard Form 52, 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/school director.

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/school directors will recommend step and salary. The recommended salary cannot exceed the maximum amount authorized for the academic rank level and status, as indicated in Appendix A, Academic Credentialing.

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 CGSC 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 college adds value to the academic program.

13-2. CRITERIA

a. Full professors who have served a minimum of ten years as full-time faculty at CGSC 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 CGSC, 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 school director may prepare a nomination for emeritus status to be submitted to the DoA. The nomination will include a description of the nominated individual's service to the college, along with a current curriculum vitae.

b. The DoA will review the nominations and recommend approval or disapproval to the DC. The DC will further review the nomination and forward his/her recommendation to the commandant 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, the DC 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 or her of the privileges and responsibilities of emeritus faculty. The DC 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 CGSC
 - (3) Ongoing access to the Combined Arms Research Library (CARL), to include a library card
 - (4) Other privileges as determined by the DoA, DC, and/or commandant of CGSC
 - (5) Emeritus faculty members may serve on MMAS committees of their own choosing
- b. Emeritus faculty will maintain the same high standards of professional decorum and integrity expected of full-time CGSC faculty.

FACULTY CREDENTIALING AND PROMOTIONS POLICY

1. INTRODUCTION

a. CGSC is organized into schools each focused on educating a specific component of the Army's leaders. The most important task for the faculty is sustained excellence in teaching. Achieving excellence in teaching at CGSC 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 CGSC faculty is made up of experienced and dedicated military officers and civilian educators. This policy applies to all members of the faculty at CGSC, 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 CGSC faculty and, overall, to enhance the value of CGSC to the Army and the nation.

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

(2) CGSC 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 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 CGSC mission. It is further intended to support the growth and development of all schools and faculty groups. In setting a credentials and promotion policy, it is also necessary to recognize that there are functions within the administration of the college that require duty positions being separated from academic rank. Positions of leadership such as department director or school director are duty positions that are not tied to an academic rank. 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 CGSC. Our model recognizes that even our best teachers can continue to improve through self-assessment, use of the college's faculty development program, and continued study of teaching methods. Each faculty member must plan and manage an individual development program that addresses all four domains of faculty development. It is recognized 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 CGSC. A flexible system has been built based on principles that encourage overall excellence throughout CGSC 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 their duties involved in the academic mission of CGSC. 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 academic program is required to have the requisite academic credentials and comes under this policy memorandum.

(2) CGSC 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 officer students.

(3) CGSC 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 CGSC.

(1) Each faculty member is responsible for developing and managing an IDP. 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 CGSC accepts the responsibility to support the faculty member in his or her pursuit of excellence. Faculty development resources must be aggressively sought from the 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 or 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 college and faculty of CGSC 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 CGSC, 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 CGSC where facilitated learning 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 CGSC 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 guideposts to help each faculty member to “be all they can be” as an educator. CGSC faculty is dedicated to growth as teachers and the college is dedicated to supporting each faculty member in their efforts. For CGSC it is appropriate to consider curriculum development as part of this domain, as many of our faculty serve some portion of their career with curriculum development as 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 college faculty. One cannot be a great teacher unless one has something to offer in his or her discipline to share with students. Good scholarship is very difficult to define but relatively easy to recognize. It begins by acknowledging that the CGSC faculty has a special niche based on the needs and purpose of the college. They are stewards of the body of knowledge related to the art and science of land warfare. 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 the 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 CGSC faculty. The overall policy is that faculty must be actively engaged in scholarship that enhances teaching and learning at CGSC. Further, they must be sharing their results with other scholars in their discipline in and outside CGSC. 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 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 CGSC is an essential element of faculty performance because it is energy that produces the margin of excellence for the college. Simply put, service is any contribution made to the college outside the individual's basic responsibilities, which advance the mission of CGSC. 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 CGSC. Professional service to the discipline recognizes the importance of the CGSC faculty reaching out to support the 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 or 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 college-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 "regreening." 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 regreening commonly seen in CGSC include supporting training conducted by Mission Command

Training Program (MCTP) to prepare deploying units; supporting exercises in operational units; serving on special mission teams requested by operational units; and conducting technical consultations with Army and DoD organizations. These are examples of, but certainly not inclusive, of the types of 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 CGSC faculty-development programs, particularly inside the schools and CGSS departments.

3. CREDENTIALING AND PROMOTION PROCEDURES

In general, the goal of the faculty credentialing and promotion process is to develop a talented and energetic faculty who are fully accomplishing the CGSC 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 CGSC. It is the standard in institutions of higher learning that senior faculty have a large voice in maintaining the credentialing and promotion standards for the faculty. This will be the practice at CGSC, but with the recognition that this must be within the context of CGSC as a military organization.

a. Advisory Committees

(1) Two advisory committees provide faculty input to the credentialing and promotion process. The DoA forms the boards from nominations from the CGSC 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 college 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.

(2) All departments and schools within the college must be represented on at least one of the two committees. The exact operating procedures will be developed and published as directed by the DoA, but the following guidelines will serve as the basis for these procedures: each of the two committees consists of faculty nominated by the schools and appointed by the DoA and appointments will be for three to five years. The goal is that no more than 30 percent of the committee change in any year. The chair is appointed from within the committee.

b. Promotion Process

(1) Each faculty member submits a request for promotion through their rating chain, following the procedures promulgated by the DoA, which includes a self-

assessment of their performance in each of the four academic domains and a current curriculum vitae. The chain of command, if they support the promotion, endorses the request and forwards it to the DoA. If the chain of command does not support the nomination they must return it to the faculty member with counseling on what domain(s) do not meet standards.

(2) The DoA compiles the requests for promotion and forwards the consolidated packets to the chair of the appropriate committee.

(3) The strength of this process is that the faculty members evaluating the nominations understand the workings of CGSC. They recognize that excellence in the teaching domain is the one absolute for promotion 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 accomplishment of the CGSC mission.

(4) A majority vote of the members is required for the committee to provide the DoA with positive recommendation for promotion.

(5) The committee will invite the recommending school or department director to discuss members of their department being considered for promotion.

(6) The DoA will forward to the DC recommendations for academic promotion.

(7) Any person not recommended for promotion by the DoA will receive a letter outlining the DoA's concerns with the faculty member's performance, specific to the four domains of evaluation. A faculty member may request reconsideration in a formal letter if the faculty member has further evidence that addresses the issues raised by the DoA. The DoA may ask the reviewing committee to reopen consideration of a faculty member based on this request for reconsideration. Further, after reconsideration a formal appeal can be made by the faculty member through the DoA to the DC. The faculty member has ten working days from receiving a notification letter from the DoA to either request reconsideration or formally appeal.

4. GENERAL STANDARDS FOR APPOINTMENT

a. Each faculty member selected for a position on the faculty at CGSC 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 rank are as follows and are summarized in the enclosed table at the end of Appendix A:

(1) Instructor—An instructor must possess an earned 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 an officer who has successfully led at the battalion or brigade level selected to teach leadership, or an officer that has been a senior logistics manager teaching in the Department of Logistics and Resource Operations (DLRO).

(2) Assistant Professor—This 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 doctorate 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 rank requires an earned doctorate plus five years of very successful teaching experience at the assistant professor level. The candidate must have also demonstrated components of service within his or 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 doctorate degree. This exception is for only the rare case of preeminent expertise in the practice of a discipline that is critical to the faculty at CGSC. This kind of expertise is shown by leading in developing curriculum, serving as a subject-matter expert (SME) for the college 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 cause the faculty member to be seen as a leading practitioner in that area of the military profession. For CGSC this should include sustained excellence and expertise in education within the SME area.

(4) Professor of Discipline—The rank of professor requires an earned doctorate, 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 rank occurs only for individuals joining the faculty from other colleges who have achieved the standards of a professor at CGSC.

This appendix to the policy describes the progressive standards for promotions for each academic rank in each of the four domains of faculty development.

c. Credentialing New Faculty Members

(1) For CGSC to be successful in meeting its goals it must attract and keep the very best faculty available. CGSC 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 college 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 have a uniform process applicable across the entire college, but flexible enough to support the needs of each of the schools. The system employed begins with the school directors or their department directors identifying candidates for appointment who meet their requirements. The school director or a designated representative selects the new faculty member and recommends an academic rank for the appointment. 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 school/CGSS department director recommends selection of a new faculty member.

(b) The school/CGSS department director recommends each new faculty member's academic rank.

(c) The CGSC DoA advises the DC on new instructor rank.

(d) The DC approves hiring new faculty and academic rank.

d. Faculty Promotions

(1) An important objective of this policy is to set the standards for promotion of the civilian and military faculty at CGSC. These standards define educational excellence for CGSC and the developmental program to be followed by every member of the faculty. Excellence in the CGSC 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 CGSC and should be recognized and rewarded by the college.

(2) The process allows each faculty member to take charge of their 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 promotion within the

guidelines of this policy. Faculty members must submit a request through their school/CGSS department director 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 college to spend sufficient time in classrooms in order to effectively be able to evaluate the teaching of the CGSC faculty. The specific procedures are summarized below:

(a) Promotion to assistant professor

1. CGSS department director recommends
2. School director nominates
3. CGSC DoA advises/recommends
4. DC approves all new assistant professors

(b) Promotion to associate professor

1. CGSS department director recommends
2. School director nominates
3. Associate Professor Committee advises
4. CGSC DoA recommends
5. DC approves all new associate professors

(c) Promotion to professor of discipline

1. CGSS department director recommends
2. School director nominates
3. Professor Committee advises
4. CGSC DoA recommends
5. DC approves all new professors of discipline

5. STANDARDS FOR FACULTY

Each faculty member is responsible for their development as an educator and providing subject-matter expertise to CGSC. This effort by the faculty member demonstrates his or 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 CGSC. These efforts clearly demonstrate the value of CGSC to the 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 appendix.

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 CGSC 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 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 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 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 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 college'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 college. A professor is involved in advancing teaching within their discipline and military education.

c. Curriculum Development Subdomain

(1) For the CGSC mission, curriculum development is next to teaching in importance for success of the college. 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 college, 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 CGSC, 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 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 CGSC 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. CGSC also has a mission to contribute to the 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 college is also recognized as important to the CGSC 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 doctorate 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 college and accomplishment of the CGSC mission. It is a faculty member volunteering to invest time into activities that make this a better college 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 regreening 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 specific examples within the college would include serving as a small group adviser, working on MMAS or SAMS monograph committees, 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 promotion in this domain are:

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

(b) Assistant professor. Demonstrates sustained support to committees and activities within a school and the college. 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 CGSC 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 college through directing committees, study groups, and programs outside of the classroom. 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 college 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 schools 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 "regreening." Examples of regreening include acting as an observer/trainer on a MCTP rotation, serving as a member of a CALL lessons-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 regreening 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 regreening 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 FDP1 and leadership in departmental FDP2 activities. Participates more frequently in regreening 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 regreening activities.

**STANDARDS FOR APPOINTMENT/PROMOTION
QUICK REFERENCE**

| ACADEMIC RANK | Typical Yrs. Teaching in Previous Rank | Education & Experience | Teaching/ Curriculum | Scholarship | CGSC Service | Faculty Development |
|--------------------------------|--|--|--|--|--|---|
| Instructor | 0 | Master's degree & experience in discipline. | Successful teacher. | Contributes to body of knowledge. | Participates in departmental activities, outreach, and taskings. MMAS committee member. | Self-development and participation in FDP 1, 2, 4. |
| Assistant Professor | 2 | Earned doctorate or master's with senior-level experience leading & directing in discipline. | Excellence as a teacher and curriculum developer. | A research plan and evidence of emerging as a scholar. Record of publication. | Participant in committees and outreach. Works for the advancement of their discipline. | Serves as a new teacher coach. Seeks regreening opportunities. |
| Associate Professor | 5 | Earned doctorate or master's with sustained expertise and experience leading in discipline. | Sustained excellence as a teacher and advancing teaching in department. Leads development of curriculum. | Actively engaged in developing the military arts and science. Sustained research and publication. Leads studies. | Leads efforts sustaining the quality of CGSC. Leads faculty activities, committees, etc. Outreach to others in the discipline. | Leads in FDP2 activities, adjunct for FDPI. Participates in regreening opportunities. |
| Professor of Discipline | 6 | Earned doctorate. | A master teacher, curriculum developer, and teaching mentor. | Sustained research and publication record, a subject-matter expert at the national level. | Provides leadership in governance of the college. Established leader and subject-matter expert in outreach to the Army, the joint community, and their discipline. | A master teacher and senior adviser to the college on teaching and faculty development. |