

Chapter 2

ACADEMIC RANK

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 which are 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.

e. In addition to these academic ranks, members of the CGSC faculty may be appointed to supervisory positions at the College and awarded a positional title of supervisory assistant/associate/professor. These positional titles represent the same academic rank criteria as their non-supervisory equivalents, but indicate the faculty member is recognized as having increased responsibility in a supervisory position.

f. Appendix C of this document describes the provisions that apply to visiting professors.

2-2. **ACADEMIC CREDENTIALING AND PROMOTION CRITERIA.** The standards for the credentialing of initial faculty appointments and the academic promotion of faculty members at CGSC are outlined in the Faculty Credentials and Promotions Policy included in this manual at Appendix A.

2-3. **ADJUNCT FACULTY.** The policy for recruiting and credentialing of adjunct faculty is provided in Appendix B of this document.

Appendix A to Title 10 Civilian Faculty Manual

FACULTY CREDENTIALS AND PROMOTION

1. INTRODUCTION.

a. In order to accomplish this important mission, faculty credentials and promotions, the Command and General Staff College (CGSC) is organized into four 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 both experienced and dedicated military officers and civilian educators. Within the civilian faculty, there are GS employees hired under standard civilian personnel rules (Title 5) and Title 10 employees hired under reappointment contracts. 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 members of the faculty at the 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 the 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 Command and General Staff College 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 the 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 advisors 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, while 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. Since the goal of the credentialing and promotion process is to encourage excellence in education, each component of the faculty must be fairly, but differently

developed. The standards here must be inclusive for all faculties, while addressing their specific strengths in supporting the mission of CGSC.

(1) Each faculty member is responsible to 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. 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 over the entire College and faculty, 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 the utmost importance, yet very 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 the 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, '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 the 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. You cannot be a great teacher unless you have something to offer in your discipline, but more, to share with your 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. Another area of scholarship of importance to this College is scholarship in adult education and learning. Any and all of these areas can be fruitful areas of development for the CGSC faculty. The overall policy is that faculty must be actively engaged in scholarship that enhances teaching and learning at the CGSC. Further, they must be sharing their results with other scholars in their discipline in and outside the CGSC. This means publishing in subject matter journals and other sources, presenting at select conferences, writing case studies or other readings for the curriculum, 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 the 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. It is leading or working with a committee, it is serving as a Small Group Advisor, 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 the 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 that are 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 are certainly not inclusive of the types of regreening opportunities that faculty could pursue.

d. The second faculty development activity comes as faculty members advance in experience and academic rank, and thus incur more of the mission of helping to develop the newer members of the faculty. This begins with one-on-one coaching and grows to where senior faculty become leaders in our faculty development programs, particularly inside the schools and directorates

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 has 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 Dean of Academics forms the boards from nominations for 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 by the Graduate Council, 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. Appointments will be for a period of 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. This statement includes the following: 1) A letter of request, 2) A CV, and 3) A self-assessment of their performance in each of the four academic domains. The chain of command, if they support the promotion, endorses the request and forwards it to the Dean of Academics. If the chain of command does not support the nomination, they must return it to the faculty member with counseling on what domain(s) does not meet standards. These requests are due to the Dean of Academics by May 15th for nominations for the subsequent academic year.

(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 the 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. They realize that time only allows faculty members to excel in selected the domains faculty, 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 Dean with positive recommendation for promotion.

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

(6) Any person not recommended for promotion by the Dean will receive a letter outlining the Dean'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 Dean. The Dean 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 Dean of Academics to the Deputy Commandant. The faculty member has ten working days from receiving a notification letter from the Dean 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 masters 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 lead 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 masters 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 masters 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 masters 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. Further, for CGSC, this should include sustained excellence and expertise in education within the SME area.

(4) Professor of Discipline –Promotion to 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 multi-talented people; it cannot develop tomorrow's pentathlete leaders without faculty that possesses 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 than 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 of 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 *curriculum vitae (CV)*, resume for the new faculty member, and any other supporting documentation which can aid in evaluating credentials. The selection packet is processed as followed, based on the rank requested:

(a) Appointment as an Instructor.

1. The Department Director selects a new faculty member

2. The School Director nominates each new faculty member for academic rank
3. The CGSC Dean of Academics approves new instructor rank

(b) Appointment as Assistant Professor

1. The Department Director selects
2. The School Director nominates for rank
3. The CGSC Dean of Academics recommends
4. The Deputy Commandant approves all new assistant professors

(c) Appointment as Associate Professor

1. The Department Director selects
2. The School Director nominates for rank
3. The Associate Professor Committee advises
4. The CGSC Dean of Academics recommends
5. The Deputy Commandant approves all new Associate Professors

(d) Appointment as Professor of Discipline

1. The Department Director selects
2. The School Director nominates
3. The Professor Committee advises
4. The CGSC Dean of Academics recommends
5. The Deputy Commandant approves all new Professors of Discipline

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, therefore, should be recognized and rewarded by the College.

(2) Further, 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 director which includes a formal letter, a CV, 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. The Department Director selects
2. The School Director nominates
3. The CGSC Dean of Academics recommends
4. The Deputy Commandant approves all new Assistant Professors

(b) Promotion to Associate Professor

1. The Department Director selects
2. The School Director nominates
3. The Associate Professor Committee advises
4. The CGSC Dean of Academics recommends
5. The Deputy Commandant approves all new Associate Professors

(c) Promotion to Professor of Discipline

1. The Department Director selects
2. The School Director nominates
3. The Professor Committee advises
4. The CGSC Dean of Academics recommends
5. The Deputy Commandant 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. Further, 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. Teaching Domain

(1) The teaching domain consists of two distinct sub-domains 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 Sub-Domain. This sub-domain 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 sub-domain 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, assessment materials, and is able to help plan curriculum change.

(3) Associate Professor. There is evidence that demonstrates a record 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 Sub-Domain.

(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 sub-domain 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, directing committees, study groups, and programs in curriculum development.

d. Scholarship Domain.

(1) Scholarship advances the art and/or science of a discipline and communicates this new understanding in a manner that it 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 our 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 Masters 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 leading studies and can demonstrate a pattern of sustained research and publication. 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 sustained pattern of research and publication that clearly establishes the faculty member as a respected source within the field. A 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 Advisor, 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 our faculty development programs, particularly inside the schools and directorates. 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 BCTP 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 FDP I and leadership in departmental FDP II activities. Participates more frequently in regreening activities to maintain currency in the profession.

(d) Professor of Discipline. Serves as a master teacher and senior advisor to the College on teaching and faculty development. Seeks opportunities to lead other members of the faculty while participating in regreening activities.

ACADEMIC RANK	STANDARDS FOR APPOINTMENT/PROMOTION					
	Typical Yrs in previous rank	Education	Teaching / Curriculum	Scholarship	CGSC Service	Faculty development
Instructor	0	Masters degree	Successful teacher	Supports student research projects	Participates in departmental activities and taskings. Works in discipline for the College	Self-development and participation in FDP I, II, IV
Assistant Professor	2	Earned doctorate or Masters with experience	Excellence as a teacher and curriculum developer	A research plan and evidence of emerging as a scholar	Participant in committees and outreach. Works for the advancement of their discipline	Serves as a new teacher coach
Associate Professor	5	Earned doctorate or Masters with special expertise and experience	Sustained excellence as a teacher and advancing teaching in Department	Actively engaged in developing the military arts and science. Published results of research	Leads efforts sustaining the quality of the CGSC. Outreach to the services and others in the discipline	Leads in FDP II activities
Professor	6	Earned doctorate	A master teacher, curriculum developer and teaching mentor	Sustained research and publication record, a subject matter expert at the national level	Directs major activities in the growth of the CGSC. Established leader and subject matter expert that outreaches to the Army, the joint community and their discipline.	A master teacher and senior advisor to the College on teaching and faculty development

*This supersedes CGSC PAM 690-1, dated 30 September 1998