



UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES



SUBJECT: Committee on Appointments and Promotion of Faculty (CAP) for the College of Allied Health Sciences (CAHS)

Instruction 1100C

(CAHS)

APR 16 2019

ABSTRACT

This Instruction elaborates and interprets USU Instruction 1100 with respect to establishment of CAHS policies and procedures for the appointment, promotion and tenure of the faculty of the CAHS. Information contained herein further defines the necessary qualifications for faculty titles and procedures for appointment. The policies and procedures for promotion and termination of CAHS faculty are also further refined.

A. Purpose. This Instruction issues policy and procedures for the appointment, promotion, tenure and termination of CAHS faculty.

B. References. *See Enclosure 1.*

C. Applicability. This Instruction applies to the CAHS.

D. Policy.

1. Per USU Instruction 1100, the CAHS Dean shall develop and administer policies and procedures on the academic affairs of the CAHS, and shall issue supplemental policy guidance for CAHS faculty appointments, promotion, and tenure, which will reflect the mission of USU and the CAHS.

a. The CAHS Dean will ensure comparability of faculty appointment across USU colleges and schools in so far as, for example, the programmatic accreditation requirements for emergency medical technician faculty are comparable to physician, graduate nursing and postgraduate dental faculty requirements.

b. Comparability of faculty appointment and promotion is also limited to the scope of the CAHS Charter. That is, the vast majority of CAHS programs are non-privileged technical health science practice and/or support the practice of social science education and its administration, as opposed to privileged professional practice, clinical practice, and/or clinical research.

c. Given the scope of the CAHS, CAHS faculty appointments shall be based on well-established, discipline-specific, mandates and well-established peer practices with respect to degree level, discipline, and credentialing where relevant.

d. Per paragraph I of USU Instruction 1100, faculty from other USU Colleges and Schools may be invited to review CAHS CAP policy development and administrative responsibilities in matters of CAHS faculty status at the discretion of the CAHS Dean, and another Colleges/School's Dean(s) and the USU President.

1) Per USU Instruction 1100, the CAHS Dean and USU President have the responsibility for approval and administration of this policy.

2) Faculty from other USU Colleges and Schools may also be invited to supplement the CAHS CAP when needed.

e. In addition to review of this Instruction as required of paragraph I of USU Instruction 1100, and as may be modified by paragraph 1 above, substantive input will be received from the USU office for institutional accreditation.

f. CAHS CAP- The faculty of the CAHS, and supplemental faculty from other USU Colleges/Schools as may be needed, has the responsibility to initiate CAHS faculty appointments and promotions through the CAHS CAP. The CAHS CAP will also provide guidance concerning policy development, review, and administrative responsibilities in matters of faculty status to the CAHS Dean via the appropriate CAHS Associate Dean per the policy detailed in *Enclosure 2* and according to the procedures detailed in *Enclosure 3*.

1) The faculty titles of Instructor, Assistant Professor, Associate Professor, and Professor will be utilized per USU Instruction 1100 and paragraph 1(c) above. However, all initial faculty nominations for non-billeted CAHS faculty will be made at a level no higher than Assistant Professor.

2) The following guidelines are recommended for the CAHS CAP. Variation will be considered only with documented justification:

a) The relevant professional/specialized accreditation standard for instructor appointment is the minimum qualification for recommendation of the rank of Instructor 1. It is recognized that no scholarly activity beyond professional/specialized accreditation standards is required.

b) At least an Associate degree, specialized accreditation, and three years of instructional experience is required for recommendation of the rank of Instructor 2. It is recognized that scholarly activity will be limited.

c) At least a Baccalaureate degree, specialized accreditation, and five years of instructional experience is required for recommendation of the rank of Assistant Professor. Evidence of scholarly activity is also required. At least 9 semester hours

of, or enrollment in, graduate level education relevant to the discipline strongly encouraged.

d) Recommendations for the ranks of Associate Professor and Professor will conform to widely accepted, discipline-specific academic standards (e.g. at least a graduate degree and significant scholarly activity).

e) Faculty appointments across departments within schools, and across schools within the University are possible. A variety of terms (e.g., joint, secondary associate) are used to describe such appointments based upon the Colleges/Schools involved and compensation agreements. The requirements for rank consistency between appointments also vary across schools. Cross-department and cross-school appointments require approval from the relevant Chairs and Deans. Policies on appointment, promotion and tenure include each school's guidelines on these appointments.

3) The Dean, CAHS, shall approve and forward all faculty appointment recommendations below the rank of Associate Professor to CHR per USU Instruction 1107. Review by the CAP, BOR, and USU President is not required for these appointments. Subsequent consideration for promotion will be conducted according to *Enclosures 2 and 3*.

4) Qualified guest lectures and teaching assistants will be utilized only as allowed by programmatic accreditation standards and as approved by the CAHS Dean.

5) Paragraph 3 of USU Instruction 1100 does not apply to Enlisted faculty nominations of the CAHS CAP. Enlisted faculty will be assigned according to this policy.

E. Qualifications of Faculty. Faculty shall be judged on their areas of practice/support, scholarship, professional service, clinical service (when applicable), institutional citizenship, and other professional contributions. These may include, but are not limited to:

1. Teaching ability and activity.
2. Research activity (when applicable).
3. Clinical expertise (when applicable).
4. Professional and intellectual integrity.
5. Reputation among peers on a national level and only applies for faculty promotion to Professor.
6. Peer reviewed publications.
7. Receipt of scholarly awards, distinctions, or fellowships.

8. Professional service through membership, service, and leadership on professional or scientific committees (when applicable).

9. Institutional citizenship through committee and administrative work and service to USU, the CAHS, or other institutional collaborations.

10. Contributions to continuing education programs.

11. Advanced degrees and professional certifications.

a. The CAHS CAP for undergraduate and graduate faculty appointments will consist of a minimum of five voting members with a majority of three voting members. Members will be recommended by the ADSFD to the Dean, CAHS, via the appropriate CAHS Associate Dean.

b. All members of the CAHS CAP must be of equal rank or greater than the rank being sought by the candidate.

c. In the case of uniformed faculty nominations, every effort will be made to have at least one voting member of at least equal rank and service, using the guidance of this Instruction.

F. Delegation of Authority. The President, USU, appropriate Deans, Department Chairs (DC), and Program Directors (PD) may delegate in writing his or her duties as prescribed in this Instruction and *Enclosures*. (Comes from USU 1100 Para I).

G. Termination or Suspension of Faculty Appointments. *See Reference b.*

H. Policies. *See Enclosure 2.*

I. Procedures. *See Enclosures 3.*



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Enclosures:

1. References
2. CAHS Policy for the Appointment and Promotion of Faculty
3. CAHS Procedures for Faculty Appointments and Promotion

References

- a. DoD Instruction 5105.45, "Uniformed Services University of the Health Sciences (USU)," dated December 26, 2013.
- b. USU Instruction 1100, "Appointments, Promotion, and Tenure of Faculty and Academic Staff," dated May 15, 2017.
- c. Charter, "College of Allied Health Sciences," dated October 13th, 2016.
- d. USU Instruction 1107A, "Recruitment and Nomination for Appointment, Promotion and Granting Tenure for USU Civilian and Military Faculty," dated November 8, 2010.
- e. Title 10, Chapter 104, United States Code.
- f. Boyer, Ernest L., Scholarship Reconsidered: Priorities for the Professoriate, Carnegie Foundation for the Advancement of Teaching, dated 1990.
- g. DoDI 1400.25, Volume 431, DoD Performance Management and Appraisal Program, dated February 4, 2016, or as amended.

College of Allied Health Sciences Policies for the Appointment and Promotion of Faculty

1. RESPONSIBILITY

a. Administrative: The Board of Regents (BOR) shall recommend to the President, USU, appointments of all faculty above the rank of Assistant Professor. The BOR action will be based on recommendations of the Dean of the College of Allied Health Sciences (CAHS), CAHS Associate Dean for Undergraduate Studies (ADUS) and CAHS Associate Dean for Graduate Studies (ADGS).

b. Faculty: CAHS Committee on Appointments and Promotions (CAP).

1) Functions:

a) The functions of the CAHS faculty appointed to the CAHS CAP are as follows:

(1) Review the recommendations of the CAHS Assistant Dean, Student and Faculty Development (ADSFD) for appointment, appointment renewal, reappointment, or promotion of individuals to the faculty rank of Associate Professor or Professor for primary appointment to ensure consistency within the CAHS and across and within affiliated programs and branch campuses, and per paragraph (3) below.

(2) Review the recommendations of the CAHS CAP for a secondary appointment or promotion of faculty at the rank of Associate Professor or Professor.

(3) Determine if the academic rank proposed is consistent with current CAHS policy, relevant programmatic accreditation standards, and criteria, so as to establish the proposed appointee is appropriately recognized by his or her peer group at the level requested.

(4) Submit in writing to the CAHS Dean, via the appropriate CAHS Associate Dean, forwarding through CHR, to the BOR, a recommendation to approve or deny an appointment, renewal of appointment, reappointment, or promotion of the rank of Associate Professor or higher.

2) Membership:

a) The CAHS CAP for undergraduate and graduate faculty appointments will consist of a minimum of five voting members with a majority of three voting members. Members will be recommended by the ADSFD to the Dean, CAHS, via the appropriate CAHS Associate Dean.

b) The CAHS ADSFD will provide an orientation for all new members of the CAHS CAP and provide the CAHS CAP with updates in faculty policy.

c) Appointment to the CAHS CAP will be for three years.

d) No CAHS CAP member shall serve more than two consecutive terms without a documented rationale from the CAHS Dean.

e) In the event of a vacancy, the CAHS Dean shall appoint a replacement member.

3) Organization and Operation:

a) The CAHS CAP will be organized and operate as follows:

1) The CAHS CAP will have a Chair appointed by the CAHS Dean and rotate annually amongst the Services where possible. The Chair will review the faculty submissions from the respective affiliates and branch campuses prior to presentation at the CAHS CAP. This review will serve to enhance the Committee process by assuring that appropriate documentation and information is available for the CAHS CAP to take appropriate action. The Chair will participate in discussion and vote on candidates.

2) The presence of three members shall constitute a majority.

3) The CAHS CAP may develop and request the CAHS Dean to provide supplemental guidelines as to the internal process and procedures of the CAHS CAP. Prior to implementation, proposed supplemental guidelines may be reviewed by selected consultants consistent with policy articulated in USU Instruction 1100C.

4) Review Policy:

a) The CAHS CAP will adhere to the following in assessment of candidate credentials:

1) The CAHS CAP has the responsibility to assess the candidate for academic appointment and promotion.

2) In arriving at its recommendation, the CAHS CAP will follow the guidelines, definitions, and procedures presented in USU Instruction 1100C and its *Enclosures*, and shall consider all aspects of the candidate's scholarly activities, professional service including clinical or clinical support activities, institutional citizenship, and administrative accomplishments. Due consideration will be given to the academic level (graduate or undergraduate) and the appointed rank a candidate is seeking.

3) The CAHS CAP will determine if the information submitted by the prospective faculty's nominating sponsor is complete and sufficient to make a well-informed evaluation. The CAHS CAP may seek further information by making specific requests to the respective instructional program leadership/sponsor. The CAHS CAP decisions are deferred until all consultants' responses are acknowledged. The CAP may defer consideration of recommendations it considers incomplete or questionable.

c. Appointment of Faculty Not Assigned (non-billeted) to USU:

- 1) Initial appointments for non-billeted uniformed faculty will be for up to three years, and the effective date will be established by the Civilian Human Resources Directorate (CHR). These appointments are subject to satisfactory periodic reviews as determined by the CAHS Dean or Associate Deans.
- 2) These appointments may be renewed for up to three years with no limit to the number of renewals.
- 3) Military faculty positions are without tenure.
- 4) Uniformed services faculty shall have the same academic rights and responsibilities afforded to civilian faculty members of the CAHS provided that such rights and responsibilities are compatible with their uniformed status.

d. Appointment of Civilian Faculty to Administrator Positions:

- 1) USU CAHS appointments to administrative positions, including but not limited to the Dean, Associate and Assistant Deans, Department Chairs, Vice Presidents, Interdisciplinary Program Directors, and University associated military positions are without tenure.
- 2) Policy and procedures for the search and selection of individuals for administrative positions is presented in *Enclosure 1, Reference d*.
- 3) There is no right to a hearing before the Faculty Grievance Committee for termination of an administrative appointment.
- 4) The terms and conditions of administrative appointments shall be in compliance with Federal, DoD, and/or USU appointment regulations or procedures. Each appointment action shall be officially documented by a Notification of Personnel Action, Standard Form (SF) 50-B, or in other written documentation.
- 5) Faculty appointed to administrative positions will be on a time-limited basis. Initial time-limited appointments to administrative positions shall be made for a period of five (5) years, unless otherwise specified in writing. These time-limited appointments will have a Not-To-Exceed (NTE) date established at the time of the appointment. The NTE date shall constitute the last day of employment in the administrative position, unless otherwise specified in writing or by this Instruction. Administrative appointments may be renewed for a period of up to five (5) years with no limit on the number of renewals.
- 6) Faculty appointed to administrative positions may be relieved of their administrative responsibilities at any time as administrative appointments are not continuous, and the incumbent serves at the pleasure of his or her immediate supervisor(s).

7) Any subsequent extensions or modifications of an administrative appointment shall be documented by a SF 50-B and/or in other written documentation and a copy shall be provided to the individual.

2. FACULTY TRACK

a. Policy: Appointments to the faculty of the CAHS will be in the tenure-ineligible track.

b. The Tenure-Ineligible Track:

1) The tenure-ineligible track will be administered as follows:

a) The tenure-ineligible track includes all uniformed service and civilian faculty members within the CAHS. Academic appointments within the tenure-ineligible track shall not guarantee or imply any assurance of renewal or promotion. Such actions must be based on a positive recommendation in accordance with procedures and standards established by the University and CAHS policies.

b) The initial appointment for non-billeted civilians in this track will be up to three (3) years, and the effective date will be established by CHR. These appointments may be renewed for a period of up to three (3) years with no limit on the number of renewals as determined by the CAHS Dean.

c) Renewal of an appointment of tenure-ineligible civilian or uniformed faculty to a given academic rank requires that the individual meet the requirements for that academic rank as specified in USU Instruction 1100C and its *Enclosures*, and has shown appropriate performance in the required areas of scholarly activity and service.

d) Written notification of non-renewal of appointment is not required for individuals in the tenure-ineligible track.

e) Subject to a request from the CAHS Dean and approval by the CAHS CAP, non-billeted civilian or military faculty who separate or terminate their appointments upon leaving the CAHS and later returns to CAHS as a non-billeted faculty member ordinarily will be re-appointed at an academic rank not less than that previously held. If the appointment is for a proposed academic rank higher than the rank held at the time of departure from USU, CAHS CAP review and approval will be required. This rule does not apply to individuals who held an appointment while in a non-billeted status and are seeking a new billeted civilian appointment. These individuals must comply with the regulations concerning new civilian appointments.

c. Faculty Assignments Within The Tenure-Ineligible Track :

1) The Clinician-Educator Pathway:

- a) Practicing clinicians whose primary scholarly achievements are in the educational, clinical, and professional service activities of the CAHS will be eligible for appointment in this pathway.
- b) Faculty must be committed to the educational and clinical service missions of the CAHS.
- c) They must take primary responsibility for patient care and must be an integral component of the CAHS's clinical and teaching programs.
- d) Faculty in this pathway are encouraged to assume administrative responsibility for education and related clinical care and/or support activities at USU affiliated teaching institutions.

2) The Clinician-Investigator Pathway:

- a) Practicing clinicians whose primary scholarly achievements are in the educational, research, clinical, and professional service activities of the CAHS will be eligible for appointment in this pathway.
- b) Faculty must be committed to the education, research, and clinical service mission of the CAHS.
- c) In addition to documentation of research activities, individuals in this pathway must take primary responsibility for patient care and be an integral component of the department's clinical/clinical support and teaching programs.

3) The Research Pathway:

- a) Faculty principally engaged in the scholarship of discovery will receive an academic rank with the prefix RESEARCH.
- b) Faculty with research appointments may be appointed in full-time tenure-ineligible track positions in either the basic or clinical science/clinical support departments.
- c) Faculty members with research pathway appointments will devote the preponderance of their effort to research and research-related activities.
- d) The extent and significance of contributions to the research productivity of the department, other faculty, and the students will be considered.
- e) While these faculty members will engage in finite teaching activities, their major responsibility will be the development of productive research programs.
- f) Teaching and non-research related administrative service will normally occupy no more than 10-15% of their professional time.

g) The amount of time allocated to teaching and administrative activities may be increased with the approval of the Dean and the chain of command.

3. FACULTY RANKS AND TITLES

a. The Academic Titles: Assistant Professor, Associate Professor, and Professor denote increasing ranks within the professorial series. Other titles are used to describe faculty members whose duties do not correspond with traditional professorial appointments. Academic titles may be unmodified or modified as described below.

b. Unmodified Professorial Titles: Individuals at the CAHS or at affiliated teaching institutions who have made and continue to make major and consistent contributions in terms of time, scholarly activity, professional service, institutional citizenship to the programs, and activities of the CAHS will be considered for appointments with unmodified academic titles at the ranks of Professor, Associate Professor, or Assistant Professor. These ranks are used for all faculty of the CAHS.

c. Modified Professorial Titles:

1) The prefix ADJUNCT:

a) It is recognized that there are non-billeted professional scientists, clinicians, emeritus faculty of other academic institutions, individuals in administrative positions, and others in the academic, clinical, scientific, military, and general community who have particular competencies that will enhance and benefit the mission of the CAHS. To formalize their relationship with USU, non-billeted individuals whose contributions to CAHS programs, although limited in terms of time, are of such value as to warrant recognition will be offered a tenure-ineligible faculty appointment with the Adjunct prefix modifier. Due to their limited USU directed activities, the academic rank of faculty will be based for the most part on their achievements outside of USU academic community. Appointment rank and promotion will be based on the appropriate application of the criteria defined in USU Instruction 1100C and its *Enclosures*.

b) Appropriately detailed documentation as to the eligibility, appropriate accomplishments, contributions to USU mission, and evidence of peer recognition justifying the proposed appointment and academic rank will be provided by the relevant instructional leadership/sponsor. Letters of recommendation will not be required for this modified academic rank.

c) Initial appointments will be for up to three (3) years and the effective date will be established by CHR. These appointments may be renewed for a period of up to three (3) years with no limit on the number of renewals.

d) Adjunct faculty do not become Government employees by virtue of this appointment and have no authority to supervise Government personnel or represent USU.

2) The Title INSTRUCTOR:

a) It is recognized that there are non-billeted personnel assigned to the instructional programs of CAHS that do not hold significant academic credentials (e.g. graduate degree). Such personnel may be permitted to instruct within the technical/professional practice area of the curriculum of a CAHS program only if the relevant programmatic accreditation requirement for assignment as instructor has been satisfied (e.g. certification, registration, license) and academically qualified (e.g. graduate degree) program leadership is immediately available for consultation and supervision.

3) The Title DISTINGUISHED:

a) The prefix DISTINGUISHED may be used only at the rank of Professor and is reserved for senior individuals of national or international stature who contribute to the strength and development of the CAHS programs. Appointments to this rank require a recommendation from the BOR and approval by the President, USU. The initial appointment will be for up to two (2) years. These appointments may be renewed for a period of up to two (2) years with no limit on the number of renewals.

b) The prefix DISTINGUISHED may be used in the CAHS for senior individuals who have previously held professorial rank in other universities or institutions of higher learning. Nominations for distinguished professor will be made by the CAHS CAP with review by the CAHS Dean. They require the recommendation of the BOR and approval of the President, USU.

4) The prefix EMERITUS/EMERITA:

a) The prefix EMERITUS/EMERITA may be used only for retired faculty who have held the rank of full Professor and have rendered long and distinguished service to the CAHS. Nominations for EMERITUS/EMERITA professor will be made by the CAHS CAP with review by the CAHS Dean. Nominations require the recommendation of the BOR and approval of the President, USU. Upon the retirement of the faculty member, nominations may be submitted by the CAHS to CHR for submission to the BOR for review and approval by the President, USU.

5) Removal or Addition of a Prefix WITHIN the Tenure-Ineligible Track:

a) The Chair of the appropriate department will provide a memorandum for the record explaining the request. A copy of the faculty member's Curriculum Vitae (CV) is required for review.

b) All materials shall be submitted to the CAHS CAP for review, and then through CHR to the President, USU, for final action.

4. QUALIFICATIONS FOR FACULTY MEMBERSHIP: DEFINITIONS AND CRITERIA

a. Scholarly Achievement: The CAHS recognizes the following four types of scholarship as adapted and modified from concepts developed by Ernest L. Boyer. Criteria for the evaluation of these areas of scholarship are provided in Attachment 1 of this *Enclosure*.

1) The scholarship of discovery is original, disciplined research which expands or challenges knowledge. It encompasses the pursuit of phenomena and observations that results in the generation of new knowledge. The knowledge provided by the scholarship of discovery is assimilated and interpreted through the scholarship of integration and is shared through the scholarships of teaching and application.

2) The scholarship of integration encourages innovative thinking which combines and connects various disciplines through the process of creative synthesis or analysis that seeks to interpret, draw together, and bring new insight to bear on original research. It provides meaning to isolated facts and illuminates data by putting them in perspective and fitting them into larger intellectual patterns. It requires innovative thinking that integrates knowledge from various fields, bringing different perspectives to bear on central themes.

3) The scholarship of teaching communicates understanding. It challenges, extends, and transforms the knowledge of discovery into something students comprehend. As a scholarly enterprise, the creativity of teaching includes the development of innovative pedagogical practices and course materials, and aims to encourage independent learning and critical thinking. Scholarly teaching requires enthusiastic, intellectually engaged faculty who are well informed about the latest advances in their disciplines.

4) The scholarship of application refers to the responsible implementation of knowledge gained from the other three scholarships. Application is a scholarly engagement with society, building bridges between theory and practice by applying knowledge to practical problems. It encompasses professional service including clinical activities. The activity of application is dynamically related to the other scholarships; it is directly tied to one's special field of knowledge and can itself give rise to new intellectual understandings.

5) Institutional citizenship refers to opportunities and applications regarding contributions to furthering the CAHS mission and programs.

b. Peer Review of Scholarly Activity: For the purpose of this Instruction, the peers of the faculty candidate will be the community of scholars and professionals in the discipline, field of study, or activity of which the candidate is a member.

1) Actions and activities that denote peer recognition of scholarly achievement include, but are not limited to:

a) Dissemination of the results of scholarly activities, that may take the form of but are not limited to the following:

- (1) Original Manuscripts.
 - (2) Review articles.
 - (3) Case reports
 - (4) Authorship of books, and book chapters.
 - (5) Principal authorship or significant contribution to the contents of original position papers.
 - (6) Field manuals.
 - (7) Clinical practice guidelines, or other military or public health related policy and/or.
 - (8) Procedure materials that undergo peer review before release or implementation.
 - (9) Submission and approval of patent applications.
 - (10) Institutional utilization of educational and curricular materials.
 - (11) Presentations at meetings (local, regional, national, international or the Federal or military equivalent).
 - (12) Writing educational or testing materials for national societies or organizations.
 - (13) Publications in peer-reviewed journals of other than original research (e.g., invited papers or review articles).
- b) The successful acquisition of funding for scholarly activities.
- c) Selection and service on study sections, professional society committees, research review boards, Institutional Review Boards, Federal committees or advisory groups, editorial boards, or as a reviewer for peer reviewed journals.
- d) Institutional or departmental awards for excellence in teaching, mentoring, research, or clinical service.
- e) Selection to serve as a military specialty consultant.
- f) Selection as a teaching chief, residency/program director, or director of educational programs.
- g) The award of a performance based uniformed service or DoD honor or medal.

h) Election to learned academies and other recognition such as institutional, professional society, or organizational awards, prizes and honorary degrees.

i) Other expressions (creative works) of peer recognized creativity or innovation.

c. Teaching: (see Attachment 1 of this *Enclosure*)

1) The scholarship of teaching is an integral part of CAHS faculty responsibility as all CAHS faculty are expected to contribute to the teaching mission of the institution. There are three levels of teaching performance and contributions recognized by the CAHS:

a) Level One: The individual classroom and/or departmental teaching contributions.

b) Level Two: Institutional Teaching Contributions. The CAHS, USU as a whole including affiliated teaching and research sites.

c) Level Three: Disseminated and well-recognized contributions to teaching, as demonstrated by the faculty member's contributions beyond the parent institution.

2) Information on teaching available for review related to educational activity and effort include, but are not limited to the following:

a) Peer and student evaluations assessing but not limited to:

(1) Knowledge of the subject, being up to date, preparedness, clarity of presentation, ability to answer questions, availability and attitude to students.

(2) Additional evidence will be the ability to attract students to electives and residents and fellows to graduate education programs.

b) Courses taught including documentation of time commitment.

c) Teaching responsibilities including documentation of specific role (lecturer, course director, seminar leader).

d) The breadth and variety of teaching assignments including but not limited to:

(1) Time devoted to one-on-one or small group teaching; involvement in multidisciplinary teaching.

e) Time spent in preparation for teaching activities.

f) Individuals mentored or precepted.

g) Supervision of research projects.

- h) Service as an advisor for students, residents or fellows.
- i) Participation in thesis committees.
- j) Editorial assistance with student or trainee papers.
- k) Development/revision of courses or curricular materials.
- l) Author or editorship of articles, chapters, books, web-based instruction, or other educational materials.
- m) Development of electronic teaching materials or simulations.
- n) Time spent in other department-sponsored educational activities such as conferences, seminars or grand rounds.
- o) Documented contributions to departmental, college or university committees related to education.
- p) Awards received for teaching.
- q) Public service activities oriented to education.
- r) Courses or self-instructional activities taken to improve teaching skills.

d. Professional Service: Professional Service activities, including clinical and clinical support activities, are based on professional expertise and usually denotes peer recognition. In many cases these will be considered evidence of the scholarship of application. Faculty service to the uniformed services, or other federal departments and agencies, and involvement in professional, educational, scientific or community organizations at the local, state, national, or international levels will be considered as evidence of professional service. (see Attachment 1 of this *Enclosure*).

1) Clinical and Clinical Support Activities:

- a) Clinical and Clinical Support Activities shall be considered an essential component for appointment and promotion of health science professionals who deliver or support patient care and teach in the clinical or clinical support environment. It requires scholarly components through its innovative and thoughtful application of knowledge and experience to the delivery of diligent and excellent health care. It also requires the personal characteristics of honesty, compassion, dedication to patient welfare, sensitivity to the human aspects of health care, and the transmission by example of these qualities to peers and students. The CAHS recognizes that the teaching of clinical and clinical support knowledge, skills, and professional attitudes requires that the teacher has an ongoing involvement in patient care or its support. This serves to assure that the teaching is relevant to actual practice and requires that the clinical teacher keeps abreast

of advances in clinical care or support and is able to communicate these to their students. Clinical and clinical support responsibilities, as they relate to the aforementioned teaching responsibilities of the faculty member, will be evaluated and given appropriate and careful consideration in the overall review for academic promotion.

(1) Professional service activities that influence direct patient care will be considered "clinical activity". Professional service activities that influence the support of direct patient care will be considered "clinical support activity". The sponsoring department shall provide a clear description of the service and its effect on patient care or its support. Areas of professional services include but are not limited to programs and activities involving:

(a) The allied health sciences and, when appropriate, the medical, dental, nursing, and medical service sciences such as epidemiology, preventive health, public health, disaster preparedness and care, combat casualty care, contingency operations, and operational medicine/healthcare.

e. Institutional Citizenship: Describes involvement in the USU CAHS, or affiliated institutional operation. (see Attachment 1 of this *Enclosure*).

5. POLICY ACADEMIC REVIEW

a. For Professors or Associate Professors:

1) The procedures and policies set forth in *Enclosure 2*, Attachment 1 and *Enclosure 3*, Attachments 1-8 of this Instruction, shall be followed.

2) The CAHS CAP shall recommend approval or disapproval of the appointment to the CAHS Dean, via the ADUS and/or ADGS, or may defer consideration pending additional information. The CAHS CAP will provide the CAHS Dean, via the ADUS and/or ADGS, with a statement concerning the basis for a disapproval or deferral decision.

a) If the CAHS CAP recommends disapproval of the appointment and the Dean, CAHS disagrees or identifies what is perceived to be a variation from CAHS policy in the review process, the CAHS Dean may request reconsideration by a memorandum to the CAHS CAP setting forth the basis of the request. The candidate's sponsor may request reconsideration by the CAHS CAP in a memorandum to the CAHS CAP setting forth the basis for the request. The sponsor will be allowed to address the CAHS CAP following submission and review of the memorandum. The CAHS CAP's action on reconsideration is final. The CAHS CAP will furnish copies of the final reconsideration to the CAHS Dean and CHR.

b) If the CAHS CAP recommends approval and the CAHS Dean disagrees, the Chair of the CAHS CAP and/or the candidate's sponsor may request reconsideration in a memorandum to the CAHS Dean setting forth the basis of the request. The CAHS CAP Chair and/or the sponsor will be allowed to meet with the CAHS Den following

submission and review of the memorandum. The CAHS Dean's action on reconsideration is final.

c) If the CAHS CAP recommends approval and the CAHS Dean concurs, the recommendation shall be forwarded to CHR. CHR shall then forward recommendations for approval of faculty appointments to the BOR for consideration and to the President, USU, for final action.

d) If both the CAHS CAP and CAHS Dean recommend approval and the BOR disagrees, the recommendations with supporting documentation to include the views of the BOR, shall be forwarded to the President, USU for final action.

b. For Faculty Below The Rank of Associate Professor:

1) The procedures set forth in *Enclosure 3* of this Instruction and *Reference c* shall be followed.

2) These appointments will be based on the recommendations of the appropriate program's faculty sponsor thru the CAHS ADUS and/or ADGS with review by the CAHS CAP. Nominations will be submitted to the CAHS Dean for final action.

c. Secondary Appointments:

1) Program leadership may offer a secondary appointment with the concurrence of the Chair of the primary department. Appointments at or above the rank of Associate Professor requires the CAHS CAP action. A secondary appointment in a different school within USU also requires the concurrence of the primary Program Director, Chair, or Dean. Requests to the appropriate primary official for such appointments must delineate the associated duties and responsibilities.

2) The School offering the secondary appointment will process candidates in accordance with the same policies used for primary appointments. The only letters of recommendation required for a secondary appointment are from the appropriate program leadership. These letters will include the basis for the requested appointment including all supporting documentation.

3) Secondary appointments are not tenured. Secondary appointments at the approved academic rank will be for the duration of the individual's employment at USU, unless rescinded by the nominating program leadership.

6. CONTENT OF APPOINTMENTS AND PROMOTION DOCUMENTS

a. Program Leadership Recommendation Memorandum: The recommendation memorandum from the sponsoring program's leadership (see *Enclosure 3*, Attachment 4) is an essential part of the documentation. The sponsoring program's leadership, in the recommendation memorandum to the CAHS Dean, must discuss all relevant aspects of an individual's career not represented in

the CV and Statement of Scholarly Activities. Should the qualifications of the proposed appointee differ substantially from the general requirements, the sponsoring program's leadership must carefully explain the discrepancy in the recommendation memorandum. The recommendation memorandum should include the following elements:

- 1) A statement of the proposed action (appointment, renewal of appointment, reappointment, or promotion) and proposed academic rank.
- 2) The CV (see *Enclosure 3*, Attachment 1) and Statement of Scholarly Activities (see *Enclosure 3*, Attachment 2) should document evidence of the applicant's Discovery and Integration, Teaching, Application, and, the applicant's Institutional Citizenship.
 - a. The CV will include all relevant educational information including institutions attended, degrees obtained, graduate education experiences residencies and fellowships, all professional appointments and positions, professional service activities, institutional activities, all relevant honors, awards and recognitions, professional society memberships appropriate licensure and certification information, and academic ranks attained.
- 3) The appropriate command authority of a non-billeted faculty candidate must certify that the officer may accept a CAHS faculty appointment (see *Enclosure 3*, Attachment 5).

7. TERMS AND CONDITION OF APPOINTMENTS

- a. The terms and conditions of appointments shall follow Federal, DoD, and USU appointment regulations and procedures. Billeted civilian appointment actions shall be officially documented by a Notification of Personnel Action, SF 50-B and/or other written documentation. Time-limited appointments must have a NTE date established at the time of the appointment. The NTE date shall constitute the last day of employment, unless otherwise specified in writing. The SF 50-B shall indicate the approved academic track (tenure-eligible or tenure-ineligible track).
- b. A copy of the SF 50-B and/or other written documentation shall be provided to the employee. Any subsequent extensions or modifications of an appointment shall be documented in writing and copies shall be provided to the employee.

8. POLICY AND PROCEDURES FOR PROMOTIONS

The promotion process is intended to recognize and reward ongoing professional growth and achievement. The scholarly achievements, professional service, institutional citizenship activities, and other professional qualifications required for specific academic ranks are set forth in this Instruction and USU Instruction 1107. Qualification for promotion will not be linked to uniformed title or time in rank.

- a. Promotion processes shall begin with the sponsoring program's leadership as set forth in *Enclosure 3*, Section c, of this Instruction and follow the procedures outlined in 1.a.1)-12)

- 1) The sponsoring program's leadership must review all individuals eligible for promotion annually. For those recommended, the sponsor will submit a written promotion recommendation to the CAHS CAP, along with documentation listed in *Enclosure 2*, Section 6, except that a commander's letter of support is not required.
- 2) The CAHS CAP will submit in writing to the CAHS Dean, via the ADGS and ADUS, a recommendation to approve or deny the promotion.
- 3) Upon approval by the CAHS CAP, a recommendation will be submitted in writing to the CAHS Dean for forwarding through CHR to the BOR.
- 4) If the BOR concurs, the action will be forwarded through CHR to the President, USU, for final action.

b. A negative decision at any level following the Program Director's (PD) promotion recommendation requires the PD to prepare a memorandum for the record. The memorandum with the non-recommendation and supporting documentation will be submitted through CHR to the Dean CAHS for review. A copy of the PD's memorandum will also be provided to the faculty member.

9. PERFORMANCE REVIEW

a. All billeted civilian faculty, academic administrators, and academic support staff will be evaluated in accordance with DoDI 1400.25, Volume 431, DoD Performance Management and Appraisal Program (Reference g) and any other evaluation procedures or guidelines established in writing by USU.

b. Faculty Responsibility:

- 1) Billeted faculty and academic staff members are responsible to their respective academic leadership and the appropriate Dean/Associate Dean regarding participation in research and educational activities, institutional citizenship, professional service, and patient care or support activities. Faculty members providing clinical or support services are concurrently responsible to the uniformed Medical Departments and Medical or Research Center/Activity Commanders for such activities performed in facilities under their supervision.
- 2) Non-billeted faculty members are responsible for their CAHS-related activities to their assigned academic leadership and the appropriate Dean/Associate Dean.
- 3) All duly appointed faculty and academic staff members, regardless of their specific academic ranks, will be expected to participate in CAHS academic activities.
- 4) Each year faculty and staff members are required to report their appointment related activities to their academic leadership, and other supervisors if required, in a timely fashion to allow evaluation.

5) The material compiled in the annual reviews may be considered in the department's preparation of recommendations for promotion and renewal of appointment decisions.

Criteria for Evaluating Scholarly Activities

Abstract

1. The following listing is intended to present examples of various levels of accomplishment in the scholarship of discovery, integration, teaching, and application. Examples of professional service including clinical service and institutional citizenship are also provided. This listing is not exclusionary, rather it is intended to assist faculty, PD/DC's and the CAHS CAP in matching candidates' accomplishments to the promotion criteria. Moreover, areas frequently overlap in practice although they are presented as separate and distinct entities here.

2. Criteria listed here are not arranged in a particular hierarchy. It is the responsibility of the faculty member to provide the PD/DC with an explanation as to the significance of the various activities and accomplishments, of which the PD/DC will provide to the CAHS CAP.

a. Discovery & Integration:

1) The scholarship of discovery is original, disciplined research which expands or challenges knowledge. It encompasses the pursuit of phenomena and observations that results in the generation of new knowledge.

2) The scholarship of integration encourages innovative thinking that combines and connects various disciplines through the process of creative synthesis or analysis that seeks to interpret, draw together, and bring new insight to bear on original research. It provides meaning to isolated facts and illuminates data by putting them in perspective and fitting them into larger intellectual patterns. It requires innovative thinking that integrates knowledge from various fields, bringing different perspectives to bear on central themes:

a) Evidence of peer review and acceptance of new or integrated knowledge through the dissemination of the results.

b) Demonstrated evidence of originality as an investigator. Demonstrates the ability to initiate and design the research protocol.

c) Fostering the research of other groups and individuals in the department, and related disciplines.

d) Experience in the development of research policy.

e) Collaborator in design, conduct, and publication of the research, including as a participant in a multi-center trial.

f) Coordinates the research at a national level in a multi-center study.

- g) Authorship of papers in peer-reviewed journals that demonstrate the ability to generate and test hypotheses. An ongoing, peer-reviewed publication record.
- h) Authorship of articles that integrate knowledge in a field or that assesses overall value of discoveries in relationship to the areas of basic or applied research and/or current practice. These will include systemic reviews, meta-analysis, and evidence based medicine.
- i) An established reputation beyond the parent institution as evidenced by external letters of reference, invitations to present at national or international meetings, visiting professor-ships, service on study sections, organizing national meetings, serving as a national consultant, or on editorial boards of journals, etc.
- j) High ratings of their research or creative work as attested (where appropriate) by citations indices, by references in published literature that cite the applicant's work as definitive.
- k) Achievement through the dissemination and adoption of applied research activities in the allied health sciences and, when appropriate, the medical, dental, nursing, and medical service sciences such as epidemiology, preventive health, public health, disaster preparedness and care, combat casualty care, contingency operations, and operational medicine/healthcare that includes but is not limited to the following:
 - (1) Evaluation of the efficacy of various treatment modalities.
 - (2) Evaluation of clinical and clinical support system outcomes.
 - (3) Evaluation of health care quality.
 - (4) Evaluation of health care costs.
 - (5) Development, implementation, and evaluation of innovative community education programs.
 - (6) Development and dissemination of peer accepted clinical or clinical support practice guidelines.
- l) Development of patents for discoveries.
- m) Funding: The source(s) and level of competition for successfully acquired funding should be documented.
 - (1) Co-investigator on grants or recipient of a First award.

(2) Principal and sustained role in the management of a research program with external funding.

(3) Consistent level of peer-reviewed and/or other funding for research over a sustained period.

(4) Consistent funding for peer reviewed health services research.

b. Teaching:

1) The scholarship of teaching communicates understanding. It challenges, extends, and transforms, the knowledge of discovery into something students comprehend. As a scholarly enterprise the creativity of teaching includes the development of innovative pedagogical practices and course materials, and aims to encourage independent learning and critical thinking.

2) Teaching achievements are presented in the "Level" format to facilitate the faculty member in understanding what the responsibilities and requirements are and how they apply to each academic rank.

a) Level One:

(1) The ability to provide the effective transfer of knowledge and/or skills to students, trainees, faculty, other members of the allied health science community, and the general public.

(2) The ability to show students how to think critically and purposefully, broaden the students areas of interests, and most importantly encourage and help develop the skills for self-learning.

(3) Active participation in teaching activities of the program including two or more of the following:

(a) Presenting a series of lectures covering one or more topics;

(b) Acting as primary instructor in a course, advising students, attending or perception on inpatient or outpatient or clinical support service, mentoring students and fellows, seminar or journal club organizer, small group or laboratory teacher.

(4) Coverage of the specified curriculum content and of the standard teaching load in the program.

(5) Meritorious teaching evaluations from students and peers.

b) Level Two:

- (1) Development or redevelopment of teaching materials for students, continuing education courses and/or other faculty training.
 - (2) Writing of clinical or clinical support case material for teaching purposes.
 - (3) Successful supervision of students and willingness to supervise major honors or, when appropriate, research projects.
 - (4) Invitations to present Grand Rounds/seminars at primary and at other institutions.
 - (5) Invitations to present courses outside of primary program.
 - (6) Provides written documentation of novel techniques in teaching on the delivery of care or its support.
 - (7) Assumes leadership role in teaching, e.g., course director, clinical, residency or fellowship director.
 - (8) Consistently receives outstanding teaching evaluations or teaching awards, recognition as an outstanding role model for students.
 - (9) Develops innovative teaching methods such as educational software, videos, packaged courses, or workshops.
 - (10) Provides continuing education at local and national meetings.
 - (11) Develops new educational materials.
 - (12) Successfully runs regional continuing education courses.
 - (13) Creates a new course or curriculum.
- c) Level Three: Peer reviewed research achievements in educational areas at this level of teaching will qualify as evidence for the scholarship of discovery and/or integration for Clinician-Investigators, Clinician-or Clinician Support-Educators who are candidates for the rank of professor, and faculty whose main area of research is in education.
- (1) Evidence of peer review and acceptance of new or integrated knowledge through the dissemination of the results.
 - (2) Publishes articles on allied health professional education with emphasis on hypothesis-driven research.

- (3) Analysis or review publications on aspects of teaching or the results of research on teaching, in the applicant's disciplinary area that demonstrated a scholarly level of expertise in that literature.
- (4) Develops educational material in media other than print (video, computer programs, internet) that demonstrate expanded peer recognition through utilization by institutions, educators, and clinicians outside of USU.
- (5) Receives favorable peer reviews or significant adoptions of innovative published or circulated instructional material.
- (6) A strong record of publications in allied health professional education including but not limited to:
 - (a) Methodology.
 - (b) Outcome assessment.
 - (c) Competency.
 - (d) Curriculum reform.
- (7) Evidence of systematic experimentation on, or scholarly analysis and evaluation of, alternative and innovative teaching approaches or materials such as the development of inclusive curricula.
- (8) Peer reviewed grant funding.
- (9) Provides educational leadership by writing syllabi, textbooks or assuming an institutional level policy making administrative role.
- (10) Consistent participation in national educational activities, e.g., Residency Review Committee, programs sponsored by professional organizations, re-certification, workshops and symposia.
- (11) Invitations to be a visiting scholar at another institution.
- (12) An established reputation beyond the institution as an innovative educator as evidenced by external letters of reference and invitations to lecture or demonstrate at national conferences on teaching, organizing national meetings, serving as a national consultant, or on editorial boards of journals or to serve on national or international committees on teaching or curriculum or evaluation.

c. Application:

1) Application is a scholarly engagement with society, building bridges between theory and practice by applying knowledge to practical problems. It includes the professional service including as appropriate the clinical activities directly related to a faculty member's special field of knowledge, in which theory and practice interact.

a) Professional Service: Describes activities that are based on professional expertise and usually denotes peer recognition.

- (1) Selection as research, education, or clinical program director at the institutional level.
- (2) Membership on major decision-making committees in professional or scientific organizations.
- (3) Membership on major decision-making committees in DoD, HHS, or other governmental agencies.
- (4) Service as an officer or committee chair major decision-making committees in professional or scientific organizations.
- (5) Service to local, state, Federal, and national organizations through education, consultation, or other roles.
- (6) Invited presentations at national meetings; invited research seminars at USU, its affiliates, and other institutions.
- (7) Service on editorial boards of professional or scientific journals.
- (8) Selection as a reviewer for a research funding agency study section.
- (9) Selection as a member professional society review section or institutional review board.
- (10) Utilized as a national consultant in area of expertise.
- (11) Selection to responsible positions dealing with health care issues at the local, state, regional, national, international or Federal levels.
- (12) Assumption of a substantive leadership role at the regional level i.e., chairing committees, or accepting positions as officer of local or statewide professional organizations.
- (13) Assumption of a substantive leadership role at the national level i.e., chairing national symposia and meetings, chairing committees or accepting positions as officer of national professional organizations.

b) Clinical or Clinical Support Activity:

- (1) Active and effective participation in clinical/clinical support activities of the academic unit.
- (2) Documentation of active involvement in continuing education activities, including attendance at local grand rounds, department conferences, and professional society meetings.
- (3) Demonstration of mastery and independence of clinical/clinical support skills (e.g., introduction of new techniques, improved quality of care).
- (4) Board certification/registration; successful completion of recertification/registration examinations.
- (5) Support from internal peers at the site of practice.
- (6) Selection by peers to consistently lead or participate in "morning report" and other clinical/clinical support practice outcome activities.
- (7) Selection by peers as a clinical/clinical support department or division chair.
- (8) Documentation of "preferred provider/consultant" status within the local and/or regional community.
- (9) Invitations to speak on clinical/clinical support topics on campus, or participation on institutional clinical care/support committees.
- (10) Leadership or presentation role in clinical/clinical support rounds and conferences.
- (11) Creation and implementation of a clinical/clinical support curriculum for a new residency or fellowship educational program.
- (12) Development of new techniques, therapies, or health care delivery systems/support systems that have improved the health of the population served.
- (13) Creative, active participation in the evaluation of the effectiveness (quality, utilization, access, cost) of the care being provided. Development of a new "standard of care" or "standard procedures".
- (14) Documentation of innovative quality assurance programs.
- (15) Demonstration of effective leadership at the site of clinical practice/support - i.e., director of a clinical/support service, head of a division,

chair of a department, head of an interdisciplinary team that creates and manages a clinical pathway and outcomes evaluation.

(16) Recognition for excellence in clinical/support activity at the local, regional, and/or national level through letters of reference, awards, institutional evaluations, invitations to speak, or requests to write reviews.

d. Institutional Citizenship:

- 1) Contributions to furthering CAHS mission and programs.
 - a) Service on committees or task forces within the program, division, department, CAHS, and/or University and/or its affiliated teaching and research institutions.
 - b) Appointment to responsible positions within USU such as chair of a committee.
 - c) Service awards from an area of the University.
 - d) Participation in the activities of the Faculty Senate.
 - e) Participation in policy development, supervision or advice and certain administrative responsibilities at departmental, faculty or institutional level.
 - f) Participation in search committees.
 - g) Participation in departmental, divisional, and institutional quality assurance programs.

Procedures for Faculty Appointments and Promotion

ABSTRACT

1. This enclosure establishes administrative procedures for the appointment and promotion for civilian and military faculty within CAHS. It also outlines the required documentation, processes, and responsibility of officials in taking appointment and promotion actions. The appointment and promotion process is a collaborative effort between the CAHS, the Services, and CHR.

a. Administrative Procedures for Appointment:

1) Assistant Professor, Associate Professor, and Professor:

a) The prospective faculty member will forward an application packet consisting of a CV (see Attachment 1) and Statement of Scholarly Activities (see Attachment 2) to the prospective faculty member's nominating sponsor (e.g. Program Director or Department Chair).

b) The prospective faculty member's nominating sponsor will complete USU Form 107C using demographic data provided by the applicant and sign block 11.

(1) In the case of the Program Director or Department Chair, the cognizant and sponsoring Dean/Supervisor will complete the form and sign in block 11.

(2) The potential appointee will be nominated for appointment in his or her particular specialty in block 6 irrespective of program (e.g. a pharmacist teaching in the patient administration program could be appointed as an assistant associate, or professor as appropriate).

(3) The sponsor (or Dean/Supervisor, where appropriate) will forward the application packet, Form 107C, a memo indicating recommended appointment level (see Attachment 4), and a memo showing parent command approval (see Attachment 5) to the CAHS CAP.

2) The CAHS CAP will review the forwarded documents and make a recommendation on appointment and level. The Chair, CAHS CAP will sign the USU Form 107C in block 14. The vote and recommendation will be recorded in the minutes of the CAHS CAP. A memo documenting the CAHS CAP's actions will be forwarded to the Dean, CAHS via the Director for Student Support and Faculty Development, and the appropriate CAHS Associate Dean for Graduate or Undergraduate Studies (see Attachment 6). The appropriate CAHS Associate Dean will sign the USU Form 107C in block 14.

3) The CAHS Dean's approval will be provided by signature on the USU Form 107C in block 14.

- 4) The CAHS Dean will submit the list of recommended applicants at the rank of Associate Professor and Professor through CHR to the BOR (see Attachment 7). CHR will append the CVs of recommended applicants. The CAHS Dean will review the CAHS CAP memo for recommended applicants at the rank of Assistant Professor or lower (e.g. Adjunct Faculty and Instructor) and forward them to CHR for action.
- 5) The BOR reviews the list of applicants and recommends action to the President, USU.
- 6) Following action by the President, USU, the CAHS Dean will be notified.
- 7) The CAHS Dean will prepare an appointment letter (see Attachment 8), using the appointment date provided by the CHR, and send to the applicant via the relevant CAHS Associate Dean and CAHS Assistant Dean of Student and Faculty Development.
- 8) The relevant CAHS Associate Dean provides the appointment letter to the applicant.
- 9) The applicant completes the process by accepting or declining the appointment and returns the signed letter to the CAHS Dean via the relevant CAHS Associate Dean.
- 10) The CAHS Dean forwards the signed letter to the CHR.
- 11) A Faculty Appointment Certificate is generated by CHR and forwarded to the President, USU, for signature. CHR then forwards the signed certificate to the CAHS Dean.
- 12) The CAHS Dean sends the appointment Certificate to the faculty member through the relevant Associate Dean and via the Assistant Dean for Student and Faculty Development.

b. Administrative Procedures For Renewal:

1) Civilian Human Resources (CHR):

- a) CHR will request, in writing, appointment renewal decisions from the CAHS Dean at least 60 days prior to the faculty member's appointment expiration. The CAHS Dean, upon recommendation of the respective academic leadership and the relevant CAHS Associate Dean, must specify whether they wish to reappoint each faculty member listed and return the list to the CHR.
- b) Faculty may be notified by the CAHS Dean or relevant Associate Dean of their renewal status at least 30 days before expiration of their appointment. Appointment renewal letters will be generated by the CAHS Dean, using the date provided by the CHR, and will be sent to the faculty member through the relevant CAHS Associate Dean and Assistant Dean of Student and Faculty Development.
- c) The faculty member returns the signed renewal letter through the CAHS Dean to CHR.

c. Administrative Procedures For Promotion:

- 1) The process for promotion is identical to the process for initial appointment (see Section 1 above) with the exception that the letter from the chain of command is not required.

Curriculum Vitae

First Middle Last Name, Highest Degree earned (e.g. Ph. D) Military rank, Service, DOB,
Citizenship

Preferred Address (with all necessary details) Work Phone, E-mail, Cell Phone

Education and Training (*Including institution, city state or country, years from and to, degree or specialty certificate earned*)

Undergraduate Degree (s):

Graduate Degree (s) (e.g. Pharmacy or Nursing school: Residency (s):

Fellowship (s) Education:

Credentialing (*Include Expiration Date*)

License (s):

Registration (s):

Certification (s):

Others (s):

Assignments/Employment (*List in Reverse Chronological Order*)

Academic Appointments (s):

Clinical/Clinical Support Appointment (s):

Professional Citizenship (*Include Names and Dates of membership in Reverse Chronological Order*)

Professional Society (s):

Professional Committee (s):

Professional (and Military) Honors and Awards:

Funded Grants:

Publications

Articles in Reference

Journals: Published

Abstracts: Published

Chapters:

NOTE: Please use pagination and start every page "CV continued, first and last name"
(smallest front 12)

Report of Scholarly Activities Template

1. Discovery and Integration: Original research which expands or challenges knowledge.
 - a. Research protocols.
 - b. Publications in the peer reviewed literature.
 - c. Patents.
 - d. Funded grants.
 - e. Examples of research reputation beyond the parent institution: national committees, national presentations, visiting professorship etc.
2. Teaching: The communication of understanding.
 - a. Level 1: Conveying existing lesson plans and curriculum within the department.
 - b. Level 2: Provide Leadership roles locally, create lesson material.
 - c. Level 3: Educational leadership and reputation beyond local institutions; presentations at national and international conferences.
3. Application: Engagement with society, building bridges between theory and practice. Denotes peer recognition.
 - a. Professional service: service on national councils, committees, editorial and certification boards.
 - b. Clinical or clinical support activity: mastery of skills; board certification; leadership role in department or program.
 - c. Awards for excellence in clinical or clinical support activity.
4. Institutional citizenship: Service within the CAHS.
 - a. Service on committees or councils.
 - b. Participation in QA activities.
 - c. Participation in policy development.
 - d. Service awards.

*The template provides examples in each area of scholarly activity. Other examples exist. And the examples above are not meant to represent the full breadth of such activities. See Attachment 1 of *Enclosure 3* to USU Instruction 1100C, for more examples.



UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES
REQUEST FOR CIVILIAN OR MILITARY FACULTY ACTION

1. Name (Last First Middle)		2. MIL <input type="checkbox"/> Billeted <input type="checkbox"/> Non-Billeted		3. CIV <input type="checkbox"/> Billeted <input type="checkbox"/> Non-Billeted	
4. Faculty Action Requested Appointment <input type="checkbox"/> Tenure <input type="checkbox"/> Non-Tenure Promotion <input type="checkbox"/> Tenure <input type="checkbox"/> Non-Tenure Reinstated <input type="checkbox"/> Tenure <input type="checkbox"/> Non-Tenure Other: _____ Adjunct: <input type="checkbox"/> Yes <input type="checkbox"/> No Requested Title: _____ Pathway: _____ Clinician - Educator		5. Primary School <input type="checkbox"/> CAHS <input type="checkbox"/> Army <input type="checkbox"/> Navy <input type="checkbox"/> Air Force <input type="checkbox"/> Other		6. Specialty	
		7. Secondary School		8. Current Title, Rank, Corps, Service	
		<input type="checkbox"/> SOM <input type="checkbox"/> GSN <input type="checkbox"/> PDC <input type="checkbox"/> Other			
*Note: See USU Instruction 1100C for information on USU Faculty appointments, promotion, or tenure.					
QUALIFICATIONS					
9. Education — Degrees, School, Year					
10. Present Work Address					
Phone: _____			Email Address: _____		
11. Nominating Sponsor (Primary)			12. Nominating Sponsor (Secondary)		
Signature and Date			Signature and Date		
Name (Typed)			Name (Typed)		
Chair/Head/Program Director/Dean			Chair/Head/Program Director/Dean		
13. CHR USE ONLY					
Date received		Date to CAP		Date to DEN	
Date Returned (As Applicable)		Date to BOR		Notified Dept.	
14. Approvals (Signature & Date)					
CAHS CAP _____		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Deferred			
CAHS AD _____		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Deferred			
CAHS Dean _____		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Deferred			
President/BOR _____		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Deferred			
USUHS Form 107C (REV. 7/17)					

(DATE)

MEMORANDUM FOR CAHS CAP THROUGH PARENT COMMAND/ORGANIZATION

SUBJECT: Recommendation for Faculty Appointment or Promotion

I recommend that the following individual(s) be considered for academic appointment in the College of Allied Health Sciences within the Uniformed Services University of the Health Sciences.

(NAME)

(FACULTY LEVEL)

Based on my review of this (these) individual's(s') curriculum vitae and clinical or clinical support and teaching competencies, this (these) individual(s) meet(s) the criteria for academic appointment within the College.

(Additional comments as necessary.)

(SIGNATURE)

Name

Title

(DATE)

MEMORANDUM FOR CAHS CAP

FROM PARENT COMMAND/ORGANIZATION

SUBJECT: Approval for Faculty Appointment or Promotion

The following individual (s) are being considered for a faculty appointment within the indicated programs (s) of the College of Allied Health Sciences. As their commander/supervisor, I concur with the following appointments.

[Name]	[Rank]	[Recommended Rank]
--------	--------	--------------------

[Name]	[Rank]	[Recommended Rank]
--------	--------	--------------------

Concurrence means I approve of the individuals participating in the teaching programs.

(SIGNATURE)

Name
Title

(DATE)

MEMORANDUM FOR DEAN, COLLEGE OF ALLIED HEALTH SCIENCES

THROUGH: ASSISTANT DEAN STUDENT AND FACULTY DEVELOPMENT AND
ASSOCIATE DEAN OF (UNDER) GRADUATE STUDIES

SUBJECT: Actions of the College of Allied Health Sciences [CAHS] Committee on
Appointments and Promotion (CAP)

The CAHS CAP met on (DATE) to review the application packets of faculty seeking
appointment in the CAHS of the Uniformed Services University of the Health Sciences.

Application packets consisted of Curriculum Vitae, Statement of Scholarly Activities,
nominating sponsor's recommendation, USU Form 107C, and memorandum of command/
organization approval.

The following actions are recommended:

Name	Action	Votes (Y/N/ Abstain)
a. (Name)	(Ex. Appointment to assistant professor)	(ex. 3 Yes, 0 No, 0 Abstain)
b. (Name)	(Ex. Appointment to adjunct faculty)	(ex. 3 Yes, 0 No, 0 Abstain)
c.(Name)	(Ex. Appointment to instructor)	(ex. 3 Yes, 0 No, 0 Abstain)
d. (Name)	(Ex. Appointment to associate professor)	(ex. 3 Yes, 0 No, 0 Abstain)

(SIGNATURE)

(Name)
Chair, CAP
College of Allied Health Sciences

(DATE)

MEMORANDUM FOR BOARD OF REGENTS

From: DEAN, COLLEGE OF ALLIED HEALTH SCIENCES

SUBJECT: Faculty Appointment and Promotions, College of Allied Health Sciences

The attached is the recommendation(s) made by the College of Allied Health Sciences Committee on Appointments and Promotion (CAHS CAP) at a meeting on (DATE).

I request that you approve this recommendation and forward to the President of the University for Further Action.

(SIGNATURE)

(NAME)

Dean and Professor

College of Allied Health Sciences

Attachments

CAHS Recommendations

COLLEGE OF ALLIED HEALTH SCIENCES

RECOMMENDATIONS (DATE)

BOARD OF REGENTS

<u>SCHOOL/PROGRAM/NAME</u>	<u>ACTION/CURRENT PROPOSED RANK</u>	<u>DUTY STATION</u>
METC Health Care Professions Education Dr. Mitchell J. Seal		
	Professor	USU CAHS
METC Medical Laboratory Technician David L Johnston LTC, MSC, USA	Professor	METC

(DATE)

(RANK, NAME, SERVICE,
CORPS) (MAILING
ADDRESS)

Dear (RANK LAST NAME):

Congratulations! As Dean of the Uniformed Services University of the Health Sciences (USU) College of Allied Health Sciences (CAHS), I am pleased to offer you an appointment as a(n) (RANK) in the CAHS (PROGRAM) located at the (e.g. Medical Education and Training Campus; METC) on (e.g. JBSA Ft Sam Houston). Your faculty appointment will be as follows:

Appointment: Assistant Professor of Medical Laboratory Technology,

Period of Appointment: METC 02 February 2017 -30 September 2019

Tenure Status: Appointment is Non-Tenured

As a faculty member, you will continue to be responsible directly to the USU CAHS Program Director of your appointed program of instruction. However, you will keep your (e.g. METC) leadership apprised of your activities pertaining to the University and the CAHS and seek guidance on all matters of importance.

Please acknowledge below your decision to serve in the appointment with the (e.g. METC MLT program) as stipulated above and return a scanned copy of this letter signed and dated to me within ten days of receipt. I will forward to Civilian Human Resources at USU for administrative purposes.

I look forward to working with you in shaping the future of the (PARENT COMMAND/ORGANIZATION), USU CAHS, and the health of those we are blessed to serve.

Sincerely,

(SIGNATURE)

(NAME)

Dean, CAHS

I accept__ decline__ this appointment with the USU CAHS MLT Program at METC.

Date _____ Signature _____