



# UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES

4301 JONES BRIDGE ROAD  
BETHESDA, MARYLAND 20814-4799  
www.usuhs.edu



## SUBJECT: Policies for the Academic Administration of the Faculty

April 25, 2022

### Instruction 1100D

(PDC)

#### ABSTRACT

This Instruction establishes policies and procedures for the appointment and promotion of the faculty of the Uniformed Services University of the Health Sciences (USU) Postgraduate Dental College (PDC). Information contained in the enclosures to this document defines the necessary scholarly and professional qualifications for faculty members, tracks, titles, and the procedures for appointment and promotion.

**A. Reissuance and Purpose.** This Instruction reissues USU Instruction 1100D (*Reference (a)*) and provides policies and procedures for the appointment and promotion of faculty in the PDC.

**B. References.** *See Enclosure 1.*

**C. Applicability.** This Instruction applies to the PDC only.

**D. Definitions.** *See Enclosure 2.*

**E. Policy.**

1. The mission, governance, organization, responsibilities, and functions of USU are set forth in Department of Defense (DoD) Directive 5105.45 (*Reference (b)*).

2. The President, USU, manages University programs, activities, personnel, and resources as prescribed by the Assistant Secretary of Defense (Health Affairs), with the advice of the Board of Regents (BOR). The Deans of the Postgraduate Dental Schools (DPDS) shall develop and administer policies and procedures on the academic affairs of their respective schools and shall consult with the Executive Dean (ED) and Associate Dean for Faculty Affairs (ADFA) of the PDC. The Department Chairpersons (DC), (DPDS) and/or Program Directors (PD) have the responsibility to oversee appointments and promotion and will provide guidance concerning policy development, review, and administrative responsibilities in matters of faculty status.

3. Faculty appointments and promotions shall reflect the mission of USU and the PDC.

## **F. Qualifications of Faculty.**

1. Faculty will be eligible for appointment when they contribute directly to the curriculum of PDC-affiliated graduate dental residency programs, either in a full or part-time capacity. This determination will be made by the PD of an affiliated teaching program and documented on the letter of recommendation for appointment or promotion.

2. Faculty will demonstrate evidence of accomplished scholarship in the classic domains of Research, Teaching, and Service. However, these 3 domains will include additional descriptions and subdivisions modified from those developed by Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (San Francisco: Jossey-Bass, 1990, *Reference (c)*). As defined in *Enclosure 2*, Research will include Discovery and Integration (D/I), Service will encompass Application (Clinical and Professional Service), and Teaching will be further divided into 3 levels. Although evidence of formal faculty development is not a requirement for initial faculty appointment, it is required for promotion consideration in selective faculty tracks.

3. The University is a Federally-established educational institution. USU faculty members are responsible to the University and the DoD. Faculty in their professional and University related activities shall adhere to Federal, DoD, and USU regulations and policies and conduct themselves in a manner that will preserve their professional effectiveness and reflect credit upon the academic profession, USU, and DoD.

**G. Delegation of Authority.** The President, USU, may delegate in writing his or her duties as prescribed in this Instruction. Deans, Department Chairs, and PD may **not** delegate their duties in the appointment and promotion of faculty. When there is a presidentially-designated Acting or Interim Dean, or decanally-designated Acting or Interim PD or Department Chair, such acting or interim personnel shall have all the authority and responsibilities of this Instruction.

**H. Termination or Suspension of Faculty Appointments.** (See *Reference (d)*).

**I. Policies.** See *Enclosure 3*.

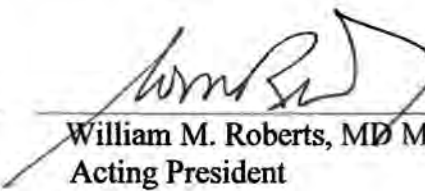
**J. Procedures.** See *Enclosure 4*.

**K. Effective Date.** This Instruction is effective immediately.

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Drew W. Fallis, DDS, MS  
Executive Dean, PDC

 4-21-22  
William M. Roberts, MD MBA  
Acting President

Enclosures:

1. References
2. Definitions
3. Policies
4. Procedures

**REFERENCES**

- (a) USU Instruction 1100D, Policies for the Academic Administration of the Faculty, dated 19 Sep 2016, hereby cancelled.
- (b) DoD Instruction 5105.45, "Uniformed Services University of the Health Sciences (USU)," dated May 30, 2019.
- (c) Boyer, Ernest L., Scholarship Reconsidered: Priorities for the Professoriate, Carnegie Foundation for the Advancement of Teaching, dated 1990.
- (d) USU 1100, Appointments, Promotion and Tenure of Faculty and Academic Staff, dated January 9, 2020.
- (e) USU Instruction 1107, "Recruitment and Nomination Procedures for Appointment, Promotion and Granting Tenure for USU Faculty and Administratively Determined (AD) Administrators and Academic Support Staff," dated July 29, 2019.
- (f) Title 10, Chapter 104, United States Code.
- (g) USU Instruction 1436, "Performance Management Program" dated October 21, 2020.
- (h) Steinert, Y. "Faculty Development in the Health Professions: A focus on research and practice". 2014, Dordrecht: Springer.



## DEFINITIONS

1. **Full Faculty Appointment.** Appointment of faculty who contribute at least 50 hours per year to the curriculum requirements of PDC-affiliated dental residency programs in support of clinical, didactic, and/or research requirements. This teaching support is typically provided in a regular weekly fashion; however, designated blocks of instruction can also satisfy this requirement.
2. **Modified Faculty Appointment.** Appointment of faculty who contribute less than 50 hours per year to the curriculum requirements of PDC-affiliated dental residency programs in support of clinical, didactic, and/or research requirements. These faculty would typically be recommended for an appointment with an “Adjunct” prefix.

*Examples of 3 Domains (Research, Teaching, Service) described below can be found in Enclosure 3, Attachment 1.*

3. **Research Domain.**

- a. **Scholarship of Discovery.** This scholarship is original, disciplined research that advances, expands, or challenges established knowledge. It encompasses the pursuit of phenomena and observations that result 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. *(For example: Original peer-reviewed research)*

- b. **Scholarship of Integration.** This scholarship encourages innovative thinking that translates, 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 requires innovative thinking that integrates knowledge from various fields, bringing different perspectives to bear on central themes. *(For example: Translation of original research into clinical practice via peer-reviewed Clinical Practice Guidelines)*

4. **Teaching Domain.** This domain of scholarship is progressive in scope and challenges, extends, and transforms the knowledge of discovery into something students comprehend. Scholarly Teaching utilizes the products of the Scholarship of Teaching and requires enthusiastic, intellectually engaged faculty who are well-informed about the latest advances in their disciplines.

- a. **Scholarship of Teaching (Level 1).** Level 1 teaching is demonstrated by the effective transfer of knowledge to students and typically directed to learners in the faculty member’s residency program through the competent delivery of existing course materials.

- b. **Scholarship of Teaching (Level 2).** Level 2 teaching expands the faculty’s teaching scope beyond their primary program and includes the development of their own curriculum materials or teaching methods.

c. **Scholarship of Teaching (Level 3).** Level 3 teaching includes a wider dissemination of the faculty's teaching scope to the national or international level and includes the peer-reviewed dissemination of their teaching scholarship as in the recognized Scholarship of Teaching and Learning (SoTL).

5. **Service Domain.** This scholarship refers to the responsible implementation of knowledge gained from the other two domains. It involves scholarly engagement with society, building bridges between theory and practice by applying knowledge to address practical problems, and encompasses both professional and clinical service. The activity of scholarly application is dynamically related to the other scholarships. It is directly tied to one's specialty field of knowledge and can itself give rise to new intellectual understandings.

a. **Scholarship of Application (Clinical Service).** This scholarship is described by the application of knowledge and skills gained by faculty directed to the Clinical service of patients and is not only demonstrated by continued clinical productivity throughout a faculty career, but also by the achievement of clinical board certification and clinical service awards that require extramural peer evaluation.

b. **Scholarship of Application (Professional Service).** This scholarship is described by the application of knowledge and skills gained by faculty and directed to Professional service on local, state, or national committees, including institutional citizenship.

6. **Faculty Development.** Within health professions education, faculty development has been defined as the activities in which staff participate to improve their knowledge and skills as teachers, educators, leaders, managers, researchers, and scholars. Therefore, the PDC recognizes developmental activities as those efforts directed toward growth in all scholarship domains (Research, Teaching, and Service) and which are certified by recognized health professions education entities (for example, USU, American Dental Education Association (ADEA), and Academy for Advancing Leadership (AAL)-Institute for Teaching and Learning (ITL)).

7. **Postgraduate Dental School (PDS) Academic Review Committee (ARC).** Committee established by each service-specific PDS to review proposed faculty appointment and/or promotion actions and provide findings to each DPDS regarding the consistency of proposed faculty appointment or promotion actions with established PDC standards.

8. **PDC Committee on Appointments and Promotions (CAP).** Committee established by the ED of the PDC to review proposed faculty appointments and/or promotions actions from each DPDS and provide recommendations to the ED to ensure consistency across the organizations.

9. **Primary Faculty Appointment.** Appointment to one of the four USU schools or colleges (School of Medicine (SOM), Graduate School of Nursing (GSN), PDC, or College of Allied Health Sciences (CAHS) for which a faculty member is first appointed and which supports their primary position in the University. A faculty member could also receive a **Secondary Faculty Appointment**, if they also provide teaching support to one of the remaining three schools or colleges.

10. **Appointment/Promotion Advocate (APA)**. Individuals in Dental Leadership roles who maintain the authority to determine the appropriateness for recommendation of a faculty appointment or promotion action. Due to differences between Army, Navy, and Air Force organizational structures, the APA may be the PD, Department Chair (DC), Dean, Postgraduate Dental School (DPDS), Associate-DPDS (A-DPDS), or Dental Specialty Leader/Consultant (DSL).

## **POLICIES FOR THE APPOINTMENT AND PROMOTION OF PDC FACULTY**

### **1. RESPONSIBILITY**

a. Administrative. The President, USU, appoints all faculty above the rank of Assistant Professor. Appointments will be based on recommendations of the Deans of the Postgraduate Dental Schools (DPDS) and the Executive Dean (ED).

b. Faculty: Postgraduate Dental School (PDS) Academic Review Committee (ARC).

#### **1) Functions:**

a) Review the recommendation of the APA for primary or secondary appointment, reappointment, and promotion of individuals to all faculty ranks.

b) Determine that the application is complete, the proposed academic rank is consistent with current USU PDC policies, and establish that the proposed appointee is appropriately recognized by his or her peer group for the track and rank requested.

c) Submit in writing to the DPDS a decision to concur or non-concur with a recommended appointment or promotion action.

#### **2) Review Policy:**

a) The PDS ARC has the responsibility to review the candidate's application package for academic appointment or promotion prior to DPDS endorsement to ensure that USU standards for each faculty rank and track are maintained.

b) In arriving at its recommendation, the PDS ARC will follow the guidelines, definitions, and procedures presented in this Instruction and shall consider all aspects of the candidate's professional credentials, teaching activities, professional and clinical service, scholarly accomplishments, and completed faculty development, applicable to the appointment or promotion level.

c) The PDS ARC will determine if the information submitted by the APA is complete and sufficient to support a decision. The PDS ARC may seek further information by making specific requests to the APA.

d) The PDS ARC functions as an advisory committee to the DPDS to ensure consistency of the peer-review process and adherence to USU academic standards. Therefore, the PDS ARC is not authorized to make a final decision regarding a faculty appointment application, but to only advise the DPDS on the validity of an application for appointment or promotion.

3) Membership:

- a) Current USU faculty members will be appointed to serve on the PDS ARC by the DPDS.
- b) Membership shall include a minimum of three (3) faculty with unmodified ranks of either Associate Professor or Professor, at least two (2) of which must be uniformed faculty.

4) Organization and Operation:

- a) The DPDS for each military branch will establish operational procedures for their respective PDS ARC and provide orientation and update instructions to members to ensure adequate administrative review is accomplished in a timely manner prior to forwarding recommendations to the ED, ADFA, or PDC CAP, as outlined in this Instruction.
- b) Upon concurrence with the recommendation made by the PDS ARC, the DPDS will annotate that action in the appropriate section of the USU Form 107D (*see Enclosure 4, Attachment 3*) and coordinate submission of the application to the PDC Administrator for consideration by the ED, ADFA, and USU President for Associate Professor or Professor applications.

c. Faculty: PDC CAP.

1) Functions:

- a) Review the recommendations from each DPDS for primary or secondary appointment, reappointment, or promotion of individuals to the faculty rank of Associate Professor or Professor and ensure consistency across the PDC.
- b) Determine if the academic track and rank proposed is consistent with current PDC policy and establish that the proposed appointee is appropriately recognized by his or her peer group at the level requested.
- c) Submit in writing to the ED for forwarding through the Civilian Human Resources Directorate (CHR) a recommendation to approve or deny a primary or secondary appointment, reappointment, or promotion.

2) Review Policy

- a) The PDC CAP has the responsibility to assess each candidate for academic appointment or promotion to the level of Associate Professor or Professor.

- b) In arriving at its recommendation, the PDC CAP will follow the guidelines, definitions and procedures presented in this Instruction and shall consider all aspects of each candidate's professional credentials and accomplishments. These will be assessed via the Curriculum Vitae (CV) and Scholarly Activities documents describing scholarship domains of Research, Service and Teaching (Enclosure 2), as well as formal Faculty Development for selective promotion actions.
- c) The PDC CAP will determine if the information submitted by each DPDS is complete and sufficient to make its evaluation. The PDC CAP may seek further information by making specific requests to the APA. The PDC CAP decisions are deferred until all consultants' responses are acknowledged. The PDC CAP may defer consideration of recommendations it considers incomplete or questionable.
- d) The PDC CAP functions as an advisory committee to the ED to ensure consistency of the peer-review process across the three military branches. Therefore, the PDC CAP is not authorized to make a final decision regarding a faculty appointment application, but to only advise the ED on the validity of an appointment or promotion application for subsequent consideration. The action will be forwarded through the CHR for final approval by the President, USU.

**3) Membership:**

- a) The PDC CAP will consist of representatives from each military branch when the number of qualified faculty exists. Each representative will be recommended by the DPDS to the ED for appointment. In the event that a military branch does not have a qualified faculty member to serve, the position will be filled by one of the other two military Service branches.
- b) Membership shall include a minimum of three (3) faculty members with unmodified ranks of Professor, at least two (2) of whom must be active-duty uniformed faculty.
  - (1) The ADFA will provide an orientation for all new members of the PDC CAP and provide them with periodic updates regarding faculty policies.
  - (2) Faculty with administrative titles including but not limited to: President, USU, Vice President, Assistant Vice President, Dean, and Associate Dean, shall not serve as members of the CAP. These individuals shall not attend PDC CAP meetings, unless requested by the committee for advisory purposes.
- c) Appointment to the PDC CAP will be for three (3) years.
- d) No PDC CAP member shall serve more than two (2) consecutive terms.
- e) In the event of a vacancy, the ED shall appoint a replacement member following consultation with the appropriate DPDS.



4) Organization and Operation:

a. The ED will appoint a PDC CAP Chair, and will rotate this appointment annually amongst the military branches whenever possible. The Chair will review the faculty submissions from the respective schools prior to presentation at the PDC CAP. This review will serve to enhance the Committee process by ensuring that appropriate documentation and information is available for the PDC CAP to take appropriate action. The Chair will participate in discussions and vote on candidates.

b) The presence of the majority of the members shall constitute a quorum for all business. If the PDC CAP has only three (3) members, the presence of all three (3) members will be required to constitute a quorum.

c) The PDC CAP may develop and request that the ED issue supplemental guidelines as to their internal processes and procedures. Prior to implementation, proposed supplemental guidelines will be reviewed by selected faculty consultants including, but not limited to CHR and the Office of General Counsel.

d. Appointment of Members of the Uniformed Services (non-billeted) to USU:

1) Initial appointments for non-billeted uniformed faculty will be for up to three (3) years, and the effective date will be established by the CHR. These appointments are subject to satisfactory periodic reviews to occur at intervals of no less than every three (3) years, as determined by the appropriate DPDS.

2) These appointments may be renewed for up to three (3) years with no limit to the number of renewals.

3) Military faculty positions are without tenure.

4) Uniformed services (non-billeted) faculty shall have the same academic rights and responsibilities afforded to civilian faculty (billeted) members of the USU provided that such rights and responsibilities are compatible with their uniformed status.

e. Appointment of Civilian Faculty to Administrator Positions:

1) USU PDC billeted administrator positions, including but not limited to the Dean, Associate and Assistant Deans, Department Chairs, Vice Presidents, Interdisciplinary PD, 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 (e)*).

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 follow 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 up to 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 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 AND PATHWAYS

- a. Policy. Appointments to the faculty of the PDC will be in the tenure-ineligible track.
- b. The Tenure-Ineligible Track:
  - 1) The tenure-ineligible track includes all uniformed service and civilian faculty members within the PDC. 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 PDC.
  - 2) Billeted civilian faculty appointments in the tenure-ineligible track shall be for the duration specified in the initial appointment document, Notification of Personnel Action, Standard Form (SF) 50-B.
    - a) 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 the 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 appropriate DPDS or the ED.
  - 3) 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 this instruction as well as the conduct requirements of USU and has



shown appropriate performance in his or her required areas of scholarly activity and service. Renewal of an appointment for tenure-ineligible track faculty will not occur with a reduction in academic rank unless agreed to in writing by the faculty member.

4) Written notification of non-renewal of appointment is **not required** for individuals in the tenure-ineligible track. For billeted civilian faculty and academic staff in the tenure-ineligible track, the SF 50-B will specify the last day of employment.

5) Subject to a request from the appropriate DPDS and the ED, non-billeted civilian or military faculty who separate or terminate their appointments upon leaving the PDC and later return to the PDC as a non-billeted faculty member ordinarily will be re-appointed at an academic rank not less than that previously held. This action does not require review by the PDC CAP or President, USU. If the appointment is for a proposed academic rank higher than the rank held at the time of departure from USU, PDC CAP review and USU President's approval will be required. **Note:** 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. Practicing clinicians whose primary scholarly activities are in the educational, clinical, and professional service activities of the PDC will be eligible for appointment in this pathway. Faculty must be committed to the educational and clinical service missions of the PDC. They must take primary responsibility for patient care and must be an integral component of their PDS's clinical and teaching programs. Faculty in this pathway are encouraged to assume administrative responsibility for dental education and related clinical care activities at their USU-affiliated teaching institutions.

2) The Clinician-Investigator Pathway. Practicing clinicians whose primary scholarly achievements are in the educational, research, clinical, and professional service activities of the PDC will be eligible for appointment in this pathway. Faculty must be committed to the education, research, and clinical service mission of the PDC. 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, teaching, and research program.

3) The Research Pathway. Faculty principally engaged in the scholarship are of discovery eligible to receive an academic rank with the prefix RESEARCH. Faculty members with research pathway appointments will devote the preponderance of their effort to research and research-related activities. The extent and significance of contributions to the research productivity of the department, other faculty, and the students will be considered. While these faculty members will engage in finite teaching activities, their major responsibility will be the development of productive research programs.

Teaching and non-research related administrative service will normally occupy no more than 10-15% of their professional time. The amount of time allocated to teaching and administrative activities may be increased with the approval of the PDS Dean and chain of command.

4) The Clinical Pathway: Faculty principally engaged in the scholarship of clinical teaching are eligible to receive an academic rank with the prefix of CLINICAL. Faculty members with a clinical pathway appointment will devote the preponderance of their efforts to clinical teaching and other clinically-associated activities. Due to the limited time afforded these clinical faculty to work in the scholarship domain of Research, their appointments will be based on achievements and recognition in the domains of Teaching and Service (teaching, clinical practice, and clinical administration).

a) 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.

b) The prefix CLINICAL may be recommended by the APA as a transition from the Clinician-Educator pathway for those faculty who have demonstrated fully-matured clinical teaching expertise, but whose academic position does not afford them the time or opportunity to engage in the Research domain expected for the Clinician-Educator pathway. It is expected that a faculty member will have served at the rank of Assistant Professor or Associate Professor for a longer period of time to demonstrate achievement and peer recognition of expertise in clinical teaching prior to consideration for this pathway.

5) The Educator Pathway: Faculty principally engaged in non-clinical teaching in support of PDC-affiliated training programs will be eligible for an appointment in this pathway. Faculty in this pathway typically hold advanced degrees in education, biomedical sciences or possess unique teaching skill sets in various technical fields required for various dental curricula. In general, faculty members on the Educator Pathway will possess a minimum of a master's degree. However, a demonstrated track record of scholarly excellence, experience, and expertise in a specific focus area may be used to justify an appointment recommendation to the PDC CAP along this pathway. Faculty considered for this pathway will be appointed at an academic rank commensurate with scholarly achievements as determined by the PDC CAP.

### 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 PDC or at affiliated teaching institutions who have made and continue to make major and consistent contributions in terms of

time, scholarly activity, professional service, including institutional citizenship to the programs of the PDC will be considered for appointments with unmodified academic titles at the ranks of Assistant Professor, Associate Professor, or Professor.

- 1) Consistent contributions in terms of time will be defined as 50 hours per year of didactic or clinical teaching, research, or research mentorship support provided to one or more USU-affiliated dental residency programs. This is equivalent to approximately 1 clock-hour per week; however, this requirement can also be accomplished in a block course format.
- 2) Faculty receiving military reassignment to an operational or command role will be given the opportunity to retain their unmodified appointment if they continue to provide didactic, consultative, or research support to PDC-affiliated residency programs during that assignment.
- 3) Individuals pursuing promotion to progressive unmodified professorial series ranks are expected to demonstrate achievements in all scholarship areas and faculty development.

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 PDC. To formalize their relationship with USU, non-billeted individuals whose contributions to PDC programs, although limited in terms of time, are of such value as to warrant recognition, will be offered a faculty appointment with the "Adjunct" prefix modifier. Due to their limited USU-directed activities, the academic rank of faculty will be based on their achievements outside of the USU academic community and will be commensurate with the rank they currently hold for their primary appointment. Appointment rank and promotion will be based on the appropriate application of the criteria defined in this instruction (see *Enclosure 4* of this Instruction).
- b) Appropriately detailed documentation as to the eligibility, appropriate accomplishments, contributions to the USU mission, and evidence of peer recognition justifying the proposed appointment and academic rank will be provided by the APA.
- 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.

- 2) Adjunct faculty do not become Government employees by virtue of this appointment, and have no authority to supervise Government personnel or represent the USU.
- 3) 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 PDC programs. This prefix may be used for senior individuals who have previously held professorial rank in other universities or institutions of higher learning. Nominations will be made by the DPDS with review by the PDC CAP and ED. Appointments to this rank require 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.
- 4) 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 PDC. Nominations for EMERITUS/EMERITA professor will be made by the DPDS with review by the PDC CAP, and ED.
- 5) Nominations require approval of the President, USU. Upon the retirement of the faculty member, nominations may be submitted by the PDC to CHR and submitted for approval by the President, USU.
- 6) The prefix designations of RESEARCH and CLINICAL may be used as described in Section 2.c.

d. HONORARY TITLES. The title PROFESSOR OF THE PRACTICE OF MILITARY DENTISTRY will be offered to the active Dental Corps Chief of each of the uniformed services during their terms and may also be offered to USU faculty and academic administrators. The ED initiates the appointment process through a letter of appointment. The title is term-limited and valid only while the individual serves as an active Dental Corps Chief. The individual will be eligible to be considered for a faculty position within the traditional academic hierarchy following completion of his/her term as Dental Corps Chief.

e. REMOVAL OR ADDITION OF AN "ADJUNCT" PREFIX WITHIN THE TENURE-INELIGIBLE TRACK:

- 1) The PD, Chair of the appropriate department, or DPDS will provide a memorandum for the record explaining the request.
  - a) The addition of the Adjunct prefix to a previously unmodified rank would be appropriate for a uniformed faculty member being assigned to an operational billet, unable to provide academic support to a PDC program, and yet would be planning to resume a full-time academic role in the future. This expectation should be outlined in the memorandum requesting the prefix addition.
  - b) The removal of the Adjunct prefix and return to the unmodified rank would be appropriate following the return of the faculty member to a full-time academic role.

- 2) In addition to the requester's memorandum, a copy of the faculty member's CV is required for review during either action involving the addition or removal of the Adjunct prefix. See Enclosure 4 attachment 1 of this instruction.
- 3) All materials shall be submitted by the DPDS to the ADFA for approval for Assistant Professor level modifications, or to the PDC CAP, ED, CHR, and President, USU for review of Associate Professor or Professor level modifications according to the guidelines established in this Instruction.
4. PEER RECOGNITION OF FACULTY SCHOLARSHIP. Assessing Scholarly Achievement - As defined in *Enclosure 2*, the PDC recognizes 3 domains of scholarship (Research, Teaching, and Service) divided into scholarship focus areas recommended by Ernest L. Boyer *Enclosure 1*). Examples of activities in each of these scholarship areas are listed in *Attachment 1 of this Enclosure*.
5. POLICY FOR ACADEMIC REVIEW:
  - a. For Professors or Associate Professors:
    - 1) The policies set forth in *Enclosure 3* and procedures outlined in Enclosure 4, using Attachments 1-6 of this Instruction, shall be followed.
    - 2) The PDS ARC provides a first-level administrative review prior to submission to the PDC CAP and shall recommend concurrence or non-concurrence of the appointment or promotion to the DPDS or may defer consideration pending additional information. The PDS ARC will provide the DPDS with a statement concerning the basis for a non-concurrence or deferral decision.
    - 3) The PDC CAP shall recommend concurrence or nonoccurrence of the appointment to the ED, or may defer consideration pending additional information. The PDC CAP will provide the DPDS with a statement concerning the basis for a non-concurrence or deferral decision.
      - a) If the PDC CAP recommends nonoccurrence of the appointment and the DPDS disagrees or identifies what is perceived to be a variation from PDC policy in the review process, the DPDS may request reconsideration by a memorandum to the PDC CAP setting forth the basis of the request. The candidate's PD may request reconsideration by the PDC CAP in a memorandum to the PDC CAP setting forth the basis for the request. The PD will be allowed to address the PDC CAP following submission and review of the memorandum. The PDC CAP's action on reconsideration is final. The PDC CAP will furnish copies of the final reconsideration to the DPDS, ED, and CHR.
      - b) If the PDC CAP recommends concurrence and the ED disagrees, the Chair of the PDC CAP and/or the candidate's Department Chair may request reconsideration in a memorandum to the ED setting forth the basis for the request. The PDC CAP



Chair and/or the Department Chair will be allowed to consult with the ED following submission and review of the memorandum. The ED's action on reconsideration is final.

- c) If the PDC CAP recommends concurrence and the ED concurs, the recommendation shall be forwarded to the CHR. CHR shall then forward recommendations for approval of faculty appointments to the President, USU, for final action.
- b. For Faculty Below the Rank of Associate Professor:
  - 1) The policies set forth in *Enclosure 3* and procedures outlined in *Enclosure 4*, using Attachments 1-6 of this Instruction, shall be followed.
  - 2) These appointments will be based on the recommendations of the appropriate APA through the DPDS following review by the PDS ARC. Nominations will be submitted to the ED or ADFA for final action.
- c. Secondary Appointments:
  - 1) A PD may offer a secondary appointment when appropriate. Appointments at or above the rank of Associate Professor require DPDS and PDC CAP review.
  - 2) A secondary appointment in a different school within the USU also requires the concurrence of the primary PD, Chair, or Dean. Requests to the appropriate primary official for such appointments must delineate the associated duties and responsibilities.
  - 3) The School offering the secondary appointment will process candidates in accordance with the same policies used for primary appointments.
  - 4) The only letters of recommendation required for a secondary appointment are from the appropriate PD or Department Chair. These letters will include the basis for the requested appointment including all supporting documentation.
  - 5) Secondary appointments are not tenured and the approved academic rank will be for the duration of the individual's professional participation in a USU-affiliated program, unless rescinded by the nominating PD or Dean. Revocation of a secondary appointment cannot be grieved through the USU Faculty Grievance Committee.

6. CONTENT OF APPOINTMENTS and PROMOTION PACKAGES:

- a) USU FORM 107D. The USU Form 107D (*see Enclosure 4, Attachment 3*) is a CHR administrative form that outlines the requested academic action and tracks the routing of key steps in the appointment or promotion process.

**b. Curriculum Vitae (CV):**

- 1) The CV, utilizing the USU PDC format (see *Enclosure 4, Attachment 1*) should document the applicant's professional credentials and involvement in key academic or professional areas.
- 2) 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. The CV must not list any Personal Identifiable Information (PII).
  - a) **STATEMENT OF SCHOLARLY ACTIVITIES.** The Statement of Scholarly Activities (see *Enclosure 4, Attachment 2*) should document evidence of the applicant's achievements in the domains of Research (Discovery & Integration), Service (Application of knowledge and skills to Clinical and Professional Service), and Teaching (3 Levels), as well as completion of formal Faculty Development when appropriate to the action being requested (see *Enclosure 3, attachment 1* for description of criteria).

**c. APA'S Recommendation and Commander's Concurrence Memorandum:**

- 1) The APA's recommendation and Commander's concurrence memorandum (see *Enclosure 4, attachments 4 and 5*) are essential parts of the documentation. The APA, in the recommendation memorandum to the DPDS, must discuss the basis for the recommended appointment and all relevant aspects of an individual's career not represented in the CV and Statement of Scholarly Activities, as specified in the Template. Should the qualifications of the proposed appointee differ substantially from the general requirements, the APA must carefully explain the discrepancy in the recommendation memorandum.
- 2) The recommendation memorandum should include the following elements:
  - a) A statement of the proposed action (appointment, renewal of appointment, reappointment, or promotion), a description of the type and level of academic support that the candidate will be providing to the USU-affiliated program and recommended academic rank.
  - b) The appropriate command authority of a non-billeted faculty candidate must sign the concurrence section of the memo certifying that the officer may accept a PDC faculty appointment.

c) In situations where the command authority of the non-billeted faculty resides in a separate organization from the PD, two separate documents (PD's recommendation and Commander's concurrence) may be submitted to enhance logistical requirements for endorsement.

d. Supplemental Documentation. A candidate for appointment or promotion may submit supplemental documents such as additional letters of recommendation, teaching portfolios, or other relevant items they feel would assist in assessing their qualifications for the requested faculty action.

7. TERMS AND CONDITIONS OF APPOINTMENTS: 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 an 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).

a. A copy of the SF 50-B and/or other written documentation shall be provided to the employee as applicable. 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, faculty development, and other professional qualifications required for specific academic ranks are set forth in this Instruction and USU Instruction 1107 (*Reference (e)*). Qualification for promotion will not be linked to uniformed title or time in either military or academic rank. Demonstrated conduct of the individual will also be considered in the promotion review process.

a. Promotion processes shall begin at the APA level as set forth in *Enclosure 4 Section I* of this Instruction and follow the outlined procedures (a through m). The promotion process for faculty serving in the role of PD will be initiated by an APA residing in a higher level academic leadership role.

1) The PD must review all individuals eligible for promotion annually and coordinate recommendations for faculty receiving promotion deferrals with the DPDS. For those recommended, the PD will submit a written promotion recommendation to the DPDS through the PDS ARC, along with documentation listed in *Enclosure 3, Section 6*, with the exception that a commander's concurrence is not required.

2) The PDS ARC will submit in writing to the DPDS a recommendation to concur or non-concur the promotion, based on consistency with established PDC criteria.



- 3) Upon approval by the DPDS, the promotion recommendation and accompanying documentation will be forwarded to the PDC CAP for consideration, via the Online Faculty Appointment and Promotions Workflow, <https://workflow.usuhs.edu/>.
  - 4) Upon approval of the PDC CAP, a recommendation will be submitted in writing to the ED for forwarding through CHR. If the PDC CAP recommends deferral of a decision regarding promotion, the PDC CAP will provide the DPDS with a statement concerning the basis for the deferral decision and outlining the Committee's recommendations regarding planned reevaluation in the future. In the instance of a deferral decision by the PDC CAP, the promotion package will not be forwarded through CHR, pending final determination.
- b. Approved recommendations will be forwarded through CHR to the President, USU, for final action.
- c. A PDC CAP decision of non-concurrence of the promotion recommendation requires preparation of a memorandum for the record by the PD or DPDS, as appropriate. The memorandum with the non-recommendation and supporting documentation will be submitted through CHR to the ED and DPDS for review. A copy of the memorandum will also be provided to the faculty member.
- 1) Performance Review. All **billeted** civilian faculty, academic administrators, and academic support staff will be evaluated in accordance with USU Instruction 1436 (*Reference (g)*).
  - 2) Faculty Responsibility:
    - a) Billeted faculty and academic staff members are responsible to the PDs and the appropriate DPDS with respect to participation in research and educational activities, professional service, and patient care activities. Faculty members providing clinical 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.
    - b) Non-billeted faculty members are responsible for their PDC-related activities to the PD/Department Chairs and the appropriate DPDS.
    - c) All duly appointed faculty and academic staff members, regardless of their specific academic ranks, will be expected to participate in PDS academic activities.
    - d) Each year faculty and staff members are required to report their appointment-related activities to their PDs or supervisors in a timely fashion to allow evaluation.
    - e) 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

The following listing is intended to present examples of various levels of accomplishment in the scholarship domains of Research, Service, and Teaching for peer evaluation. This listing is not exclusionary, but is intended to assist faculty, Department Chairs/PDs, and the PDS ARC and PDC CAP in matching candidates' accomplishments to promotion criteria. Moreover, areas frequently overlap in practice although they are presented as separate and distinct entities here, and should be listed in all appropriate categories within the Scholarly Activities document.

Criteria listed here are not arranged in a particular hierarchy. It is the responsibility of the faculty member to provide the Department Chair/PD, MSL and in turn, the PDS ARC and PDC CAP with an explanation as to the significance of the various activities and accomplishments.

### 1. RESEARCH (DISCOVERY & INTEGRATION)

a. The **Scholarship of Discovery** is original, disciplined research which expands or challenges knowledge. It encompasses the pursuit of phenomena and observations that result in the generation of new knowledge.

b. The **Scholarship of Integration** encourages innovative thinking that connects various disciplines through creative synthesis and seeks to interpret, draw together, and bring new insight to 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, bringing different perspectives to bear on central themes, such as:

- 1) Evidence of peer review and acceptance of new or integrated knowledge through the dissemination of the results.
- 2) Demonstrated evidence of originality as an investigator. Demonstrates the ability to initiate and design the research protocol.
- 3) Fostering the research of other groups and individuals in the department, and related disciplines.
- 4) Experience in the development of research policy.
- 5) Collaborator in design, conduct and publication of the research, including as a participant in a multi-center trial.
- 6) Coordinates the research at a national level in a multi-center study.
- 7) Authorship of papers in peer-reviewed journals that demonstrate the ability to generate and test hypotheses. An ongoing, peer-reviewed publication record.
- 8) Authorship of articles that integrate knowledge in a field or that assesses the overall value of discoveries in relation to the areas of basic or applied research and/or current

practice. These will include systematic reviews, meta-analysis, and evidence-based medicine.

9) An established reputation beyond the parent institution as evidenced by invitations to present at national or international meetings, visiting professorships, service on study sections, organizing national meetings, serving as a national consultant, or on editorial boards of journals, etc.

10) 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.

11) Achievement through the dissemination and adoption of applied research activities in clinical care, public health, preventive medicine, and military medicine including but not limited to:

- a) Evaluation of the efficacy of various treatment modalities
- b) Evaluation of clinical and system outcomes
- c) Evaluation of health care quality
- d) Evaluation of health care costs
- e) Development, implementation, and evaluation of innovative community education programs
- f) Development and dissemination of peer accepted clinical practice guidelines

12) Development of patents for discoveries

13) Funding: The source(s) and level of competition for successfully acquired funding should be documented:

- a) Co-investigator on grants or recipient of a First award.
- b) Principal and sustained role in the management of a research program with external funding.
- c) Consistent level of peer-reviewed and/ or other funding for research over a sustained period of time.
- d) Consistent funding for peer reviewed health services research.

## **2. TEACHING**

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.

Teaching achievements are presented in the "Level" format to facilitate the faculty member's understanding regarding the responsibilities and requirements, as well as how they apply to each academic rank.

### **a. LEVEL ONE**

- 1) The ability to provide the effective transfer of knowledge and/or skills to dental, graduate and postdoctoral students; postgraduate dentist trainees, faculty, other members of the scientific and medical 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 department including two or more of the following: presenting a series of lectures covering one or more topics; acting as primary instructor in a course, advising students, attending or precepting on inpatient or outpatient 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 department.
- 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 another faculty training.
- 2) Writing of clinical case material for teaching purposes.
- 3) Successful supervision of postgraduate students and willingness to supervise major honors or postgraduate research projects.
- 4) Invitations to present Grand Rounds/seminars at primary and at other institutions.
- 5) Invitations to present courses outside of primary department.



- 6) Provides written documentation of novel techniques in teaching on the delivery of care.
- 7) Assumes leadership role in teaching, e.g., course director, 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 Integration for Clinician-Investigators and Clinician-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 health professional education with emphasis on hypothesis-driven research.
- 3) Analysis or review of 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 health professional education including but not limited to methodology, outcome assessment, competency, and 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 and/or 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 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.

### **3. SERVICE (APPLICATION OF KNOWLEDGE & SKILLS TO CLINICAL & PROFESSIONAL SERVICE)**

Service (Application) is a scholarly engagement with society, building bridges between theory and practice by applying knowledge to practical problems. It includes 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 PD 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, Health and Human Services (HHS), or other governmental agencies.
- 4) Service as an officer or committee chair for 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 of professional society review sections or institutional review boards.
- 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.
- 14) INSTITUTIONAL CITIZENSHIP: Contributions to furthering the USU and PDC programs.
  - a) Service on committees or task forces within the program, division, department, PDS, 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 or within individual services.
  - d) Participation in the activities of the Faculty Senate.
  - e) Participation in policy development, supervision, or advice or certain administrative responsibilities at departmental, faculty or institutional level.

**b. CLINICAL SERVICE**

- 1) Participation in policy development, supervision or advice and certain administrative responsibilities at departmental, faculty or institutional level.
- 2) Active and effective participation in clinical activities of the academic unit.

- 3) Documentation of active involvement in Continuing Dental Education (CDE) activities, including attendance at local grand rounds, department conferences, and professional society meetings.
- 4) Demonstration of mastery and independence of clinical skills (e.g., introduction of new techniques, improved quality of care).
- 5) Board certification; successful completion of recertification examinations.
- 6) Support from internal peers at the site of practice.
- 7) Selection by peers to consistently lead or participate in “morning report” and other clinical practice outcome activities.
- 8) Selection by peers as a clinical department or division chair.
- 9) Documentation of “preferred provider/consultant” status within the local and/or regional community.
- 10) Invitations to speak on clinical topics on campus, or participation on institutional clinical care committees.
- 11) Leadership or presentation role in clinical rounds and conferences.
- 12) Creation and implementation of a clinical curriculum for a new residency or fellowship.
- 13) Educational program.
- 14) Development of new techniques, therapies, or health care delivery systems that have improved the health of the population served.
- 15) 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.”
- 16) Documentation of innovative quality assurance programs.
- 17) Demonstration of effective leadership at the site of clinical practice - i.e., director of a clinical service, head of a division, chair of a department, head of an interdisciplinary team that creates and manages a clinical pathway and outcomes evaluation.
- 18) Recognition for excellence in clinical activity at the local, regional, and/or national level through letters of reference, awards, institutional evaluations, invitations to speak, or requests to write reviews.



**4. FACULTY DEVELOPMENT**

**a. DEFINITION:**

1) Faculty development has been defined as the activities in which staff participate to improve their knowledge and skills as teachers, educators, leaders, managers, researchers, and scholars. Therefore, the PDC recognizes developmental activities as those efforts directed toward growth in all areas of scholarship (Discovery, Integration, Application, and Teaching). This differs from Continuing Education or Continued Professional Development activities directed toward improving clinical knowledge and skills.

2) Describes various activities that demonstrate intentional efforts designed to improve performance in the scholarship areas.

**a) Completion of USU School of Medicine Faculty Development Certificates:**

- 1) Teaching Certificate
- 2) Scholarship and Research Certificate
- 3) Academic Leadership Certificate
- 4) Advanced Teaching Certificate

**b) Completion of USU Center for Health Professions Education Certificates or Degree programs:**

- 1) Introduction to Foundations in Health Professions Education Certificate
- 2) Foundations in Health Profession Education Certificate
- 3) Master of Health Professions Education
- 4) Master of Education in Health Professions Education
- 5) Doctor of Philosophy in Health Professions Education
- 6) Completion of civilian faculty development programs
- 7) Academy of Academic Leadership - Institute for Teaching and Learning
- 8) Other similar civilian faculty development programs

## GUIDELINES FOR ACADEMIC PROMOTION

Along the Professorial series of ranks, PDC faculty are expected to demonstrate an increasing level of experience, skill, and professional accomplishment, while exhibiting progressive leadership and involvement in the management of their local training program, their local sponsoring organization, the USU, and regional and national dental organizations. As outlined in USU Instruction 1100 (*Reference (d)*) the ranks in the Professorial series are ascending with the following general definitions:

1. **Assistant Professor** is the basic entry level faculty rank. This level of scholar is expected to have all qualifications customary in their profession or field and to have demonstrated clear potential for achievement and a capacity for productivity in multiple areas of scholarship. Clinical faculty are required to have the appropriate level degree for their profession (Doctor of Dental Surgery (DDS), Doctor of Medicine in Dentistry (DMD), MD, etc.). Faculty appointed to the Educator Track are required to have the appropriate level certificate or degree for their area of technical expertise (BS, MS, PhD, etc.).

2. **Associate Professor** is the faculty rank indicative of fully-matured scholarship in multiple domains; it is based upon the extramurally peer-evaluated and clearly demonstrated capacity for sustained scholarly achievement and productivity. Prior to consideration for appointment or promotion to the rank of Associate Professor, candidates must have attained all degree and scholarly requirements for appointment as an Assistant Professor.

3. **Professor** is the highest rank a faculty member may be awarded on the basis of peer recommendation and is reserved for those faculty members who have repeatedly demonstrated outstanding achievement across the spectrum of scholarship; it is not awarded for length of service but only after careful consideration of the quality, quantity and national and/or international impact of the individual's scholarship. Prior to consideration for appointment or promotion to the rank of Professor, candidates must have attained all degree and scholarly requirements for appointment as an Associate Professor.

\* **NOTE:** Promotions to Associate Professor and Professor are not awarded for length of service but only after careful consideration of the quality, quantity, and national and/or international impact of the individual's scholarly accomplishments that are indicative of a fully-matured faculty member. Although faculty will progress in their development at different rates and some may reach expected progress points earlier than others, the following essential requirements and general guidelines are provided for use in making decisions regarding the appropriateness of faculty promotion.

4. **Essential:** Faculty should serve at least one full appointment term (3 years) at their current rank before being considered for promotion to allow a thorough assessment of their scholarly achievements, level of academic development and leadership potential.

5. **Essential:** Consistent demonstration of faculty development to obtain continued advancement in academic associated knowledge and skills (examples would include substantial progress toward a USU faculty development certificate, Health Professions Education certificate

or degrees, or equivalent civilian programs) is required for each promotion consideration level.

a. As outlined in this Instruction (1100D) (*Reference (a)*), “Qualification for promotion will not be linked to uniformed title or time in rank” and “Should qualifications of the proposed appointee differ substantially from the general requirements,” the PD must carefully explain the discrepancy in the recommendation memorandum.”

b. Qualifications for appointment or promotion will vary according to the particular academic pathway, based on the expected distribution of time spent in key focus areas of:

- 1) Teaching (T) – Includes 3 levels: basic teaching, scholarly teaching, and scholarship of teaching.
- 2) Research (D/I) – Generation of new knowledge and translation of peer-reviewed information into clinical patient care.
- 3) Service (A) – Utilization of professional knowledge and skills at local, regional, national and international levels.

## **1. CLINICIAN-EDUCATOR PATHWAY**

a. Focus Areas (approx. % effort): T (60%), D/I (20%), A (20%)

### **1) PROMOTION TO ASSOCIATE PROFESSOR**

a) **Required:** Completion of essential requirements 1 and 2.

b) **General** guidelines are:

(1) Achievement of National Board or Professional Certification.

(2) Demonstration of increasing levels of teaching ability, activity, and responsibility.

(3) Demonstration of curriculum development and scholarly achievement beyond those accomplished at the Assistant Professor rank.

(4) A body of scholarly work in discovery and integration evidenced by the dissemination of knowledge in authored or co-authored published media.

Examples include:

(a) Publication in peer-reviewed journals (e.g. original research, clinical practice guidelines, meta-analyses, systematic reviews; may also include clinical case reports, case series, clinical techniques, and scoping reviews.)

(b) Presentations of abstracts, posters, and podium talks at local, regional,

(c) Significant contributions to the online clinical and scientific community in the areas of research and integration.

(d) Non-peer-reviewed publications including Clinical Updates, Technical Reports, and similar authored and co-authored works will also be considered.

(5) A minimum of 5 peer-reviewed publications (authored/co-authored), or equivalent based on the body of scholarly work, will be used as a target to demonstrate this requirement. However, due to the variation in residency program design, this number is not an absolute requirement and must be viewed in the context of the faculty member's opportunity for research involvement.

NOTE: It may be appropriate to consider a change to the CLINICAL pathway, for those faculty who do not have the opportunity to accomplish research activities due to local capabilities. However, additional time is required prior to consideration of the CLINICAL pathway to demonstrate excellence in clinical teaching and associated duties.

## **2) PROMOTION TO PROFESSOR**

Achieving the rank of Professor is a significant accomplishment and is reserved for faculty who have completed significant professional development, demonstrated significant scholarly achievement, program leadership, research, institutional citizenship and national recognition. It is generally expected that faculty will require 5+ years at the rank of Associate Professor and build upon previous scholarly achievements.

a) **Required:** Completion of essential requirements 1 and 2.

b) **General** guidelines are:

1) Successful demonstration of Program Directorship or significant academic leadership role.

2) National recognition such as involvement with the American Dental Association Commission on Dental Accreditation (ADA CODA), Academy of General Dentistry (AGD), Specialty Orgs, etc.).

3) Surgeon General/Specialty Consultant/Specialty Leader.

4) Demonstration of increasing level of teaching experience and curriculum development beyond that achieved prior to the rank of Associate Professor.

5) Demonstration of Institutional Citizenship and Community Involvement.

- 6) Presentation at National or International professional meetings.
- 7) Research activity, with authorship, mentorship, and strategic involvement. A minimum of 5 additional publications (authored/co-authored) at the rank of Associate Professor will be used as a target to demonstrate this requirement; however, due to the variation in residency program design this number is not an absolute requirement and must be viewed in the context of the faculty member's opportunity for research involvement, as well as the publication volume of other types of scholarship, such as clinical or procedural review papers, evidence-based clinical practice guidelines, etc.

- a. Demonstrated management of personnel, materials and procured funding.
- b. Demonstrated Ethical and Professional conduct with recognition among peers.

## **2. CLINICIAN-INVESTIGATOR PATHWAY**

Focus Areas (approx. % effort): T (40%), D/I (40%), A (20%).

### **a. PROMOTION TO ASSOCIATE PROFESSOR -**

A stronger focus on Discovery and Integration for this pathway drives greater emphasis on research activities, with authorship of or participation on dental research projects/initiatives, and peer-reviewed publications. A minimum of 8 publications (authored/co-authored) will be used as a benchmark to demonstrate this requirement.

- 1) **Required:** Completion of essential requirements 1 and 2.
- 2) **General** guidelines are:
  - a) Achievement of National Board or Professional Certification.
  - b) Demonstration of involvement in their department's clinical and teaching programs.
  - c) Presentations at Local or Regional professional dental or research meetings.
  - d) Demonstration of grant writing and successful acquisition of extramural research funding.

### **b. PROMOTION TO PROFESSOR**

Achieving the rank of Professor is a significant accomplishment and is reserved for faculty who have demonstrated significant scholarly achievement, program leadership, research, institutional citizenship and national recognition. It is generally expected that faculty will require 5+ years at the rank of Associate Professor to attain the accomplishments and demonstrate the level of leadership and involvement expected for promotion to the rank of Professor.

Research activity, with authorship, mentorship, and strategic involvement. A minimum of 8 additional publications (authored/co-authored) in the past 5 years will be used as a benchmark to demonstrate this requirement.

1) **Required:** Completion of essential requirements 1 and 2.

a) **General** guidelines are:

National recognition (involvement with ADA CODA, ADEA, AGD, Specialty Orgs, etc.).

b) Surgeon General/Specialty Consultant/Specialty Leader.

c) Demonstration of Institutional Citizenship and Community Involvement.

d) Presentation at National or International professional meetings.

e) Demonstrated management of personnel, materials and procured funding.

f) Demonstrated Ethical and Professional conduct with recognition among peers.

### 3. **RESEARCH PATHWAY**

Focus Areas (approx. % effort): D/I (85%, as per USU Instruction 1100), A (10%), T (5%).

a. **PROMOTION TO ASSOCIATE PROFESSOR.** Research activity, with authorship of or participation on dental research projects/initiatives, and peer-reviewed publication. A minimum of 10 publications (authored/co-authored) will be used as a benchmark to demonstrate this requirement.

1) **Required:** Completion of essential requirements 1 and 2.

2) **General** guidelines are:

a. Significant effort demonstrated towards faculty development.

b. Demonstration of no more than 10-15% involvement (.1 to .15 FTE) in their department's clinical and teaching programs.

c. Presentations at Local or Regional professional dental or research meetings.

d. Demonstration of grant writing and successful acquisition of extramural research funding.

#### b. **PROMOTION TO PROFESSOR**

Achieving the rank of Professor is a significant accomplishment and is reserved for faculty

who have demonstrated significant scholarly achievement, program leadership, research, institutional citizenship and national recognition. It is generally expected that faculty will require 3-5 years at the rank of Associate Professor to attain the accomplishments and demonstrate the level of leadership and involvement expected for promotion to the rank of Professor.

Research activity, with authorship, mentorship, strategic involvement, and a minimum of 10 additional publications (authored/co-authored) in the past 5 years will be used as a benchmark to demonstrate this requirement.

- 1) **Required:** Completion of essential requirements 1 and 2.
- 2) **General** guidelines are:
  - a) National recognition (involvement with ADA CODA, ADEA, AGD, Specialty Orgs, etc.).
  - b) Surgeon General/Specialty Consultant/Specialty Leader.
  - c) Demonstration of Institutional Citizenship and Community Involvement.
  - d) Presentation at National or International professional meetings.
  - e) Demonstrated management of personnel, materials and procured funding.
  - f) Demonstrated Ethical and Professional conduct with recognition among peers.
  - g) Significant effort was demonstrated towards faculty development with completion of the USU Faculty Development Certificate in Research.
  - h) Demonstration of no more than 10-15% involvement (.1 to .15 FTE) in their department's clinical and teaching programs.
  - i) Presentations at Local or Regional professional dental or research meetings.
  - j) Demonstration of grant writing and successful acquisition of extramural research funding.

#### **4. CLINICAL PATHWAY**

Focus Areas (approx. % effort): T (80%), A (20%).

##### **a. PROMOTION TO ASSOCIATE PROFESSOR (with transfer from the Clinician-Educator Pathway)**

The CLINICAL pathway is reserved for those faculty members who have demonstrated

fully-matured expertise in clinical teaching, practice, and administration. Therefore, the entry-level rank begins at Associate Professor following 3-5 years at the Assistant Professor rank in the Clinician-Educator pathway.

- 1) **Required:** Completion of essential requirements 1 and 2.
- 2) **General** guidelines are:
  - a) Achievement of National Board or Professional Certification.
  - b) Demonstration of increasing levels of teaching ability, activity, and responsibility.
  - c) Demonstration of advanced curriculum development and scholarly achievement beyond those accomplished at the Assistant Professor rank in the Clinician-Educator pathway.
  - d) Presentations at Local or Regional professional dental or research meetings

**b. PROMOTION TO PROFESSOR**

Achieving the rank of Professor in the CLINICAL pathway is a significant accomplishment and is reserved for faculty who have demonstrated peer-recognized achievements in clinical teaching, program leadership, application, institutional citizenship, and national recognition. It is generally expected that faculty will require 5+ years at the rank of Associate Professor and build upon previous scholarly achievements. Promotion to Professor in the CLINICAL pathway can also be considered as a transfer from the Clinician-Educator pathway, as described previously, when academic assignments preclude involvement in the scholarship areas of discovery and integration.

- 1) **Required:** Completion of essential requirements 1 and 2.
- 2) **General** guidelines are:
  - a) Successful demonstration of Program Directorship or significant academic leadership role.
  - b) National recognition (involvement with ADA CODA, AGD, Specialty Orgs, etc.).
  - c) Surgeon General/Specialty Consultant/Dental Specialty Leader.
  - d) Demonstration of increasing level of teaching experience and curriculum development beyond that achieved prior to the rank of Associate Professor.
  - e) Demonstration of Institutional Citizenship and Community Involvement.
  - f) Presentation at National or International professional meetings.



- g) Demonstrated management of personnel, materials and procured funding.
- h) Demonstrated Ethical and Professional conduct with recognition among peers.

## **5. EDUCATOR PATHWAY**

Focus Areas (approx. % effort): T (80% non-clinical teaching), A (20%).

Faculty appointed to this pathway will have demonstrated evidence of the skills necessary to effectively transfer knowledge and the ability to lead students to think critically and purposefully.

### **a. PROMOTION TO ASSOCIATE PROFESSOR**

Promotion to the rank of Associate Professor in the Educator pathway is reserved for those faculty members who have demonstrated sustained and outstanding achievement in the Scholarship of Teaching including demonstrated accomplishments representing Level Two teaching activities.

- 1) **Required:** Completion of essential requirements 1 and 2.
- 2) **General** guidelines are:
  - a) Exceed all applicable criteria outlined for the rank of Assistant Professor.
  - b) Demonstration of increasing levels of teaching ability, activity, and responsibility.
  - c) Demonstration of advanced curriculum development and scholarly achievement beyond those accomplished at the Assistant Professor rank.
  - d) Evidence of sustained scholarly activity, institutional citizenship and professional recognition in their field of expertise.
  - e) Must serve as a standard of excellence for colleagues.

### **b. PROMOTION TO PROFESSOR**

Promotion to the rank of Professor in the Educator pathway is reserved for those faculty members who have demonstrated sustained and outstanding achievement in the Scholarship of Teaching including demonstrated accomplishments representing Level Three teaching activities.

- 1) **Required:** Completion of essential requirements 1 and 2.
- 2) **General** guidelines are:
  - a) Exceed all applicable criteria outlined for the rank of Associate Professor.

- b) Demonstration of increasing levels of teaching ability, activity, and responsibility.
- c) Demonstration of advanced curriculum development and scholarly achievement beyond those accomplished at the Associate Professor rank.
- d) Presentation at National or International professional meetings
- e) Publication in the Health Professions Education scholarly literature.
- f) Evidence of increased scholarly activity, institutional citizenship and professional recognition in their field of expertise.
- g) Must serve as a standard of excellence for colleagues.

**PROCEDURES FOR FACULTY APPOINTMENTS AND PROMOTION****ABSTRACT**

This enclosure establishes administrative procedures for the appointment and promotion of civilian and military faculty within the PDC. It also outlines the required documentation, processes, and responsibility of officials in taking appointment and promotion actions. The appointment and promotion processes are a collaborative effort between the ED of the PDC, the military Services, CHR, and USU leadership.

**1. ADMINISTRATIVE PROCEDURES FOR APPOINTMENT AND PROMOTION****a. ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR, AND PROFESSOR**

- 1) The prospective faculty member seeking appointment will forward an application packet consisting of a CV (see *Enclosure 4, Attachment 1*) and Report of Scholarly Activities (see *Enclosure 4, Attachment 2*) to the APA. Templates for component documents used for the application can be accessed by the faculty on the Online Faculty Appointment and Promotions Workflow. <https://workflow.usuhs.edu/>
- 2) The APA will complete the assembly of an application package with the addition of:
  - a) USU Form 107D (see *Attachment 3*) using demographic data provided by the applicant in block 11. If a PD is seeking an appointment, an APA in a higher academic leadership position will complete the form and sign in block 11. The potential appointee will be nominated for appointment in his or her particular clinical specialty in block 6 irrespective of program (e.g. an endodontist teaching in the comprehensive dentistry program would be recommended as an Assistant, Associate, or Professor of Endodontics).
  - b) A Letter of Recommendation including the requested appointment level, will be completed by the APA and include the essential components designated in the Template (see *Attachment 4*).
  - c) Commander's Concurrence (see *Enclosure 4, Attachment 5*).
  - d) The Letter of Recommendation and Commander's Concurrence letter may also be combined in one letter if both individuals are in the same organization chain of command (see *Enclosure 4, Attachment 6*).
- 3) The APA will forward the application package to the DPDS through their respective PDS ARC.
- 4) The PDS ARC will review the documentation in the application package, determine if the application is consistent with established academic rank-appropriate criteria.

The PDS ARC may request the submission of additional documentation to support or clarify the application package. A memo documenting the PDS ARC's findings will be forwarded to the DPDS, who will provide concurrence by signing the USU Form 107D, in block 14, for each applicant package.

5) The DPDS will return the completed appointment package to the applicant, who will upload the application to the Online Faculty Appointment and Promotion Workflow.  
<https://workflow.usuhs.edu/>

a) Applicant recommendations concurred by the DPDS and approved by either the ED or ADFA at the Assistant Professor rank will be forwarded to CHR for administrative processing.

b) Applicant recommendations concurred by the DPDS at the Associate Professor or Professor rank will be forwarded to the PDC CAP for additional professional review.

6) The PDC CAP will review the applications concurred by the DPDS and make a recommendation based on the policies of USU and the PDC to ensure consistency. The PDS CAP may request the submission of additional documentation to support or clarify the application package and assist in making a determination. The Chair, PDC CAP, will sign the USU Form 107D in block 14. The vote and recommendation will be recorded in the minutes of the PDC CAP. A memo (see *Enclosure 4, Attachment 7*) documenting the PDC CAP's actions will be forwarded to the ED through the ADFA.

7) The list of recommended applicants at the rank of Associate and Professor will be forwarded by the ED through the CHR to the President, USU, for final action.

8) Following action by the President, USU, the ED will be notified.

9) CHR will generate an appointment letter and send it to the applicant with a corresponding copy (cc) sent to the USU PDC Administrative Assistant.

10) The applicant completes the process by accepting or declining the appointment and returns the signed letter to CHR with a cc to the USU PDC Administrative Assistant.

11) A Faculty Appointment Certificate is generated by CHR and forwarded to the President, USU, for signature.

12) CHR sends the Appointment Certificate to the faculty member and notifies the USU PDC Administrative Assistant of process completion.

**b. APPOINTMENT AS PROFESSOR OF THE PRACTICE OF MILITARY DENTISTRY WITHIN THE PDC.**

1) Initiated for the Dental Corps Chief select of each respective uniformed service.

- 2) The ED will initiate the appointment process through a letter of nomination and by submitting a completed USU Form 107D (*see attachment 3*) to CHR.
- 3) The ED will prepare an appointment letter, using the appointment date provided by CHR, for distribution to the Dental Corps Chief.
- 4) The Dental Corps Chief will return the signed letter to the ED who forwards the signed letter to CHR.
- 5) A Faculty Appointment Certificate is generated by CHR and forwarded to the President, USU for signature.
- 6) CHR sends the Appointment Certificate to the Dental Corps Chief through the USU Administrative Assistant.
- 7) Since this appointment is term-limited and valid only while the individual serves as an active Dental Corps Chief, no renewal appointment is required. USU Form 107D (*see attachment 3*) is provided to CHR during the appointment process, only for the purpose of establishing a record of the Dental Corps Chief's service to the University.

## **2. ADMINISTRATIVE PROCEDURES FOR RENEWAL**

### **a. ALL FACULTY RANKS**

- 1) CHR will request, in writing, appointment renewal decisions from each DPDS, through the ED, at least 60 days prior to the faculty member's appointment expiration. Each DPDS, upon recommendation of the PDs, must specify whether or not they wish to reappoint each faculty member listed and return the list through the ED to CHR.
- 2) Faculty may be notified by the ED and/or their DPDS of their renewal status at least 30 days before expiration of their appointment.
- 3) Appointment renewal letters will be generated by the ED, using the date provided by CHR, and will be sent to the faculty member thru each DPDS.
- 4) The faculty member returns the signed renewal letter through the ED to CHR.

## **3. ADMINISTRATIVE PROCEDURE FOR PROMOTION**

### **a. ALL FACULTY RANKS**

- 1) The process for promotion is identical to the process for initial appointment (see Section A., 1-2 above) with the exception that the Commander's Concurrence letter is not required.



First Name Last Name, D.D.S. or D.M.D., (M.S. or Ph.D. if applicable)  
(Area Code) Phone Number  
email@address.com

**Education**

Fellowship, Your University, City, State	Years
Residency, Your University, City, State	Years
M.S./Ph.D., Your University, City, State	Years
D.D.S/D.M.D., Your University, City, State	Years
B.S. in Discipline (magna cum Laude), Your University City, State	Years

**Current Position**

Director, Specialty	Year-
Your Residency Program or Dental School	present
Facility, City State	

**Professional Experience** [*Note: in reverse chronological order*]

Position, Specialty	Years
Assignment or Dental School	
Facility, City, State	

**Academic Appointments** [*Note in reverse chronological order*]

Professor Specialty	Years
Your Residency or Dental School	
Facility, City State	

Associate Professor Specialty	Years
Your Residency or Dental School	

Assistant Professor Specialty	Years
Your Residency or Dental School	
Facility, City, State	



**Professional Memberships and Activities**

[List these, in groupings in professional organization, in reverse chronological Order, noting leadership positions and other positions held. This section may Also include editorial activities. If, however, you have served as editor in many Contexts, consider grouping these together under a separate heading, by Publication, in reverse chronological order] Years

**Honors and Awards**

[Note: you may also list elite fellowship programs, those to which you were Accepted on the basis of a competitive, as opposed to first-come, first-serve Application process, here] Years

**Committee Assignments**

[List in reverse chronological order, noting leadership positions held. Include Military, university, and non-university activities (e.g. work with NIH study Groups)] Years

**Educational Activities**

- ☐ Identify your teaching activities here or write "See Attached Scholarly Activities & Teaching Portfolio." Reflect the years you completed each activity
- ☐ List in reverse chronological order noting your role (course developer, Course director, lecturer)
- ☐ Include supervision of graduate students and thesis supervision in a research setting
- ☐ Include graduate student teaching
- ☐ Identify teaching residents in a clinical setting
- ☐ Include advising responsibilities
- ☐ Consider using a table, as it provides a concise, visual way to identify role, number of students, number of sessions, and evaluation data

**Grants and Contract Awards**

- ☐ List under sections of pending, current, and past in reverse chronological order Include the dates of each award
- ☐ Include the title of grant
- ☐ Identify the granting agency and grant number
- ☐ Note award total, demarcating total direct and indirect costs
- ☐ State your role, also identifying the PI if you are not the PI, and percent of effort
- ☐ If you include contracts use two subheadings, separating contracts from grant awards
- ☐ If voluminous, truncate this listing to the most recent decade (or past five years) and note the limitation in the heading
- ☐ Consider using a table, as it provides a concise, visual depiction of this material

**Editorial Board Appointments**

[List in reverse chronological order] Include relevant Dates

### **Publications**

1. List your publications in chronological order for easy updating
2. Number these and highlight your name in bold
3. Follow this order – peer-reviewed, non-peer-reviewed publications, articles accepted for publication, books and monographs, evidence of works in progress (complete articles published in conference proceedings, book chapters, review articles, editorials as indicated), development and/or publication of educational materials, development of major curricular offerings or innovative educational programs, non-print materials, published abstracts

Note: if you are not listed as first author on publications for which your mentored student is listed, note that role with an asterisk or other indicator

#### **Example: Journal article with continuous pages**

1. Modlfsky H. and Author UR. Sleep, neuroimmune and neuroendocrine functions in fibromyalgia and chronic fatigue syndrome. *Adv Neuroimmunol.* 1995;5:39-56

### **Abstracts and Presentations**

#### **Oral Presentations**

**Include relevant dates**

National/International Meetings

Local/Regional Meetings

#### **Posters**

National/International Meeting

Local/Regional Meetings

*[List these in reverse chronological order, beginning the National/International presentations as a category followed by Local/Regional meetings. Use an asterisk or other explained notation to demarcate invited talks and meetings that you helped organize.]*

### **Other Creative Products**

*[List CD's simulations, films, websites, case vignettes you authored and are in use, and other scholarly creative work products. Indicate your role in the creation of the product- Creator, author, co-author, webmaster, etc.]*

**Include relevant dates**

### **Patents and Technology Transfer**

*[List in chronological order to permit updating and include Patent pending applications – with dates of filing. Also list any technologies licensed to industry or others (military, etc) dates of licensure or filing.]*

**Include relevant dates**

## Report of Scholarly Activities

1. **Research Domain:** Generation of new knowledge + translation and synthesis of new knowledge.

a. **Discovery:** Original research which expands or challenges knowledge.

- 1) Publication in peer-reviewed literature (e.g. original research, meta-analyses, systematic reviews; may also include clinical case reports, case series, clinical techniques, and scoping reviews).
- 2) Presentations of abstracts, posters, and podium talks at local, regional, national and international meetings.
- 3) Significant contributions to the online clinical and scientific community in the areas of research.
- 4) Non-peer-reviewed publications including Clinical Updates, Technical Reports, and similar authored and co-authored works should also be listed for consideration.
- 5) Active Research protocols.
- 6) Patents.
- 7) Funded grants.

b. **Integration:** Translation and creative synthesis that bring new insight to bear on original research.

- 1) Development of peer-reviewed Clinical Practice Guidelines.
- 2) Combining new knowledge from various research entities into clinical practice.

2. **Teaching Domain:** the communication of understanding.

a. **Level 1:** Conveying existing lesson plans and curriculum within the department.

b. **Level 2:** Provide leadership roles locally, creating curriculum materials, dissemination beyond the local department.

c. **Level 3:** Educational leadership and reputation beyond local institutions; presentations at national and international conferences.

3. **Service Domain:** Application of knowledge and skills to serve society, building bridges between theory and practice.

a. **Professional Service:** on local, national, or international committees, editorial and certification boards. Includes institutional citizenship (service within USU and the PDC):

- 1) Participation in Quality Improvement activities.
- 2) Participation in policy development.
- 3) Service awards that denote peer recognition.

b. **Clinical Service:** mastery of clinical skills; board certification; leadership role in department or program.

- 1) Awards for excellence in clinical activity.
- 2) Specialty leadership.

4. **Faculty Development Domain:** Advanced developmental education in Teaching, Advanced Teaching, Academic Leadership, and Scholarship & Research.

- a. Completion of significant faculty development courses.
- b. Completion of USU Faculty Development Certificate Programs.
- c. Completion of certificate or degree programs in Health Professions Education.

USU 107D



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

1. Name (Caps) Last-First-Middle		2. DBL Billeted Non-Billeted	3. CIV Billeted Non-Billeted	
4. Faculty Action Requested	5. Primary School	6. Specialty	7. Secondary School	8. Current Title, Rank, Corps, Service
Appointment Non-Tenure	Army Navy Air Force		Army Navy Air Force	
Promotion Non-Tenure				
Reinstated Non-Tenure				
Other:				
Adjunct: Yes No				
Requested Rank:				
Pathway:				
<b>Note:</b> See USU Instruction 1100D for information on USU Faculty appointments, promotion, or tenure.				
QUALIFICATIONS				
9. Education – Degree, School, Year				
10. Present Work Address				
Phone:		Email Address:		
11. Requested by (Primary)		12. Requested by (Secondary)		
Signature and Date		Signature and Date		
Name (Typed)		Name (Typed)		
Chair/Head/Program Director/Dean		Chair/Head/Program Director/Dean		
13. CHU USE ONLY				
Date received	Date to CAP	Date to IDN		
Date Returned (As Applicable)	Date to BOM	Notified Dept.		
14. Approvals (Signature & Date)				
PDS ABC	Approved	Disapproved	Deferred	
PDS Dean	Approved	Disapproved	Deferred	
PDC CAP	Approved	Disapproved	Deferred	
President/BOM	Approved	Disapproved	Deferred	
USUHS Form 107D (REV. 3/16)				

(DATE)

MEMORANDUM FOR DEAN, (SERVICE) POSTGRADUATE DENTAL SCHOOL

SUBJECT: Recommendation for USU Faculty (APPOINTMENT or PROMOTION)

I recommend (RANK) (NAME) (DEGREE) for academic (APPOINTMENT or PROMOTION) in the (SERVICE) Postgraduate Dental School within the Uniformed Services University's Postgraduate Dental College.

Considering the requirements for faculty (APPOINTMENT or PROMOTION) described in USU Instruction 1100D, I offer this appraisal of Dr. (NAME's) qualifications, accomplishments, and experience. Significant achievements I noted include: *(address scholarly achievements noted which support your recommendation using the categories listed below.)*

**Faculty development domain:** *(Note significant developmental activities certified by recognized health professions education entities (e.g. USU, ADEA, AAL-ITL), particularly those accomplished since initial appointment or last promotion, or delete this section if "not applicable.")*

**Research domain:** *(Note research activities and accomplishments, particularly those since initial appointment or last promotion, or delete this section if "not applicable".)*

**Teaching domain:** *(Note teaching responsibilities and accomplishments at levels 1, 2, and 3, focusing on teaching since initial appointment or last promotion, or delete this section if "not applicable.")*

**Service domain:** *(Note professional and clinical service, focusing on the period since initial appointment or last promotion, or delete this section if "not applicable.")*

**Extramural peer evaluation:** *(Cite examples of extramural peer evaluation or state "not applicable.")* **National and/or international impact:** *(Cite evidence of the faculty member's national and/or international impact, or delete this section if "not applicable.")*

**Capacity for sustained scholarly achievement and productivity:** *(Briefly comment on the faculty member's demonstrated capacity for sustained scholarly achievement and productivity).*

Based on this assessment, Dr. (NAME) meets the criteria for faculty (APPOINTMENT or PROMOTION) identified in USU Instruction 1100D. I fully support Dr. (NAME's) application for (APPOINTMENT or PROMOTION) (AT or TO) the rank of (ACADEMIC RANK). Please contact me for any questions or concerns at (CONTACT INFO).

Respectfully,

<<SIGNATURE BLOCK>>



[This template serves as an example only. Commanders may use their service's preferred endorsement letter format and provide additional input as appropriate.]

<<ORGANIZATIONAL LETTERHEAD>>

**(DATE)**

**FIRST ENDORSEMENT**

From: Commanding Officer, (**COMMAND NAME**)  
To: Dean, (**SERVICE**) Postgraduate Dental School

1. I concur and fully support the academic appointment of (**RANK & NAME**) to the Postgraduate Dental College, Uniformed Services University.
2. Additional language as appropriate

**I. B. COMMANDER**

Copy to:  
(Member)  
Chair, PDS ARC

<<ORGANIZATIONAL LETTERHEAD>>

(DATE)

MEMORANDUM FOR DEAN, (SERVICE) POSTGRADUATE DENTAL SCHOOL

SUBJECT: Recommendation & Command Endorsement for USU Faculty (APPOINTMENT OR PROMOTION)

I recommend that (RANK) (NAME) (DEGREE) be considered for academic (APPOINTMENT OR PROMOTION) in the (SERVICE) Postgraduate Dental School within the Uniformed Services University's Postgraduate Dental College. As part of their faculty duties they routinely teach USU dental residents in the (RESIDENCY) program. (RANK) (NAME) is an exemplary faculty member who delivers both outstanding clinical care and academic instruction.

Based on my review of this individual's curriculum vitae and their clinical and teaching abilities, I fully support their application for an academic (APPOINTMENT OR PROMOTION) at the rank of (APPOINTMENT LEVEL). I noted significant accomplishments in the areas of (*specify in each or delete*) Faculty Development, Research, Teaching, and Service (*also include any peer evaluations of note and comment on their capacity for sustained scholarly achievement and productivity*). Please contact me for any questions or concerns at (CONTACT INFO).

Respectfully,

<<SIGNATURE BLOCK>>

COMMAND ENDORSEMENT

DATE

I concur and fully support the academic appointment of (RANK & NAME) to the Postgraduate Dental College, USU.

<<SIGNATURE BLOCK>>

(DATE)

MEMORANDUM FOR EXECUTIVE DEAN, POSTGRADUATE DENTAL COLLEGE

SUBJECT: Actions of the Postgraduate Dental College Committee on Appointments and Promotions (PDC CAP)

The PDC CAP met on (DATE) to review the application packets of faculty seeking appointment or promotion in the Postgraduate Dental College of the Uniformed Services University. Application packets consisted of Curriculum Vitae, Description of Scholarly Activities, Department Chair/Residency Program Director's recommendation, commander's concurrence, and USU Form 107D.

The following actions are recommended:

Name

Action Votes  
(Y/N/Abstain/Defer)

a. (NAME)

(ex. appointment to associate professor)  
(ex. 3 Yes, 0 No, 0 Abstain, 0 Defer)

b. (NAME)

(ex. promotion to professor)  
(ex. 3 Yes, 0 No, 0 Abstain, 0 Defer)

**SEE FORMAT (SHOWN ABOVE). CONTINUE AS SHOWN IF ADDITIONAL  
NAME/ACTION VOTES ARE NEEDED**

(NAME)  
Chair, PDC CAP  
Postgraduate Dental College