

OFFICE OF THE DEAN  
UNITED STATES MILITARY ACADEMY  
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MADN

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Memorandum No. 5-3\*

DEAN'S POLICY AND OPERATING MEMORANDUM  
PROCEDURES FOR AWARDING ACADEMIC TITLES

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1. Purpose. This memorandum defines relationships among academic titles, functional area designations, and academic duty positions at the United States Military Academy and establishes general qualifications, guidelines for evaluation, and procedures for awarding those academic titles.

2. Applicability. The policies and procedures stated in DPOM 5-3 apply to all departments of instruction: the thirteen academic departments and other activities under the purview of the Dean and the Departments of Military Instruction and Physical Education in matters related to academic credentialing and promotion.

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\* This DPOM supersedes DPOM 5-3 dated 22 August 2011.

### 3. Functional Area Designations, Academic Titles, and Duty Positions.

a. Functional Area designations, academic titles, and duty positions have clearly distinct differences that are important for the purposes of credentialing and promotion policy and procedures. Functional Area designations do not correspond directly to academic rank.

b. Functional Area Designations. Professor, USMA, and Academy Professor are Functional Area 47 designations.

#### (1) Professor, USMA.

(a) This Functional Area designation is held by a maximum of twenty-nine officers who provide senior leadership for the faculty.

(b) The Superintendent establishes criteria for selection of Professors, USMA, in instructions to an *ad hoc* search committee, which serves under the direction of the Dean of the Academic Board. The Academic Board recommends, the Superintendent nominates, Department of the Army approves, the President appoints, and the Senate confirms Professors, USMA. (See DPOM 3-1.)

(c) Upon confirmation by the Senate, a Professor, USMA, is assigned to Functional Area 47A.

(d) Professors, USMA, occupy the duty positions of Dean of the Academic Board, Vice Dean, Heads and Deputy Heads of academic departments, and Director of Physical Education.

#### (2) Academy Professor.

(a) Qualified military faculty on extended assignment to the United States Military Academy are designated as Academy Professors and provide senior leadership at the program level.

(b) The Dean appoints Academy Professor search committees and establishes selection criteria in written instructions to the committee. The Search Committee recommends, the Academic Board approves, the Superintendent nominates, and Department of the Army appoints officers as Academy Professors.

(c) Upon appointment, Academy Professors are assigned to Functional Area 47 with an accompanying code identifying their specific staff or department assignment.

c. Academic Titles. Academic titles reflect academic qualifications and denote academic rank, not duty position. The Military Academy normally uses the following academic titles: Professor, Associate Professor, Assistant Professor, and Instructor. The Dean or Commandant determines the number of authorized positions for each rank.

#### (1) Professor.

(a) Faculty members holding this rank provide leadership to academic programs. In accordance with their statutory leadership responsibilities under Title 10 USC, Professors USMA serve with the academic rank of Professor. All other Professors have a title corresponding to their doctoral degree or academic experience (e.g., Professor of History, Professor of Civil Engineering, Professor of Organizational Studies). Nominations for the rank of professor will include a recommended title.

(b) The Department Head nominates, the Faculty Credentials and Promotions Committee reviews, and the Dean or Commandant recommends an individual for initial appointment (except for Professors USMA) or promotion to the rank. The Academic Board is the approval authority. The Superintendent appoints qualified faculty members to this academic rank and confers the title.

(2) Associate Professor. The Department Head nominates, the Faculty Credentials and Promotions Committee reviews, and the Dean or Commandant recommends an individual for initial appointment or promotion. The Academic Board is the approval authority. The Superintendent appoints qualified faculty members to this academic rank and confers the title.

(3) Assistant Professor. The Dean or Commandant, upon recommendation of the Department Head, appoints qualified faculty members to this academic rank and confers the title.

(4) Instructor. The Dean or Commandant, upon recommendation of the Department Head, appoints qualified faculty members to this academic rank and confers the title.

d. Other Duty Positions and Titles.

(1) Visiting Professor. Individuals holding the duty position of Visiting Professors are normally accorded the same academic rank at USMA that they hold at their own institution unless specifically modified by job title, job description, or the conditions under which they are employed at USMA. Individuals who are not from academia will be accorded academic rank consistent with established guidelines and procedures. The Department Head nominates, the Faculty Credentials and Promotions Committee reviews, and the Dean or Commandant recommends an individual for appointment to an appropriate rank. The Academic Board is the approval authority. The Superintendent appoints qualified faculty members to the academic rank and confers the title.

(2) Endowed Chair. Individuals holding a duty position of endowed chair may be accorded academic rank consistent with established credentialing guidelines and procedures. For initial appointment to the USMA faculty, the Department Head nominates, the Faculty Credentials and Promotions Committee reviews, and the Dean or Commandant recommends an individual for appointment to an appropriate rank. The Academic Board is the approval authority. The Superintendent appoints qualified faculty members to the academic rank and confers the title.

(3) Adjunct Faculty.

(a) The Dean or Commandant may appoint adjunct faculty members to meet specific needs.

(b) Persons with academic, industrial, or governmental credentials equivalent to those of regular faculty members may qualify for appointment as adjunct faculty members.

(c) Adjunct faculty qualify for and achieve academic rank using the same procedures established for other faculty.

(4) Professor Emeritus or Emerita. The honorary title (non-compensated) of Professor Emeritus or Emerita may be granted in recognition for distinguished academic service at USMA. The title is conferred by the Superintendent upon nomination by the Department Head, review by the Faculty Credentials and Promotions Committee, recommendation by the Dean or Commandant, and approval by the Academic Board. The Faculty Credentials and Promotions Committee will use the following criteria in their review. Candidates should normally (i) be retiring from USMA, (ii) have completed 12 or more years of distinguished service to USMA, (iii) have achieved the academic rank of professor of discipline,

and (iv) have a record of distinguished contributions across the five faculty domains. Exceptions to these criteria will be considered on a case-by-case basis.

(5) Office of the Dean. Duty positions within the Office of the Dean include the Dean of the Academic Board, Vice Dean, Associate Dean for (division), Assistant Dean for (branch), and administrative faculty. Persons serving in positions within the Office of the Dean may hold academic titles if so qualified and appointed under this policy.

#### 4. General Qualifications for Academic Appointment or Promotion.

a. Professor. General qualifications for initial appointment as Professor are normally an earned doctorate or an equivalent degree (LL.M. or J.D.), six years of exemplary full-time college-level faculty experience at the rank of associate professor, an established record of scholarship and college-level teaching excellence, and extensive involvement or contribution in service activities. General qualifications for promotion to Professor will be based on the criteria and standards specified in paragraph 5 of this policy.

b. Associate Professor. General qualifications for initial appointment as an Associate Professor are normally an earned doctorate or an equivalent degree (LL.M. or J.D.), six years of outstanding college-level teaching experience, a sustained pattern of scholarship, and evidence of a pattern of involvement in service activities. General qualifications for promotion to Associate Professor will be based on the criteria and standards specified in paragraph 5 of this policy.

c. Assistant Professor. General qualifications for initial appointment as an Assistant Professor are normally an earned doctorate or an equivalent degree (LL.M. or J.D.) and a strong commitment to outstanding teaching, scholarly achievement, and service. General qualifications for promotion to Assistant Professor will include evidence of excellence in teaching, cadet development, and scholarly achievement beyond the master's degree.

d. Instructor. General qualifications for initial appointment are normally an earned master's degree (or other appropriate preparation for performance of assigned responsibilities) and a strong commitment to outstanding teaching, scholarly achievement, and service to the Military Academy.

#### e. Special Considerations.

(1) USMA normally considers previous service at other academic institutions to be equivalent to service of equal length at USMA for initial appointments to the USMA faculty.

(2) In special cases, waivers of qualifications may be granted based upon exceptional accomplishment, experience, or other circumstances.

(3) USMA recognizes the importance of military experience and leadership that PUSMAs and Academy Professors bring to the institution. In addition to the criteria and standards specified in paragraph 5 of this policy, military experience and leadership related to the academic appointment will also receive consideration when determining the appropriate academic rank for initial appointments of PUSMAs and Academy Professors.

#### 5. Guidelines for Awarding Academic Titles.

a. Philosophy. A high-quality faculty is the keystone of the Military Academy's educational mission. The faculty leads, guides, develops, and mentors more junior faculty in the joint pursuit of academic

excellence and in their contributions to cadet development outside formal academic courses. Academic promotion is designed to stimulate excellence in the faculty--specifically in the areas of *teaching, scholarship, service, cadet development, and faculty development*. Superior performance in these domains strengthens the intellectual vitality of the faculty and promotes activities that enhance the quality of cadet education as well as the reputation of the Military Academy. Candidates should meet established criteria in each of the five domains. The criteria specified for each domain are graduated and cumulative in order to show growth throughout a career on the USMA faculty.

USMA faculty members have varied and demanding responsibilities derived from the special requirements of the Military Academy's purpose and mission. Like all academic institutions of high reputation, USMA's faculty is involved deeply in teaching, scholarship, and service. Given the Military Academy's philosophy that all its major programs contribute importantly to the 47-month cadet developmental experience, all faculty also play an integral role in fostering cadet development, a role that extends beyond formal academic courses. Moreover, with a comparatively large rotating military faculty, more senior faculty are responsible for developing members of the rotating faculty into effective teachers, guiding their scholarly pursuits, and mentoring their professional development.

These five domains—teaching, scholarship, service, cadet development and faculty development—reflect USMA's institutional values and are thus an appropriate gauge for promotion and credentialing decisions. By defining what the Military Academy values in its faculty, the domains influence faculty behavior.

b. Guidelines for Evaluation.

(1) Teaching. Teaching encompasses the imparting of knowledge and the development of intellectual skills to achieve USMA educational goals. It includes design of courses, preparation of teaching materials, preparation and teaching of classes, feedback provided to students, and evaluation of students.

(a) Standard. Gives evidence of excellence in teaching at the college level.

(b) Differentiation of Standards Across Levels of Rank.

--Assistant Professor. Evidence of a strong commitment to outstanding teaching such as quality of teaching and student learning, the variety and depth of courses taught, participation at teaching conferences and workshops, or documented instructional innovations.

--Associate Professor. Evidence of excellence in program development such as course guides and program materials, presentations at teaching conferences or workshops, published articles on teaching techniques or student learning, involvement in education and teaching activities in professional societies, or the like.

--Professor. Evidence of excellence in curriculum development such as a published textbook (or contribution to a textbook) in the discipline, leadership in educational and teaching activities in professional societies, or the like.

(2) Scholarship. Scholarship is active engagement, participation, and growth in an academic discipline. Quality scholarship yields in-depth disciplinary knowledge that has been shared with and accepted by other scholars. Scholarship enhances the quality of the educational mission and the faculty, keeping the faculty engaged as learners in their disciplines. Drawing on the work of the Carnegie Foundation for the Advancement of Teaching (Glassick, et. al., 1997), the Military Academy recognizes

that the domain of scholarship has three separate but overlapping dimensions—the scholarship of *discovery*, the scholarship of *integration*, and the scholarship of *application*. The scholarship of discovery is the investigative pursuit of knowledge for its own sake. The scholarship of integration seeks to interpret, synthesize, and shed new light on original research. The scholarship of application is the practical application of knowledge to consequential issues related to the scholar's discipline. Contributions that meet the standard in any of the three dimensions satisfy the scholarship domain.

(a) Standard. Six criteria and associated standards constitute the basis for evaluating the domain of scholarship:

--Clear Goals. Is the basic purpose of the work stated clearly? Are the objectives realistic and achievable? Are the questions being pursued important in the field or discipline?

--Adequate Preparation. Is the scholarship well grounded in the existing literature and scholarship in the field? Does the scholar demonstrate mastery of the skills necessary to the project? Does the scholar bring together the resources necessary to move the project forward?

--Appropriate Methods. Is the work scientifically or methodologically sound? Are the methods appropriate to the goals and applied effectively?

--Significant Results. Does the scholar achieve the goals? Do the findings add consequentially to the body of knowledge or the discipline? Does the work open new avenues for inquiry?

--Effective Presentation. Does the scholar use appropriate forums for communicating work to its intended audiences? Is the message presented with clarity?

--Reflective Critique. Does the scholar critically evaluate the work, seek the opinions and critiques of others, and seek to learn from the reflection?

(b) Differentiation of Standards Across Levels of Rank.

Assistant Professor. Evidence of high standards of scholarship as demonstrated by completion of an earned doctorate or an equivalent degree (LL.M. or J.D.) or scholarly achievement beyond the Masters degree.

Associate Professor. Evidence of a sustained pattern of scholarship and scholarly engagement and the promise of some distinction in the field or discipline. A pattern of scholarship has evidence of organizing scholarly themes, which illustrate that the contributions connect to each other in some useful way.

Professor. Distinguished by the quality of scholarly contributions to the field or discipline.

(3) Service. Service is participation in the governance of the academic departments and the Academy, professional outreach activities, and activities of the professional societies and organizations of the discipline.

(a) Standard. Service to the department and the Academy is evidenced primarily by participation in and contributions to the governance of the Academy and academic extracurricular activities. Service to professional outreach activities is evidenced by contributions related to the areas of academic expertise of the candidate. Service to professional societies and organizations is evidenced by contributions in the

discipline of the candidate. Such contributions go beyond mere membership in the society. Evidence may be presented through letters from professional societies, reports written at the Academy, and recommendations from colleagues in government agencies or other professional outreach organizations.

(b) Differentiation of Standards Across Levels of Rank.

--Assistant Professor. Evidence of involvement in service activities.

--Associate Professor. Evidence of a pattern of involvement in service activities.

--Professor. Evidence of a pattern of involvement across multiple categories of service (department/Academy, professional outreach activities, professional societies and organizations) or evidence of a substantive contribution in one service category.

(4) Cadet Development. For the purposes of promotion, cadet development is the involvement of the faculty in the development of cadets in voluntary curricular and academic extracurricular activities, the military or physical development programs, or community activities contributing to cadet development.

(a) Standard. Gives evidence of voluntary involvement in the growth and development of cadets outside formal academic courses.

(b) Differentiation of Standards Across Levels of Rank.

--Assistant Professor. Evidence of voluntary involvement in cadet development activities.

--Associate Professor. Evidence of a pattern of voluntary involvement in cadet development activities within one program.

--Professor. Evidence of a pattern of voluntary involvement across multiple programs or evidence of substantive contribution to cadet development within one program.

(5) Faculty Development. For the purposes of promotion, faculty development is the contribution--formal and informal--to the academic growth of the USMA faculty. Professional mentoring provides the foundation for faculty development.

(a) Standard. Gives evidence of participation in or contributions to the academic growth of faculty.

(b) Differentiation of Standards Across Levels of Rank.

--Assistant Professor. Evidence of participation in activities designed to enhance faculty development, such as presentations at USMA Learning Conferences and CTE Brown Bag sessions, sponsoring incoming faculty members, and participation in Faculty Development Workshops.

--Associate Professor. Evidence of supervisory or extra-departmental contributions to activities that enhance faculty development, such as advising junior faculty concerning research and publication, organizing faculty colloquia, supervising other faculty members as course director, and serving on Faculty Council committees concerned with teaching and faculty development.

--Professor. Evidence of a pattern of successful direction of activities designed to enhance faculty development, such as directing faculty research, serving on dissertation committees, supervising other faculty as a program director, mentoring other faculty, and chairing Faculty Council committees concerned with teaching and faculty development.

6. Procedures.a. Appointment.

(1) At the initial appointment, Department Heads (or the Dean in the case of academic appointments to the Dean's Staff) nominate the candidate faculty for appropriate academic rank, the Faculty Credentials and Promotions Committee reviews (if the nomination is for the rank of Associate Professor or Professor), and the Dean or Commandant recommends for initial appointment. The Academic Board is the approval authority for Professor and Associate Professor; the Dean or Commandant is the approval authority for Assistant Professor.

(2) Nominating memoranda from Department Heads are forwarded through the Dean to the Faculty Credentials and Promotions Committee for review. Memoranda should summarize evidence in the domains of teaching, scholarship, service, cadet development, and faculty development supporting appointment at the desired rank. A *curriculum vitae* and copies of letters of recommendation reviewed during the hiring process should accompany the nominating memorandum.



b. Promotion

(1) In consultation with the Department Head, faculty who have completed their fifth year of service in the rank of Assistant or Associate Professor apply for promotion by providing evidence of performance in each of the five domains. At a minimum, the evidence must include a *curriculum vitae* and a summary and self-assessment of performance in each domain.

(2) If endorsed, the Department Head forwards the nomination through the Dean to the Faculty Credentials and Promotions Committee for review and recommendation by the first working day on or following the 15<sup>th</sup> of December of each year. The Department Head also provides the names and addresses of six experts external to USMA, three of whom must be disinterested in terms of their relationship with the nominee. The Chair, Faculty Credentials and Promotions Committee, provides these experts an extract of this DPOM's philosophy, standards, and guidelines for promotion and requests letters assessing scholarly performance and potential.

(3) The Faculty Credentials and Promotions Committee evaluates the nomination dossiers and recommends faculty for promotion to the Dean or Commandant by 1 May of each year.

c. Responsibilities.

(1) Candidates for Promotion. Apply to their Department Head for promotion by providing, at a minimum, a *curriculum vitae* and a summary and self-assessment of performance in each of the five domains.

(2) Department Heads.

(a) Nominate faculty members for initial appointment as Associate Professor and Professor in accordance with this DPOM. Nominations will include the *curriculum vitae* and letters of recommendation from the hiring process.

(b) Mentor and guide faculty development within their department to provide each member of the faculty the opportunity and resources to meet the criteria for promotion to Professor.

(c) Nominate faculty members for promotion in accordance with this DPOM. Nominations should include the Department Head's assessment of the candidate's performance in each of the five domains.

(3) Faculty Credentials and Promotions Committee.

(a) Maintains and updates, as required, these guidelines and procedures.

(b) Evaluates the dossiers of faculty members for initial appointment to Associate Professor and Professor in accordance with these guidelines and procedures and recommends initial rank to the Dean and the Commandant.

(c) Evaluates the dossiers of faculty members nominated for promotion in accordance with these guidelines and procedures.

[1] Invites presentations to the Committee by Department Heads.

[2] Solicits evaluations from six experts external to USMA, three of whom are disinterested from the nominee.

[3] Recommends to the Dean or Commandant faculty members for promotion by 1 May of each year. Promotions approved by the Academic Board are effective at the beginning of the next academic year.

[4] Provides written feedback to successful candidates to assist future development efforts.

[5] Forwards written notification through the department head to the candidate documenting specific weakness in the dossier and recommendations for mentoring and guidance in cases where a nomination fails to receive the Committee's endorsement.

(d) Advises the Faculty Council, the Dean, and the Commandant on all matters related to academic promotion.

d. Appeals.

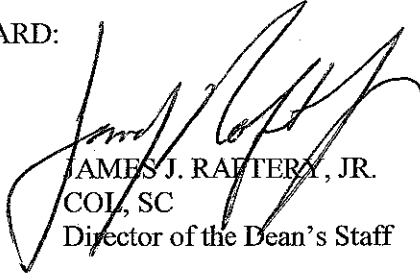
(1) If a Department Head is not satisfied with the recommendation of the Faculty Credentials and Promotions Committee, the Department Head may submit a written reconsideration that addresses the specific weaknesses noted by the Committee. In such cases, the Committee will reconvene to consider the file in light of the new information. If the Credentials and Promotion Committee again recommends against the promotion, the Chair will explain the Committee's rationale by memorandum to the nominating Department Head. The nominating Department Head may then accept the Committee's rationale or continue the appeals process by forwarding the nomination to the General Committee for consideration.

(2) At the General Committee, the Credentials and Promotions Committee Chair will present the Committee's recommendation. The Department Head may then appeal the recommendation to the General Committee, focusing on the areas of weakness noted by the Credentials and Promotions Committee. The General Committee will vote on the case and forward a recommendation to the Academic Board.

(3) If the General Committee fails to support the promotion, the Department Head may bring the case before the Academic Board for discussion before the final approval vote is taken concerning the recommendation of the Credentials and Promotions Committee.

7. Proponent. The proponent for this Dean's policy and operating memorandum is the Vice Dean (MADN), x3615.

FOR THE DEAN OF THE ACADEMIC BOARD:



JAMES J. RAFTERY, JR.  
COL, SC  
Director of the Dean's Staff

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**Guidelines for preparation of academic promotion nominations.** The following guidelines are provided to facilitate efficient and effective review of nominations.

1. The nomination should normally be organized in six parts:

a. **The Department Head's nomination letter.** This recommends promotion and may also highlight selected aspects of the nominee's record or provide additional information. Nomination letters for Professor promotion should include the appropriate disciplinary title (see DPOM Paragraph 3.c.(1)(a)). The remainder of the nomination consists of enclosures written by the nominee.

b. **The summary.** In bullet form, this one- or two-page brief states accomplishments in each of the five domains of Teaching, Cadet Development, Junior Faculty Development, Scholarship, and Service.

c. **The self-assessment.** The nominee offers a candid and succinct explanation of how the promotion criteria of DPOM 5-3 are met by the evidence provided.

d. **The curriculum vitae.** This is a factual description of the nominee's academic life. It begins with a full history of relevant experience including degrees and college-level teaching. It then offers accomplishments in each of the five domains. Complete details are included on teaching and teaching-related work. Indications of the level of referee or peer review of scholarly work help to show when the criterion of "reflective critique" has been met. Listings in all sections are in reverse chronological order for readability.

e. **Samples of published scholarly work.** The nominee may elect to provide examples of scholarly work and may identify a total of no more than 30 pages to be provided to external reviewers and to the Committee. Nominating Departments may independently provide copies of any or all of the nominees' publications to reviewers.

f. **Other materials.** When supporting materials are necessary, they should be appropriately explained and referenced in parts a through d.

2. Nominations should be concise. The term "evidence" in DPOM 5-3 refers to the results of the analysis of data, not the data itself.

3. Advance coordination between a nominee's Department (acting on behalf of the nominee) and external reviewers is encouraged in order to maximize the quantity and quality of responses.

*Interested reviewers* are those with some personal stake in the nominee's promotion. Advisors, supervisors, mentors, and frequent collaborators are likely to be interested. *Disinterested reviewers* have little personal stake in the promotion. Professional familiarity alone does not preclude disinterested review. For example, USMA visiting professors, peers not at USMA, and disciplinary experts may serve as disinterested reviewers, even if they know the nominee.

4. The preparation of nominations and selection of recommended reviewers is an excellent opportunity for junior and senior faculty collaboration, teamwork, and professional growth within departments and throughout the USMA. Nominees are encouraged to seek the help of colleagues in preparing for promotion.

5. Electronic submissions are strongly preferred since the entire review process from external reviewers to individual committee members' reviews to committee group deliberations relies on electronic, rather than hardcopy, information. Hardcopy submissions will be converted to pdf format by the committee secretary for use in these reviews.