



Commissioned Corps of the US Public Health Service
Scientist Professional Advisory Committee



Scientist Category Guidance to the Promotion Benchmarks

In May 2021 Commissioned Corps Headquarters (CCHQ) introduced one set of standardized promotion benchmarks for use by all 11 categories starting in Promotion Year (PY) 2022. Going forward, promotion board members will use the same benchmarks, regardless of category, to assist in determining which officers are “best qualified” for promotion. More information about the promotion process can be found on the Commissioned Corps Management Information System website (https://dcp.psc.gov/ccmis/promotions/PROMOTIONS_category_benchmarks_m.aspx). The purpose of this guidance is to assist Scientist officers in interpreting the factors within each of the four promotion precepts, providing examples and strategies that may be useful to officers when preparing promotion documents. This guidance can also benefit the officer in developing short- and long-term goals for career advancement. The following guidance was developed by a team of senior Scientist officers who reviewed and interpreted the “2022 Promotion Benchmarks for All Categories” document issued by CCHQ. Scientist officers are responsible for reviewing any additional CCHQ guidance when preparing promotion documents.

1. Performance Rating and Reviewing Official's Statement (Performance)

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Commissioned Officers' Effectiveness Reports (COERs)	The primary focus in reviewing the COER is on the accompanying narrative rather than on the score. Secondary assessment includes a review of the COER score, in the context of the officer's performance trends. The annual COERs should highlight progression of responsibility, impact, and potential.			
	Guidance provided as needed/requested to complete assignments of moderate complexity and impact. Skill development reflects potential for leadership and willingness/ability to assume increasing levels of responsibility.	Evidence of independent performance of complex tasks requiring developed proficiency and higher responsibility with positive impact on the program. Demonstrated leadership of program teams or projects.		Independent initiative, evidenced by development, oversight, coordination and/or leadership of projects with an expected level of expertise. Assumption of overall personal accountability for the involved program or project.
	Completes assigned, duty-related, mandatory training and elective training that complements mandatory training. Documented professional development and contributions to the agency mission. Demonstrates efficiently and effectively working at a level equal to or higher than their current grade.			

Guidance for Scientist Officers:

- Explain the promotion process to your supervisor and Reviewing Official and keep your supervisor informed of promotion requirements (e.g., benchmarks, COER, OS, ROS, CV, PHS awards). If you have a civilian supervisor, consider sharing recent promotion rates as well as SciPAC presentation about the survey of officers who have been recently promoted.
- Ensure that the appropriate promotion grade benchmarks are being met and that the COER's narratives clearly state how the requirements were met or exceeded during the past year. Metrics may be helpful.
- Explain to the rater the importance of providing specific details and examples that document the impact of the officer's work at the national or international level for each of the performance elements in the rater comment section. To assist, the officer should provide the rating official with concrete examples of how the officer demonstrated each of the eight performance elements in the COER so the rater can develop detailed but concise supporting narratives to accompany each rating.
- Suggest statements the rater can incorporate that highlight the benchmark of the rank you aspire. For example, "independent performance" (T-O4/O5) or "independent initiative" (T-O5/O6).
- Ensure that the comments well support ratings for each of the performance elements. Although the actual ratings are important, questions may arise regarding the ratings if the comments do not justify the ratings.
- **Strategies to consider that may help show evidence of meeting or exceeding benchmark:**
 - Can provide evidence of independent performance, leadership in your scientific field, and/or being a recognized subject matter expert. Bench Scientists may include evidence of conducting scientific research independently.
 - Can demonstrate leadership by leading a scientific research project within a group or team, not just managerial leadership.
 - Can document assignment to a temporary leadership position for a research project because of the officer's unique expertise in a particular field.

- Can work closely with their rater *every year*, not just during years when they are nearing a promotion cycle, to ensure the trends in their COER scores and accompanying narratives accurately reflect their accomplishments and performance and demonstrate a progression in their career of increasing responsibility, impact, and performance.

- **Examples:**

- Led a multidisciplinary team that planned, developed, and implemented a \$20 million treatment protocol, which reduced substance abuse treatment wait times by 67 percent.
- CDR XX's leadership resulted in successful command of a department consisting of 50 staff (or however many staff the officer is leading). Served as the Reviewing Official for 5 active duty and 15 civilian personnel.
- (Nationally/Internationally recognized) Subject Matter Expert in Human Subject Protections regulations and FDA-regulated research.
- CDR XX's provides critical regulatory guidance and scientific input that led to the approval of research that supported the development of a new drug for various indications to treat mental health problems in different patient populations.
- CDR XX's leads a multi-institute project in microbial identifications using DNA sequencing technology with collaborators in the Centers for Disease Control and Prevention at the CDC. He organizes the meetings and leads the discussions.
- Always keen to get to the bottom of the research problems, CDR XX's strives to improve and expand all aspects of each research.
- CDR XX's prioritizes and balances projects effectively. He handles flawlessly numerous projects within the group and with domestic and international collaborators.
- As a direct result of CDR XX initiative, 4 National Policies on Emergency Preparedness were updated across XX Agencies, impacting 5 billion Americans.
- CDR XX quickly assessed friction points in the XX program, established a performance improvement working group with XX peers across XX departments, directly resulting in XX change to XX policy and a cost savings of XX dollars to the Agency, and improving access to care for XX people.
- CDR XX serves as a Team Lead providing oversight of an epidemiology team covering XX Office of New Drug Divisions. CDR XX's leadership was instrumental in the success of the Division in collaborating across FDA, other agencies, and foreign regulators.

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Reviewing Official's Statement	<p>Exhibits Leadership Qualities. Recognizes officers with potential and inspiration to influence.</p> <p>For example: As assessed in ROS, candidate:</p> <p>a) Demonstrates leadership attributes at the group, team, committee, or branch level and displays potential for increased future leadership or management roles, and/or</p> <p>b) Is a member of an agency task force or similar group at, or above, the local or regional branch or division level</p>	<p>Demonstrates Leadership Skills. Recognizes officers with exceptional leadership skills and potential to serve in supervisory roles.</p> <p>For example: As assessed in ROS, candidate:</p> <p>a) Provides contributions or support for management, supervisors, or technical/clinical program leaders, and/or</p> <p>b) Is a member or leader of an agency task force or similar group at, or above, the local or regional level.</p>	<p>Accomplished Leadership Role. Recognizes leaders in key roles who have a proven record of influence and achievement and potential to serve in management or executive roles.</p> <p>For example: As assessed in ROS, candidate:</p> <p>a) Demonstrates leadership attributes of an executive, senior manager, expert, and/or special advisor or consultant, and/or</p> <p>b) Is a leader of an agency task force or similar group at the regional, national, or international level.</p> <p>Evidence that career duties and collateral activities contribute to visibility and impact of the Agency/PHS Commissioned Corps mission.</p>	
	<p>Reviewing Official's Statement should focus on the officer's preparation for promotion to the next rank and the officer's potential to succeed/excel with the elevated responsibilities and challenges. Examples of leadership and technical contributions and impact should be used to validate the RO's opinion. The RO may also highlight specific leadership potential in the agency and PHS. Other considerations for this factor include authorship of publications or other written communication or oral presentations that strive for increasing impact (e.g., at either the local, regional Branch or Division level, or national or international Agency level). Additionally, evidence that career duties and collateral activities contribute to visibility and impact of the Agency/PHS Commissioned Corps mission should be included.</p>			

Guidance for Scientist Officers:

- The ROS focuses on describing an officer's leadership, technical contributions, and impact.
- Officers should be empowered to discuss ROS narrative details with the RO and provide examples to assist the RO in developing the narrative.
- **ROS narrative:**
 - Can provide concrete examples of how the officer has provided leadership (e.g., supervisory role with the number of people supervised, task force, working group, scientific committee or providing scientific leadership as project lead).
 - Can discuss the impact of the officer's work (project impact) on the mission of the agency. Specify the impact of the leadership provided by the officer, whether local/national/international level and breadth of leadership, whether team, agency, interagency.

- Can provide the potential for the officer at the agency and highlight the value they would bring in any future leadership roles.
- Can consider publications, presentations, and other communication – highlighting officership.
- Can provide additional details regarding leadership within Committees/Workgroups.
- Can provide details regarding the growth and initiative of the officer, including officer's efforts to continually improve knowledge and skills.

- **Strategies to meet or exceed the benchmark**

- An accomplished leadership role can be demonstrated in many ways, e.g., by leading a scientific project that involves collaboration with local, regional, or national research institutes or organizations; leading cross-agency/cross-category/cross-center groups to develop protocols or guidance; or overseeing deployers from multiple agencies/categories. Leadership that has national or international impact should be mentioned in the RO's narrative.
- The RO can also highlight leadership potential within the agency and/or PHS.
- Being elected among peers in your profession or peers in your Agency to establish, lead, and promote policy changes would qualify.

- **Examples:**

- Since his/her arrival, XX has performed at the level of an experienced Captain. His/Her achievements outshine higher-ranking officers and peers alike, and he/she continues to be selected for increasingly demanding leadership billets in (agency).
- I implicitly trust and rely upon his/her judgment, and he/she ranks in the top 3 percent of all officers with whom I have worked and supervised in my XX-year career.
- Few, if any, officers meet his/her superb level of performance. He/She has my strongest recommendation for promotion to XX.
- Since his/her arrival at the (agency/branch/team/command), he/she has been steadfast in pursuing (insert any of the factors listed above) highlighting his/her dedication to: (public service, patient population, the command, the public health needs of the nation).
- Officer XX has a level of expertise recognized by National and International accrediting agencies, having been selected among their peers for xxx. With board certification in XX, they are among the top 2% of practicing XX in the nation. Officer XX leads a professional working group that directly resulted in changes to the accrediting bodies for their respective field.
- By utilizing his/her expertise in XYZ, Officer XX has made the ABC evaluation process more efficient. Within two years, the office has doubled their evaluation metrics, which resulted in X dollars saved, and Y regulatory recommendations.
- CDR XX is an exemplary, decisive, and sought out leader with subject matter expertise in regulatory science and pharmacoepidemiology who consistently demonstrates the ability to independently perform at a much higher level than expected, continues to adapt to the needs of the Agency.
- Since his/her arrival at the (agency/branch/team/command), he/she has been steadfast in pursuing (insert any of the factors listed above) highlighting his/her dedication to: (public service, patient population, the command, the public health needs of the nation).

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Award History	Record reflects increasing levels of achievement including team or unit participation (e.g., PHS Citation Medal or Unit Commendation).	Record reflects superior efforts, including team or unit participation, and should result in individual or unit awards (e.g., Achievement Medal and Unit Commendation).	Record reflects distinctly greater achievement than expected and should result in progressively higher individual and unit recognition (e.g., Commendation Medal and Unit Commendation).	Record reflects exceptional leadership which should result in progressively higher individual awards and unit recognition (e.g., Outstanding Service Medal <i>and</i> Outstanding Unit Citation).
	Awards from agency (including non-HHS agencies) and professional organization awards and recognition such as letters of acknowledgment or appreciation should state the impact(s) of the officer's contributions.			

* - Temporary O2 and O3 promotions for all categories and Temporary O4 promotions for the Medical and Dental Categories are determined by an administrative file review as outlined in Commissioned Corps Instruction (CCI) 332.01 (old CC 23.4.2, 6-2). Officers are encouraged to use the Factors and Benchmarks listed for T-O4/P-O2 & O3 for career development purposes.

** - Please refer to CCI 511.01 (old CC 27.1.1) Awards Program for a description of the Honor and Service Awards.

Guidance for Scientist Officers:

- Officers should try to earn awards from non-PHS organizations and take every opportunity to participate in or ask their supervisors to support nominations for agency and professional organization awards.
- Ensure that agency awards or letters of appreciation clearly state the impact of the officer's contribution, as these can vary greatly from agency to agency.
- Ensure that CV/ROS/OS all reiterate the increasing level of awards that an officer has earned.
- Besides meeting the Award expectations, the officer should consider highlighting the impact of any awards, especially those with impact at the national/international level.
- **Strategies:**
 - Become knowledgeable about the award requirements of the officer's institute and agency and ensure that accomplishments are properly recognized.
 - Soon after promotion, initiate a conversation with your mentor to plan for how you can work toward the relevant award(s) benchmark.
 - Collect appropriate metrics related to project accomplishments as you complete them to make it easier to draft awards.
 - Set a reoccurring calendar reminder at every 6 months to meet with your mentor and reflect on the past year and your cumulative career to determine if you have accomplishments that can be compiled for an award and for general awards planning.
- **Examples:**
 - XX instituted a collaborative partnership with a local community mental health resource ensuring that the substance abuse treatment needs of the active-duty personnel were met within 10 days. In the absence of this program, active-duty service members would have been assigned to a wait list for treatment that would have stretched to approximately 60 days.
 - XX's direct patient care and oversight of the medical mission were instrumental in over 1,900 service members being returned to a full duty status, saving the military over \$92.4 million annually in operating loss cost avoidance (an example of how to monetize the work of an officer).

- During (the awards period), XX has been steadfast in pursuing (insert any of the factors listed above), highlighting his/her dedication to: (public service, patient population, the command, the public health needs of the nation).

1. Education, Training & Professional Development

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Credentials Identify officer's knowledge, expertise, practice, and value to the Corps.	Qualifying degree, licensure, registration, and/or certification, as defined in category appointment standards.	Preparing for an advanced certification, licensure, or a degree program beyond the required, qualifying credentials.	Completion of advanced certification or licensure beyond the required, qualifying credential; or enrollment in a degree program beyond the required, qualifying credentials.	Completion and integration/application of the advanced knowledge and skills that were achieved beyond the required, qualifying credentials.
Licensure	Current, unrestricted, active license, where applicable			
<p><u>Guidance for Scientist Officers:</u></p> <ul style="list-style-type: none"> • When it enhances the officer's skills and competency in position, the officer should consider earning an additional degree, licensure, or certification. • Demonstrate progress toward attaining higher level specialization, and document progress through COER, OS, ROS, CV, and submission of final transcripts to eOPF. • Early in your career, work with your supervisor and mentor to determine what types of licensures, certifications, or other degrees would be helpful to your professional development, OPDIV, or PHS. Examples include Certificates in Public Health, master's degree programs (MPH, MS, etc.), Contract Officer Representative (COR) certifications, emergency preparedness/management training. • Officers should take advantage of opportunities to earn certifications for work-related training that would apply to their agency mission. For example, if you use SAS regularly as an epidemiologist, you could consider SAS certifications. • Besides listing advanced knowledge/skills/license/certification obtained beyond qualifying degrees, it is important to highlight its relevance to the agency/PHS, any integration of those skills into the officer's agency/PHS work and perhaps how the officer is working to mentor and teach these skills to other officers and staff at earlier stages of their career. • If there are concrete examples of how the license/skill/knowledge has been instrumental, for instance, on deployment, it is important for the officer should try to highlight in the CV/OS. • The officer should be vigilant about continuously maintaining licensure; don't let it lapse. <p>• Example language:</p> <ul style="list-style-type: none"> ○ XX has pursued additional higher education (list degree, e.g., MPH) and the positive impact the additional education will have for the USPHS. (This bullet could be easily modified to address any of the factors listed above). ○ Officer XX possesses a level of training and expertise that fewer than XX% of XX in their field possess. ○ Officer XX continuously contributed to the professional and scientific advancement of their field, as demonstrated by XX publications in XX peer reviewed journals, with a reading audience of XX. 				

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Continuing Education	Officer participates and actively engages in continuing education activities.		Officer helps in teaching or planning of continuing education activities.	Officer plans, develops, or independently leads continuing education activities
	Maintains continuing education at a level necessary to maintain licensure or competency in your professional field. Learning activities must display a diversity of topics that enhances the value of the officer to the Corps and is documented in CV or in eOPF.			

Guidance for Scientist Officers:

- Officers should engage in continuing education activities exceeding the minimum needed to maintain licensure or competency.
- Officers should consider highlighting training directly relevant to PHS that increases their value as an officer beyond what all officers are required to do.
- Seek opportunities to plan, develop, or lead continuing education activities such as webinars, conference presentations that offer CEU or CME credits, and trainings that can be offered within your agency. Demonstrate these in your CV and ROS. (Examples: lectures at local university, training within your OPDIV/PAC).
- Engage in continuing education activities that enhance your capabilities beyond agency duties, such as building preparedness, readiness, and other skills that would be helpful during deployments.
- Keep a running summary of the average hours of CE earned across your career and in the most recent year.
- Consider using Excel or Access to document your continuing education as it occurs throughout the year to ensure an accurate record of your CE, as it is difficult to re-create months or years later.

- **Strategies:**
 -
 - Teach a class in a community college, university, or any other educational institution.
 - Give scientific presentations to group members and yearly scientific presentations at the institute level.
 - Give seminars and present posters at national and international conferences.
 - Document leadership in public health training that is relevant and provides value to PHS. Serve as an adjunct instructor at a community college or instructor at the Commissioned Officer Basic Course.
 - Take continuing education courses in a specific topic/discipline, e.g., pursue a multi-session/multi-topic leadership course.
 - Selected to serve a Contracting Officer's Representatives (COR) and completed the requirements and training for the Federal Acquisition Certification for COR Level X.

- **Examples:**
 - Serve as a member of a journal club within the institute or agency.
 - Lead a journal club within the institute or agency.
 - Supervise the scientific research of summer students, pre-doctoral students, or post-doctoral students
 - Serve as an instructor for teaching clinical applications and/or supervisor junior officers or interns not yet fully qualified.
 - Served on an agency training cadre and taught XYZ to new investigators at state and federal regulatory offices.
 - Selected by agency to participate in the XYZ Leadership Development course, which enhances leadership competencies, and management skills over X weeks.
 - To enhance deployment role skills, completed XYZ course, which taught effective methods and techniques for ABC.

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Public Health Training and Experience	Evidence of participation in leadership or public health training that enhances value of officer to the agency OR substantive participation in a community-based public health initiative or program (i.e., PACE)		Evidence of participation in leadership and/or public health training that enhances value of officer to the Corps and agency; substantive leadership in a community-based public health initiative or program (i.e., PACE); OR demonstrated experience of service on a local, regional or national activity or initiative	Evidence of participation in executive leadership and/or public health training that enhances value of officer to the Corps; substantive leadership, supervision, and mentorship to others in a community-based public health initiative or program (i.e., PACE); OR demonstrated experience of service on a local, regional, national, or international public health activity or initiative

Guidance for Scientist Officers:

- Seek out formal public health training programs offered by your agency that increase your public health or leadership skills, for example, Epidemic Intelligence Service (EIS), Laboratory Leadership Service (LLS), Leadership Management Institute, etc.
- Seek opportunities to participate in public health training that enhances your value to your agency and the Corps (e.g., Emergency Management Training, first responder training [Stop the Bleed, Naloxone training, etc.] beyond what is required for basic readiness). Highlight this training in your CV.
- Seek opportunities to engage in community-based public health initiatives or programs (i.e., PACE); or a local, regional, national, or international public health activity (teaching infection prevention and control or handwashing techniques at a local elementary school) or initiative and document it, including requesting a letter of appreciation from the venue.
- Highlight specific public health service/experience at the national/international level.
- **Examples:**
 - Presenting member of local PACE team or Surgeon General Education Teams (SGET). Member of a PACE subcommittee.
 - Subcommittee Team Lead (Multiple Opportunities), Regional Lead (OSG appointed position-multiple opportunities 3-Year commitment), SGET team leadership (OSG appointed position-multiple opportunities 3-Year commitment).
 - PACE Executive Leadership (OSG appointed positions-, Chief of Staff-2 Year Commitment, Executive Co-Chair (2 positions) 3-Year commitment), PACE Subcommittee Chair (Voting Membership-multiple opportunities-3 Year commitment), SGET Team Lead (OSG appointed position-multiple opportunities 3-Year commitment).
 - Become an HIV counselor in the community.
 - Look into volunteering opportunities with the Medical Reserve Corps (MRC).
 - Enroll in an education program in public health.

3. Career Progression & Potential

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Mission Priority	<u>Meets 1 or more of these priorities:</u> <ul style="list-style-type: none"> ≤ 1 permanent duty assignment in organizations that primarily serve underserved and vulnerable populations (IHS, BOP, DHS-IHSC) [MP Bucket 1] 	<u>Meets 1 or more of these priorities:</u> ≥ 1 permanent duty assignment in organizations that primarily serve underserved and vulnerable populations (IHS, BOP, DHS-IHSC) [MP Bucket 1]		
	<ul style="list-style-type: none"> ≥ 1 permanent duty assignment in an organization that provides direct clinical care (IHS, BOP, IHSC, NIH Clinical Center, DoD, USCG) [MP Bucket 2] ≥ 1 permanent duty assignment in a hazardous duty or isolated hardship location, or in national health security [MP Bucket 4] Serve in a difficult to retain discipline (physician, veterinarian, nurse practitioner, dentist, physician assistant) [MP Bucket 3]			

Guidance for Scientist Officers:

- Be aware of Mission Priority (MP) assignments when developing your Career Strategy/Career Plan. Consider ways you might be able to work in an at least one assignment that meets a MP Bucket.
- If you have met this benchmark, clearly state the relevant mission priority language related to your assignment(s) in your promotion document.
- MP1: Assignment to organizations that primarily serve underserved or vulnerable populations (IHS, BOP, DHS-IHSC)
 - Due to the specificity of MP1 with respect to the organizations in which an Officer must serve, this benchmark may be difficult to meet. In your promotion documents, in the absence of the required assignments, highlight any work with underserved and/or vulnerable populations.
 - Example: Formed a non-profit organization with the mission of offering free opportunities for youth in underserved communities in Lebanon County, PA, to learn tennis as a lifetime sport to help meet and sustain a physically active and healthy lifestyle.
 - Example: Served on the BOD of the Baltimore County Food Bank, which serves the vulnerable and underserved in Baltimore.
 - Example: Served in a healthcare clinic located in an underserved area and an Agency risk score of XXX.
- MP 2: Duty assignment in an organization that provides direct clinical care (IHS, BOP, IHSC, NIH Clinical Center, DoD, USCG)
 - Due to the specificity of MP 2 with respect to the organizations in which an officer must serve, this benchmark may be difficult to meet for Scientist Officers other than Psychologists.
 - Consider Project Management or Program Management roles early in your career.
 - Example: As X (state your role) XX for XXX organization, with a beneficiary population of XXX across XXX geographic miles, delivered over XXX hours of direct patient care, reducing referrals to the Network by XX%, and generating a cost savings of XXX for Agency X.
 - Example: Serve as Regulatory Project Manager with NIH Clinical Center, responsible for ensuring regulatory compliance during clinical trials.
- MP 3: Serve in a difficult to retain discipline (physician, veterinarian, nurse practitioner, dentist, physician assistant)
 - This Mission Priority does not pertain to Scientist Officers due to the specific disciplines cited.

- MP 4: permanent duty assignment in a **hazardous duty or isolated hardship location**, or in **national health security**.
 - Scientist Officers may find this to be the most straightforward Mission Priority to meet (see text below).
 - MP 4 can be met by working at CDC, NIH, CMS, FDA, DoD, or other organizations in any field or program that addresses **emerging infectious diseases that could lead to a pandemic; catastrophic natural disasters, and/or human-caused incidents in order to strengthen U.S. public health and health care systems**.
- If the PHS officer is conducting "Mission Priority" activities that are not described in the agency's mission statement, such as activities related to National Security or National Defense, the officer needs to take an extra step to describe said priorities and activities in such a way that the Board members can understand the importance and impact. This needs to be done within the information sensitivity limits of the work.
- **Examples:**
 - I serve in a national health security position with the USFDA, where, as a Reviewer in CDER, I serve to protect the nation's physical health from threats from viral diseases (e.g., Covid-19, Ebola, Smallpox) that may be found in nature or released in a human-caused incident.
 - Selected to serve as the subject matter expert (SME) for National Health Strategic Plan XXX, where I served as project lead for XXX, requiring direct coordination across XXX agencies. As a direct result of XXX, generated XXX revisions to XXX National policy plans
 - Served as Lead Officer for more than 10 National Security Special Events, logging more than XXX hours in the XXX Operations Center.
 - As Lead Officer for XXX team, logged more than XXX hours in support of XXX National Security Events, with XXX Officers across XXX states as direct reports.
 - Selected among peers to serve in leadership role for XXX department, with XX direct reports, a budget of XXX dollars, and a patient catchment area of XXX.
 - After having excelled in a XX role, XXX was promoted ahead of peers/colleagues to serve as Chief of X Department, and lead the XXX recertification/accreditation process for Agency X.
 - Having demonstrated excellence as a XXX, Officer X was identified by Executive Leadership to travel to outlying Agency sites and train others on XXX, which directly resulted in XXX.
 - Served as the lead investigator for X national and international outbreaks, which required coordination and timely actions across federal agencies, states and localities, and international health agencies.
 - As a Team Lead overseeing epidemiologists and medical officers, I ensure that FDA meets Congress's mandate to evaluate Sentinel when considering potential PMR studies to ensure post-marketing safety of drugs, and the use of real-world evidence in support of drug applications. In the last rating period alone, I cleared/led XX Sentinel assessments.
 - The [National Health Security Strategy, 2019–2022](#) provides documentation to support this argument (bold emphasis added):
 - "U.S. National Health Security actions **protect the nation's physical and psychological health, limit economic losses, and preserve confidence in government** and the national will to pursue its interests when threatened by incidents that result in serious health consequences whether natural, accidental, or deliberate." (page 1)
 - "We must **continue to strengthen U.S. public health and health care systems** to effectively and swiftly confront the devastating consequences of risks, such as the use of chemical, biological, radiological, and nuclear (CBRN) weapons; cyber warfare; **emerging infectious diseases that could lead to a pandemic**; and catastrophic natural disasters and **human-caused incidents**." (page 1)
 - "Departments that support national health security efforts include, but are not limited to, **HHS, DoD, DHS, VA, USDA, the Department of Justice, the Department of Energy, the Department of Education, Department of State, and the Environmental Protection Agency**. Agencies within HHS that support national health security include the Office of the Assistant Secretary for Preparedness and Response (ASPR), **CDC, NIH, the Centers for Medicare & Medicaid Services (CMS), the Food and Drug Administration (FDA), the**

Administration for Community Living, the Health Resources and Services Administration, and the Substance Abuse and Mental Health Services Administration, among others." (page 9)

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Billet Level	Occupy billet \geq O-3	Occupy billet \geq O-4	Occupy billet \geq O-5	Occupy billet \geq O-6
PIR should demonstrate progressively higher billets throughout the officer's career. Officer should document level of workperformed, including supervisory duties, in OS, ROS, COER, CV, etc.				

Guidance for Scientist Officers:

- As part of your career strategy/career plan, continuously look for assignment opportunities above your current rank. Discuss with your supervisor the unique challenges of a USPHS career, including if/how to convert your current assignment to a higher billet when increased responsibilities are added to your duties. (Billets should not be revised unless warranted by increased duties and responsibilities).
- If a higher-level permanent position is not available, consider TDY opportunities at a higher billet level and ensure a TDY memo is developed and added to your eOPF for documentation.
- In promotion documents, use **Bold** text to highlight your billet(s) that are higher than your rank

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Assignments	1 assignment that demonstrates responsibility, ability, and independence	≥ 1 assignment that demonstrates progressively more responsibility, ability, and independence; independently conducts projects with limited guidance	≥ 2 assignments that demonstrates progressively more responsibility, ability, and independence; independently leads projects and/or teams [MP Bucket 5]	> 3 assignments that demonstrates progressively more responsibility, ability, and independence; considered a subject matter expert; independently leads projects and teams [MP Bucket 5]
Officer should document any detailed assignments ≥90 days in eOPF and CV, including TDY assignments. CV should document progressively increased complexity of assignments or leadership throughout the officer's career.				

Guidance for Scientist Officers:

- Develop a career strategy/career plan early in your career. Seek PHS mentors within your current agency or the one to which you plan to move; this will help you strategize and lay out a path for your career
- Consider the requirements for mission priority, assignments, and mobility together to shape your career strategy/plan.
- Discuss with your current supervisor the key issues and hurdles for a successful PHS career, understanding that a civilian supervisor may not have experience with USPHS requirements for promotion. Discuss the need to complete multiple assignments during your career, the need to deploy, the need for leadership roles, and raise the possibility of temporary duty (TDY) assignments ≥90 days to complete that requirement.
- If you do not wish to be a supervisor, look for opportunities to lead Division-, Office-, or Center-level, or PHS Working Groups and clearly delineate the leadership you are providing (e.g., scientific) and its impact. Look for informal opportunities to lead. Consider leadership roles in your community.
- If you are in a billet graded above your current rank but that is non-supervisory as expected for O5 or O6, state so and seek tasks that will demonstrate your value and impact as a subject matter expert or tasks in which you use unique skills sets.
- Provide documentation of increasing responsibilities/duties, including details or TDY assignments to support the progression of assignment or leadership.
- Be familiar with how your current and planned positions align with career progression factors (billet grade, assignment, geographic/programmatic moves).
- **Examples career progression table:** This table is not intended to exemplify ideal career progression. It is solely intended to provide an example of how to use and interpret the template to be included in the CV.

Date	Temporary Rank & Grade	Billet Grade	Agency Position Type	Agency Position Title	Agency & Location	Mission Priority Factor
12/01/2018-Present	T-O5	O-6 supervisory	Branch Chief	Branch Chief, Maternal and Child Health Bureau	Health Resources & Services Administration, Rockville, MD	MP Bucket 5

02/02/2015– 11/30/2018	T-O4	O-6 supervisory	Team Lead	Team Leader, Division of Reproductive Health	Centers for Disease Control and Prevention, Atlanta, GA	MP Bucket 5
01/01/2014- 04/02/2014	T-O3	O-6 (non- supervisory)	Director/ TDY	Associate Director for Science, Division of Reproductive Health	Centers for Disease Control and Prevention, Atlanta, GA	MP Bucket 5
07/01/2013- 02/01/2015	T-O3	O-5 (non- supervisory)	SME	Epidemiologist, Division of Birth Defects and Infant Disorders	Centers for Disease Control and Prevention, Atlanta, GA	MP Bucket 5
07/01/2011- 06/30/2013	T-O3	O-4 (non- supervisory)	SME	Epidemic Intelligence Service Officer	Centers for Disease Control and Prevention, Atlanta, GA	–

- Officer has had 5 assignments that includes 1 TDY of >90 days
- Officer has had 3 programmatic moves (including 1 geographic move)
- Officer progressed in billet grade from O-4 to O-6 and from non-supervisory to supervisory position
- Most of the officer’s positions align with Mission Priority Bucket 5 “Assignments that demonstrate leadership (e.g., supervisor, manager, executive); considered a subject matter expert; independently leads programs, projects, and/or teams”

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Mobility	≤ 1 geographic or programmatic move excluding initial call to duty		≥ 2 geographic or programmatic moves excluding initial call to duty	≥ 3 geographic or programmatic moves excluding initial call to duty
Geographic or programmatic moves must be documented via personnel orders and the PIR.				

Guidance for Scientist Officers:

- Develop a career strategy/career plan early in your career.
- Consider the requirements for mission priority, assignments, and mobility together to shape your career strategy/plan.
- Geographic OR programmatic moves are considered. Try to plan for at least one geographic or programmatic move, likely early in your career and possibly in a project or program management role.
- **Examples:**
 - Geographic moves:
 - Moving from NIH (Bethesda, MD) to NIH (Research Triangle Park, NC)
 - Moving from EPA (Crystal City, VA) to CDC (Atlanta, GA)
 - Programmatic moves:
 - Within the Washington metropolitan area (D.C., Maryland, and Virginia), moving from FDA to DoD (between agencies) or moving between the programs/components inside FDA (intra-agency moves)
 - Progression from the clinic to the department, organization, intra-agency, interagency, national, international roles as clinician, consultant, or SME.

Collateral Duties	At least 1 collateral duty in support of the program (local/institutional)	≥ 1 collateral duties in support of the local program or agency	≥ 2 collateral duties in support of program, agency, or PHS initiatives or priorities, including at least one collateral duty at the senior/national level	≥ 3 collateral duties in support of program, agency, or PHS initiatives or priorities, including at least one collateral duty at the senior/national level with a leadership role
	Officer should document all collateral duties in the CV, OS, ROS, COER, and through supporting documents in the eOPF.			

Guidance for Scientist Officers:

- Definition of "collateral duties:" tasks, contributions, or responsibilities that lie outside of the officer's main program or job description.
- Agency-managed deployments currently do not meet the deployment criteria in the 'Honor/Integrity/Duty' factor (below), but agency-managed deployments do qualify as examples of collateral duties and should be recognized as such when evaluating this benchmark.
- Officers may wish to prioritize taking on collateral duties that include a leadership role
- **Examples:**
 - Serve on/lead the agency programs/committees with agency-wide impact or PHS initiatives such as being a board member of NIH Asian/Pacific Islander Employment Program Committee; the NIH Asian Pacific Islander American organization; and agency's mentoring program.
 - Support agency PHS Liaison office such as serving on the NIH PHS award board.
 - Pathology Peer Review Q&A Working Group (Co-chair)
 - Whole Slide Imaging Guidance Working Group (Co-chair)
 - Skeletal Muscle Biomarker Qualification Working Group
 - Radiation Safety Committee for entire research portfolio of an agency (Management representative)
 - Institutional Review Board member/leader as part of the Agency's Human Subject Protections Program that oversees the entire classified research portfolio (Subject Matter Expert)
 - Sustainability Management Committee that oversees the entire infrastructure (buildings and logistics) of an Agency and its environmental impact or community impact (Management representative)
 - Selected to serve as Regional Board Coordinator and Examiner for the profession of XXX, which awards superior clinicians with advanced board certification.
 - Selected from among peers to participate in the Federal Healthcare Executives Leadership Course
 - Elected President of American Board of Professional Psychology

4. Professional Contributions & Service to the PHS Commissioned Corps (Officership)

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Honor/ Integrity/Duty	Displays honor and integrity as an officer. Completes mandatory PHS training. Meets professional obligations. Maintains good standing without disciplinary or adverse actions. CCHQ managed deployments (not interagency deployments).			

Guidance for Scientist Officers:

- Remain current with new training requirements and retain documentation of completion. Include require training and date of completion in Continuing Education document.
- Only CCHQ-managed deployments are considered for this benchmark; Contact CCHQ if not being deployed
- For those identified as Mission Critical by your agency, state that fact in your promotion documents.
- To ensure consistency and transparency of messaging, the officer should coordinate with SciPAC to create short briefing on the new Benchmarks to share with their Chain of Command at your duty station. Focus on changes or impacts on your career and on the agency's mission.
- Consider volunteering for NSSE Events in your area or RAM Missions.
- To ensure the best use of skills and personnel assets, officers should complete, and track required training as identified by CCHQ, SciPAC, and their specific discipline or additional duties such as preventive medicine officers seek training in vector control, or as a Contracting Officer Representative seek the highest certification.
- Ensure medical or other types of waivers are submitted and maintained, as applicable, to justify what could be perceived as "not ready."
- Proactively volunteer for deployments through agencies or other advisory groups and by networking with officers in deployment teams to increase the likelihood of being called for CCHQ-managed deployments.
- If available, consider applying for deployment-related awards or PHS group awards to highlight this benchmark in your promotion package.
- Seeking out leadership roles during deployments and performing well in the role could help increase the likelihood of being called for similar roles in future deployments.
- Seek out unique training opportunities that can be leveraged during deployments such as: EMT, database management, foreign language, leadership, etc.
- Consider volunteering or serving as an elected member at Local, State, Regional, National, International Professional Boards or Organizations recognized as "setting the bar" (e.g., accrediting agencies) for your profession.
- Consider serving on panels or review boards for updates to national/professional policy in your discipline.
- Set out to have a conversation with your management to explain PHS' new benchmarks and proactively seek their support and concurrence (if applicable, as during declared public health emergencies) for deployments.

- **Examples:**
- Served on CCHQ Deployment Mission Bravo in San Antonio, TX, May 1 – June 30, 2021.
- Elected by professional peers in XXX discipline to serve on National Board XXX, which reviewed academic accreditation and strategic plans for the future of discipline XXX.

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Other Commissioned Corps and Professional Contributions	Verified impact: <ul style="list-style-type: none"> As a member or volunteer within a PHS group or professional organization. Through local PHS or collateral activities. Contributes to the PHS mission at the local level.		Verified impact: <ul style="list-style-type: none"> As a subcommittee member or lead within a PHS group or professional organization. Through regional PHS activities. Contributes to the PHS mission at the regional level.	Verified impact: <ul style="list-style-type: none"> As a Chair, Vice-Chair, or subcommittee lead within a PHS group or professional organization. Through regional, national, or international PHS activities. Contributes to the PHS mission at the national or international level.
	Participates in one-on-one or group mentoring activities.		Participates as a mentor in one-on-one or group mentoring activities. Seeks mentors within peers or officers at higher grades. Recruitment of other mentors to support professional development of peers.	Participates as a mentor or coordinator in one-on-one or group mentoring activities. Seeks mentors within peers or officers at higher grades. Recruitment, training, support, and management of other mentors for the professional development of officers.
	Active membership in professional, uniformed service, or specialty organizations at the local level.	Active membership in professional, uniformed service, or specialty organizations at the local or regional level.	Active membership in professional, uniformed service, or specialty organizations at the regional or national level, with contribution as a committee or subcommittee member.	Active membership in professional, uniformed service, or specialty organizations at the national or international level, with contribution in a leadership role (e.g., Chair, Subcommittee Chair).
Achievements and contributions should be documented in the COER, OS, CV, awards, and in letters of appreciation.				

Guidance for Scientist Officers:

Other Commissioned Corps and Professional Contributions

- Document contributions to the PHS mission at the local, regional, or national level.
- Ensure that letters of appreciation (LOA) and other formal documentations acknowledging the officer participation in an event/activity contains a letterhead.

- Documentation may consist of an invitation or thank you email. An officer may have to draft appropriate text and provide that to the event organizer to be included in the LOA, email, etc.
- Examples:
 - Served as XXX COA President organizing XXX for Community XXX.

Mentoring

- All grades require documented mentoring activities.
- Mentoring (informal or formal) activities may include serving as mentor or mentee (depending on grade).
- Participation in a formal mentor program is not specifically required.
- For informal mentoring, the documentation can be in the officer's ROS or the narrative section of the COER.
- Examples:
 - Served as mentor to new hires in the Division of Pharmacology/Toxicology-Infectious Diseases, OND/CDER, January 1 – December 31, 2021.
 - Served as Senior Mentor for XXX PHS officers, XXX DoD officers, and XXX GS Civilians in pursuit of Advanced Board Certification in the profession of XXX.

Membership/ Involvement in Professional, Uniformed Service, and Specialty Organizations

- Document membership in professional or PHS organizations (e.g., JOAG, SciPAC, etc., and professional/discipline-specific organizations)
- For T-O6/P-O5, document a leadership role.
- **Examples:**
 - AMSUS Chair for Continuing Education across XXX Services, directly resulting in XXX participants being eligible for XXX credits across their professional discipline.
 - Member, American College of Toxicology
 - Served as co-chair of the symposium on COVID-19 vaccine development, American College of Toxicology Annual Meeting, Virtual meeting, March 23, 2020

Factor	T-O3/P-O2	T-O4/P-O3	T-O5/P-O4	T-O6/P-O5 & P-O6
Presentations and Outreach	Documented participation at local and regional meetings or activities of professional organizations.	Documented presentations and/or outreach at local and regional meetings or activities of professional organizations.	Documented presentations and/or outreach at regional meetings or activities of professional organizations	Documented presentations and/or outreach at regional, national, or international meetings or activities of professional organizations.
	Documented promotion of Corps visibility to broader audiences.	Documented promotion of Corps visibility to broader audiences.	Documented promotion of Corps visibility to broader audiences.	Sought out by meeting planners for presentations, with evidence of greater impact in support of PHS/agency missions and public health initiatives.
Achievements and contributions should be documented in the COER, OS, CV, awards, and in letters of appreciation.				

* - Temporary O2 and O3 promotions for all categories and Temporary O4 promotions for the Medical and Dental Categories are determined by an administrative file review as outlined in CCI 332.01 (old CC23.4.2, 6-2). Officers are encouraged to use the Factors and Benchmarks listed for T-O4/P-O2 & O3 for career development purposes.

Guidance for Scientist Officers:

- Seek opportunities to give presentations or be involved with outreach activities at local/regional events. Examples include
 - Activities with PACE
 - Science Fair judges
 - Career Days at local schools
- At T-06/P-05, document that presentation/outreach was requested by the event organizer (e.g., retain Speaker Request email), and include in your CV a statement of impact.
- Request documentation of presentations/outreach from event organizers and specify the documentation should be on the organization’s letterhead.
- Include in your CV, COER, OS, ROS a description of how the event enhanced PHS visibility.
- **Examples:**
 - Requested speaker: Society of Quality Assurance Annual Meeting, Atlanta GA, 22 MAY 2021
 - Enhanced PHS visibility for 200+ attendees by presenting in uniform and including an introductory slide on the history and mission of USPHS Commissioned Corps