

The Air University (AU) Board of Visitors (BOV) Meeting Minutes

26 April 2016 / 0800 – 1600

27 April 2016 / 0800 – 1500

Open Meeting

Air Force Institute of Technology

2950 Hobson Way

Room 132, Building 646

Wright-Patterson Air Force Base, OH 45433-7765

This report and the recommendations contained herein are based upon the Board of Visitors' independent assessment of the facts presented by the Department of the Air Force and The Air University. The Board of Visitors' recommendations are based upon the consensus opinion of the members and were reached without any influence from interested parties. Board members are encouraged to submit Minority Statements if they disagree with the majority position. When submitted, these are attached to the final Board of Visitors' report for consideration by the Department of the Air Force.

Respectfully submitted by: LISA J. ARNOLD, Recorder.

I hereby certify, to the best of my knowledge, the foregoing minutes are accurate and complete.



FLETCHER H. WILEY
Chair, AU Board of Visitors

Approved: July 5, 2016

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Section I: Board Attendance

A. Board Members attending the meeting:

1. Mr. Fletcher Wiley, Chair
2. Dr. Ricardo Romo, Vice Chair
3. Col Robert Beasley, USAF, Ret
4. Dr. Judith Bonner
5. Dr. Ding-Jo Currie
6. Dr. Carolyn Dahl
7. Dr. Rufus Glasper
8. Gen Steven Lorenz, USAF, Ret
9. CMSAF #15 Rodney McKinley, USAF, Ret
10. Gen Duncan McNabb, USAF, Ret
11. Dr. Ronald Segal, Maj Gen, USAF, Ret
12. Lt Gen Mark Shackelford, USAF, Ret
13. Dr. Amy Zalman

B. Members of the AU BOV absent:

1. Dr. Shirley Ann Jackson
2. Dr. Ray Johnson

C. Former Members of the AU BOV attending as Members of the Public:

1. Dr. Benjamin Lambeth
2. CMSAF #14 Gerald Murray, USAF, Ret

D. Air University and other personnel attending the meeting:

1. Lt Gen Steven Kwast, AU/CC
2. Maj Gen Timothy Leahy, AU/CV
3. Dr. Matthew Stafford, AU/A3
4. Mr. Michael Gray, AU/HQE
5. Mr. Scott Baker, AU/A6
6. Dr. Chris Cain, AU/A3A
7. Dr. Todd Stewart, AFIT/CL
8. Col Doral Sandlin, AFIT/CV
9. Dr. Sivaguru Sritharan, AFIT Provost
10. Dr. James Newman, NPS Provost
11. Ms. Katherine Brooks, AFIT/CCE

E. Designated Federal Officer:

1. Ms. Lisa Arnold, AU/A3B

Section II: Board Activities and Discussions

A. Call to Order: The Air University (AU) Board of Visitors (BOV) meeting convened at 1315 hours on Tuesday, 26 April 2016 in room 302, building 646 at the Air Force Institute of Technology (AFIT) on Wright-Patterson Air Force Base (WPAFB) in Dayton, Ohio. Mr. Fletcher Wiley chaired the meeting. Mr. Wiley informed the Board that this formal meeting was open to the public and was advertised in Vol. 81, No. 34 of the Federal Register on 22 February, 2016. Ms. Lisa Arnold, Designated Federal Officer (DFO) for Air University, was present during the meeting and a quorum was met.

B. Opening Comments: Mr. Wiley opened the AU BOV meeting by stating how impressed he and other Board members were with the morning's tours. He thanked AFIT leaders for hosting the BOV and stated he was delighted to chair his inaugural meeting at Wright-Patterson AFB. Mr. Wiley thanked Board members for their time and meeting attendance. He reminded members the Board's primary charge is to advise the Secretary of the Air Force on the policies and activities of Air University.

Mr. Wiley welcomed AU and AFIT leaders and expressed the Board's continued commitment to assist all AU centers and schools with addressing higher education concerns. He introduced new Board members in attendance and welcomed Lt Gen Kwast to present medals and certificates to the departing members.

C. AU Commander and President's Discussion: Lt Gen Kwast thanked Mr. Wiley for assuming the position of Chair for the AU BOV and then he welcomed Board members and thanked them for their service. He stated the Board's oversight and advice are very important to the University and much in need. Gen Kwast highlighted some "successes" from the January 2016 out-brief to the Secretary of the Air Force:

1. Blue Horizons was transformed from a part-time elective that ran as a subcomponent of Intermediate and Senior Developmental Education into a full-time research program focused specifically on addressing future challenges facing our Air Force.
2. Research Task Forces were created leveraging Intermediate and Senior Developmental Education students to focus specifically on current operational needs within our Air Force: Cyber-space and electronic warfare, space operations, nuclear operations and deterrence, and airpower with a specific focus on leveraging airpower within contested environments.
3. The Profession of Arms Center of Excellence (PACE) stood-up in San Antonio, Texas to address professionalism problems (in the aftermath of a plethora of undesirable behaviors such as a test-cheating scandal, unprofessional relationships and inappropriate senior-leader behaviors).

Gen Kwast credits the Board for its advocacy and action and said we need to “bake professionalism into the habits of mind of all Airmen – from diapers to the grave.” He said, “At the heart of war is strategy, and we need strategists; we need to think like architects, not brick layers.”

Lt Gen Kwast wrapped-up his discussion recognizing the profound service of Dr. Benjamin Lambeth and CMSAF #14 (ret) Gerald Murray. He presented them both with the Commander’s Public Service Award, certificates and medals.

D. AU Financial Overview: Mr. Michael Gray, Financial Advisor to the AU Commander and President presented a comprehensive briefing on the financial status of Air University. Topics included a cost comparison of budget FY14 through FY16, the FY16 Budget current state, the FY17 Budget outlook and FY18-22 POM outlook. The financial information provided demonstrates adequate financial support for AU’s programs and operations.

E. Vice President for Academic Affairs Discussion: Dr. Matthew Stafford provided transformation updates, highlighted the AU Cyber College, and provided Strategic Initiative insights on congress, DoD, Joint Staff, and the HAF. He provided details on the Goldwater-Nichols Act review and in-turn sparked much discussion among the Board members. Topics included: the Air Force *Human Capital Annex* (staff, faculty, and students), the Force of the Future (joint education, force development, and talent management), AU’s Teaching and Learning Center (leveraging technology), and the Integration Cell (total force and war-gaming). Dr. Stafford concluded his discussion asking the BOV members to provide their expert advice and feedback on these transformational and initiatives.

F. Air Force Institute of Technology (AFIT) Subcommittee Out-Brief: Maj Gen (ret) Ronald Sega out-briefed the Board on the AFIT Subcommittee meeting held at Wright-Patterson AFB in Dayton, Ohio 25-26 April, 2016. He reviewed the meeting’s highlights:

1. Encourage full use of AFIT – classroom seats (encourage Defense industry students).
2. Re-ignite collaboration with the Naval Post-graduate School (NPS) and renew/re-create the Memorandum of Agreement (MOA).
3. Boost AFITs alumni association and foundation.

G. Working Lunches: The Air Force Institute of Technology staff hosted a working lunch for Board members on Tuesday and AFIT students hosted lunch on Wednesday. Board members gained student perspectives and staff insights (Attendees listed in Section VIII, A).

H. Information Technology Initiatives: Mr. Scott Baker, Air University’s Chief Information Officer, presented an update briefing on the AU Information-Technology (IT) Strategy, the AU website, and the transformational roadmap for the IT way-ahead.

I. Air University Initiatives: Dr. Chris Cain, Associate vice President for Academic Affairs, provided overviews of the following initiatives:

1. Civilian Associates Degree: The USAF Personnel Professional Development School is working to create an Associate's Degree in Leadership and Management aimed at AF civilians. Currently, 79K AF civilians have no degree. AU's intent is to shift the paradigm to: Develop as well as hire civilian leaders. The proposal is in the coordination stage.
2. Enlisted Bachelor's Degree: Although there is strong support for an enlisted bachelor's degree, predicated on the belief that such a program would aid the force in critical-thinking, decision-making and leadership skills, there are currently a number of challenges that would need to be overcome before such a degree could become reality: There is currently no requirement for such a degree within the enlisted ranks. There are no resources set aside to build and deliver such a program. Title 10 restrictions prohibit the University from accessing the credentialed faculty that would be necessary to design, develop and deliver such a program within accreditation standards. There are also concerns that should a bachelor's be required at some point in the future, that the burden on Airmen's time might prove overwhelming and counter to the Air Force Chief of Staff's desire to minimize Airmen's off-duty time requirements.
3. Blue Horizons CSAT MS: The Blue Horizons (BH) program at Air University is a Chief of Staff-chartered and funded program exploring military-technical and geostrategic competition and its implications for Air Force strategy and planning. The Master of Science in Airpower Strategy and Technology Integration is designed as a research-based graduate degree program producing a thesis and satisfying the USAF officer development requirements for Intermediate Developmental Education (IDE) and Senior Developmental Education (SDE). Participants will design, develop, and execute a research project on a topic critical to the needs of the Air Force and present their research findings to the Chief of Staff and other senior leaders. The Substantive Change prospectus is currently pending approval at SACSCOC and the Department of Education.
4. Quality Enhancement Plan: A Quality Enhancement Plan (QEP) is a carefully designed course of action to address a university's educational needs. It entails thorough institutional assessment, selection of one topic to improve student learning, and establishment of measurable objectives. In 2007, AU chose "Cross-Culturally Competent Airmen (3C)" as the focus of its QEP. The next QEP prospectus is due in 2018; the normal time cycle is: 2-3 planning, 5 year execution. AU's front-running QEP topic is: "Leadership, Professionalism, and Ethics."
5. Community College of the Air Force (CCAF) and the new CCAF Subcommittee: A Talking Paper that highlights CCAF and how it will support AU was reviewed (Section VIII, B). Current BOV members Dr. Bonner and CMSAF #15 (ret) McKinley accepted

CCAF Subcommittee positions as well as Dr. Julie Crutchfield and Mr. Edward Hodge from CCAF's Policy Council. Dr. Glasper will serve as Chair. Their membership packages are currently pending SAF/DEPSECDEF approval.

J. Call for Public Comments: Mr. Wiley welcomed comments from the public. There were no comments.

K. Meeting Adjournment: The meeting adjourned at 1500 on Wednesday, 27 April 2016.

Section III: Board Actions

A. Previous BOV Meeting Minutes: The November 2015 BOV Meeting Minutes were approved and signed by Dr. Muriel Howard, Board Chair, on 12 January 2016.

B. AFIT Subcommittee Meeting Minutes: The April 2016 AFIT Subcommittee Meeting Minutes, included in these minutes, was approved by the main BOV committee on 5 July, 2016. They are included in Section VI of these minutes.

C. CCAF Voting Items: The Board voted unanimously to approve the following CCAF recommendations:

- Affiliate the 163rd Reconnaissance Wing, Formal Training Unit, March ARB, CA
- All changes to the *2017-2019 CCAF General Catalog*.

D. Future Meeting Dates: The Board approved the next meeting date of 14-15 November 2016. The November 2016 meeting will be held at HQ/AU, Maxwell AFB, AL.

E. Review of Mission Statement, Fiscal Stability, and Institutional Policies: The mission statement, as written in the September 2015 AU Strategic Plan: “Develop leaders, enrich minds, advance airpower, build relationships, and inspire service” was reviewed; fiscal stability and institutional policies were also reviewed during the April 2016 meeting. No further actions are required at this time.

F. Board Governance: The Board’s new requests, observations, and recommendations were presented to Gen Kwast on Wednesday, 27 April 2016 and are included in Sections IV of these minutes. The Board approved AU’s responses and recommended actions to previous requests, observations, and recommendations which are reflected in Section V of these minutes.

G. Board Membership: Arrivals / Departures

- The Board had four members depart: Mr. Norman Augustine, Dr. Muriel Howard, Dr. Benjamin Lambeth, and CMSAF #14 (ret) Gerald Murray.
- The Board welcomed four new members: Dr. Shirley Ann Jackson, CMSAF #15 (ret) Rodney McKinley, Lt Gen (ret) Mark Shackelford, and Dr. Amy Zalman. (Appointed 13 April 2016).

H. Honorary Degree: Nominations were accepted Jan-Mar ’16 but no action was taken during the April meeting.

I. Closed Meeting: No portion of the April 2016 meeting was closed.

J. Assessment with AU Commander and President: The Board Chairperson met via telephone with the AU Commander and President on 5 May 2016 to conduct their assessment (as required by the Southern Association of Colleges and Schools Commission on Colleges and the BOV Bylaws).

Section IV: New Requests, Observations, and Recommendations (Numbering Key: MM/YYYY/##)

A. Requests:

Request 04-2016-01: Consider creating a requirement for senior leaders to rotate in teaching billets as a condition for promotion.

Request 04-2015-02: The culture of education needs further institutionalized; constantly refresh relevant education.

Request 04-2016-03: Discontinue thinking like an enlisted member or an officer and embrace thinking like an Airman.

Request 04-2016-04: Ensure the Air University's Commander and President position remains a 3-star billet.

Request 04-2016-05: Add a string of sociology, psychology, and communication courses along with the strategy and policy to compliment and well-round Cyber education.

Request 04-2016-06: Create requirements specifically for enlisted education. Think about an applied Bachelors of Science (possibly in Airpower Strategy and Warfighting – administered like through a “mini” or “junior” Center for Strategy and Technology [CSAT]).

B. Observations:

Observation 04-2016-01: Practically speaking, the first 10 years in the AF refines you operationally; the best and brightest continue on to do the education and still operate the mission.

Observation 04-2016-02: Information Technology (I.T.) is the vehicle through which we educate.

Observation 04-2016-03: As stewards of their money, we need to think more like taxpayers.

Observation 04-2016-04: The Air Force Institute of Technology tours were very impressive.

Observation 04-2016-05: The keys to success are relationships, transparency, and taking risks.

C. Recommendations:

Recommendation 04-2016-01: Monitor advances and improvements in Blended Learning across the University.

Recommendation 04-2016-02: Look at how the Army (and other Services) manages faculty recruiting, retention, promotion, and assignments.

Recommendation 04-2016-03: Spell-out and define all acronyms' (when speaking and writing) to ensure understanding by all Board members: business and industry, academic, and military.

Recommendation 04-2016-04: Need to create more and better opportunities for synergy with business and industry – between the product developer and the end-user, contract and contractors.

Recommendation 04-2016-05: AU needs stackable, career focused credentials (Human Capital talent management); a way to connect-the-dots for developmental education and associates, bachelors, masters, and degrees beyond with multiple pathways to interchange.

Recommendation 04-2016-06: The AF Personnel system needs re-vamped; the AF Education Requirements Board (AFERB) is a broken process.

Section V: Status on Previous Meeting Requests, Observations, and Recommendations
As of 27 April 2016 (Numbering Key: MM/YYYY/##)

A. Requests:

Request 11-2015-01: Critically need to focus on AU branding.

AU Response:

Concur; this need is acknowledged in goals set forth in AU's September 2015 Strategic Plan and in the objectives and tasks created in LOO3. These efforts will contribute to increasing the value of AU's brand. In February 2016, AU/CV directed the creation of an outreach directorate in LeMay center which will combine public affairs with AFRI's engagement division to create an organization focused on AU's accomplishment of LOO3 goals, objectives and tasks. Once established, the outreach directorate will be responsible for AU branding and reporting progress on this BOV recommendation.

[Recommended Action: Monitor]

Request 11-2015-02: Utilize the base Military Liaison for Schools (through the Airman and Family Readiness Center) to work family member's issues/concerns with the local K-12 schools.

AU Response:

The School Liaison Office (SLO) is the primary link between the military and the local school system. They will help find the resources needed in order to make informed decisions regarding dependent's education. It is the DOD's belief that by helping parents develop interactive relationships with their local school system, families will be empowered to advocate for their children's educational and personal growth during the school years. SLOs are located throughout the military community, CONUS and OCONUS.

Every Air Force installation has a School Liaison Officer (SLO) to coordinate and assist parents. The SLO is the central point of contact for commanders, military families, and local school systems on school-related matters. Air Force SLOs network, educate, and work in partnership with local schools to address or enhance the military child's education. The Air Force SLO provides military commanders with support necessary to coordinate and advise parents of school-aged children on educational issues and needs and to assist in solving education-related problems associated with moving. The SLO works to identify barriers to academic success and develop solutions; develop and coordinate partnerships in education; provide parents with the tools they need to overcome obstacles to education stemming from the military lifestyle; and to promote and educate local communities and schools regarding the needs of children affiliated with the military.

Contact information for Air Force SLOs is available in the Airman and Family Readiness Center on any Air Force installation, or through the Air Force School Liaison directory provided by DoDEA. Mr. Randy Stokes (953-9694) is the Maxwell AFB SLO and is eager to assist AU faculty in any way possible. Contact with the Maxwell SLO is normally made via inquiry, during base in-processing (The Right Start program) or by commander referral.

[Recommended Action: Close]

Request 11-2015-03: Increase or diversify incentives to recruit and retain quality faculty.

AU Response:

AU suggests this request should be rolled-into Observation 11-2015-01: “Make creating quality faculty a journey, not a destination”. To attract and keep quality faculty, one must offer and maintain quality incentives; this should be a part of the “journey”; therefore, suggest closing this request and monitoring the observation.

[Recommended Action: Close]

Request 11-2015-04: Harness the airpower story. Need an in-house avenue for research; tap into local AU talent.

AU Response:

This need is acknowledged in goals set forth in AU's September 2015 Strategic Plan and the objectives and tasks created in LOO2. The AU integration directorate began operating in February 2016 with the mission to develop processes, networks, relationships, and shared awareness to help AU effectively and efficiently execute the AU Strategic Plan with operational agility. An Airpower Research Task Force stood up in AY2016 and will complete its research and reporting soon. A second Airpower Research Task Force is proposed for AY 2017 to advance the concepts further. The integration directorate is tasked to develop and maintain processes, networks, and relationships that improve AU's ability to conduct research and analysis that address Air Force, national security and leadership challenges.

[Recommended Action: Monitor]

Request 11-2015-05: Would like to hear more about CCAF and how they fit with AU.

AU Response:

CCAF is currently a part of the Thomas N. Barnes Center for Enlisted Education (BCEE). CCAF has two major advisory bodies that convene annually: the Education Service Advisory Panel (ESAP) and the Affiliated Schools Advisory Panel (ASAP). Both panels provide a forum for their respective portions of the CCAF system to communicate issues and make recommendations for process improvement to the CCAF Policy Council. The Policy Council is CCAF's internal academic policy-making body; they develop and publish policies governing the academic administration of the college.

In Jan '16, the Secretary of the Air Force approved the establishment of a new CCAF subcommittee under the AU BOV. The ESAP and ASAP chairs are requested to serve on the CCAF Subcommittee as ex-officio members and current BOV member, Dr. Rufus Glasper, accepted nomination to chair the CCAF Subcommittee. Policy Council members are encouraged to attend the annual CCAF Subcommittee meetings. This framework will better align CCAF with AU governance structure. CCAF is a viable part of AU; it is the first ladder rung of an Airman's continuum of education. A comprehensive CCAF overview Talking Paper is attached.

[Recommended Action: Close]

Request 04-2015-05: With all the graduating activities, April is not a good month for university presidents to leave campus; consider moving the spring BOV meeting to March.

AU Response:

AU understands April is a tough month with university spring break activities and advanced graduation preparations. To ensure BOV meetings stay consistent and operate with no more than a 6-month meeting time gap, AU requests the Board either re-consider movement of the spring meeting from April or bump the Spring meeting to the first 2 weeks in May; this would ensure a 6 month meeting interval cycle (May-November).

[Recommended Action: Close]

Request 11-2014-03: AU needs to harness Social Media use throughout Air University.

AU Response:

Currently, Air University is synergizing the efforts of AU/A6, Public Affairs, and the 42ABW to publicize and represent Air University on a myriad of social media venues. The AU Facebook page was established to communicate to both internal and external audiences. AU posts videos on the Maxwell AFB YouTube Channel supporting and promoting the AU mission. There is an AU Twitter account that broadcasts numerous Air Force and DOD endeavors and there is an AU Linked-In page that was recently established to help with the outreach mission. AU also has a website, is featured on the Maxwell AFB website, and can be linked through AETC's and others' web links. The AU/A6, in partnership with PA and other AU Command Schools, will continue to incorporate various facets of Social Media into the new Air University Website which will roll out later this fiscal year. Social media is a key aspect of the new Communication & Outreach organization that is standing up. The AU social media/digital content manager will be part of the CCO's (head of Outreach & Communication) operations team. They will employ all the primary tools of digital media to forward the AU brand and message as top universities and top echelons of DOD do. They'll partner with the CCO/A6 who will manage the platform. This is only the beginning; as the outreach section of AU blossoms, anticipate further Social Media campaigns to be developed to continue to harness the power of this great tool.

[Recommended Action: Close]

Request 11-2014-04: (*Reworded*) Review each commissioning source to ensure better prepared and more *de juris* and *de facto* diverse and diversity-of-thought recruits are accessed into the AF.

AU Response:

AFROTC continues to be the most diverse commissioning source for the Air Force despite the reduction in target AFROTC accessions in 2014 that adversely impacted diversity efforts. AFROTC's current initiatives to increase diversity applicants include: increased percentage of non-technical enrollment allocations, advocated for a complete rescrub of technical degree requirements of all line AFSCs by career field functional managers, increased number / percentage of non-technical in-college scholarships, revised AFROTC national recruiting strategy targeting diverse 1st and 2nd year college students. Other potential diversity initiatives that would require additional resources include: additional scholarship funds for non-technical degrees, increased non-technical PGL allocations (e.g., consider shifting some of the technical degree requirements levied on AFROTC to USAFA & OTS to allow more non-tech allocations within AFROTC). AFROTC commissioning numbers are projected to increase slightly in FY18 and level out through FY20. It is important to continue this upward trend in the years following 2020 to further enhance junior officer diversity. Additionally, STEM degree requirements historically

have had a negative effect on female and ethnic diversity. It is our understanding HAF intends to conduct a review to validate which career fields have legitimate STEM requirements, with the aim of adjusting the ROTC STEM accession goal. These topics are scheduled to be addressed at the next Officer Accessions Summit in April 2016. (Note: Holm Center can only influence diversity in AFROTC accessions. AFRS recruits for OTS.)

[Recommended Action: Monitor (*mirrors Recommendation 11-2014-11*)]

Request 11-2014-07: (*Reworded from Request 04-2014-01*): Continue to monitor force-shaping initiatives and how they affect AU and AFIT; utilize talent management based on qualitative and quantitative data to keep the best & brightest in the AF.

AU Response:

Force-shaping has not presented itself since 2014. AU/A1 will continue to monitor for future force-shaping programs that would potentially affect AU and AFIT. If any future force-shaping does occur, AU/A1 will take the appropriate actions and notify the BOV.

[Recommended Action: Close]

Request 11-2014-08: (*Reworded from Request 04-2014-02*): If members in the education and training pipeline are affected by force-shaping discussions (RIF/SERB), have a means by which they can finish their class/course of study.

AU Response:

While the Air Force does not plan any force-shaping actions in the immediate future, the concern remains that instructions to selection boards and the voluntary incentive actions offered before formal force shaping boards do not squander AF investments in developmental education. Air University has expressed its concerns to HAF A1DL through the Air Force Educational Requirements Board Executive Committee. The AFIT Chancellor and the AU Vice President for Academic Affairs are voting members of that Committee. If force shaping becomes necessary, both individuals will remind HAF A1DL of the importance of continuing to capitalize on educational investments.

[Recommended Action: Monitor]

Request 04-2014-07: Consider bringing all joint service Federal Advisory Committee Act (FACA) boards [Chairs] together for a consolidated meeting [or joint letter from AU, NPS, etc.] with the Secretary of Defense (SECDEF).

AU Response:

The BOV DFO received the following email (24 Aug. '15): "The DOD Chief Management Officer (CMO) has sent requests for information to the sponsors of FACA committees (in our case the Secretary of the Air Force), as well as some of the FACA Chairs. He wants to ensure we preserve the critical forum our advisory committees provide for transparent and vigorous debate on policies and key challenges facing DOD, and to that affect, is asking for our observations and thoughts on any problems we may have encountered in the implementation of FACA requirements; any steps the Department could take to improve the FACA process; to include: ways to address limitations that FACA may impose on the committee's ability to provide timely advice to the Department; and/or ways to address limitations that FACA may impose on

communications among committee members outside of the FACA open-meeting requirements.” Some FACA chairs/DFOs were contacted directly by the DCMO (not all were contacted). (The AU/BOV Chair/DFO was not contacted directly by the DMCO.) The AU / BOV was contacted directly by the USAFA Board DFO requesting insight and coordination on Board processes; to include: administration, governance, and membership. Processes have become more direct since this Request’s creation in April of 2014. Agency DFOs communicate and coordinate more frequently than in the past and the Agency CMO and the Director of Administration and Management's Advisory Committee Management Officer (DA&M ACMO) is more aware of and takes more advantage to synergize like opportunities. The AU DFO will swiftly identify any inconsistencies in the future and readily communicate them to leadership and the Board should they arise related to Board and FACA communication, membership or governance.

[Recommended Action: Close]

Request 07-2012-09: The AFIT subcommittee reviewed the current status of the SECNAV SECAF memorandum of agreement (MOA) and associated memorandum of understanding (MOU) and AFIT and Naval Postgraduate School (NPS) leadership are reviewing both documents for possible changes. Request AFIT provide a status update of the SECNAV / SECAF MOA and MOU during the next scheduled AFIT subcommittee meeting.

AU Response:

(Same Response from Nov'15) Concur with the request. AFIT will provide an update to the Board members at the next BOV meeting, currently scheduled for April 2016.

[Recommended Action: Open]

B. Observations:

Observation 11-2015-01: Make creating quality faculty a journey, not a destination.

AU Response:

The Air University (AU) Strategic Plan (September 2015) notes that “of the variables comprising educational experiences, the faculty is foremost in guaranteeing quality.” Goal 1 is therefore to “recruit, develop, and retain the world’s preeminent military education faculty.” The document then establishes six objectives necessary to achieve this goal: 1. Responsive staffing processes, 2. High quality instructors, 3. Sufficient faculty quantity, 4. Additional developmental opportunities, 5. Greater faculty diversity, and 6. Maximum retention rates. Line of Operations (LOO) 1, Championed by the Commanders of the Barnes Center and the Air War College, was charged with recommending how to achieve these objectives. They established a Working Group dedicated exclusively to faculty, which worked vigorously throughout the fall of 2015 to identify opportunities and challenges. The Working Group’s final report identified 122 potential tasks, clustered into 26 initiatives. The first initiative to be operationalized was the generation of a coherent to define faculty, full time equivalency/load, and standards (see the EXECSUM for BOV Rec# 04-2015-06). The AU President then directed work begin on the initiative related to re-establishing academic tenure at the Maxwell AFB campus (see the EXECSUM for BOV Observation 11-2015-04). The LOO 1 champions’ and AU Chief Academic Officer subsequently began prioritizing and drafting charters to implement the remaining faculty initiatives.

[Recommended Action: Monitor]

Observation 11-2015-02: Accreditation and ensuring rigorous education standards is worth the hassles of governance.

AU Response:

AU Concur. While the regional standards and accreditation processes seem to be excessive at times, they provide a framework for designing, operating, and improving quality education programs. If the University were not accredited, the same principles would guide efforts to meet the AU mission. Regional accreditation provides the added benefit of peer review and consultation making it well worth the price of admission.

[Recommended Action: Close]

Observation 11-2015-03: Pertaining to faculty, Marine Corps University (MCU) has great recruiting initiatives; Army staff value assignments to West Point.

AU Response:

Air University (AU) is appreciative of sister-Service schools and the insight they can offer as AU works to implement Goal 1 of the *AU Strategic Plan* (Sept.'15): "Recruit, develop, and retain the world's preeminent military education faculty."

[Recommended Action: Close]

Observation 11-2015-04: Concerning tenure, there is a comfort to long-term stability and homogeneity; it takes time to learn a routine and understand the system. Most productive years are later in a career.

AU Response:

Following approval of a proposed new faculty definition and standards in January 2016, the Air University (AU) President directed the Chief Academic Officer (CAO) to provide a recommendation on re-establishing tenure for civilian faculty members at the Maxwell campus (AFIT already has a tenure policy). The CAO chartered a working group composed of the deans of the 10-month schools (where eligible faculty members are appointed) and faculty members (nominated by the Faculty Senate). He charged the team with proposing at least one viable tenure policy, analyzing the pros/cons of that with the status quo, and making a policy recommendation. That work concluded in March 2016, and is being staffed with the appropriate offices prior to being briefed to Lt Gen Kwast. (See BOV Recommendation 04-2015-06).

[Recommended Action: Close]

Observation 11-2015-05: The quality of faculty affects education and the future of the AF.

AU Response:

Concur. We've all heard "take care of your people and your people will take care of you"; that is true in Air Force education. A recent RAND document, *Understanding Teachers' Impact on Student Achievement*, states that many factors contribute to a student's academic performance but research suggests that faculty matters most. When it comes to student performance, faculty is estimated to have two to three times the impact of any other factor, including services, facilities, and even leadership. As AU works to initialize the six objectives necessary to achieve Goal 1 of

the *AU Strategic Plan*: 1. Responsive staffing processes, 2. High-quality instructors, 3. Sufficient faculty quantity, 4. Additional developmental opportunities, 5. Greater faculty diversity, and 6. Maximum retention rates; the quality of AU faculty will positively impact the future of the AF. [Recommended Action: Close]

Observation 11-2015-06: Blended-learning is a quality enhancer.

AU Response:

Concur. Providing blended-learning opportunities can enhance the quality of a curriculum. Blended learning affords a lesson, course, or program the ability to provide content, asynchronously, at lower levels of learning via digital and online media for students whom may be able to address the content with some level of control related to the time, location and/or pace. At given time points students and instructors can be brought face-to-face, synchronously, via digital and online media or physically face-to-face for status checks and/or more deeper and engaging discussions and presentation of content at those higher levels of learning.

[Recommended Action: Close]

Observation 04-2015-05: Website content and “find-ability” is what is most important on a University’s landing webpage.

AU Response:

The contractor for the AU Gateway website has worked specifically at developing layouts and navigation that make it simple for users to locate desired information on the website. Examples include web parts or modules dedicated to various specific topics such as news, events, courses, etc.; dynamic search function that indexes not only page content but content from uploaded documents; rollover menus that limit the number of required clicks; consistent menus and links throughout the site; and more. AU has also hired a content manager for the AU Gateway who will be responsible for insuring timely, accurate, dynamic, and useful content is maintained on a daily basis throughout the site. Several schools and organizations have indicated a desire to host their unit websites in the AU Gateway. This will make hosting and management of their websites easier and more effective by means of the content management system. Having more AU websites in the AU Gateway will also lead to more consistent “find-ability” and access to information across the university.

[Recommended Action: Monitor]

Observation 04-2015-08: It is critically important to get the transformed AU website up and running as soon as possible.

AU Response:

AU has endeavored to get the new university website launched as quickly as possible while making sure that the site will be highly effective and supportable. The AU Gateway project used a contract vehicle approach to leverage the expertise and experience of a commercial website development company in order to achieve a modern, first-class, university-level website. The design, development, and sustainment of the AU Gateway are being accomplished through a contracted effort that began in Oct ‘15. Note that while a simple website can be produced rather quickly, the AU Gateway like all university-level websites includes significantly more

functionality. This includes a robust content management system, accurate version management, templates for incorporating websites specific to any AU schools or organizations, hosting on a government approved cloud platform, modules for calendars, events, collaboration and more, including single-sign for internal, non-public services, and dynamic database interaction. The initial operating capability for the AU Gateway is the public facing website. This component of the AU Gateway is in the very final stage of development and we expect launch in late March of 2016. There has been some delay in gaining approval from DISA to host the AU Gateway in the government's mil-Cloud environment. Consequently, in order to get the website operational as soon as possible we are working to temporarily host it with AFIT and are currently finalizing a memorandum of agreement to support this effort. The approval from DISA to host in the mil-Cloud should be complete by the full operating capability date of May 2016.

[Recommended Action: Monitor]

C. Recommendations:

Recommendation 11-2015-01: The Board needs to receive a comprehensive membership-review briefing on an annual basis; this should be added as a recurring agenda item.

AU Response:

Concur. The Chief of Advisory Boards for AU will provide a comprehensive Air University Board of Visitors' membership review annually beginning Nov '16 and will add the review as a recurring agenda item. In Nov '15 Board members received a short overview in the form of an excel spreadsheet -documenting member status (dates, oaths, terms of service). In Nov '16 the DFO will add a PowerPoint review depicting member status, statistics (demographics, diversity) and member attendance.

[Recommended Action: Close]

Recommendation 11-2015-02: Double AU's outreach efforts; engage Public Affairs Officer as a part of the Line of Operations (LOO) #3 team.

AU Response:

This need is acknowledged in goals set forth in AU's September 2015 Strategic Plan and the objectives and tasks created in LOO3 will contribute to increasing AU's outreach efforts. In February 2016, AU/CV directed the creation of an outreach directorate in LeMay center which will combine public affairs with AFRI's engagement division to create an organization focused on AU's accomplishment of LOO3 goals, objectives and tasks. Once established, the outreach directorate will be responsible for reporting progress on this BOV recommendation.

[Recommended Action: Monitor]

Recommendation 11-2015-03: Ensure the use of collective AF resources before asking for more.

AU Response:

AU concurs with this recommendation; our first priority is to ensure the collective use of AF resources before requesting any additional resources from outside entities. AU has instituted

more rigor when allocating funds to organizations to ensure requirements meet the Air Force Strategy and AU initiatives. The commander withheld money from each organization. Then each organization is responsible to brief the AU Command team on their needs and initiatives. The Command team then votes on funding to be provided to the highest-ranked initiatives.
[Recommended Action: Monitor]

Recommendation 11-2015-04: Use Total Force persons (ANG and USAFR expertise) as faculty.

AU Response:

In August 2015, the CSAF commissioned a Total Force-Continuum Training and Education High Velocity Analysis Working Group (HVA-WG) to study Force Mix options to optimize Total Force faculty representation for the Education and Training enterprise. AU has participated as a voting team member for that effort which will brief its recommendations to AF senior leaders later in 2016. The study began with a review of Unit Manpower Documents to analyze instructor manpower authorizations in light of student production requirements. Working with representatives at each of the AU PME and accession schools and programs, the HAF team developed models that provide insight into various force-mix configurations. For most PME operations, the requirements for having faculty who are credentialed in the subjects that form the curriculum and who are available for at least a semester or more preclude employing part-time Reserve Component personnel.

The HAF team is exploring options for using Total Force personnel in support and overhead roles to ease the burden on faculty. In addition to the HVA-WG effort, the Report of the National Commission on the Structure of the Air Force recommended that the Air Force develop a Total Force Competency Standard which would serve as a yardstick with which to evaluate curricula and student performance outcomes with respect to Total Force Knowledge. Col Barbara Lee, Col Gary Kirk, and Col Shelley Kavlick developed a Total Force Competency Standard White Paper in coordination with HAF A1 personnel. AU/CC submitted this paper through the AETC staff for Air Staff consideration. Finally, the Holm Center and ACSC obtained permission to recruit Total Force personnel to serve as instructors through the Limited Extended Active Duty (LEAD) Program.

The Holm Center is attempting to address a shortfall of approximately 120 ROTC instructors and ACSC is attempting to recruit an additional 15-20 individuals. These stopgap measures will address near-term shortfalls in instructor manning while also leveraging the insights and capabilities inherent in the Total Force components.

[Recommended Action: Monitor]

Recommendation 11-2015-05: The Board would like to receive a high-level summary update from the Faculty (Senate) at each BOV meeting.

AU Response:

Air University Instruction 36-2631, *AU Faculty Senate*, paragraph 2.1.9 states that “members of the Faculty Senate are encouraged to meet with the AU Board of Visitors (BOV) during regularly scheduled AU BOV meetings.” At the BOV’s request, Faculty Senators have met with

Board members over lunch at the last several BOV meetings. The current President of the Faculty Senate enthusiastically welcomes the opportunity for her/her successor to provide the requested high-level briefing at future BOV meetings. Further, she encourages the BOV to continue the practice of meeting with the entire Faculty Senate, ideally over lunch following their President's briefing, to discuss academic issues in greater detail.

[Recommended Action: Monitor]

Recommendation 04-2015-05: Make Information Technology (I.T.) AU's #1 transformation initiative and track the progress.

AU Response:

A6 continues to transform the IT organizational structure, services, and infrastructure to effectively serve AU's mission for education, research, doctrine, and outreach. Within the last few months A6 has accomplished the following major initiatives: A6 has increased the commercial Internet service bandwidth from 100Mbps to 400Mbps and added two additional facilities (500 and 803) to provide improved wireless connectivity to AU users. The installation of a new integrated Student Information System (SIS) and Learning Management System (LMS) to eliminate redundancy and replace six legacy systems continues to progress with a scheduled operational date of March 2017. The AU Chief Information Officer (CIO) created a CIO Council which gives the Commanders, Commandants, Directors and Deans a voice in the AU Enterprise IT investment decision process. Additionally, new unified communications and collaboration capabilities for the user are being developed with beta tests for students, professors, and staff within the next 60-90 days. Over the coming months, A6 will continue to transform AU's IT organizational structure, services, and infrastructure with multiple planned projects.

[Recommended Action: Monitor]

Recommendation 04-2015-06: AU needs to create a faculty architecture that is integrated across the AU spectrum and diverse (not like-minded or look-a-like).

AU Response:

In November 2015, the Air University (AU) Vice Commander chartered the Chief Academic Officer (CAO) to propose a coherent and consistent university-wide faculty definition, full time equivalency/load, and standards. The CAO formed a working group with four sub-teams, one for each major faculty pay plan: Enlisted, Officer, General Schedule (GS), and Administratively Determined (AD). He charged the teams with making specific recommendations across the faculty lifecycle of recruitment/assignment, development, employment (i.e., teaching, scholarship, and service), evaluation, rewards/ remediation (e.g., pay, academic rank, sabbaticals, etc.), and retention graduation/ termination. The CAO synthesized the Teams' work to produce a general set of recommendations. These were staffed with appropriate offices, before being briefed to the President and Commander on 29 January 2016. Lt Gen Kwast approved all the recommendations, and assigned the CAO an additional task: to provide a recommendation on re-establishing tenure for civilian faculty members at the Maxwell campus (see EXECSUM for BOV Observation 11-2015-04). The results of both initiatives will be documented in a new AU omnibus faculty policy that is currently under development.

[Recommended Action: Monitor]

Recommendation 04-2015-07: Need to tap into total force and joint services when bringing in students into AU programs.

AU Response: Previous response provided by Maj Gen Seng:

The site picture of why and how Total Force (TF) is integrated into AU's education mission.

Motivation: Lack of cultural understanding can propagate TF friction points, detracting from a mission focus; TF education can help blur the lines between components.

Path Forward: Not all curricula incorporate, or need to incorporate TF content, but a staff / student construct comprised of high caliber members from each component can set the foundation for cross component education, knowledge exchange, trust, collaboration, and inculcation of a Total Force perspective.

Precedent: Recurring instruction on civilian personnel management is indicative of its relevance, importance, and the complicated nature of the subject matter. Commanders, supervisors, and managers of TF personnel face similar issues. On demand tools or Continuous Learning Programs for Total Force Personnel Management could provide leaders the knowledge they need to enhance their command and control, leadership, management, or direction of integrated forces.

Status: TF education includes delivery of high-quality education directly to citizen Airmen. The new Air University will continue to build upon this foundation.

Recent progress: Voluntary limited Period of Active Duty (VLPAD) has been approved for 70 billets for AFROTC and for 22 ACSC. Note also big AF is now integrating ARC into enlisted education and training programs.

Next Steps: Proposed revisions to incorporate TFE competencies, to set foundation required to formalize cross-component education/knowledge within the AU PME and EPME curriculum, are awaiting approval. Continuing effort is focused on finding realistic TF faculty & student mix under fiscal constraints. In addition, the concept of an Integrated Wing for better support and more adaptable mission accomplishment is being explored as is an initiative to formally expand opportunities, specifically at the ALS level of EPME that the TF has previously accomplished almost exclusively through DL.

The Report of the National Commission on the Structure of the Air Force recommended that the Air Force develop a Total Force Competency Standard which would serve as a yardstick with which to evaluate curricula and student performance outcomes with respect to Total Force Knowledge. Col Barbara Lee, Col Gary Kirk, and Col Shelley Kavlick developed a Total Force Competency Standard White Paper in coordination with HAF A1 personnel. AU/CC submitted this paper through the AETC staff for Air Staff consideration.

Finally, the Holm Center and ACSC obtained permission to recruit Total Force personnel to serve as instructors through the Limited Extended Active Duty (LEAD) Program. The Holm Center is attempting to address a shortfall of approximately 120 ROTC instructors and ACSC is attempting to recruit an additional 15-20 individuals. These stopgap measures will address near-term shortfalls in instructor manning while also leveraging the insights and capabilities inherent in the Total Force components.

[Recommended Action: Close]

Recommendation 04-2015-08: Need to tap into joint-service resources and Total Force personnel to utilize as (adjunct) faculty.

AU Response:

In August 2015, the CSAF commissioned a Total Force-Continuum Training and Education High Velocity Analysis Working Group (HVA-WG) to study Force Mix options to optimize Total Force faculty representation for the Education and Training enterprise. AU has participated as a voting team member for that effort which will brief its recommendations to AF senior leaders later in 2016. The study began with a review of Unit Manpower Documents to analyze instructor manpower authorizations in light of student production requirements. Working with representatives at each of the AU PME and accession schools and programs, the HAF team developed models that provide insight into various force-mix configurations. For most PME operations, the requirements for having faculty who are credentialed in the subjects that form the curriculum and who are available for at least a semester or more preclude employing part-time Reserve Component personnel. The HAF team is exploring options for using Total Force personnel in support and overhead roles to ease the burden on faculty.

In addition to the HVA-WG effort, the Report of the National Commission on the Structure of the Air Force recommended that the Air Force develop a Total Force Competency Standard which would serve as a yardstick with which to evaluate curricula and student performance outcomes with respect to Total Force Knowledge. Col Barbara Lee, Col Gary Kirk, and Col Shelley Kavlick developed a Total Force Competency Standard White Paper in coordination with HAF A1 personnel. AU/CC submitted this paper through the AETC staff for Air Staff consideration.

Finally, the Holm Center and ACSC obtained permission to recruit Total Force personnel to serve as instructors through the Limited Extended Active Duty (LEAD) Program. The Holm Center is attempting to address a shortfall of approximately 120 ROTC instructors and ACSC is attempting to recruit an additional 15-20 individuals. These stopgap measures will address near-term shortfalls in instructor manning while also leveraging the insights and capabilities inherent in the Total Force components.

[Recommended Action: Close]

Recommendation 04-2015-09: Create a learning model that gives the individual student an option to complete blended-learning portions of instruction either at home station or with concentrated time at the TDY location.

AU Response:

During our initial analysis of this proposal it was determined that providing students the flexibility to complete the DL version at home or TDY proved to be detrimental in the long term to our current operations regarding student output. The SNCOA must run six 30-day classes per year in order to meet production requirements. Running the 33-day course (allowing the TDY time to complete prerequisite course work) would only allow for 5 classes per year, leaving 330 students without the opportunity to attend the resident portion. According to AFI 36-2301, Developmental Education, commanders should authorize duty time for the completion the Self Study DL phases in order to reduce distractions due to Operations tempo (TDY's, rotating shiftwork, etc.) or

personal reasons. On the other hand, based on nine iterations of the SNCOA Blended Learning course, several adjustments were made which could alleviate concerns over this recommendation. First, the resident portion of the blend was extended to 30 academic days in order to baseline student understanding of foundational material required for further development in the resident course. This was necessary due to the latency of learning occurring with those students who previously completed the course at home station. The distance learning component of the course was delivered via self-study Interactive Multi-Media Instruction (IMI). Analysis of course effectiveness revealed the course worked well in helping students understand the material during their first 75 contact hours, but navigation through the course to prepare for the end of course exams proved difficult. Student feedback consistently revealed the need for course content to be available via text as opposed to solely IMI. The course redesign adding this functionality will be fielded in Jun 16. In the meantime, course content is made available via PDF files to students attending the SNCOA ALE and those completing the DL course in the field.

[Recommended Action: Close]

Recommendation 11-2014-01: Ensure all AU websites and AU web links are working properly and updated. (*Took out: "prior to SACSCOC Fifth-Year Interim Review visit"*)

AU Response: AU is moving to a more centralized arrangement for its websites based on the framework of the AU Gateway. The AU Gateway is primarily composed of a public and private facing website for the university at large; however, the AU Gateway includes templates and access to its content management function allowing any AU school or organization to more effectively host their website as part of the AU Gateway. This process should ultimately lead to greatly improved timeliness and accuracy for all AU websites. In addition having a dedicated content manager responsible for the AU Gateway will also greatly improve the functionality of links and currency and accuracy of information on all AU websites.

[Recommended Action: Monitor]

Recommendation 11-2014-04: Centralize AU assessment efforts from the various Centers to synergize efforts, assure continuity, and streamline processes.

AU Response:

Air University Office of Academic Affairs is committed to educational excellence. It is its mission to assist the institution in demonstrating the quality and effectiveness of its programs and services in support of the institutional mission, by engaging in ongoing, integrated, and institution wide research-based planning and assessment processes that incorporate 1) a systematic review of institutional mission, goals, and outcomes; 2) result in continuous improvement in institutional quality; and 3) demonstrate the institution is effectively accomplishing the mission. Assessment is a central function of the university and takes place in every phase of the curriculum and program development process. Therefore, the Office Academic Affairs collaborates with the faculty, senior educational leaders, and assessment professional at each Center and school at the university to design the assessment program supported by a system of evaluation, documentation, and use of results for continuous process improvement. To ensure the University is documenting, tracking and reporting standardized unit assessment efforts Compliance Assist has been acquired. Compliance Assist is a fully integrated and comprehensive web-based and cloud-based solution for managing institutional research,

institutional effectiveness, and accreditation needs. The system will provide planning, outcomes assessment, and assessment management solutions ensuring continuity and streamline processes for the University.

The Planning capability will allow the university to produce strategic planning documents and learning outcomes assessment reports through a user-friendly interface. The Center and school users will make seamless connections with their data using the planning tools within the university platform, including customized templates.

The Outcomes Assessment will deliver immediate capability to document and review the university progress. An aggregated view of all the Center and school data, comparison reports, and easy-to- modify templates will allow the Office of Academic Affairs to evaluate university outcomes at every level. Because all documentation is stored electronically on the secure web-based system, the documentation can be assessed anytime, and anywhere and periodic assessments of the university progress can be achieved.

The Assessment Management capability will allow the university to instantly link data about the effectiveness of academic programs and support services, and gain insight into how their outcomes are supporting institutional priorities, goals, and objectives.
[Recommended Action: Monitor]

Recommendation 11-2014-11: Revisit the balancing of ROTC versus OTS accessions.

AU Response:

We are continuing to work with HAF to ensure an optimum ROTC/OTS accessions mix. The unexpected increase in active duty AF end strength highlighted our previous concerns and has reinforced the importance of maintaining flexibility in the accessions process. As a result of this increase, Officer Training School is in a surge mode for FY16 and FY17 and currently does not have the ability to meet its Program Guidance Letter (PGL) requirements due to unfilled Instructor billets. At the same time we have excess capacity to produce 2Lts in our AFROTC detachments. While the decision authority for balancing accessions remains with AF/A1P, officer production levels have increased slightly for AFROTC and there is a renewed focus at HAF on maintaining appropriate flexibility. The previously scheduled January 2016 Officer Accessions Summit has been rescheduled for April 2016.

[Recommended Action: Close]

Recommendation 04-2014-02: Implement a more deliberate return on investment (ROI) policy - A predictable pipeline of students tracked through the ranks for AFIT Science, Technology, Engineering and Mathematics (STEM) graduates.

AU Response: *(No Change)*

The issue of how the Air Force uses its STEM-educated personnel (whether educated through AFIT or elsewhere) has been the focus of several National Research Council (NRC) studies over the past few years. As previously noted, HQ USAF A-1, the Air Force Personnel Center (AFPC), and the Development Teams for those career fields (functional communities) having a requirement for STEM-educated personnel, manage assignments. The Air Force “STEM

Advisory Council,” made up of representatives from various HAF staff organizations, HQ AFMC, USAFA, AFIT, et al., is aware of the problems and issues noted in this AU BOV recommendation and documented in these various NRC (and other) reports. AFIT (and AU) has, in general, no influence over, or visibility into, the subsequent assignment of personnel who graduate from AFIT’s Graduate School of Engineering and Management or from STEM programs at civilian institutions (except for those students who are in the pipeline to be on the faculty at AFIT or other AU centers, after completing their graduate studies).

[Recommended Action: Monitor]

Recommendation 04-2014-03: Consider a more systematic developmental and assignment policy for enlisted AFIT graduates.

AU Response: *(No Change)*

HQ USAF and the Air Force Personnel Center manage the Enlisted-to-AFIT program. They determine the number of enlisted personnel enrolled in Air Force-sponsored advanced degree programs and the subsequent assignment of these people. A prior initiative to continue the education of two specific Air Force enlisted graduates of AFIT – in AFIT PhD programs – was not supported at HQ AU. HQ USAF A-1D and the CMSAF are aware this initiative was not supported. AFIT awarded its first PhD to an Army NCO. AFIT is prepared to support graduate education for more enlisted personnel, should HQ USAF direct that requirement.

[Recommended Action: Monitor]

Recommendation 11-2013-12: Use the AFIT value proposition to influence, through AU, AETC, and the SECAF, a broad review of the Air Force Education Requirements Board (AFERB) process with the objectives of better identifying Air Force technical degree requirements and more fully utilizing AFIT’s capacity to satisfy those requirements. In parallel, as part of its strategic planning process, AFIT should reevaluate and, where appropriate, reshape its current degree programs for cost effectiveness (i.e., better utilization of existing capacity), as well as project future degree needs of likely interest to the Air Force which could impact AFIT’s overall technical degree-granting capacity.

AU Response:

Historically, the Air Force’s various functional communities, led by HQ USAF senior leaders, determine the advanced degree requirements for personnel working in their respective career fields. The AFERB does not (typically) review or validate advanced degree requirements. Rather, its function has been to prioritize the allocation of limited resources programmed in the POM (student man years and funding) to the requirements brought to it by the functional leaders. Air Force policy is to send students to AFIT’s Graduate School of Engineering and Management (GSEM); students selected to acquire a graduate degree in a discipline offered by the GSEM. Others are sent to the Naval Postgraduate School or civilian institutions. AFIT’s continuing challenge is to align its available capacity with the funded requirements determined by the AFERB, within the resources projected to be available in the POM, across the FYDP.

Comprehensive program reviews for each graduate degree offered by the AFIT GSEM are currently accomplished on a three year cycle. These reviews involve external stakeholders (e.g., AFRL) and external advisory boards, comprised of representatives from the functional

communities being served. In 2015, AFIT's GSEM developed and implemented a new master of science degree in Operations Management, to support Air Force Global Strike Command's (AFGSC) new "School of Advanced Nuclear Deterrence Studies" (SANDS), located at Kirtland AFB, NM. The SANDS program is modeled after Air Mobility Command's highly successful "Advanced Study in Air Mobility" (ASAM) program, which AFIT has supported for the past 20 yrs. The initial cohort of six graduate students began the SANDS program at Kirtland AFB, in August 2015. AFGSC's target enrollment is 12-15 students annually.

[Recommended Action: Monitor]

Recommendation 11-2013-15: AFIT should identify various opportunities for non-appropriated revenue along with any legislative, policy, or regulatory constraints that are currently keeping it from capitalizing fully on those opportunities and forward to AU and above for resolution where possible.

AU Response:

AFIT previously obtained authority from Congress to enroll civilian employees of defense industry companies in any of AFIT's degree or certificate programs, or in any of its professional continuing education courses. Prior to 2016, that authority was limited to enrollment on a space-available basis and prohibited hiring of temporary, adjunct faculty to meet the additional demand. Language in the FY 2016 National Defense Authorization Act eliminated the space-available restriction and now permits hiring of non-permanent faculty, as necessary. AFIT is also seeking legislative authority to enroll other students, e.g., veterans who have earned educational benefits through honorable military service and military or civilian members of other DOD and federal agencies who are not sponsored by their organization.

[Recommended Action: Monitor]

Recommendation 11-2012-18: Duplication and redundancy continues among the schools and centers in areas such as institutional research, registrar services, technology, etc. There still doesn't seem to be a registrar function that can yield the information regarding the number of students to the commander at any given point in time. The Board believes strong academic leadership is the central point. This issue has been recommended several times over the past several years. The Board is encouraged by some of the recent discussions regarding the Learning Air Force and the centralization of activities; however, the Board remains concerned by the present duplication.

AU Response:

From a technology standpoint, the newly reorganized AU/A6 (formerly AU/A3/6), is now led by a civilian Chief Information Officer (CIO). Under the leadership of the CIO, technology duplication and redundancy challenges are being aggressively addressed with a strategic vision that first focuses on the infrastructure and application layers via sound and proven standards, processes, and policies. For example, the creation of the CIO Council will serve as the lynchpin between academic technology requirements and investment decisions through transparency, communications, and senior leadership engagement. The acquisition (contract awarded in September 2015) of a COTS product to replace six aging registration systems with an integrated learning management system serves as the initial phase in unifying functions and processes across the university. The scheduled operational date for the new platform (known as "bedrock") is

slated for March 2017. In addition, the CIO has established and implemented standards (e.g., bandwidth threshold) for AU's Commercial Internet Service with great success that eliminated the need for multiple Internet service solutions to satisfy growing Internet service needs. As transformation progresses with "Diamond Class IT" as the keystone, additional infrastructural and application pavers will be laid and added to the AU portfolio mix to eliminate and/or reduce duplication and redundancy while ensuring sustainability, optimum performance, and mission accomplishment.

[Recommended Action: Monitor]

Section VI: April 2016 AFIT Subcommittee Minutes

Air University (AU) Board of Visitors (BOV) 49th Air Force Institute of Technology (AFIT) Subcommittee Meeting Minutes

25-26 April 2016

*Air Force Institute of Technology
Room 646, 2950 Hobson Way
Wright-Patterson AFB - Dayton, Ohio 45433*

Section I: Subcommittee Meeting Attendance

A. Members of the subcommittee attending the meeting:

- (1) Dr. (Maj Gen, retired) Ronald Segal (Subcommittee Chair)
- (2) Lt Gen (retired) Mark Shackelford (Subcommittee vice Chair)
- (3) Dr. (Lt Col, retired) Stephen Cross
- (4) Dr. (Col, retired) Michael Heil
- (5) Dr. Jacqueline Henningsen (SES, retired)
- (6) Dr. Ilani Kass (SES, retired)
- (7) Dr. Victor McCrary
- (8) Dr. James Newman (NPS Provost) – *Attending for VADM (retired) Route*

B. Members of the subcommittee absent:

- (1) Dr. (Lt Gen, retired) Robert Elder

C. Other attendees at the meeting:

- (1) Dr. Todd I. Stewart
- (2) Maj Gen Timothy Leahy
- (3) Dr. Sivaguru Sritharan
- (4) Dr. Matthew Stafford
- (5) Mr. Michael Gray
- (6) Dr. Anthony Cain
- (7) Dr. Heidi Ries
- (8) Col Paul Cotelleso
- (9) Col Timothy Sands
- (10) Dr. Adedeji Badiru
- (11) Lt Col Winston Massey
- (12) Mr. Luke Whitney
- (13) Mr. Ken Farkas
- (14) Ms. Amber Richey
- (15) Maj Jeremy Millar
- (16) Ms. Katherine Brooks
- (17) Ms. Lisa Arnold (DFO)

Section II: Subcommittee Discussions/Activities

A. Dr. (Maj Gen, retired) Ron Segal, AFIT Subcommittee Chair, called the meeting to order at 0800 hours, Monday, 25 April, 2016 and welcomed the other subcommittee members and the AU and AFIT leaders in attendance. Dr. Segal stated this was a public meeting and Ms. Lisa Arnold, AU Designated Federal Officer (DFO), was present at the meeting. Since this was the first meeting for four new subcommittee members (Dr. Heil, Dr. Henningsen, Dr. Kass, and Dr. McCrary), Dr. Segal asked the members to introduce themselves. Dr. Segal then provided an overview of the meeting's agenda.

B. Dr. Todd Stewart, AFIT Chancellor, provided an overview of Wright-Patterson AFB organizations and the AFIT mission. He stated Wright-Patterson AFB is headquarters to the Air Force Materiel Command (AFMC) and home to the National Air and Space Intelligence Center (NASIC) and Air Force Life Cycle Management Center (AFLCMC). The combined areas of Wright-Patterson AFB boast the most populated Air Force installation with 27,000 Airmen in 115 different organizations. Dr. Stewart clarified airmen meant with a big "A"; meaning to include all Active Duty, Guard, Reserve, (enlisted and officer) Civilians, etc...

C. AFIT leaders provided an overview and assessment of the Graduate School of Engineering and Management and the Civilian Institutes Programs. The subcommittee then visited the following AFIT schools for program-specific reviews and briefings:

- The School of Systems and Logistics
- The Civil Engineering School
- School of Airpower Professional Development

Subcommittee members received briefings from faculty and staff that provided an overview of the school's interdisciplinary nature and rationale for how the schools are currently organized. The subcommittee had lunch with AFIT students, then transitioned into Bane Auditorium for the following briefings and presentations:

- Higher Learning Commission Accreditation (HLC) and Accreditation Board for Engineering and Technology (ABET)
- AFIT Financial Resources
- Information Technology

D. Tuesday morning, 26 April, 2016, the subcommittee participated in a windshield tour of Wright-Patterson AFB led by Mr. Gene Warren, 88th Public Affairs. Following the tour, the AFIT Subcommittee members, along with members from the AU/BOV, received a laboratory demonstration by the Civil Engineering School for Distance Learning. Next, members divided into groups and participated in three walking tours where they received the following overviews, briefings, and student presentations:

- Autonomy and Navigation Technology Center (ANT)
- Center for Space Research and Assurance (CSRA)
- Center for Cyberspace Research (CCR)

E. The subcommittee members discussed open action items, progress, challenges, and future opportunities with leaders from various AFIT departments. They discussed AFIT policies and programs and future plans to accomplish the AFIT mission. The members' requests, observations, and recommendations are listed in Section III of these minutes.

F. The subcommittee Chair presented to the AU Board of Visitors Wednesday, 27 April, 2016 during the spring AU/BOV meeting held at AFIT. AFIT Subcommittee advice is listed in Section IV of these minutes.

G. To reference AFIT Subcommittee items of concern, a numbering system is being implemented to record requests/observations/recommendations more accurately. Numbered items will be listed in the minutes as MM/YYYY/AS##: MM (two number month; i.e. 01 = Jan, 10 = Oct, etc.) Followed-by YYYY (the 4-digit year), and then “A” “S” (for AFIT Subcommittee) and the sequential 2-digit number (01, 02, 10, 11, etc.).

H. The next AFIT subcommittee meeting is scheduled for 17-18 October, 2016 at the Air Force Institute of Technology (AFIT) in Dayton, Ohio.

Section III: Subcommittee Requests, Observations and Recommendations

(Numbering Key: MM/YYYY/“AS” ##)

04/2016/AS01: US/USAF Technological Advantage

Background: The United States’ technological advantage can no longer be taken for granted. As technology becomes ubiquitous and barriers-to-entry are lowered, state and non-state actors are now able to wreak havoc on a scale that up until now, only superpowers possessed. We must rethink how best to employ existing and new technologies in innovative ways to restore our advantage, offset adversary capabilities and regain the ability to surprise adversaries who have been watching and learning from our way of war. To this end, DoD has embarked on a Third Offset Strategy, designed to restore America's advantages. AFIT's role, mission, and responsibilities must be considered in this context. Technical Innovation Centers of Excellence, like AFIT, are integral to the effort to offset adversaries’ capabilities while honing our own.

Observation: The US must out-think and out-innovate current and emerging threats through advances in cognitive computing, human-machine teaming, AI, autonomy, robotics, directed energy, novel approaches to C4ISR on land, at sea, in the air, space, and cyberspace. In an environment in which every domain is contested, multi-domain, synergistic approaches are an urgent imperative. As a center of STEM education and innovation, AFIT's programs are the precious seed corn of America's superiority. It is a cost effective, smart way to reverse the cost-imposition curve and turn the tables on the competition. Rather than playing catch up with tech-savvy adversaries, AFIT can reposition the US to win at relatively low cost and risk.

Recommendation: Senior leaders affirm and commit to AFIT’s critically-enabling role in providing a technically-educated national security workforce capable of leading discovery, innovation, and operations into the 21st century as an integral part of the Air Force's contribution to our nation’s defense.

04/2016/AS02: Technical Talent Needs in the USAF

Observation: The subcommittee commends the leadership and faculty at AFIT for continuing

to excel in meeting the core mission of developing and delivering top quality graduate-level, technical leaders focused on the needs of the Air Force despite the buffeting fiscal challenges of the last several years. We also commend the substantial progress over the last year by AU and AFIT leaders in clarifying and honing their respective roles. This has enhanced the delivery of mission-critical graduate education and the continuing professional development programs while streamlining the execution and oversight of the Air Force education and training mission. However, AFIT's full capacity remains under-utilized. Leadership should protect the size of the educational cohorts and the value placed on investment in a sustainable core of advanced technically-educated Airmen from frequent swings in policy.

Recommendation: During the upcoming Administration transition, Air Force senior leaders aggressively utilize the full capacity of AFIT to sustain the development of new ideas, talent, and technologies.

Observation: Future integrated architectures and concepts of operations will require complex systems-of-systems that will only be optimized by leveraging higher levels of human technical talent and knowledge. For example, in human-machine teams, as machines approach design and operation limits in solving complex problems, human operators will have to supply judgement, cognition, and situational awareness to ensure Air Force dominance in the battlespace. The human value in modern systems will reside in higher levels of technical knowledge and competency.

Recommendation: Leverage the contributions of AFIT and its graduates in the design of future architectures, plans, and operations for the complex systems that will require optimal integration of advanced technical talent and knowledge.

04/2016/AS03: Keep faculty and the curriculum abreast of the latest developments and technology trends

Observation: AFIT is the technical research and innovation arm for the USAF. Through its mission of providing a graduate technical education to the nation's Airmen, it must expose them to the latest technology trends by creating and nurturing an innovation ecosystem.

Recommendations:

1. Consider establishing a "Chancellor's Speaker Series" which brings in accomplished persons, especially distinguished alumni, scientists, engineers, technologists, policy-makers, and futurists who would enhance faculty and student development.
2. Consider extending an open invitation to ONR, DARPA, and NASA program managers to give presentations and departmental seminars as well as tour AFIT's laboratories and speak with principal investigators when they are in the area.
3. Consider developing a Dean's Research Colloquium series to invite speakers from academia and industry for more technically in-depth seminars in fields in which AFIT wants to have technical capacity/superiority such as hypersonics, cybersecurity, nanomaterials, and autonomous systems.

04/2016/AS04: Increase faculty diversity to improve the institution's innovation quotient

Background: Race, ethnicity, and gender diversity spawn and increase innovation in the

corporate environment. Fielding a diverse faculty should be a major part of AFIT's strategy for research innovation exceptionalism for the USAF. At a currently-reported 5%-7% level of diversity, AFIT is in a second tier position behind similar civilian public research institutions.

Recommendations:

1. AFIT leaders provide a presentation on faculty diversity characteristics at the next Subcommittee meeting.
2. Consider broadening AFIT's network with minority technical organizations like NSBE, SHPE, NSBP, SWE and SACNAS to improve the potential for increasing faculty diversity and to provide faculty and students opportunities for engaging wider professional communities.
3. Consider requiring a committee of department chairs review new faculty hires to expand the pool.
4. Consider having key faculty participate in events such as the Black Engineer of the Year Awards Conference.

04/2016/AS05: Graduate Technical Education for Air Force Operators

Observation: The Air Force needs technologically-literate operational leaders with the educational background and critical thinking skills to exploit the power of advanced technologies for air, space, and cyber operational forces. AFIT should provide this education and develop these skills. It was noted that the cohort of operational students in AFIT technical graduate education has diminished since the cessation of the AFIT Intermediate Developmental Education (IDE) program.

Recommendation: The Air Force should consider increasing the number of operational officers selected for technical graduate education at AFIT.

Recommendation: The Air Force should consider reinstating the AFIT IDE program and work closely with the operational community to develop relevant research topics for these officers.

04/2016/AS06: Naval Post-Graduate School (NPS) Collaboration

Background: The minutes of the 9-10 March 2015 meeting contained a recommendation to continue the MOA with NPS.

Observation: The Air Force and the Navy share a commitment to global presence, global reach, and a high reliance on advanced technologies that leads to shared, complementary roles, missions, and characteristics for AFIT and Naval Postgraduate School. Arguably the demand for an educated national security workforce in areas such as cyber and autonomy is greater than can be provided by either institution alone. The development of a common education vision and roadmap could create a "community of practice" across both organizations, facilitate faculty collaboration, and help create a sense of ownership among senior USAF and Navy leaders.

Recommendation: Formalize the relationship and collaboration with NPS to provide coordination with technical and research interchanges through a Memorandum of Agreement

(MOA) that addresses organizational synergies and reduces duplication of effort.

1. AFIT take the lead to develop reciprocal workshops with NPS over the next 18 months in at least two high priority national security areas (e.g., cyber, autonomy) to define a professional education vision and roadmap.
2. Air Force senior leaders support the workshop with the attendance of a senior service official who can advocate for similar representation from the Navy.

04/2016/AS07: AF Personnel System

Observation: The Air Force Personnel System appears to lack insight into the numbers of STEM requirements calling for AFIT degrees and how AFIT graduates are assigned in a manner that leverages the educational investment made by the Air Force. Additionally, units may be reluctant to code billets as requiring advanced degrees over concerns that the personnel system will not fill the position. This practice seems to mask the true requirement for STEM-educated Airmen. Follow-on tracking of individuals with STEM degrees may also be inconsistent. As a result AFIT operates below capacity and AFIT graduates are underutilized.

Recommendations:

1. Explore means to inventory Air Force needs for AFIT-educated Airmen.
2. Steer AFIT graduates to directed duty assignments that leverage their education.
3. Consider increasing AFIT student quotas to fill classes to capacity.
4. Track AFIT graduates to continue to leverage their expertise throughout their careers and beyond.

Section IV: Subcommittee Out-brief to the Board

The following items from previous subcommittee / board meeting(s) were reviewed during this meeting and the subcommittees' proposal to the AU Board of Visitors is as follows:

- Request 07-2012-09; keep open and establish a new MOA.
- Recommendation 04-2014-02; continue to monitor the recommendation.
- Recommendation 04-2014-03; specifically focused; elevate and monitor.
- Recommendation 11-2013-12; continue to monitor the recommendation.
- Recommendation 11-2013-15; continue to monitor the recommendation.



RONALD M. SEGA, Major General, USAF, Retired
Chair, AFIT Subcommittee

Date: 6/28/2016

Section VII: Group Photo

AU BOV and AFIT Subcommittee Joint Tours



1st Row: *Gen (ret) Duncan McNabb, Dr. Jacqueline Henningsen, Lt Gen (ret) Mark Shackelford, Dr. Benjamin Lambeth, Dr. Ding-Jo Currie, Dr. Ricardo Romo, Dr. Judith Bonner*
2nd Row: *CMSAF #14 (ret) Gerald Murray, Dr. Carolyn Dahl, Dr. Amy Zalman, Dr. Ilani Kass, Dr. Stephen Cross*
3rd Row: *Col (ret) Robert Beasley, CMSAF #15 (ret) Rodney McKinley, Dr. James Newman, Dr. Rufus Glasper, Mr. Fletcher Wiley, Maj Gen (ret) Ronald Segal, Lt Col (ret) Michael Heil, Gen (ret) Steven Lorenz*

Section VIII: Attachments

A. Air Force Institute of Technology Students: Lunch w/ AU BOV Wednesday, 27 Apr.'16

Capt Corey Lohmiller (ENG550 class)
Lt Jonathan Reasoner (MGT101 class)
Young, Christopher M LTC USA AETC AFIT/ENP
White, Anthonelli Maj USAF AETC AFIT/ENS
Hanks, Robert W Capt USAF AETC AFIT/ENS
Laurvick, Tod Maj USAF AETC AFIT/ENG

B. Talking Paper on the Community College of the Air Force (CCAF)

Purpose

The purpose of this paper is to provide the Air University (AU) Board of Visitors (BOV) with an overview of CCAF and how it fits within AU and an Airman's continuum of education.

Background

CCAF is the largest multi-campus community college in the world with over 275K registered students from the total force Air Force as well as other service instructors of CCAF credit-awarding courses. CCAF was established 1 April 1972 and shares in AU's regional accreditation by the Southern Association of Colleges and Schools Commission on Colleges. CCAF is currently the only mechanism within the university to pursue undergraduate level credit that is transferable into numerous AU-Associate-to-Baccalaureate Cooperative (AU-ABC) approved baccalaureate programs.

The mission of the CCAF is to “offer and award job-related associate in applied science degrees and other academic credentials that enhance mission readiness, contribute to recruiting, assist in retention and support the career transitions of Air Force enlisted members.” By design, it provides a unique and valuable benefit available to all enlisted members.

CCAF is the only college in the Department of Defense (DoD) established by law solely for enlisted personnel. Airmen earn more degrees annually from CCAF than all other service members earn from all sources. In FY15, AF personnel earned nearly 80% of the associate degrees awarded among DoD enlisted personnel, and CCAF awarded 77% of these degrees.

In 2015, CCAF awarded 23,206 associate in applied science (AAS) degrees. This marks the sixth consecutive year in which CCAF awarded more degrees than ever before. CCAF has awarded more than 20K degrees annually since 2012 and over 475K degrees in its 44 year history. With continual record-breaking graduates, CCAF is living its vision as “the community college of choice, providing a path to higher learning for those with a calling to serve.”

Approximately 50% of Air Force senior non-commissioned officers' highest educational level is an associate's degree, so the importance of granting regionally accredited degrees at CCAF cannot be overstated.

CCAF AAS degree requirements include 64 semester hours of college-level credit specific to each Airman's occupational specialty in the following categories: 24 hours of technical education, 15 hours of program electives, 6 hours of leadership, management, and military studies, 4 hours of physical education, and 15 hours of general education. Additionally, students must earn 16 semester hours of residency credit at a CCAF affiliated schools and achieve a journeyman skill level (5-skill level).

Senior non-commissioned officers must have an associate degree from CCAF to qualify for senior rater endorsement on their enlisted performance reports.

Air Force tuition assistance (TA) enables Airmen to pursue their degree through CCAF and complete various college-level courses while preserving their Post 9-11 Bill benefit for future use or transfer to eligible family members.

Each year, enlisted Airmen earn approximately 1.2M semester hours in CCAF classrooms. This education helps the Air Force avoid over \$300M in TA annually.

Air Force Credentialing Opportunities On-Line (AF COOL) provides credentialing opportunities for Airmen within every AFSC. AF COOL bridges the knowledge gap between civilian certifications and military experience. Airmen can obtain funding for AFSC-related certifications as well as other preparatory courses and materials, including books. Since 2015, CCAF has vetted and approved 1,800 unique credentials using AF COOL.

The CCAF administrative center is located at Maxwell AFB, Gunter Annex, Alabama; CCAF performs three major functions: academic programs, campus relations, and enrollment management.

Academic Programs

CCAF offers 68 job-related associate degree programs in 5 primary occupational areas: Aircraft and Missile Maintenance (13); Allied Health (20); Electronics and Telecommunications (5); Logistics and Resources (8); and Public and Support Services (22).

CCAF offers 3 certificate programs and manages the Air Force Federal Aviation Administration (FAA) Airframe & Power plant (A&P) certification program.

CCAF awards college credit for 61 nationally-recognized certifications, which technical credit is applied toward 38 specific degree programs. This academic process has saved over \$94M in TA funds.

Students obtain academic advisement from the CCAF administrative center and at more than 300 education services offices worldwide.

Campus Relations

The CCAF system includes 108 affiliated schools in 37 states and 9 foreign locations. CCAF safeguards faculty standards for over 6K faculty members teaching over 2K courses.

The CCAF administration oversees faculty qualification, academic integrity, and accreditation compliance.

Enrollment Management

CCAF maintains 2.8M student records. In FY15, CCAF issued over 114K official transcripts and received over 65K official transcripts from civilian colleges. CCAF uploads college credit from its affiliated schools and civilian institutions in order to distribute diplomas to CCAF graduates.

CCAF With in AU

CCAF is part of the Thomas N. Barnes Center for Enlisted Education.

CCAF has two major advisory bodies that convene annually: the Education Service Advisory Panel and the Affiliated Schools Advisory Panel. Both panels provide a forum for their respective portions of the CCAF system to communicate issues and make recommendations for process improvement to the CCAF leadership and the CCAF Policy Council.

The CCAF Policy Council is the internal academic policy-making body for the college and develops and publishes CCAF academic policies governing academic administration of the college.

In January 2016, the Secretary of the Air Force approved a new CCAF subcommittee under the AU BOV. AU and CCAF are currently drafting a proposal on subcommittee membership. The Education Services Advisory Panel (ESAP) and Affiliated Schools Advisory Panel (ASAP) chairs are requested to serve on the CCAF Subcommittee as ex-officio regular government employee members and current special government employee BOV member, Dr. Rufus Gasper, has accepted the nomination to chair the CCAF Subcommittee. CCAF Policy Council members are encouraged to attend the annual CCAF Subcommittee meetings, and CCAF Subcommittee members are encouraged to attend the annual CCAF Policy Council meetings. This framework better aligns CCAF with the current AU governance structure.

Airmen Continuum of Education

Earning an AAS degree from CCAF is built into the fabric of the Air Force training and education community. The college provides the structure needed to assist our enlisted members to further their education goals.

CCAF enrollment is automatic upon the completion of basic military training. Additionally, BMT graduates take the first step towards achieving their AAS degree from CCAF by earning 4 semester hours in physical education.

For FY15, 99% of basic military trainees listed education programs as having an influence on their decision to join the Air Force, with 89% listing it as extremely important or very important.

In FY15, educational programs were ranked #1 out of 13 overall benefits/entitlements important to Airmen.

Airmen earn additional college credits as they progress through their technical training, On-the-Job training, and professional military education courses throughout their career.

To fulfill the general education requirements, civilian academic institutions offer courses locally, on-base and on-line including deployed locations. Introduction to Culture and Introduction to Cross Cultural Communications are 2 free on-line courses available to satisfy degree requirements. Either course can fulfill the 3 semester hour requirement for social science. Those credits can also be applied toward a program elective requirement.

The General Education Mobile (GEM) matches student course requirements with regionally accredited institutions offering general education courses. First implemented in March 2009, 72 schools now offer approximately 1.2K general education courses to over 36K enrolled students.

College credit can be earned via Defense Activity for Non-Traditional Education Support (DANTES) and the College Level Examination Program (CLEP).

For many enlisted members, an AAS degree from CCAF is only the first step in a journey of higher education. In 2009, via General Lorenz's directive, AU initiated the AU-Associate-to-Baccalaureate Cooperative (AU-ABC) program that links CCAF graduates with virtual bachelor's degree opportunities at military friendly, accredited, civilian institutions of higher learning. To date, 60 schools offer over 200 Air Force-related degree programs that can be completed online. Over 64K Airmen are participating and over 2K Airmen earned their bachelor's degree through AU-ABC.

Summary

CCAF is the largest multi-campus community college in the world and a critical component of AU. Educational benefits are a primary reason why the Air Force can attract the highest quality recruits and the reason why many Airmen choose to remain in our Air Force. CCAF enables regionally accredited educational for a record number of Airmen each year and is a major part of the Air Force training and education culture. For the past 44 years, CCAF has been vital to the deliberate development of our Airmen and the catalyst for making us the best educated and most capable enlisted force in the world.