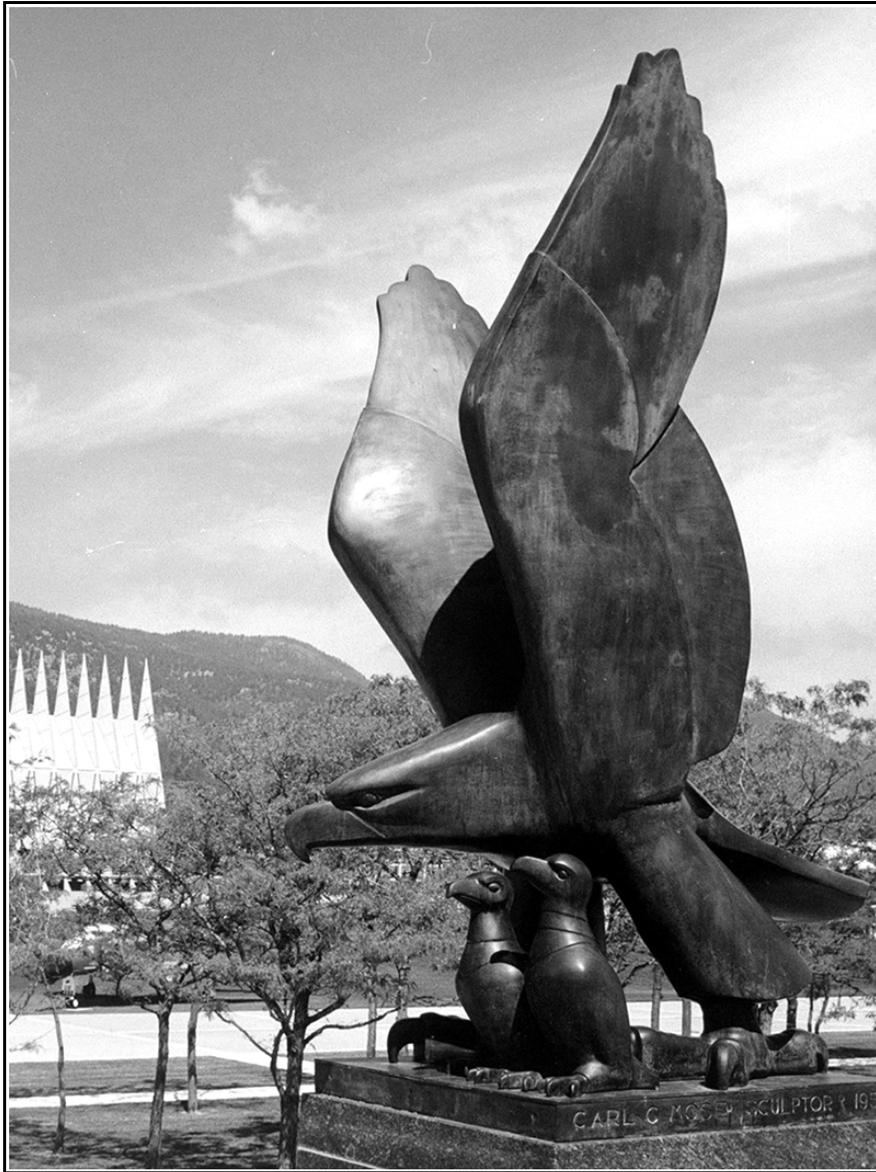


(DRAFT)
FACULTY



Handbook



**UNITED STATES AIR FORCE
ACADEMY**

June 2003
(DRAFT)



BY ORDER OF THE DEAN OF THE FACULTY
2354 Fairchild Drive
USAF Academy CO 80840-6200

DRAFT DF HANDBOOK 50-1
17 June 2003

Training

THE FACULTY HANDBOOK

The Faculty Handbook provides a policy summary to both military and civilian faculty for *Faculty Orientation and Development* (FOI 36-163) as well as for reference. It is authoritative on any matter not included in *Administering and Paying Civilian Faculty* (USAF AI 36-802) or other USAFA Instructions. As a handbook, it primarily summarizes source documents (FOIs, USAFAIs, AFIs, etc.). In addition to referring to the source documents, faculty members may obtain further information by consulting with their supervisors, subject representatives (such as those responsible for faculty development, the Cadet Accountability System [CAS], grading, or scheduling), or their Department Heads.

SUMMARY OF MAJOR CHANGES

Updated illustrative statistics, duty titles, and Academy policy and procedural items. Combined chapters on Military and Civilian Faculty into a single chapter. Added Teaching Tips and Acronym table. Changed format to accommodate notes in margins.

DAVID A. WAGIE
Brigadier General, USAF
Dean of the Faculty

Interim Replacement to previous Faculty Handbook (2002)

Pages: 81

OPR: DFE

Certified by: HQ USAFA/DFV (Col Mueh)

Distribution: 1 per new faculty member

STATEMENT ON AFFIRMATIVE ACTION

The United States Air Force Academy is an Affirmative Action/Equal Opportunity Employer. All employment policies and decisions are made without regard to age, sex, race, color, religion, national or ethnic origin, or handicap.

In all areas of education and employment, the Academy seeks to comply with all applicable federal and state laws and guidelines related to equal opportunity and treatment.



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS UNITED STATES AIR FORCE ACADEMY
USAF ACADEMY COLORADO

Dean of the Faculty

17 June 2003

HQ USAFA/DF
2354 Fairchild Drive, Suite 6F10
USAF Academy CO 80840-6200

Dear Fellow Faculty Member

Welcome to the Academy community. You have an enormous opportunity to develop and inspire some of the nation's finest young people for a career in the profession of arms. Their success in this profession depends on the foundation we establish while they are cadets. Our graduates must be prepared not only for a career of service, but also to meet new challenges in a rapidly changing global environment.

You bring to the Academy a thorough knowledge of your academic discipline and a reputation for scholarship and professional accomplishment. These attributes are vital to the Academy's long-standing tradition of excellence in education. You have the task of not only imparting knowledge, but also of teaching and modeling the Air Force's core values of integrity first, service before self, and excellence in all we do. We also expect you to encourage and nurture teamwork and to look for opportunities that help create or promote an environment for success. You will be their role model. It is not an easy task, but we are confident you'll be up to the challenge and find the Academy experience an exceptionally rewarding one.

Challenge the cadets you teach, help them excel, and accept nothing less than their best effort. Their success and the future leadership of the Air Force depend on that high standard from each of us.

Sincerely

DAVID A. WAGIE
Brigadier General, USAF
Dean of the Faculty

Golden Legacy, Boundless Future...Your Nation's Air Force

CHAPTER I	1
HISTORY AND MISSION	1
HISTORY	1
MISSIONS AND CORE VALUES.....	2
CHARACTERISTICS OF AN ACADEMY GRADUATE.....	2
EDUCATIONAL OUTCOMES.....	3
FACULTY GUIDING PRINCIPLES.....	4
CHAPTER II.....	7
ORGANIZATION OF THE ACADEMY PROGRAM	7
THE ACADEMY PROGRAM.....	7
ORGANIZATION	7
The Superintendent.....	7
The Academy Board	8
The Dean of the Faculty.....	8
The Permanent Professors.....	9
The Faculty Council.....	9
Academic Divisions.....	9
The Commandant of Cadets.....	10
Commander, 34th Education Group	10
The Director of Athletics	10
The Director of Admissions.....	11
The 10th Air Base Wing Commander	11
The USAF Academy Preparatory School.....	11
CHAPTER III	13
THE ACADEMY FACULTY	13
Composition.....	13
Sexual Harassment and Equal Opportunity and Treatment.....	13
Communication across the Terrazzo.....	14
Faculty-Cadet Relationships	14
NCAA Rules	14
Faculty Duty Periods.....	14
Academic Credentials	15
Military Faculty Initial Assignments & Civilian Faculty Initial Appointments.....	15
Senior Military Professors (SMPs) and Military Sequential Tour Officers (STOs).....	15
Replacement Hiring Policies.....	15
Salary Structure.....	16
Pay Administration	16
Performance Report/Appraisal.....	16
Performance Awards.....	16
Termination of a Faculty Assignment/Appointment	16
Termination for Cause	17

Sponsorship for Advanced Degrees for Military Faculty	17
Leave for Professional Development.....	17
Retirement.....	17
Emeritus Status	17
ADDITIONAL DUTIES	18
Athletic and Club Positions	18
Department Positions.....	18
Flying Support	18
Squadron Positions for Faculty Members.....	18
Summer Duties.....	19
CHAPTER IV.....	21
ACADEMIC RANK	21
General Criteria.....	21
Procedures for Academic Promotion	21
Guidelines for Appointment or Promotion	22
CHAPTER V	23
FACULTY POLICIES AND PROCEDURES	23
Governing Directives.....	23
Academic Freedom	23
Governance	24
Primary and Additional Duties	24
Dress and Appearance.....	25
Office Hours.....	25
Off-Duty Employment and Consulting.....	25
Travel	25
Legal and Ethics Issues.....	25
Mandatory Sexual Assault Reporting Requirements.....	25
Ethics Regulations	26
Frequently Asked Questions.....	26
Clearing Publications for Public Release.....	27
Research and Activity in Professional Societies.....	27
Support of Academy Activities, Boards, and Committees	28
Academy Board Subcommittees.....	28
CHAPTER VI.....	31
CADETS	31
Why They Come	31
Attrition.....	31
Service Obligation	31
After Graduation.....	32
The Honor Code.....	32
Military Training.....	32
The Fourth-Class System.....	33
The Third-Class Year.....	33

The Second-Class Year.....	33
The First-Class Year.....	34
Discipline and Probation System.....	34
USAFA Disciplinary System.....	34
Other Probations.....	35
Athletics.....	35
Airmanship.....	35
Chapel.....	36
Recreation.....	36
Cadet Sponsor Program.....	36
Dormitories.....	37
CHAPTER VII.....	39
ACADEMICS.....	39
THE ACADEMIC CURRICULUM.....	39
Accreditation.....	39
The Curriculum.....	39
Academic Minors and Double Majors.....	39
ACADEMIC PRINCIPLES AND PRACTICES.....	39
Military Decorum.....	39
Cadet Behavior in the Classroom.....	40
Leadership Development.....	40
Mutual Respect.....	40
Supporting Cadet Character Development.....	41
Character Development Outcomes.....	41
Academics with Honor.....	41
Individual Effort.....	41
Documentation.....	42
Intellectual Property, Copyright, and Fair Use.....	42
Honor Consultation and Clarification.....	43
Honor Reporting.....	43
Academic Penalties.....	43
Violations of Academic Standards.....	43
COURSE OPERATIONS.....	44
Assignment Duration.....	44
Assignment Schedule.....	44
Course Announcement and Advertisement.....	44
Course Description.....	44
Course Directors.....	44
Course Scheduling.....	45
Documentation.....	45
Extra Instruction (EI) and Hospital Instruction (HI).....	45
Field Trips.....	45
Guest lectures.....	46
Individual Effort.....	46
Library reserve.....	46

Records	46
Schedule Requests	46
Textbooks.....	46
Scanning.....	46
EXAMS AND GRADING	46
Administering Exams.....	47
Academic Security	47
Cadets With English As A Second Language (ESL).....	47
Mid-semester Grades	47
Graded Review Conflicts.....	47
Final Exams	48
Course Grades.....	48
Releasing Grades	48
Comment Cards	48
Military Performance Average (MPA).....	48
CLASSROOM OPERATIONS	49
Cadet Class Attendance	49
Cadet Accountability System (CAS).....	49
Beginning and Ending Classes.....	49
Classroom Visitors.....	49
 CHAPTER VIII	 51
FACILITIES AND SERVICES	51
The Academy Libraries (DFLIB)	51
The Office of the Registrar (DFR).....	52
Student Services (DFRL).....	52
The Directorate of Education (DFE).....	52
Center for Educational Excellence (CEE)	52
The Director of Faculty Development (DFED).....	53
The Director of Academic Computing (DFET).....	53
The Director of Academic Assessment (DFEX)	53
The Director of Faculty Research (DFER).....	53
Institute for National Securities Studies—INSS (DFES)	53
Institute for Information Technology Applications—IITA (DFEI)...	54
The Office of International Programs (DFIP).....	54
The Academy Counseling Center (34 TRW/ACC)	54
Center for Character Development (34 TRW/CWC)	54
Air and Space Doctrine and Warfighting Laboratory—Planetarium (34	
ES).....	55
The Cadet Gymnasium, Field House, and Athletic Fields.....	55
The 10th Air Base Wing (10 ABW)	56
Visual Information (VI) Services (10 CS/SCSV).....	56
Information Systems (10 CS/SCB).....	56
The 10th and 34th Services Squadrons (10 & 34 SVS) and Personal	
Development Division	56
Academy Officers’ Club.....	56

Cadet Bookstore (AAFES)	57
Arnold Hall Recreation Center	57
Visitor Center.....	57
Tenant Units.....	57
The Association of Graduates (AOG).....	57
Defense Printing Service (DAPS).....	57
APPENDIX A.....	58
USEFUL USAFAnet DIRECTORIES AND WEB SITES	58
APPENDIX B.....	59
OTHER USEFUL REFERENCES	59
FACULTY OPERATING INSTRUCTIONS (FOIs).....	59
APPENDIX C.....	63
Teaching Tips for New Faculty	63
Lesson Plans	64
Conduct of Class Sessions	64
Testing.....	65
Subject and Background	66
Student-Instructor Relationship	66
Faculty as Teachers:	66
Helping Cadets Become Self-Directed Learners	66
Stage One:.....	67
Stage Two:	67
Stage Three:	68
Stage Four:	68
Listening - The Forgotten Element in Student Success	69
How to Construct a Syllabus	71
Course Name and Number and prerequisites.....	71
Course goals & Outcomes	71
Required course materials	71
Requirements for the course	71
Statement of collaboration	72
Grading policy	72
Schedule.....	72
APPENDIX D.....	73
ACRONYMS AND OTHER STRANGE WORDS	73
INDEX.....	79

CHAPTER I

HISTORY AND MISSION

HISTORY

Many of America's pioneer airmen advocated the creation of an academy to prepare officers specifically for the air service. One of them, Brig Gen William "Billy" Mitchell, tried in vain to persuade first the government and then private interests to establish such a school.

In 1948, the new Air Force appointed a board of leading civilian and military educators to plan the curriculum for an Air Force academy. The idea made little progress outside the Air Force until 1949 when Secretary of Defense James Forrestal appointed a board of military and civilian educators. This board, headed by Columbia University president Dwight D. Eisenhower and Robert L. Stearns, president of the University of Colorado, was tasked to recommend a general system of education for the Army, Navy, and Air Force.

In 1950, this board found that the needs of the Air Force could not be met by a desirable expansion of the older service academies. The board recommended that an Air Force academy be established without delay and proposed that, in peacetime, not less than 40 percent of the regular officers taken into each service should be academy graduates.

President Dwight D. Eisenhower signed Public Law 352 on April 1, 1954, creating the Academy, and Secretary of the Air Force Harold E. Talbott appointed a Site Selection Committee, which included Charles A. Lindbergh. After traveling 21,000 miles and considering 580 proposed sites in 45 states, the committee recommended locations in Colorado Springs, Lake Geneva, WI, and Alton, IL. On June 14, 1954, Secretary Talbott selected the Pikes Peak site, since it was sufficient for cadet training and expansion (as advised by West Point and Annapolis representatives), was moderately populated and had no immediate pressure from developers, was climatically moderate and satisfactory for flying, and was near a community eager to host the Academy. Other criteria included natural beauty, a variety of local educational, religious, cultural and recreational facilities, and proximity to large cities. The state of Colorado contributed 8 million dollars toward the purchase of the property.

The first Academy class of 306 was sworn in by Lt Gen Hubert R. Harmon on July 11, 1955 when the temporary facilities were dedicated in a corner of Lowry

Air Force Base, Denver. Lt Gen Harmon had been involved in much of the pre-legislation planning and had been recalled from retirement to become the first superintendent. Construction at the permanent location also started the same year and was sufficiently complete for the cadet wing to march through the north gate to the cadet area on August 29, 1958. Initial construction cost \$142 million.

The Commission of Colleges and Universities of the North Central Association of Colleges and Secondary Schools accredited the Academy's degree program in 1959, an uncommon occurrence, since the first class had not yet graduated. On June 3, 1959, 206 of the first (and smallest) class were commissioned as second lieutenants in Arnold Hall. Five years later, President Lyndon B. Johnson signed the law authorizing a student increase in the cadet wing from 2,529 to 4,417. Expansion began in June 1964 when 1,002 cadets entered the Academy. To provide facilities for the increase, Air Force officials programmed \$40 million for five years beginning in 1965.

On October 7, 1975, President Gerald R. Ford signed legislation permitting women to enter the nation's military academies. Women entered the Air Force Academy for the first time on June 28, 1976 and first graduated in May 1980. Legislation in 1991 decreased the number of students to 4,000.

MISSIONS AND CORE VALUES

The USAF Academy's mission is to *inspire and develop outstanding young men and women to become Air Force officers with knowledge, character, and discipline; motivated to lead the world's greatest aerospace force in service to the nation*, while the Dean of the Faculty mission statement is to *inspire and educate cadets and faculty to serve our nation with integrity in peace and war*. The Academy's core values were adopted publicly by Secretary of the Air Force Sheila A. Widnall in a speech to the Joint Services Conference on Professional Ethics (JSCOPE) in January 1995: *Integrity First, Service Before Self, and Excellence In All We Do*.

CHARACTERISTICS OF AN ACADEMY GRADUATE

- Officers with well-developed adaptive capacity.
- Officers who are adept at using teamwork.
- Officers of forthright integrity, who voluntarily decide the right thing to do and do it.
- Officers who are selfless in service to their country, the Air Force, and their subordinates.
- Officers who respect the dignity of all human beings.
- Officers who are decisive and take full responsibility for their decisions.

- Officers with the self-discipline, stamina and courage to do their duty well under the most extreme and prolonged conditions of national defense.
- Officers who are proud of their profession, predisposed to a career of service to the Air Force and dedicated to a lifetime of service to the nation.
- Officers who are devoted to lifelong personal and professional development.
- Officers who will bring a global perspective to national security issues.

EDUCATIONAL OUTCOMES

Officers who possess breadth of integrated, fundamental knowledge in the basic sciences, engineering, the humanities, and social sciences, and depth of knowledge in an area of concentration of their choice.

Breadth of fundamental knowledge in these four domains is the essential foundation of intellectual competence and adaptiveness in a complex and changing world. More than knowing mere facts, integrated, fundamental knowledge refers to competence in solving basic problems characteristic of different disciplines and in discerning key interrelationships among disciplines. This knowledge base must also provide graduates with an awareness of the technological, social, political and economic complexities of *international as well as domestic issues*. *Depth of knowledge* in an optional area helps develop that awareness and the abilities described in the remaining outcomes.

Officers who are intellectually curious.

Beyond possessing knowledge and having abilities to put that knowledge to active use, graduates of the Academy must be *inclined* to do so. We want to develop an *attitude of intellectual curiosity* in our graduates that predisposes them to lifelong learning.

Officers who can communicate effectively.

Effective communication is the ability to transmit and receive information with a high probability that the intended meaning is passed from sender to receiver. This requires speaking, writing, reading and listening skills and may involve symbolic forms as well as natural language, the use of various media and information systems, and the ability to communicate with varied audiences in impromptu as well as planned settings.

Officers who can frame and resolve ill-defined problems.

Ill-defined problems are ambiguous, interactive and ever-changing. *Framing* means constructing a working model and revising it based on feedback. *Resolving* means that an ill-defined problem is never solved for good; rather it is solved again and again (re-solved) as the problem is framed again and again; and, each successive solution is more refined (resolution).

Officers who can work effectively with others.

Officers work with people varying in rank, position, gender, race, attitudes, abilities, cultural background, etc., and they do so facing diverse tasks and demands. While there is no simple recipe for success, *working effectively with others* involves the ability to adapt to a wide variety of working relationships and challenges in ways that foster both mutual respect and long-term unit effectiveness.

Officers who are independent learners.

Learning *independently* does not imply learning alone. Rather, it means a learner who has learned how to learn. Therefore, the learner can make valid judgments about what to learn and how to learn it and is capable of assessing the result.

Officers who can apply their knowledge and skills to the unique tasks of the military profession.

This outcome sets us apart from other academic institutions. Our graduates must be *able and willing* to use the basic intellectual foundations provided by their education to master the *art of war*.

FACULTY GUIDING PRINCIPLES

Principle 1: Provide Quality Education (Knowledge)

Our curriculum and instruction should provide an intellectual foundation upon which graduates can undertake a successful career of service to the nation.

- *Offer a broad, challenging, and integrated curriculum emphasizing mastery of process as well as content.*
- *Develop fundamental intellectual and communicative skills in cadets as well as the flexibility to cope with ambiguous and uncertain situations. Develop skill in writing, speaking, convergent and divergent thinking, analysis and synthesis, and independent critical thinking.*
- *Regularly assess the effectiveness of our educational processes and use that feedback to improve them.*

Principle 2: Promote Responsibility and Trust (Character)

Promote a social, ethical, and intellectual environment that develops personal maturity, responsibility, integrity, and mutual trust.

- *Provide cadets opportunities to learn and grow by allowing them to fail as well as to succeed, and also to recover from failure.*

- *Expect cadets to take increasingly greater responsibility for their own learning as they progress in their education.*

Principle 3: Be a Community of Airmen-Scholars-Citizens Preparing Cadets To Be Career Military Officers (Motivation)

Develop a relationship with cadets emphasizing the pursuit of knowledge as a foundation of officership.

- *Inspire cadets to embrace the military profession through personal examples of responsible officership and citizenship.*
- *Foster a positive attitude toward learning and a commitment to excellence in every effort.*
- *Promote a spirit of cooperation among cadets.*
- *Encourage cadets to learn the history, traditions, and customs of the military profession and highlight the relevance of course material to it.*
- *Encourage cadets to learn about world issues and to foster better international relations between members of the US Air Force and members of other countries.*

CHAPTER II

ORGANIZATION OF THE ACADEMY PROGRAM

The Superintendent and the heads of the two principal mission elements, the Dean of the Faculty and the 34th Training Wing administer the Academy Program.

THE ACADEMY PROGRAM

The Academy's four-year program emphasizes academic instruction, experience, leadership training, character development, physical fitness, and motivation. The main components of this program are:

An academic curriculum consisting of a prescribed general education (the core) in basic sciences, engineering, social sciences, and humanities with elective courses leading to a Bachelor of Science degree in an academic major or discipline.

A military education and training program designed to educate in Air Force heritage; aerospace and joint military doctrine, strategy, and operations; and to develop officership and leadership.

A character development program of classroom and experiential "hands-on" training in honor education, character, ethics and human relations.

An athletic program consisting of physical education, intramural athletics, physical fitness and aerobics testing, and intercollegiate competition designed to provide each cadet with the necessary instruction, experience, physical fitness, and leadership skills required of cadet and commissioned life.

Social training consisting of formal dances and instruction in proper etiquette and social decorum.

ORGANIZATION

The Superintendent

The Academy is under the leadership and supervision of the Superintendent, who is also the commanding officer of the Academy and of the military installation. The Superintendent reports directly to the Air Force Chief of Staff.

The Superintendent, who is the equivalent of a college or university president, is ultimately responsible for the accomplishment of the mission. An organizational chart is shown in Figure 1.

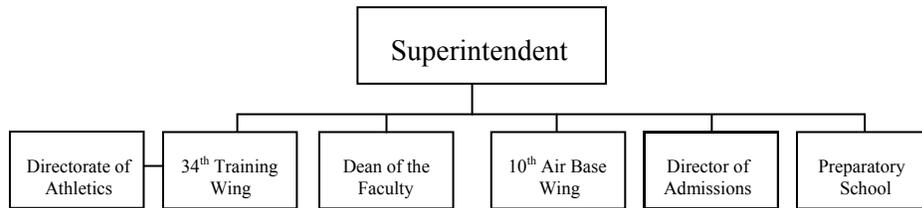


Figure 1: United States Air Force Academy Organizational Chart

The Academy Board

The Academy Board is the advisory body for Academy administration and consists of the Superintendent, the Dean of the Faculty, the four faculty Division Chairs, the Commandant of Cadets, the Commander of the 34th Education Group, the Director of Athletics, the Director of Athletic Programs and a member-at-large designated by the Superintendent. The Director of Admissions is the nonvoting secretary. The Board advises on matters pertaining to the curriculum; selection and admission policies; merit roles and achievement awards; methods for evaluating cadets; the cadet privilege system; intercollegiate athletic policies; the Academy calendar and cadet scheduling policies; and policies for the selection, assignment, and appointment of officials who instruct the cadets. In its advisory capacity to the Superintendent, the Board recommends the appointment of qualified candidates as cadets; recommends the disposition of cadets reported as deficient in conduct, academics, physical education, or aptitude for commissioned service when this disposition includes disenrollment as a cadet; and recommends graduates who are qualified to be commissioned second lieutenants. Academy Board standing committees are the Curriculum Committee, Scheduling Committee, AFA Athletic Association Advisory Council, Academic Review Committee, Physical Education Review Committee, Intercollegiate Eligibility Committees, Military Review Committee, and Summer Training Review Committee.

The Dean of the Faculty

The Dean of the Faculty (DF) is appointed from the Permanent Professors who have served as Department Heads. The Dean manages the faculty resources, administers the academic curriculum, and supervises the DF academic faculty and staff who provide educational services. The Dean motivates cadets to pursue excellence in their academic studies, leadership responsibilities, and military training; supports the Commandant of Cadets in developing cadet character and leadership; and supports the Director of Athletics in motivating cadets to achieve a high standard of physical fitness. Support activities within the Dean's organization are the Squadron Section/Orderly Room, the Directorate of Education, the Registrar, International Programs, and the

Academy Libraries. The Dean advises the Superintendent on educational matters, serves on the Academy Board, and Chairs the Faculty Council and the Academy Curriculum Committee.

The Permanent Professors

Twenty-two Permanent Professors nominally serve as DF Department Heads, as Vice Dean, as Director of Athletic Programs and as Commander, 34th Education Group. At the discretion of the Secretary of the Air Force, Permanent Professors may serve until mandatory retirement at age 64 and may retire as a brigadier general if their service is approved as long and distinguished. The Permanent Professors advise the Dean on matters of faculty governance and curriculum and are voting members of the Faculty Council and the Curriculum Committee.

The President, upon receiving a recommendation by the Secretary of the Air Force, by and with the advice and consent of the Senate, appoints the Permanent Professors. The Superintendent makes a final nomination from recommendations made by the Dean, the Permanent Professors, and a Dean-appointed ad hoc committee. The nomination is forwarded to the Secretary of the Air Force for approval and submission to the President.

The Faculty Council

The Faculty Council advises the Dean on administration of the academic program and classroom instructional policy and procedures. The Faculty Council is chaired by the Dean, who has the tie-breaking vote, with the Vice Dean, DF Department Heads, Director of Athletic Programs, and Commander, 34th Education Group, as voting members. DF senior staff officers and other invited Academy personnel are nonvoting members.

Academic Divisions

The Dean of the Faculty mission element includes 19 academic departments in four divisions as shown in Figure 2.

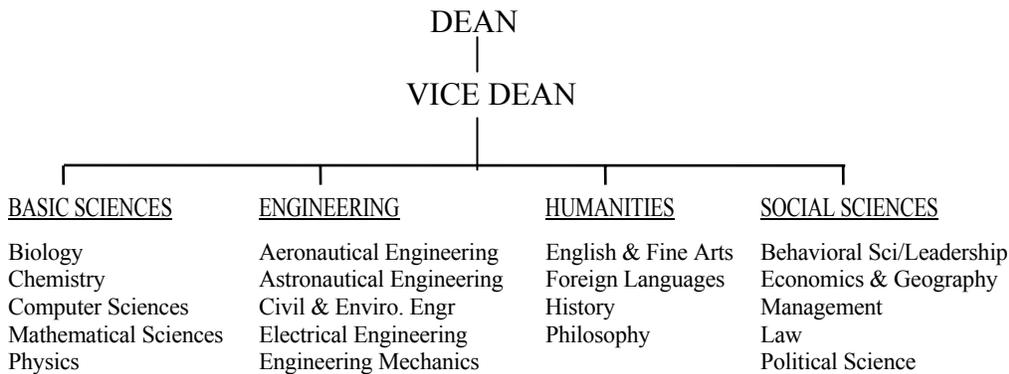


Figure 2: Air Force Academy Dean of the Faculty Organization and Departments

Basic Sciences: Biology (DFB), Chemistry (DFC), Computer Science (DFCS), Mathematical Sciences (DFMS), and Physics (DFP).

Engineering: Aeronautics (DFAN), Astronautics (DFAS), Civil and Environmental Engineering (DFCE), Electrical Engineering (DFEE), and Engineering Mechanics (DFEM).

Social Sciences: Behavioral Sciences and Leadership (DFBL), Economics and Geography (DFEG), Law (DFL), Management (DFM), and Political Science (DFPS).

Humanities: English and Fine Arts (DFENG), Foreign Languages (DFF), History (DFH), and Philosophy (DFPY).

The Commandant of Cadets

The Commandant of Cadets commands the 34th Training Wing, including the Directorate of Athletics, and supervises the direct support and administration of personnel and activities of the Cadet Wing. The Commandant also administers the military art and science curriculum, the professional development, airmanship and aviation, and character development programs. The Cadet Wing is comprised of four Cadet Groups of nine squadrons each and is commanded by the Cadet Wing Commander under the supervision of the 34th Training Group Commander, four Group AOCs, and 36 Squadron AOCs.

Commander, 34th Education Group

The Commander, 34th Education Group, is a Permanent Professor who functions as Department Head for the faculty who teach courses in Military Strategic Studies (MSS) and selected courses in Aviation (AV). The Group is the Dean's executive agent for courses in the interdisciplinary major of Military Doctrine, Operations and Strategy (MDOS), an approach to the military profession that includes courses from across the curriculum. The Group's two squadrons, the 34th Education Squadron and the 50th Education Squadron, execute their missions focusing respectively on the context and theory, and application of military power. The 34th Education Squadron delivers MSS courses in the Profession of Arms, and Theory/Doctrine/Strategy. The 50th Education Squadron develops operations-oriented courses in MSS and AV. The Education Group offers cadets a rigorous and relevant military education in the form of classroom seminars, war-gaming, aviation simulators and tactical flight training. The Group also provides cadets a variety of enrichment programs to cultivate leadership qualities needed to master aerospace power.

The Director of Athletics

The Director of Athletics heads the Directorate of Athletics, administering the athletic program and the Athletic Association and motivating cadets to achieve a high standard of physical fitness. The athletic program consists of a full range of sports and courses, including intercollegiate and intramural competition. The Department of Physical Education administers a wide variety of core and

elective courses in physical conditioning, exercise physiology, and sports management.

The Director of Admissions

The Director of Admissions is responsible for cadet candidate information to include marketing and media efforts; the cadet candidate nomination and appointment processes; supervision of over 1900 Admissions Liaison Officers; advising the Superintendent on all matters of cadet admissions, evaluations, and projected enrollment; and is the Academy Board Secretary.

The 10th Air Base Wing Commander

The 10 ABW Commander ensures support agencies are responsive to the desires and needs of the Dean of the Faculty (DF), Registrar (RR) and the 34 Training Wing (34 TRW). The Command Surgeon (10 MDG/CC) is the senior medical officer at the Academy and the 10th Medical Group Commander, providing hospital, cadet clinic and other medical services for the Cadet Wing and active duty and retired military in the area. Financial Management (10 ABW/FM) provides funding for cadet programs and the 10th Communications Squadron (10 CS) provides computer and communications resources.

The USAF Academy Preparatory School

The USAF Academy Preparatory School prepares, motivates and evaluates selected candidates for admission to and success at the Air Force Academy. The Preparatory School Commander provides in-depth, basic instruction in mathematics, English, and science to increase each cadet candidate's capabilities to the point where they can qualify to enter the Cadet Wing and have an improved probability of graduating from the Academy. The Preparatory School also provides military and physical training and emphasizes spiritual and ethical development.

CHAPTER III

THE ACADEMY FACULTY

Composition

The Academy faculty is composed of approximately 75 percent active duty military and 25 percent civilian faculty members. Most military faculty are USAF members, some are from other services, and a few are exchange officers from allied countries.

Civilian faculty members come to the Academy through either the Visiting Faculty Program or the Civilian Faculty Program. The purpose of the Visiting Faculty Program is to supplement the Air Force Academy military and civilian faculty by providing visiting civilian educators from institutions of higher education, other government agencies, and the private sector. A normal tour length for visiting faculty is one or two years. While at the Academy the visiting faculty members remain employees of their home organization.

Civilian faculty members hired under the Civilian Faculty Program are governed by all laws, rules, regulations, and procedures that apply to employees in the category of Excepted Civil Service. Selection authority is delegated to the Mission Element Heads and the appointment authority is delegated to the USAFA Chief of Civilian Personnel (10 MSS/DPC).

Sexual Harassment and Equal Opportunity and Treatment

Sexual harassment is defined in Air Force Instruction 36-2706. It is a form of sex discrimination that involves unwanted sexual advances, requests for sexual favors, creation of an intimidating, hostile or offensive work environment, and other verbal or physical conduct of a sexual nature. Vulgar and offensive language can be construed as sexual harassment, as it creates a hostile or offensive working environment. A more detailed explanation of sexual harassment can be found in AFI 36-2706, Attachment 1. Requiring cadets to perform necessary and proper duties does not constitute sexual harassment even though the duties are arduous or hazardous or both. The Academy policy on sexual harassment is zero tolerance. The Academy *Equal Opportunity (EO)* policy forbids discrimination based on race, color, religion, national or ethnic origin, handicap, age, or sex. All individuals are to report any known violations of these policies to their Mission Element Head through the chain of command (omitting the perpetrator) or to the USAFA Civilian Equal Employment

Opportunity Office (10 ABW/CCD) or the USAFA Military Equal Opportunity Office (10 ABW/ME).

Communication across the Terrazzo

Communication with other agencies of the Academy, especially with those directly involved in the education and training of cadets, is absolutely essential. Should a cadet in one of your classes have difficulty with the course, show signs of stress, or in any way show a change in personality or performance, contact the cadet's AOC to discuss the matter. Likewise, if the cadet is an intercollegiate athlete, contact the appropriate coach or Officer Representative (OR) of the team to see if there may be a mutual approach to the cadet's problem. The Academy Counseling Center (ACC) is an additional resource available to you.

Faculty-Cadet Relationships

The relationship between faculty and cadets should be cordial, but retain an appropriate distance. *Professional and Unprofessional Relationships*, AFI 36-2909 USAFA Sup 1 defines specific prohibitions. The spirit of this regulation extends to civilian faculty members as well. Additionally, strive to prevent the *appearance* of impropriety. Address Fourth-Class cadets as Mister or Miss with last name; upper class cadets may be addressed by first name if you wish, but be consistent—address all cadets in a given setting (e.g., class) the same way. Faculty members may sponsor cadets or host a basic cadet for Doolie Day Out. Faculty members may also informally host cadets in their homes as desired, but should help ensure cadets return to the Cadet Area as required. Likewise, faculty members are to ensure that cadets to whom they offer alcoholic beverages are legally permitted to drink. Faculty members need to set a positive example for cadets.

NCAA Rules

Cadets who are intercollegiate athletes fall under NCAA rules. Do not provide “extra benefits” (e.g., money, gifts of material value, free professional services) to cadet-athletes. Contact the appropriate coaching staff or the NCAA Faculty Athletic Representative if you have any doubt about propriety. Similar restrictions exist for prospective cadet-athletes.

Faculty Duty Periods

The faculty workday duty period is normally 0730 to 1630. During the duty period, faculty members are employed in tasks assigned by their respective supervisors. A military faculty member is considered available for duty 24 hours a day, 365 days a year, excluding the time spent in a leave status.

For civilian faculty members, the normal work-year duty period is 12 months. Civilian faculty requests for appointments of less than 12 months per year may

be approved subject to the needs of the respective department. Work-year appointments for less than 12 months must be approved by the Mission Element Head (that is, DF, 34TRW, or PL) and will result in a salary adjustment. For example, a 10-month appointment will result in a total salary amount equal to 10/12 of the normal 12-month salary.

Academic Credentials

All faculty members possess at least a master's degree with about 55 percent possessing a doctorate or terminal degree. Initial assignment/appointment for faculty members possessing a master's degree is normally at the academic rank of Instructor; if the faculty member possesses a doctoral degree, the initial academic rank is Assistant Professor.

Military Faculty Initial Assignments & Civilian Faculty Initial Appointments

Initial assignments for military faculty members are normally for three years. Military officers assigned to faculty duty at the Academy must be volunteers and have an outstanding military record. Most are first assigned to the Academy as relatively junior captains who have acquired operational experience and the necessary academic preparation.

Initial appointments for civilian faculty members are normally for three years. This period may be increased to a total of five years for appointees with extraordinary qualifications. The first year of the initial appointment in federal civil service is a probationary period for civilian faculty. Normal civil service procedures for continuance or termination apply during this trial period.

Senior Military Professors (SMPs) and Military Sequential Tour Officers (STOs)

SMPs and STOs provide a means of assuring continuity of academic programs. These officers normally occupy key administrative faculty positions in departments and staff positions in the principal mission elements, and are expected to serve on various standing committees and work on special tasks. The SMP selection process includes an Air Force-wide competition with the final selection determined by a USAFA Colonels panel. STOs are nominated by their respective Department Head and approved by their Mission Element Head. SMPs and STOs are normally appointed and renewed in four-year increments and compete for promotion with their USAF contemporaries. Appointments do not affect their aeronautical ratings.

Replacement Hiring Policies

Mission Element Heads may hire new military and civilian faculty to fill vacant positions at any time, subject to qualified personnel availability and funding availability (civilian faculty). A competitive process is used for both military and civilian faculty selection. For an unanticipated, emergency faculty shortage (military or civilian) after the normal civilian faculty hiring cycle, and assuming appropriate civilian pay funding is available, the appropriate Mission Element Head may recommend that the Superintendent approve a waiver of normal

civilian faculty appointment procedures. If approved, such a waiver permits a civilian faculty temporary appointment for no longer than one year.

Salary Structure

The salary for each military faculty member is based on years of service and military rank.

The starting salary for a civilian faculty member is determined by experience, academic rank, and academic discipline. Civilian faculty salaries are competitive with those paid to faculty at similar public and private institutions in Colorado and adjoining states.

Pay Administration

The salary for each faculty member, military and civilian, is based on a 12-month work-year and is considered full and complete compensation for the duties and responsibilities fulfilled. There is no premium pay such as overtime, weekend, or holiday pay. It is understood that some times are busier than others and that different faculty members have different levels of efficiency and productivity. If work is required—especially teaching—on a holiday, there is no premium pay. In such event, the faculty member may make arrangements with the Department Head to take substitute time off with pay and without charge to leave.

Performance Report/Appraisal

The basic functions and responsibilities of both military and civilian faculty members are teaching, research (to include scholarly and professional accomplishment), and service (to include administration). All three functions are major requirements and are critical to successful job performance. In addition, military faculty members are judged on their leadership skills and level of job responsibility. The personal attributes of integrity, industry, cooperation, initiative, and breadth of intellectual interest are likewise essential qualities expected of every faculty member.

Performance Awards

Performance awards for military faculty members include advancement in military rank and base-level awards such as the Company Grade Officer of the Quarter/Year. For civilian faculty members, a Department Head may recommend on a yearly basis a merit step increase and/or a merit performance bonus to the respective Mission Element Head. The Superintendent will determine annually, within budgetary limitations, the amount of money to be awarded for merit step increases and merit performance bonuses within each Mission Element.

Termination of a Faculty Assignment/Appointment

Termination of the current term of assignment (military) or appointment (civilian) may be necessary due to loss of authorizations, reassignment (military

faculty), loss of personnel funding (civilian faculty), or other compelling circumstance. A reasonable attempt will be made to give adequate notice.

Termination for Cause

Unacceptable performance or serious misconduct may result in reassignment, separation, or disciplinary action in accordance with applicable laws and regulations. Faculty members' on and off-duty personal activities are connected to their ability to serve on the USAFA faculty (e.g., as role models and moral discussants). Firm adherence to Academy policies such as the Faculty Guiding Principles, Core Values, and the spirit of the Cadet Honor Code is essential. Faculty members must adhere to *Standards of Conduct* (DoDD 5500.7) including during non-duty periods.

Sponsorship for Advanced Degrees for Military Faculty

Departments nominate selected military faculty members for further graduate work with subsequent return to the faculty. The degree program (usually PhD) and specific school depend on the needs of the Air Force and the sponsoring department as well as the nominee's strengths, interests, and preferences. While a direct return to the Academy is possible, completing an intervening operational tour is often preferable to assure recent field experience and to maximize assignment balance (promotability) in the selected officer's career.

Leave for Professional Development

Professional Development Leave to include academic absences, fellowships, and sabbaticals may be granted by the Superintendent (Dean of the Faculty for DF faculty members) when the leave involved will contribute significantly to the improvement of education or otherwise notably contribute to the Academy mission. Applicants for such leave must present evidence of their intention to use the time for scholarly or professional activities that will advance professional standing or enrich teaching upon returning to the Academy. Leave for professional development is a duty assignment and may be authorized for up to one year. A faculty member who accepts this opportunity may have an obligation, the length determined before departure, to continue to serve at USAFA or at another Air Force location (military faculty) following his or her return. Leave for professional development may not normally be used for the sole purpose of obtaining an advanced degree.

Retirement

Military faculty members are covered by the appropriate Air Force retirement system dictated by their entry date onto active duty. Civilian faculty members are covered by the provisions of the federal retirement system in effect at the time of their appointment to federal service.

Emeritus Status

The title of "emeritus" may be conferred upon a retiring faculty member in the latest academic rank or administrative title held provided that (1) the faculty member has rendered long and distinguished service to the Academy and (2) the

member's organization or affiliation recommends award of such status to the appropriate Mission Element Head.

ADDITIONAL DUTIES

Athletic and Club Positions

Assistant Coaches for many athletic teams are often qualified faculty members.

Club Officers-in-Charge (OICs) supervise each of the approximately 100 organized cadet extracurricular activities.

Officer Representatives (ORs) usually arrange travel and manage the budget for intercollegiate teams and ensure acceptable academic and military performance by team members.

Department Positions

Academic Advisors provide information regarding academic course and program choices and serve as counselors to cadets. Academic Advisors also perform the Cadet Evaluation for Air Force Specialty Code (AFSC) Selection (USAFA Form 94) at the end of the fall semester for First-Class cadets.

The *Honor Liaison Officer (HLO)* interacts with the Mission Element Honor Representative and the Cadet Honor Committee. This faculty member serves to communicate information about the Honor Code to members of his or her department and to take the appropriate action when an incident related to the Honor Code occurs within the department's courses or programs.

Flying Support

Military pilots support the airmanship programs as attached pilots in the TG-14 motorglider, the T-41, or the UV-18 aircraft. While there are currently no flying opportunities for military navigators, the 34th Education Group runs simulators supporting two of their courses, and is always looking for additional help conducting the simulator missions. Pilots are expected to instruct in the cadet flying programs at least one period each summer (after they have completed initial qualification).

Squadron Positions for Faculty Members

Each squadron has one or more *Associate Air Officers Commanding (AAOC)* who assist the AOC with day-to-day duties and can function as the acting AOC during the AOC's absence.

Associate Air Officers Commanding for Academics (AAOCAs) serve as academic advisors for cadets who have not yet declared a major and work closely with the squadron AOC and cadet chain of command to serve as consultants on all academic matters in the squadron. AAOCAs provide guidance in selecting academic majors or tracks, assist with academic programs,

counsel cadets in academic difficulty, and monitor the academic programs of all cadets who have not yet declared an academic major.

Squadron Professional Ethics Advisors (SPEAs) periodically instruct and lead discussions for the Professional Ethics Program and serve as Honor Investigative Panel members.

Summer Duties

The brief Academy summer of three three-week periods provides various faculty opportunities:

Academic opportunities include course instruction, course preparation, research, and professional development. Course offerings allow students to complete requirements voluntarily or as directed to correct academic deficiencies. Experienced faculty members serve as mentors in Faculty Orientation courses, which include orientation within the department. Faculty members also use the summer to prepare courses and/or develop teaching materials; to conduct research or serve as adjunct staff, consultants, or researchers at other organizations; and to attend summer institutes, national seminars, or short courses.

Military Training (34 TRS) provides opportunities for faculty members to assist with several programs. Faculty can participate as Basic Cadet Training (BCT) squadron AOCs and as Assistant OICs for activities such as the Leadership Reaction Course (LRC), Confidence Course, Map Reading, and First Aid Training. Faculty members can also participate as AOCs for Combat Survival Training (CST), Global Engagement (GE), Aviation programs, and Composite Group (supporting summer academics and other programs).

Community Service opportunities include area programs such as the Special Olympics and a number of USAFA academic and athletic camps such as the Summer Scientific Seminar.

CHAPTER IV

ACADEMIC RANK

General Criteria

The personal attributes of integrity, industry, cooperation, initiative, and breadth of intellectual interests are essential for every faculty member. To merit appointment or promotion, the candidate must demonstrate superior achievement appropriate to the expected level in each of the following areas:

Teaching. Demonstrated excellence in teaching is an absolute and fundamental requirement for appointment, reappointment, and promotion. Teaching performance may be demonstrated by classroom activity, extra instruction (EI) given to cadets outside of class, course and laboratory development, course direction, leadership of independent student projects, and mentorship of junior faculty.

Research. Faculty members are encouraged to conduct research, engage in consultation (consistent with public law, DoD Directives, and AF Instructions), write and publish educational and professional articles and books, as well as participate in professional conferences and other activities of learned societies. The primary objective of such activity is the strengthening and improvement of the faculty member's capacity to carry out the Academy's mission.

Service. Each faculty member is expected to provide service to the Air Force, the Air Force Academy, and the professional and local communities. Such service may take the form of involvement in cadet activities and programs, administration, faculty governance, curriculum and program management, temporary assignment to other Air Force organizations, or work with local schools and organizations.

Procedures for Academic Promotion

Both military and civilian faculty members will be nominated for academic promotion by their Department Head. Under the provisions of *Appointment and Promotion to Academic Ranks*, USAFAI 36-150, the Faculty Personnel Council will evaluate the nominations and forward its recommendations to the Dean for approval. This procedure applies to all USAFA faculty members, including those from the 34 TRW, AH, and PL.

Guidelines for Appointment or Promotion

Instructor. A relevant master's degree, interest in and potential for teaching, research, service, and other scholarly and professional activities.

Assistant Professor. A relevant doctorate or appropriate terminal degree with definite promise for growth and development in teaching, research, service, and other scholarly and professional activities; or, a master's degree plus demonstration of outstanding contributions to the profession and USAFA that may justify this rank in the absence of an earned doctoral or terminal degree.

Associate Professor. A relevant doctorate or appropriate terminal degree and experience in an appropriate discipline; evidence of excellence in teaching, research, and service; and normally five years of relevant professional experience, including three years of full-time faculty membership, at least two years of which must have been at USAFA at the rank of Assistant Professor while holding a terminal or professional degree. Time in rank does not alone suffice for promotion to Associate Professor.

Professor. A relevant doctorate or appropriate terminal degree and experience in an appropriate discipline; a consistent record of excellence in teaching; an established, outstanding reputation in an academic discipline demonstrated through broad recognition of research and service accomplishments; and at least ten years of applicable professional experience, including normally no less than six years of full-time college-level teaching with at least three years at the rank of Associate Professor or higher. Time in rank does not alone suffice for promotion to Professor. Promotion to or appointment as Professor requires significant contribution as a demonstrated leader in carrying out the USAFA mission or serving the charter of the candidate's previous institution.

Physical Education faculty who meet the requirements for appointment or promotion to the academic ranks listed above may carry the title of Assistant Professor, Associate Professor, or Professor if the Dean of the Faculty awards the appropriate rank after approval by the DF Faculty Personnel Council.

CHAPTER V

FACULTY POLICIES AND PROCEDURES

Governing Directives

Faculty policies and procedures are derived from federal law, Air Force Instructions (AFIs), USAF Academy Instructions (USAF AIs), Faculty Operating Instructions (FOIs) and Department Operating Instructions (DOIs). These can be found in each academic department or on USAFAnet.

Academic Freedom

Academic freedom is a respected tradition that the Academy honors. As in any institution, academic freedom involves both privilege and responsibility. The Academy endorses all traditional practices of academic freedom because unfettered inquiry and unhindered exchange of information are essential to the discovery of truth and the advancement of knowledge. Academic freedom and academic responsibility are the twin guardians of the integrity of institutions of higher learning, an integrity vital to the preservation of a free society. As such, academic freedom is also essential in the education of the future leaders of air and space forces.

The principal elements of academic freedom include:

- *The freedom to teach, to do research, and to publish research findings.*
- *The freedom to present and discuss in a classroom, in the faculty member's own manner, any material relevant to the subject matter as established in course objectives.*
- *The freedom to exercise constitutional rights as a citizen without institutional censorship or discipline.*
- *The freedom, through lawful and peaceful persuasion, to seek changes in academic and institutional policies.*

Academic freedom carries with it correlative academic responsibilities. The principal elements of these responsibilities include:

- *The responsibility to meet defined teaching, research, and service obligations.*
- *The responsibility to pursue excellence, intellectual honesty, and objectivity in instruction, research, and publication of research findings.*
- *The responsibility to encourage students and colleagues to engage in free discussion and inquiry.*

- *The responsibility to evaluate student and colleague performance on a scholarly and professional basis.*
- *The responsibility to refrain from injecting extraneous material into a course or program of instruction.*
- *The responsibility to work with all appropriate individuals and bodies to assure conditions conducive to the free search for truth and its free exposition.*
- *The responsibility to differentiate carefully between official business and personal activity, adjusting behavior as this distinction demands. The faculty member must be sensitive that even in extracurricular activities, his or her words and actions can be a powerful influence on cadets and could also be interpreted as official views of the Academy, the Air Force, or the federal government.*

Governance

Permanent Professors serving as Department Heads exercise command within their departments. The Permanent Professor is the top of the department's chain of command, followed by the Deputy Department Head who takes charge in the Department Head's absence. Department Heads may appoint officers and civilian faculty members to positions of responsibility within their departments as needs demand. As members of the Faculty Council, the Department Heads exercise a common authority in decisions about the curriculum and academic promotion for military and civilian faculty.

Primary and Additional Duties

The primary duty of the Academy faculty is teaching. Research and service are companion activities and should support the mission of the Academy, the Air Force, and the Department of Defense. Additional duties determined by the Department Head may be assigned to military or civilian faculty members, including duties as Academic Advisors.

Academic Advisors. Faculty members in each discipline advise cadets and monitor their academic programs once they declare a major. Faculty members also serve as cadet squadron AOCAs for cadets who have not yet selected an academic major. Experienced faculty members also serve as the department's Advisor in Charge (AIC), responsible for monitoring the academic progress of all cadets in a program.

There are numerous other opportunities for faculty to interact with cadets and assist their departments, including being an Officer In Charge (OIC) of a cadet team or club, serving as the department Workgroup Manager (WM) in charge of computing and network issues, being the Textbook Officer (TO) in charge of textbook ordering for academic courses, and being an Escort Officer for visitors to the department. The word "Officer" in a duty title is intended to indicate a position of responsibility and does not normally restrict the duty to military personnel. Faculty are encouraged to discuss their additional duty interests with their supervisor.

Dress and Appearance

As a general rule, DF military personnel are to wear a uniform comparable to or better than the uniform worn by the Cadet Wing. However, when BDUs/flight suits are specified, blue uniforms are not authorized (unless special duty requires service dress, for example). In addition, flight suits are authorized on teaching days when the faculty member is engaged in flying activities. Civilian faculty attire should be equivalent to that of the military faculty. For example, when the military are in service dress, civilian faculty are expected to wear coat and tie or comparable professional attire.

Office Hours

Faculty members are expected to be in the academic area during normal duty hours (nominally 0730-1630 hrs, Mon-Fri) unless their absence is authorized by their chain of command. Each department and staff agency must know where their people are during normal duty hours. In particular, faculty who are absent during normal duty hours must ensure that cadet extra instruction and counseling needs are not deferred.

Off-Duty Employment and Consulting

Academy faculty duties are considered full-time employment and off-duty employment, either teaching or consulting, will be carefully scrutinized. The Dean or Vice Dean will personally approve or disapprove off-duty employment requests for all DF officers and civilians in accordance with FOI 36-152. Requirements include that a full Academy teaching load (or equivalent) be carried, the employment must not result in (or create the appearance of) a conflict of interest, and the employment must not impair the performance of faculty duty.

Travel

Funds are normally available for faculty members to attend at least one official professional conference or other temporary duty of an official nature every year. Where faculty members are recipients of grants or other awards for periods of study away from the Academy, the programs of Academic Absence and Leave for Professional Development may be appropriate. Refer to chapter 3 for details.

Legal and Ethics Issues

Teaching at a national service academy, a military institution that is part of the federal government, presents faculty with a host of legal and ethical issues that might be new to them.

Mandatory Sexual Assault Reporting Requirements

One mandatory legal requirement at the Air Force Academy is that all personnel are required to report alleged incidents of sexual assault. **Sexual Assault** refers to any of several offenses of a sexual nature, committed without the lawful consent of the victim, that are punishable as crimes under the Uniform Code of

Military Justice. The offenses included within the term “sexual assault” include rape and carnal knowledge (Article 120, UCMJ), forcible sodomy (Article 125), and assault with intent to commit rape or sodomy, indecent assault, and indecent acts or liberties with a child (Article 134), or an attempt to commit any of these offenses. Commander's Guidance 05-8 (dated 27 May 2003) provides definitions of the offenses included within the term "sexual assault."

Anyone receiving a report of sexual assault (regardless of when the alleged event occurred) will immediately contact the Security Forces Control Center (SFCC) at **333-2000**. This call initiates the immediate action of a team of professionals, the Academy Response Team (ART), specially trained to deal with both the victim's needs and the investigation of allegations. This team is critical as it is designed to provide proper oversight and case management. The ART is under the direction of the 34 TRW/CV and includes the Victim Advocate Coordinator, an AFOSI and legal liaison, a nurse from the Cadet Clinic, a chaplain, the AFOSI representative, the Security Forces representative, and a representative of the chain of command.

There are a number of avenues through which USAFA personnel can become aware of suspected incidents of sexual assault. Faculty members have contact with cadets on a recurring basis where students may confide an alleged incident of sexual assault. The allegation may also come to light during informal discussions, EI sessions, honor clarifications, etc. It is important to note that conversations that include alleged incidents of sexual assault are not protected by confidentiality. It is the faculty member's responsibility to immediately report this alleged incident to the SFCC. Failure to report an alleged incident of sexual assault will result in disciplinary action. More detailed information on sexual assault reporting requirements can be obtained in Commander's Guidance 05-8 (dated 27 May 03) and Commander's Guidance 06-3 (dated 6 June 03).

Ethics Regulations

All executive branch employees are subject to federal ethics regulations, including the Joint Ethics Regulation. The Department of Law (DFL) has assembled a number of handouts on some of the most common questions raised by faculty. Some frequently asked questions are addressed below, but the Law Department encourages faculty to consult with one of their ethics officials or the Staff Judge Advocate's office (USAFA/JA) before engaging in these or other ethics-related activities.

Frequently Asked Questions

Can I patent my invention? It depends. Air Force employees must disclose in writing all inventions made during the period of their employment with the Air Force. This requirement applies regardless of the circumstances, on or off-duty, or with or without the use of government resources. The written disclosure must be submitted to the proper servicing legal office patent counsel. Based on a number of factors, the legal office will make a determination as to who maintains the legal rights to the invention. The rights can be held

exclusively by the employee, the Air Force, shared between the two, or the government can retain a royalty-free license for use of the invention. The servicing legal offices and patent processes are outlined in Air Force Instruction 51-303.

Can I copyright my professional article? Faculty members usually write to fulfill their duties. While the copyright laws in Title 17, U.S. Code generally protect the intellectual property interests of an author, those same laws prohibit copyrighting a work of the government. This means that the article or book a faculty member produces on their government computer, or using government-funded research, is probably not copyrightable. A number of other factors may influence whether an author has a copyrightable interest; thus, it's important to get advice on this matter before signing over "copyright interest" to any publisher.

What other legal issues should I be aware of? Other topics that may be new to USAFA faculty include: restrictions on accepting compensation for outside teaching, speaking, or writing; limitations on participating in the activities of professional associations; traveling on official duty at the expense of a non-federal entity; fund-raising activities; political activities; restrictions on the use of government property, and accepting gifts and travel perks. DFL handouts are a great place to start; after that, please consult with an ethics official for specific advice.

Clearing Publications for Public Release

Articles, speeches, or other documents for the public domain specified by paragraph 6 of the *Public Affairs Policies and Procedures*, AFI 35-101, must be approved prior to publication or presentation. Media Relations (HQ USAFA/PAM) is the nominal approval authority, but for scholarly presentations, the Dean is the approval authority. For subjects not covered by paragraph 6, Department Heads (or the Director of Faculty Research [DFER] for DF staff agencies) have been delegated approval authority by the Dean. Material concerning items of national or international interest, information with foreign policy implications, views concerning high-level military policy, items regarding US policy, and military information require special clearance, and may require approval from the Office of the Secretary of the Air Force (SAF/PAS).

Research and Activity in Professional Societies

The Academy encourages its faculty to conduct research, publish findings, and participate in professional societies including editing learned journals, refereeing articles, and holding office. All activities must comply with the DoD *Standards of Conduct*, DoD Directive 5500.7. Faculty should never hesitate to contact the Law Department if they have any questions or concerns.

Support of Academy Activities, Boards, and Committees

Faculty members are expected to serve on standing or special committees, to take part in faculty convocations, ceremonies, Commander's or Dean's Call, and to attend Graduation. Faculty members are highly encouraged to serve on Academy committees and boards.

The Faculty Forum serves as an advisory body to the Dean of the Faculty. Membership is restricted to academic faculty at the rank of Associate Professor and higher who have taught at the Academy for at least a year and have been nominated for membership by their department or agency head. The Faculty Forum receives taskings from the Dean to work on critical issues related to the USAFA academic mission, explores other issues of interest, and is responsible for the annual Outstanding Academy Educator ceremony. For further information, consult the Faculty Forum web site at www.usafa.af.mil/forum.

The *Junior Faculty Council (JFC)* advises and assists the Faculty Forum, the Dean and the Academy senior leadership with advice and assistance to accomplish the USAFA mission. Comprised of department representatives who are assistant professors or lower and other similar personnel, the JFC recommends academic policy, facilitates communication among faculty and staff, and addresses common issues between the faculty and other mission elements.

The *Graduate Scholarship Committee* coordinates the Graduate School Program (GSP), evaluates cadets applying for national scholarships and fellowships, and establishes minimum grade point averages and other criteria for graduate programs. Contact the Director of Graduate Education in DFR for further information.

Wing Honor Boards review evidence and hear testimony from the respondent and witnesses in the case and judge whether or not the respondent violated the Honor Code. One officer (Maj or above) and seven cadets in good standing are selected randomly from squadrons other than the respondent's squadron for each Wing Honor Board. Faculty are required to observe at least one Wing Honor Board during their first two semesters of teaching.

Academy Board Subcommittees

One *Academic Review Committee (ARC)* for each of the four classes evaluates cadets deficient in academic performance. ARCs can recommend retention with counseling, change of major, or academic disenrollment based on their assessment of a cadet's academic progress.

Athletic eligibility committees determine whether or not a cadet is academically eligible to compete on, or participate with, a particular athletic team, club, or other extracurricular activity.

The *Curriculum Committee* reviews and recommends curriculum changes to the Academy Board, such as creating or deleting an academic major or a core course, substantial content changes, and changes to graduation requirements.

Military Review Committees (MRCs) evaluate cadets deficient in military performance, specifically conduct and aptitude. MRCs can recommend retention with counseling, probation, or disenrollment based on their assessment of a cadet's military performance.

Physical Education Review Committees (PERCs) recommend action on those cadets who are deficient in core physical education courses or who fail the Physical Fitness Test (PFT) or the Aerobics Fitness Test (AFT).

The *Scheduling Committee (SC)* coordinates and schedules all cadet time during the academic year and coordinates the Cadet Wing Schedule of Calls and the semester calendars. The committee reviews requests for cadet excusals involving loss or interruption of scheduled academic time, academic call to quarters (ACQ), or discretionary time, including requests for all organized cadet activities (athletics, clubs, chapel, etc.). Try to submit requests at least two weeks in advance. Faculty may review the minutes and actions (SCA) of the scheduling committee on USAFAnet.

The *Summer Training Review Committee (STRC)* includes a faculty member and recommends action on those cadets who have failed to complete one or more summer training programs.

The *Institutional Review Board (IRB)* is responsible for administering applicable regulations pertaining to the conduct of research using human participants. It is appointed by the Vice Superintendent. All research involving human participants must be reviewed and monitored by the IRB. Questions about the scope of activities covered by the IRB or about IRB policies and procedures should be directed to the Academy's office of Institutional Research (USAFA/XPR).

The *Institutional Animal Care and Use Committee (IACUC)* is responsible for overseeing and evaluating USAFA animal care and use to ensure compliance with federal regulations. The IACUC meets approximately once every two months to review animal-use protocols, discuss pertinent animal care and use issues, and conduct the semi-annual review of the USAFA animal program. For information/protocol submission contact the USAFA Biology Department (DFB).

CHAPTER VI

CADETS

Why They Come

Developing cadets into officers is the Academy's charter. Cadets, however, come to the Academy for a variety of reasons. Some have no idea when they arrive about what a career officer is or what is actually involved in becoming one. Many come because they want a good education, and they understand that the Academy enjoys a reputation of high academic standards. Others come because they want to fly. Still others come because of the encouragement, even pressure, of family. Regardless of the reason that brought them here, few cadets remain unchanged during the time they spend here.

Attrition

Cadets disenroll during their academic program (i.e., after pretraining) for various voluntary and involuntary reasons. Usually cadets cite a change in career goals or difficulty adjusting to the military environment as the reason for voluntary disenrollment, while academics is the primary involuntary reason. From 1990, attrition after pretraining has remained near 20% for each graduating class, down from the 1974 high of 42.5%. The class of 2003 percentages by category are:

REASON FOR DISENROLLMENT	VOLUNTARY	INVOLUNTARY
Career Goals	5.5 %	n/a
Environmental Adjustment	6.3 %	n/a
Academic	0.6 %	1.3 %
Honor	1.2 %	0.6 %
Aptitude/Conduct	n/a	0.5 %
Medical/PE	n/a	1.6 %
Other	4.8 %	0.5 %

Faculty members need to ensure that cadets don't leave because the Academy failed to inform or inspire them. Keeping attrition low while assuring the highest quality of graduates is an ongoing concern.

Service Obligation

The standard service obligation for cadets is five years following graduation, while those who attend Undergraduate Navigator or Pilot Training must serve six and ten years, respectively, following completion of training. Prior to graduation, cadets may resign up to the first day of class of their Second-Class year without a service obligation. After that time, a cadet who voluntarily

resigns may be required to serve two to four years as an enlisted member of the Air Force, depending on how close the cadet was to graduating.

After Graduation

Graduates go to undergraduate flying training (about 60%) or to training in other Air Force specialties, usually based on their academic major. About four percent may enter medical school (3%), dental school (0.5%), or nursing school (0.5%). Others may go directly to graduate school if they have won a national scholarship or have been selected for the Graduate Studies Program. Finally, some remain at the Academy for some months in “casual” status and serve in various agencies while awaiting school or flight training assignments. Others stay for as long as a year as coaches or as minority affairs officers working for the Director of Admissions.

CADET LIFE

Cadet life is very different from the life of a traditional college or university student. Part of the education they receive is responding to stress and allocating precious time to a variety of demands. Responding to the demands of coursework is one of the areas in which cadets must often make critical decisions. While the faculty should understand that cadets have many things to do in a given day, this level of activity in no way justifies diminishing the rigor of our courses. Since cadets must learn responsibility, we must allow them the chance to fail as well as succeed.

The Honor Code

Cadets agree to live under the Honor Code, “We will not lie, steal, or cheat, nor tolerate among us anyone who does,” a keystone of the integrity that they are to develop for a career of public trust. Additionally, cadets accept a personal commitment to excellence in *all* aspects of military service based upon a strong foundation of personal integrity via the honor oath, “We will not lie, steal, or cheat, nor tolerate among us anyone who does. Furthermore, I resolve to do my duty and to live honorably, so help me God.” Disenrollment is the primary sanction for violations of the Honor Code, although lesser sanctions may be imposed for individual cases. Everyone at the Academy must help maintain the Honor Code and support overall cadet character development.

Military Training

Cadets receive military training in their respective squadrons as well as in formal classes. Upper-class cadets give and receive training to understand the relationship of superiors and subordinates and to gain practical group leadership experience.

The Fourth-Class System

The Fourth-Class Year starts when cadets enter the Academy in late June and begin Basic Cadet Training (BCT), runs through their acceptance into the Cadet Wing as “doolies” (from the Greek word *doulos* for slave), and ends with their “recognition”, scheduled sometime during their first year. The main purpose of the Fourth-Class System is to instill in the new cadets a sense of fellowship and self-discipline. The cadets are put into situations in which they will realize that, although they may have been the “cream of the crop” as they left high school, they are now members of a different group, one to which they owe a new loyalty. It is a time of self-examination and evaluating goals, something that works to foster in each cadet the importance of putting organization and group goals above self.

The Third-Class Year

The Third-Class year starts with the summer after being recognized. During the summer, cadets learn survival, land navigation, and water survival skills in Combat Survival Training (CST) that may be used throughout their military career. Additionally, Third-Class cadets go through the experience of what it takes to deploy an operational unit in a program called Global Engagement. Summer is also the time that many cadets learn how to fly a glider or free-fall parachute.

During the academic year, Third-Class cadets concentrate on the transition from follower to leader. The main goal is to become an effective military role model and to learn how to be an effective military teacher, mentor, and trainer. The Third-Class Year helps cadets develop their skills to ensure the professional growth of their subordinates.

The Second-Class Year

Beginning in their third summer at the Academy, Second-Class cadets apply their leadership skills and increase their knowledge of the rest of the operational Air Force. They practice leadership principles while serving as cadre members in the CST program, BCT, or Composite Group, or as instructors in parachuting, soaring, or navigation, and visit and interact with members of an operational unit during Operation Air Force, a three-week program designed to experience firsthand the mission and lifestyle of Air Force airmen, noncommissioned officers (NCOs), and company grade officers. Cadets are sent all over the world to operational Air Force bases. Operation Air Force is one of the most rewarding experiences cadets receive during their four-year education.

Throughout the academic year, Second-Class cadets who have completed certification assist in the training of Third and Fourth-Class cadets. All Second-

Class cadets receive instruction in practical leadership and supervisory skills and serve in senior cadet NCO positions within their squadron chain of command. They are the technical experts in drill and ceremonies, personal appearance inspections, and room inspections. In addition, they are taught specific leadership and organizational improvement skills needed by junior officers and examine how to apply these skills correctly when they will run the Cadet Wing as First-Class cadets.

The First-Class Year

First-Class cadets assume the reins of command as the Cadet Wing leadership. The Academy's military training programs during their final summer (e.g., BCT, CST, aviation, and airmanship programs) will all rely upon them for meaningful leadership. This is a First-Class cadet's chance to put the finishing touches on their leadership style and skills as they prepare for commissioning as a second lieutenant.

In their last academic year, First-Class cadets serve as cadet officers in leadership positions throughout the Cadet Wing. They practice their leadership skills by leading and supervising the professional development of the lower three cadet classes. This leadership experience will be invaluable when they assume the responsibilities of a second lieutenant. In addition, First-Class cadets prepare for commissioning as a second lieutenant in the United States Air Force by learning basic, "need-to-know" information for prospective officers.

Discipline and Probation System

The USAFA Disciplinary System provides a tool for cadets and officers to document, discipline and provide feedback to all cadets. The USAFA Probation System is another tool used by cadets and their commanders to focus supervisory attention on the cadet who may be challenged academically, athletically, or militarily (to include conduct, aptitude, and/or honor probations). Cadets are subject to four types of disciplinary action: UCMJ/Non-judicial Punishment, Board of Officers/Hearing Officer, the USAFA Discipline System (the focus of this section), and the USAFA Honor System.

USAFA Disciplinary System

The *USAFA Disciplinary System* relates a cadet's conduct to the measure of his/her inclination and ability to abide by directives and standards. The system provides a means for cadets and staff to document a cadet's outstanding conduct, failure to meet standards, counseling, or other rehabilitation efforts. The system does not preclude on-the-spot corrections when appropriate, nor does it promote punishment as the primary course of action. For conduct violations, cadets should receive negative consequences (demerits, confinements, tours, or restrictions). For infractions of a more serious or complex nature, an Inquiry Officer (IO) may be appointed by the Group AOC or 34 TRG/CC to investigate the allegations, or an Military Review Committee (MRC) may be convened to gather facts and recommend appropriate negative consequences.

All Academy personnel have a responsibility to report commendable conduct or suspected violations of established standards to the cadet's chain-of-command. A cadet has the responsibility to report his/her own violations of established standards, including civil and criminal violations. Report cadet conduct (both positive and negative) on the AFCW Form 10, *Report of Conduct*, and forward to the cadet's squadron commander and AOC/MTL. All reporting officials should feel free to contact the AOC/MTL to find out the result of the Form 10.

In situations of major infractions, or because of the accumulation of many minor offenses, a cadet may be placed on Conduct and/or Aptitude Probation for a minimum period of three months. If a cadet is placed on probation for any alcohol-related incident, the minimum period will be six months. Cadets placed on Conduct and/or Aptitude Probation will be removed from the Commandant's, Dean's, Athletic, and Superintendent's Merit Lists and will lose their rank and class privileges. Intercollegiate athletes and competitive club members are not exempt from the conditions of Conduct/Aptitude Probation. However, intercollegiate athletes and mission support cadets whose continued participation is in the best interest of the Academy may compete with approval of the eligibility committee. A review board will convene at the end of the probation period to remove a cadet from probation. As well as having completed the minimum time on probation, the cadet must have completed all punishments. The cadet must also be below 50 demerits to be considered.

Other Probations

Other probations include Academic Probation, Athletic Probation, and Honor Probation. Cadets placed on Academic Probation fulfill sanctions/requirements listed in the AFCW Form 36, AFCWIs, and/or as determined by the Dean of Faculty. Cadets placed on Athletic Probation fulfill sanctions/requirements listed in the AFCW Form 36, AFCWIs, and/or as determined by the Director of Athletics. Cadets placed on Honor Probation fulfill sanctions/requirements listed in the AFCW Form 36, AFCWIs, outlined in the Cadet Honor Handbook, and/or as determined by the Center for Character Development.

Athletics

All cadets must pass physical fitness tests, take physical education courses, and participate in either intercollegiate athletics or intramural sports. Faculty members are encouraged to attend intercollegiate events and intramural competition, as well as support athletic programs by serving as a team Officer Representative (OR) or on eligibility committees.

Airmanship

Each cadet must complete introductory courses in the fundamentals of flight. All Third-Class cadets take glider or motorized glider training, and, weather permitting, have the opportunity to solo. Those who are pilot qualified take the Introductory Flight Training (IFT) program. Other optional classes include parachuting and Air Force operations courses.

Chapel

Attendance at religious services and participation in chapel programs is entirely voluntary, although many cadets do take part. There are four main worship areas in the Cadet Chapel: the Protestant Chapel located upstairs; the Catholic Chapel downstairs; the Jewish Chapel in the northern portion of the downstairs area; and the All Faith Room adjacent to the Jewish Chapel. Faculty members, their families, and friends are welcome to attend services and chapel programs.

Recreation

Cadets have class-specific privileges that permit them to leave the Academy grounds during weekends. Cadets may join various recreation and service clubs and those cadets in good standing may use the recreational facilities in Arnold Hall. Generally, only cadets are permitted to use Arnold Hall, although others may visit to meet cadets, eat lunch, or attend special events. Arnie's, the cadet TV and snack area, hosts Godfather's Pizza, Subway's, and Taco Bell concessions. Hap's Place is a lounge open to First- and Second-Class cadets and their guests (must be age 21). Food available includes pizza, chicken wings, free munchies, and more. Entertainment, jukebox, VCR for movies, dartboards, foosball, pool tables, TVs, crut table, shuffleboard and board games are available. Currently, there are approximately 90 active extracurricular clubs and teams at the Academy. These clubs are run by cadets, for cadets, with oversight by faculty and staff. While some of these clubs offer recreational releases, they all offer cadets the chance to engage in various competitive, professional, and humanitarian projects.

Cadet Sponsor Program

The Cadet Sponsor Program is designed to provide cadets with an avenue to form friendships and gather support beyond the formal Academy environment. Cadet sponsors provide cadets with a home-away-from-home during their four years at the Academy, serve as friends, serve as positive adult role models helping cadets understand their role as career Air Force officers, and reinforce social values that cannot be taught in the classroom. Additionally, cadets learn, firsthand, the importance of interaction between the military and the local community. The Sponsor Program goal is to assign all Fourth-Class cadets a sponsor prior to Parents' Weekend (traditionally held over the Labor Day holiday).

Officers in grades O-3 and above and NCOs in the grade of E-7 and above (waivers may be granted for E-6) are highly encouraged to participate in the Cadet Sponsor Program. While these categories receive first priority in the program, reserve and retired officers and NCOs, civil servants in the grades of GS-07 and above, and Academy professors may also apply. Additionally, civilian families not affiliated with the Academy are highly encouraged to participate in the program. All sponsors must reside in the greater Colorado Springs area. That means that they must live no further north than Palmer Lake, no further south than Fountain, no further west than Manitou Springs, and no further east than Schriever AFB and Black Forest. Single sponsors may only sponsor cadets of the same gender. Parents may sponsor their own son or

daughter regardless of their military or marital status, if they meet the geographic requirements.

Dormitories

Cadets must live in the cadet dormitory to which they are assigned. Faculty members do not normally require access to the cadet dormitories. Contact the appropriate Air Officer Commanding if you have a need to meet a cadet in the dormitory. In addition, cadets are not permitted to own, lease, or rent a residence outside the Academy. Do not rent or lease any such residence for them. Likewise, Third- and Fourth-Class cadets may not own cars, and no cadet may own or ride a motorcycle. Do not buy or store these vehicles for them.

CHAPTER VII

ACADEMICS

THE ACADEMIC CURRICULUM

Accreditation

Each USAFA graduate is awarded a Bachelor of Science Degree accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools. Additionally, the Accreditation Board for Engineering and Technology (ABET), the Computer Sciences Accreditation Board, Inc., the Association for the Advancement of Collegiate Schools of Business (AACSB), and the Committee on Professional Training of the American Chemical Society (ACS) accredit specific degrees.

The Curriculum

The heart of the academic program is the core curriculum designed to prepare each cadet for the broad responsibilities of an Air Force officer. The Academy also offers 32 different majors—13 in science and engineering, 9 in the social sciences and humanities, 4 divisional, and 6 interdisciplinary majors. The 4 divisional majors require a minimum of 142 semester hours. Disciplinary majors require 148 total semester hours. Every cadet must select a major before the close of the 3-week registration period in the fall semester of the Third-Class year and subsequently earn a major to graduate. Associate Air Officers Commanding for Academics (AAOCAs) advise cadets prior to selection of a major while departmental Academic Advisors advise cadets after selection. Advisors-in-Charge (AICs) have overall responsibility for each major's program and supervising the program's advisors. Each semester, the faculty hosts Majors' Night, an event designed for cadets to explore academic programs and talk with program representatives.

Academic Minors and Double Majors

Cadets who complete the requirements may receive two or more degrees and may earn a minor in Philosophy or a Foreign Language.

ACADEMIC PRINCIPLES AND PRACTICES

Military Decorum

Building a foundation of officership demands faculty members hold themselves to the absolute highest standards of appearance, conduct, and decorum; and we

must accept nothing less from cadets. In particular, faculty and cadets are to *stand* when a senior official enters a room or speaks to them; to *speak* friendly, courteous greetings and acknowledgments in Fairchild Hall and Fairchild Hall Annex hallways; and to have a clean, neat *appearance*. Additionally, cadets are to *salute* when reporting to officers, and officers are to salute when reporting to colonels and generals. Further, faculty members are to help one another to uphold standards in the interests of unit cohesion.

Cadet Behavior in the Classroom

A cadet is to be prepared to participate and to recite any time during class unless excused under AFCW instructions or by the Command Surgeon. Unless excused for medical or physical reasons, cadets are to properly wear the uniform of the day (UOD) in the academic area. However, if a cadet is authorized to wear a uniform other than the UOD (e.g., for a laboratory class or for flying-related duties), the cadet is required to change to the UOD if the cadet has 30 minutes free. Cadets may not wear outer garments in class unless the instructor has given permission because the room is cold. Cadets should hang outer garments outside of the classroom. However, high value outer garments, such as flight jackets, may be hung on the back of chairs with instructor permission. Cadets may not sleep in class nor are they allowed to bring food or beverages into any classroom, except water in unbreakable containers. Neither faculty nor cadets will consume food or beverages in Fairchild Hall or Fairchild Hall Annex, except in departmental office areas and designated dining areas. If cadets violate expected standards of conduct, verbal correction will usually suffice. In some cases, additional counseling or referral to an appropriate agency may subsequently be needed. For gross deficiencies, inappropriate behavior or repeated offenses, notify the cadet's AOC and/or complete a Report of Conduct (AFCW Form 10).

Leadership Development

For faculty members, contact time is usually extensive, making them significant role models for all cadets. To accomplish the USAF Academy's mission to inspire and develop outstanding young men and women to become Air Force officers, faculty members are required to apply leadership guidelines of the Academy Training Philosophy. The goals of this program are (Fourth-Class) assertive following, (Third-Class) effective role modeling, (Second-Class) effective instructing, and (First-Class) effective leadership and officership.

Mutual Respect

To achieve the goals of the Academy Training Philosophy, a five step approach to building mutual respect is required. First, clearly spell out *expectations* in advance so cadets have every possible chance to succeed. Of course, this responsibility must be balanced with development of several educational outcomes: officers who can frame and resolve ill-defined problems, officers who are independent learners, and officers who are intellectually curious. Second, provide cadets with the necessary *skills* to succeed. In particular, ensure instruction and/or course materials provide a sufficient basis for assignments. Third, provide *feedback* that is anticipated and so important to

cadets. This step involves more than the obvious grades and comments on assignments—it includes providing feedback about good and bad behavior in and out of the classroom. Fourth, appropriately apply *consequences* for behavior, whether rewards or punishment. This shows true commitment to both the mission and the cadet by insisting on justice, regardless of displeasure, unpopularity, or adversity. Finally, instill positive motivation to develop *growth* toward unsupervised performance.

Supporting Cadet Character Development

Character development is the center of the Academy experience—instructors and staff members must promote a climate of positive moral growth, honor, and equitable human relations. Specifically, faculty members must support the Core Values, Character Development Outcomes, Cadet Development Policy, Honor Code and Human Relations Education Plan by example and classroom discussion. Most importantly, all cadets are assumed to be honorable (i.e., cadets are to be taken at their word) until proven otherwise at a Wing Honor Board.

Character Development Outcomes

To elaborate the core values and provide a framework for assessment of character development, the Academy’s aspiration is for graduates to be:

- Officers with forthright integrity who voluntarily decide the right thing to do and do it.
- Officers who are selfless in service to their country, the Air Force and their subordinates.
- Officers who are committed to excellence in the performance of their personal and professional responsibilities.
- Officers who respect the dignity of all human beings.
- Officers who are decisive, even when facing high risk.
- Officers who take full responsibility for their decisions.
- Officers with the self-discipline, stamina, and courage to do their duty well under even the most extreme and prolonged conditions of national defense.
- Officers who appreciate the significance of spiritual values and beliefs to their own character development and that of the community.

Academics with Honor

To nurture the spirit of the Honor Code, the policies for cadet graded academic work are founded on Full and Accurate Disclosure and No Moral Compromise. These two applied ethical principles are the basis for the “Academics with Honor” handout which each instructor must give to each cadet (if they haven’t already received a copy of the current handout) and must discuss during the first lesson of each course, each semester.

Individual Effort

All graded academic work must be accomplished by individual effort unless otherwise specified in the assignment. Individual effort must *not* be specified in

the assignment of graded academic work. It is the norm in academe, and it is the default condition at the Academy. Further, requirements to document individual effort by special certification, signature, or otherwise, that individual effort was accomplished are *not* permitted. Cadets are required to clarify assignments which appear confusing or appear to have uncertain aspects prior to submitting work—claiming ignorance or confusion afterward is not appropriate. Specific statements are required on assignments if exceptions to individual effort are necessary. However, exceptions to individual effort do not relieve the obligation to document *all* help received.

Documentation

By submitting academic work to be graded, the cadet (or cadets in the case of a group assignment) has represented it to be the cadet's (or cadets') own work, except as documented. Documentation is the written acknowledgment of help received from any source: person, published or unpublished material, computer program, etc. Instructors must specify the documentation standard in writing in the syllabus or assignment and *preview* documentation, if any, for adequacy prior to grading an assignment. Vague documentation (e.g., "I got help from...") is unacceptable and should be returned ungraded as incomplete. Upon timely resubmittal with clarified documentation, an academic penalty should be applied to certify that vague documentation is unacceptable. Cadets are to document copying with quotation marks or a specific statement. Inappropriate verbatim copying (e.g., to avoid an incomplete on an assignment) is not permitted. If a homework assignment is specified to be graded, documentation is *always* required on the assignment. This *mandatory* requirement may not be waived or relieved for any reason. However, if a homework assignment had not been specified to be graded and instructors collect the assignment for any reason (e.g., evaluation or monitoring), then documentation is *never* required.

Intellectual Property, Copyright, and Fair Use

The Copyright Act of 1976 grants authors the exclusive right to use and profit from their copyrighted creations. A copyright is a form of intellectual property owned by the copyright holder. US government works are not afforded copyright protection. As a general rule, copyrighted material may not be used without the copyright owner's permission. As an exception, federal law permits the use of copyrighted material without the copyright owner's permission when the use is deemed "fair use." Fair use is based on four factors: 1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; 2) the nature of the copyrighted work; 3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and 4) the effect of the use upon the potential market for or value of the copyrighted work. Contact the Department of Law (DFL) for details. Consult DFL's *Copyright & "Fair Use"* publication to ensure compliance. Contact copyright holders sufficiently in advance to secure necessary permission. The Library Reference Desk can assist with obtaining phone numbers or addresses. Document permission received via phone calls with a Memo For Record.

Honor Consultation and Clarification

Instructors are to *immediately* consult with a cadet about any questions of whether graded academic work was properly accomplished. If during (or prior to) consultation, Honor Code implications arise, the instructor will consult the department Honor Liaison Officer (HLO) and use the approved clarification procedure in the *Honor Code Reference Handbook* to promptly (normally within 24 hours) meet with the cadet. However, if the suspected offense appears to violate the Uniform Code of Military Justice (UCMJ), the Staff Judge Advocate (HQ USAFA/JA) should be consulted immediately and consultation/clarification should be delayed until JA coordination is complete. In the case of suspected sexual assault, immediately contact the USAFA Security Forces Control Center at 333-2000. On the other hand, if the instructor thinks the cadet has only violated academic standards, then the matter will be referred to the Department Head. The honor clarification procedure typically involves the instructor, the cadet, and the cadet's Squadron Honor Representative. Avoid intimidating demeanor or surroundings, and assure the cadet that the only objective is to clarify the situation. Although a cadet may elect to remain silent, instructors' compliance with the honor clarification procedure encourages resolution of the situation whether an alleged honor violation has occurred or not. Finally, USAFA personnel may *not* ask improper questions; i.e., *those which contravene the spirit of the Honor Code by not being asked in the same spirit of forthright honesty* (e.g., unjustified personal questions, incriminating questions without reasonable suspicion, and questions to which the answer is already known.) *Nevertheless, the impropriety of a question does not release a cadet from his or her responsibility to answer truthfully.*

Honor Reporting

Any person who suspects a breach of the Honor Code must report the facts of the case to their department HLO, even if incidents may be cleared by consultation or clarification.

Academic Penalties

Cadets may use any published material in any homework assignment. However, course directors may decide to award less academic credit to cadets who rely excessively on certain published material or use prohibited sources (unpublished material, unauthorized collaboration, etc.) For example, extensive use or verbatim copying of a solution manual or text, even if documented, may deserve little or no academic credit. Likewise, since completing assignments on time is a military duty as well as an academic requirement for cadets, late work normally receives a penalty unless circumstances (illness or emergencies) justify clemency.

Violations of Academic Standards

DF Department Heads; the Commander, 34th Education Group; and the Director of Physical Education are the decision authorities for violations of academic standards and subsequent academic penalties. Violations of academic

standards are conduct incompatible with academic integrity or institutional values. Submission of work for credit that is not the cadet's own, whether intentional or not, is an example. Additionally, a cadet who provides unauthorized assistance to another cadet may have also violated academic standards. The standard of proof for determining a cadet has violated academic standards must be based on a preponderance of credible evidence—proof beyond a reasonable doubt is not required. Normally, the academic penalty for violation is a zero on the whole assignment. If circumstances warrant, the authority may impose a penalty more severe than a zero after coordination with the Mission Element Head.

COURSE OPERATIONS

Assignment Duration

More than 100 minutes of outside work should not be assigned for any individual 50-minute lesson. Double-period courses that meet every lesson may assign 50 minutes of homework per lesson (i.e., total time for in-class and homework remains 150 minutes per lesson).

Assignment Schedule

Ensure any course requirement (papers, projects, etc.) scheduled for submittal after Lesson 42 minimizes outside interference for students during final exam week.

Course Announcement and Advertisement

Announcements may be placed on departmental or special USAFAnet bulletin boards, and e-mail messages may be used to advertise core honors courses to qualified cadets. In general, though, special advertising or recruiting flyers and tactics are not authorized. However, for special topics (495) courses, bulletin board flyers are authorized. DFR also prints course descriptions in Curriculum Handbook supplements.

Course Description

Ensure the course descriptions in the *Curriculum Handbook* and the *Air Force Academy Catalog* are accurate, including mandatory field trips (Curriculum Change Proposals, CCPs, must be approved prior to implementation).

Course Directors

Course Directors oversee all sections of a course, providing guidance on approaches to the course material, and on evaluation of cadet performance.

Course Scheduling

Ensure your requirements for classroom size and type, and final exam criteria are provided to your department scheduling coordinator as necessary to ensure proper DFRS scheduling. The Academic Scheduling Division (DFRS) schedules class times and final exams, and assigns rooms to meet cadets' academic program summary (APSs) and the coordinated course offerings and restrictions of each department. Classes, including final exams, must meet only at the times and places assigned by DFRS unless the Department Head has authorized a change in coordination with DFRS. In particular, instructors may not alter a class schedule, excuse cadets from class, dismiss cadets or a class early, or permit cadets to attend an earlier section of a course in order to depart for a break (Thanksgiving, Christmas, Spring Break, etc.) sooner than scheduled.

Documentation

Ensure the documentation standard is specified in a student handout and confirm graded assignments are identified as such. If group effort or additional materials are authorized, ensure the required statements are on the assignments.

Extra Instruction (EI) and Hospital Instruction (HI)

Extra Instruction (EI) assists cadets who want to improve their performance by supplementing regular academic instruction. However, EI is not a re-teaching of the course. Additionally, cadets must prepare for their EI sessions by completing all reading or homework assignments beforehand. Cadets requesting help also have an obligation to be specific (e.g., identify problem areas, ask for specific clarification, etc.). Cadet participation in EI is normally voluntary, but may be directed by the instructor, advisor or Academic Review Committee (ARC) as part of a "get well" program. If cadets ask for such help, we as a faculty have an obligation to provide it. In particular, do not defer requested EI for the convenience of a faculty member. When providing EI in Fairchild Hall after duty hours, the instructor must continuously escort the cadet. Group EI must be completed by 1900 on the day prior to the first offering of a graded review (GR) or final examination. However, cadets may seek individual help at any time prior to a graded review or final exam. Cadets hospitalized at the Academy who receive medical clearance must contact their instructors and make the necessary arrangements for hospital instruction (HI). However, DFR also provides a notice to instructors for cadets projected to be hospitalized for more than three days.

Field Trips

Only one field trip (optional or mandatory) per course per semester is authorized, and no mandatory field trips are authorized for core classes. *Mandatory* field trips require compensatory time during regularly scheduled classes.

Guest lectures

Lectures interfering with the normal cadet schedule may require coordination from other agencies, including the Scheduling Committee, before a firm invitation can be offered. The Department Head, the Dean, or the Superintendent should sign the invitation to a guest speaker. Course Directors are *not authorized* to obligate reimbursements for guest speakers. Coordinate reimbursements with DFSB.

Individual Effort

Ensure all exceptions to Individual Effort have been approved by the Department Head. Criteria are: beneficial for learning, uniform in all sections of the course, applicable to all parts of the assignment, simple and unequivocal.

Library reserve

Ensure the library is sufficiently notified (at least three workdays) to place materials on reserve.

Records

Ensure all records (e.g., cadet grade reports, scores, term papers, and examination materials) are stored IAW the *Records Disposition Schedule*, AFMAN 37-139.

Schedule Requests

At least two weeks prior and, if possible, prior to scheduling guest lecturers, etc., submit a Scheduling Committee Action (USAFA Form 17) for approval. For required field trips, include a copy of the course description to simplify approval.

Textbooks

Handle orders via the department Textbook Officer—keep a copy of the form for confirmation. Semester deadlines are Fall: end of Apr; Spring: end of Oct; Summer: late Mar.

Scanning

Deliver “Digitek” answer sheets to SCBNC, 3-8299. (Advance notice not required.)

EXAMS AND GRADING

Academic security and exceptions to individual effort statements are written on the exam. Do not give take-home exams unless approved by the Vice Dean of the Faculty (DFV) or the Commander of the 34th Education Group (34 EDG/CC).

Administering Exams

Before an exam, allow reasonable time for cadets to put their name, section, and other identification on the paper. Whenever possible, instructors start and stop exams, but if administering an exam in more than one location, instructors may delegate start and stop duties to section marchers. Cadets may not begin working on the exam until told to do so. Stop times must be posted in each location and instructors should be near each location to answer questions during the exam. Do not proctor exams by remaining in the room, surveilling the cadets, or conducting other similar activity. Appropriately, prior to the stop time, instructors or section marchers will clearly announce the remaining amount of time so cadets can be prepared to obey the “cease work” command. Repeated notices of the remaining amount of time are encouraged. The phrase “Cease work” will be announced at the posted time and absolutely no work, writing or marks on the exam are permitted thereafter.

Academic Security

Academic security means that the contents of an examination will not be divulged to cadets before they take it and cannot be discussed by cadets except with their instructor. Exams include final or validation exams, graded reviews (GRs), or quizzes. When an exam is released from academic security, its contents are open to all, and it may be discussed freely. Safeguard all testing material until it is released from academic security.

Cadets With English As A Second Language (ESL)

Cadets covered by the English as a Second Language (ESL) program guidelines include international exchange cadets and cadets from the United States and Puerto Rico whose first language is not English. These cadets take English 109 during their first semester to orient them to our national and Academy education systems and cultures. These students are allowed extra time and an English or foreign language dictionary to complete quizzes, graded reviews (GRs) and exams. Additionally, academic departments may apply different standards in grading international students. International cadets are designated on the Instructor Worksheet with a double pound sign (##), while cadets from the US and Puerto Rico whose first language is not English are designated by a list provided by DFENG. International students who don't meet degree requirements upon completion of the four-year program are awarded a Certificate of Completion stating they attended the Academy for four years.

Mid-semester Grades

Ensure the mid-semester grade makes up at least 25% of the final course grade.

Graded Review Conflicts

Cadets scheduled for three or more GRs on one day may reschedule a GR with Department Head approval.

Final Exams

Final exams cover the entire course, require two or more hours, and must count for at least 25% of the course grade. Courses listing a final examination in the *Curriculum Handbook* must have an in-class examination unless waived by DFV. Cadets with a clear “A” and who have demonstrated successful integration of all course material and high-quality performance throughout the course may be excused from taking the final exam (up to 5% of course enrollment) with Department Head approval. Do not approve changes in final exam schedules—contact DFRS.

Course Grades

Course Grades are based on “outstanding (A), good (A-, B+, B), average (B-, C+, C), below average (C-, D), and failing (F)” regardless of how many others are assigned a particular grade. Department Heads are responsible for establishing grading standards and maintaining consistency of those standards. Grading standards should be consistent with the historical quality standards of USAFA’s academic programs. Although grading standards should be as consistent as possible from year to year, course to course, and instructor to instructor, it is not unusual for the average student performance to vary from year to year, course to course, etc. Students should not get the notion that they are assured of an excellent grade simply because they stay above the mean. Department Heads are ultimately responsible for assigning letter grades.

Releasing Grades

Ensure final course grades are not released prior to publication of the Final Course Grade Report by the Dean of the Faculty. Department Heads may release mid-semester grades to cadets after T21.

Comment Cards

Following the mid-semester and final grading periods, faculty members must complete comment cards on the cadets who are deficient (C- and below) in their respective classes. The Academic Review Committees (ARCs) use this information to recommend retention or disenrollment of academically deficient cadets. Additionally, many departments require comment cards on all majors at the end of each semester. Comment cards require overall assessment of cadet aptitude, attitude, participation, and military qualities, as well as a recommendation for retention or disenrollment. Commentary should be consistent—instructors need to thoroughly observe cadets throughout the semester and retain notable information—and support the numerical recommendation and the recommendation for retention or disenrollment. Be professional in your expression—cadets and Academy senior leadership have access to the comment cards.

Military Performance Average (MPA)

Each semester, instructors complete Military Performance Average (MPA) worksheets to provide numerical and commentary feedback about individual

cadets to AOCs for five performance dimensions: duty performance, initiative, followership and teamwork, leadership and supervision, and character. AOCs incorporate the feedback when assessing the MPA for each cadet in their squadron.

CLASSROOM OPERATIONS

Cadet Class Attendance

Class attendance is a cadet duty. Cadets may miss class if authorized by higher authority, normally approved through the Scheduling Committee. The Scheduling Committee considers several aspects, including whether instructor coordination (i.e., instructor permission) is required prior to the cadet missing class. When required, this instructor permission should be based on class performance, the nature of the material, and/or other relevant factors. Faculty members coordinate field trips, evening lectures, and other activities outside of class via Scheduling Committee Action (USAFA Form 17) IAW *Cadet Excusals for Academic Course Requirements*, FOI 36-172. Academic Call to Quarters (ACQ), preceding Academic Days (1910-2230 hrs, Sunday - Thursday), is reserved for cadet study time.

Cadet Accountability System (CAS)

Prior to re-admission to class, instructors are to ensure that each cadet explains their absence or reason for being late. Cadets are to make every effort to pre-coordinate absences. Report cadets as absent if they are more than 15 minutes late or if they depart a class or lab prior to dismissal. Ensure cadets who arrive late report-in. Record the appropriate Cadet Accountability System code for the absence or lateness on the Instructor Worksheet. Faculty subsequently report CAS data using the Q2 system for consolidated reporting to AOCs/MTLs (Military Training Leaders). AOCs/MTLs coordinate with instructors for incorrect CAS codes or for nonstandard punishments.

Beginning and Ending Classes

Instructors are to arrive at class sufficiently early to ensure beginning class on time. On the first day of class, instructors appoint a cadet as the section marcher to call the section to attention at the beginning of each class period and to assist in any manner they deem appropriate during class. Instructors may not dismiss class before the end of the scheduled class period without the permission of the Department Head.

Classroom Visitors

Supervisors normally observe classes as part of the appraisal processes for military and civilian faculty members alike. Other visitors are likely to be guests of the Academy. Cadets must clear any visitors through you, the instructor, (and you, in turn, should inform the Department Head) before the visitors come to class. For officers in the rank of Colonel and above or for other high-ranking visitors, have the section marcher call the class to attention on arrival and departure.

CHAPTER VIII

FACILITIES AND SERVICES

The Academy Libraries (DFLIB)

The Academy Libraries include the Academic [McDermott] Library (DFLIB), located at the north end of Fairchild Hall, the Medical Library (SGSOL), located at the Hospital, and the Base Library (SVMG) located at the Community Center. While materials from all three libraries are available to faculty, most faculty will use the 142,000 sq ft Academic Library. It provides access to more than 1,400,000 items in-house for 89 hours per week during the academic year (abbreviated [50] hours for holidays, breaks, and summers) and electronic access to more than 300 full-text, on-line subscription databases (including more than 15,000 full text journals) and links to more than 1,400 public-access web sites twenty-four hours per day. The library has wireless connections so that faculty may use their laptop computers anywhere in the library. A reference librarian at the Reference Desk, as well as a computer software assistant in the Multi-Media Lab, is available to assist patrons with their research anytime the library is open. In addition, each academic department has a reference librarian/subject bibliographer assigned to it who selects materials and provides class-specific bibliographic instruction on request. The library's on-line public access catalog, USAFA/PILOT (Public Interface to On-Line Tools), lists materials found in all academy libraries as well as items in the Center for Educational Excellence, the Counseling Center, the Map Depository, the Media Center, and the Post Library at Fort Carson. The library is a member of the MECC (Military Education Coordinating Council) library consortium that provides access to the materials at the other service academies as well as the eight DoD graduate school libraries. Faculty are provided interlibrary loan services, document delivery services, full-text on-line search services, and self-service single-copy photocopier/microform reader printer services at no cost. USAFA is a selective U. S. Government Documents Depository subscribing to approximately 25% of the US government documents that are available. The Special Collections branch includes extensive manuscripts from Air Force officers and units, as well as the world renowned Gimbel Collection of Aeronautical History, covering 5000 years of aviation history. Specifically, the library holdings exceed 490,000 books and bound periodicals, with 1,600 current periodical subscriptions and more than 900,000 government documents and research reports, 665,000 of which are on microform. In addition to its on-line database capabilities that are accessible to faculty in their offices as well as anywhere on base and in the library, the library has more than 800 CD-ROM items, excluding government document CD-ROMs. The library also houses the Multi-media Lab where cadets can get help with a variety of software packages. The libraries' intraweb site is located at: <http://intraweb.usafa.af.mil/dfsel/>

The Office of the Registrar (DFR)

This staff agency prepares the academic calendar, publishes the Curriculum Handbook, Advisor Handbook, ABCs of Academics, the Cadet Handbook, and Parents Handbook. DFR personnel conduct registration and cadet scheduling activities, establish class offering times, assign classrooms, schedule final examinations, produce grade reports, maintain cadet records, conduct Majors Night, monitor academically deficient cadets, and administer the Academic Review Committees. Departments' Advisors-in-Charge (AIC), Associate Air Officer Commanding for Academics (AAOCA), and scheduling, grading, and curriculum coordinators provide liaison to DFR.

Student Services (DFRL)

The Office of the Registrar's Student Services Center offers programs designed to enhance the academic success of every cadet. The Center offers four formal programs: the Strategies for Academic Success program, the Reading Enhancement Program, the Writing Center, and the Graduate Studies Program. The Strategies for Academic Success program offers courses and seminars that teach cadets proven study skills techniques that can boost academic performance and effectiveness. Individualized tutoring is offered in many of the core courses. The Reading Enhancement Program is designed to equip cadets to successfully handle the increased reading demands they encounter at the Academy and during their career in the Air Force. The Writing Center, open to all members of the Academy community, offers a broad range of writing and editing services and resources, including workshops and seminars, on-line help via the Writer's Webpage, and one-on-one assistance with all writing projects. The Graduate Studies Program focuses on ensuring cadets are aware of all requirements and tools needed to increase their opportunity to qualify for post-graduate scholarships. Nationally competitive scholarships and USAFA Graduate Scholarship Program (GSP) slots are available. The Student Services Center is located on the first floor of Fairchild Hall, north end, facing Vandenberg Hall.

The Directorate of Education (DFE)

The Director of Education (DFE) reports directly to the Dean of the Faculty, oversees the Center for Educational Excellence (CEE), and provides administrative support to two Air Force Institutes, the Institute for National Security Studies (INSS) and the Institute for Information Technology Applications (IITA).

Center for Educational Excellence (CEE)

Faculty members are encouraged to contact CEE's highly experienced staff for help with teaching, technology, assessment, and research, and to submit education articles for CEE's *USAFA Educator* communiqué. The Center maintains an excellent library of books, journals, and audiovisual materials on various education subjects. The CEE staff, under the Director of Faculty Orientation, also conducts an extensive orientation twice each year for new and returning faculty members. This orientation establishes standards and

introduces faculty to the Academy environment and the fundamentals of teaching.

The Director of Faculty Development (DFED)

DFED provides ongoing continuing education seminars and workshops to improve the teaching, technology, and assessment skills of all faculty members. DFED uses assessment tools and feedback from departments to design workshops that meet Academy needs.

The Director of Academic Computing (DFET)

DFET provides computer and multimedia support to the faculty and cadets on a walk-in basis in room 3F19, the Technical Assistance Center (TAC). They trouble-shoot problems, load software, and re-image computers. DFET is also responsible for the selection and procurement of the cadet computer system each year, as well as the software licenses for the faculty and cadets. DFET operates and maintains three laboratories—the Network Classroom (4J17), Lab 2E13, and the Multimedia Lab (MML) in the academic library. The NCL and 2E13 are operational classrooms scheduled through DFR and containing advanced workstations for courses requiring in-class computer use. The MML contains computers, printers, scanners, a copier, and other resources for cadet and faculty use. The lab is open during academic library hours so lab personnel can assist cadets in completing projects and provide training on a variety of software applications. DFET is also responsible for all audiovisual equipment and support within the 300 classrooms, lectinars, and lecture halls, as well as operating the Video Tele-Conferencing Center (VTC, 4H45), used for distance learning, interviews, meetings, and VIP sessions.

The Director of Academic Assessment (DFEX)

DFEX assists the Dean of the Faculty in overseeing the DF assessment program. DFEX also provides a variety of assessment services, including Focus Groups and the Academy's Course and Instructor Critique System. DFEX manages the Dean's Fund to Promote Academic Excellence (ACE) that provides resources for curriculum and faculty development, assessment, and cadet academic travel. DFEX also maintains the Academy's Assessment Catalog and a library of accreditation documents.

The Director of Faculty Research (DFER)

DFER supervises the faculty and cadet research program, allocates Air Force Office of Scientific Research (AFOSR) and DF funds, coordinates awards, sponsors technology transfer, and manages the efforts of faculty members and cadets working in support of the operational Air Force and other governmental agencies.

Institute for National Securities Studies—INSS (DFES)

INSS promotes independent research with the military academic community for the DoD and supports the Air Force national security education program. The Institute sponsors research projects to include arms control, military affairs,

counterproliferation, Air Force policy, regional studies, information warfare, environmental security, and space policy.

Institute for Information Technology Applications—IITA (DFEI)

IITA sponsors, coordinates and focuses cadet and faculty multidisciplinary teams researching the application of information technology in USAFA, AF, and DoD mission areas.

The Office of International Programs (DFIP)

The Office of International Programs (DFIP) at the United States Air Force Academy manages the Cadet Summer Foreign Language Immersion Program, the Cadet Semester Exchange Abroad Program, the Cadet International Academy Visits Program, the Four-Year International Cadet Program, and the Allied Exchange Officer Program. In addition, the Office of International Programs: serves as the single focal point for USAFA's international affairs; plans distinguished international visits to USAFA; organizes USAFA staff assistance visits to international academies in support of theater CINC, HQ USAF, and OSD initiatives; administers foreign clearance authorizations for USAFA personnel; acts as foreign disclosure office for USAFA; processes official passports for USAFA personnel; and serves as the international military student office for HQ USAF-directed security assistance training at USAFA.

The Academy Counseling Center (34 TRW/ACC) The counseling center provides unlimited services exclusively for cadets through its three, inter-related counseling components, personal counseling, sexual assault services, and the walk-in stress management clinic. Counseling Services provides individual and group counseling for common issues and problems experienced by college students and those at a military academy (e.g., adjustment issues, grief, anxiety, depression, relationship concerns, family problems, academics, alcohol misuse/abuse, career decisions, stress, etc.). The Sexual Assault Services branch provides victim support through a unique Victim Advocate Program, individual counseling, and educational programs about sexual assault and sexual assault prevention. The Stress Management Clinic is designed as a self-guided, walk-in resource where cadets can use the stress self-assessment protocols, relaxation room, and audio- and videotape library, for immediate relief, to learn stress management strategies, and to measure the impact of stress. More information about the center is available from the web.

Center for Character Development (34 TRW/CWC)

The Director of Character Development formulates and implements policies and programs for cadet character development education, experiential activities, honor education and administration, and human relations training. The Center coordinates the USAFA character development program and activities among all mission elements. Programs include Faculty Orientation, new AOC training, the Character Development Manual, Academy Character Enrichment Seminars, Falcon Heritage Forum, and the National Character and Leadership Symposium. Honor (CWCH) oversees the Honor Code, including investigation and disposition of honor cases. Human Relations (CWCR) promotes

understanding of how personal differences affect cadets and emphasizes the relationship between effective leadership and human relations issues. Respect and Responsibility Workshops are hosted throughout the year allowing all Third-Class cadets to appreciate human relations and diversity issues. The Character and Leadership Education Division (CWCL) is responsible for all mandatory cadet character education programs. There are now mandatory character development programs for all four class years. The Excellence Division (CWCX) develops and manages USAFA's optional character development activities to include the National Character and Leadership Symposium, the Falcon Heritage Forum, Alternative Spring Break, and cadet community service activities.

Air and Space Doctrine and Warfighting Laboratory—Planetarium (34 ES)

The mission of the Air and Space Doctrine and Warfighting Laboratory (Planetarium) is to support cadet instruction. The environment of the theater provides 360-degree virtual space where the imagination is the only limitation. The planetarium has supported astronomy, history, and combat presentations. Support for other academic subjects is available. Drawn objects can be projected onto the dome as a 3-D object and can be manipulated in a variety of ways to illustrate or support concepts in many disciplines. The main visualization system is *Digistar*; but, videotape, DVD, Laserdisc, 35mm slide, PowerPoint, and additional audio and visual capabilities are supported. Programs may be offered live or pre-recorded. Planetarium staff members are happy to work with individual course directors and instructors to develop custom course presentations. Seating capacity is 124.

The Cadet Gymnasium, Field House, and Athletic Fields

Both military and civilian faculty members may use the Cadet Gym, Field House and Athletic Fields as authorized. These facilities house basketball gyms, indoor tennis courts, an Olympic-size swimming pool, squash and racquetball/handball courts, weight training rooms, a 1/6 mile six-lane Tartan surface track surrounding an Astroturf playing surface, and an ice hockey arena. Normal recreational times are Monday-Friday from 0530-0730, 1115-1315, and 1830-2200. The cadet weight room, aerobic room, racquetball and squash courts, and multi-purpose area have extended noon hours from 1000-1315. The pool is not open to faculty members in the evening or on weekends. For other facilities Saturday and Sunday hours are 0800-2000. Some of the facilities, like the Field House basketball arena require approval. Other facilities like the natatorium and the ice rink have scheduled open recreation periods. Faculty members may volunteer to assist with summer sports camps that extensively use the Cadet Gym and Field House.

Cadet competition facilities include: the 6000-seat Clune Basketball Arena, the 52,480-seat Falcon Stadium (home of the football team), a baseball diamond with Astroturf infield, 33 tennis courts, a track and field complex with a 400-meter Tartan surface track and seating for 7,600, a varsity soccer field with seating for 3,500, and the Eisenhower Golf Course which features two championship par 72, 18-hole courses. Faculty members may purchase event

entry or season passes for various competitions through the Air Force Athletic Association.

The 10th Air Base Wing (10 ABW)

The 10th Air Base Wing provides a wide range of base services, including the Legal (JA), Logistics (LG), Civilian Equal Employment Opportunity (CCD), and Military Equal Opportunity (ME) offices. In Fairchild Hall, a faculty Travel Management Office (LGRMX) handles official travel (Room 5J21), while the Outdoor Recreation Center's Colorado R&R office (10 MSG/SVRI) handles leisure travel reservations. Various 10 ABW units provide additional faculty services, including Family Support (10 MSS/DPF) and communications, computers, and information services (10 CS).

Visual Information (VI) Services (10 CS/SCSV)

The Visual Information Services provide photography, graphics and illustrations, multimedia artwork and design, television and video production and broadcast, and audiovisual equipment checkout for faculty and base-wide use. Faculty must possess a library card to check out equipment. Reservations are taken at 3-2390.

Information Systems (10 CS/SCB)

Information Systems provide a wide variety of services from walk-in consulting on most Academy computer hardware and software to training, operating large centralized computing facilities, and managing the large local area network (USAFAnet).

The 10th and 34th Services Squadrons (10 & 34 SVS) and Personal Development Division

The Services Squadrons and Personal Development Division provide a wide range of activities to promote morale, welfare, and recreation of Academy personnel. Sports facilities include two golf courses, a bowling center, fitness and sports gymnasium, and softball fields. Base intramural leagues for most sports promote unit spirit and provide individual participation awards. Service facilities include auto and wood hobby shops, an aero club, an outdoor recreation center (including ski rental and discount tickets), and day care and youth centers. Recreation facilities include an equestrian center, hiking/biking/fitness trails, lodges and pavilions and the Farish Recreation Center, which provides a natural alpine park atmosphere with camping, fishing, and hiking. The Services Squadrons also provide base lodging, mortuary services, and operate the Milazzo Enlisted Club and Academy's Officers' Club.

Academy Officers' Club

The Academy Officers' Club serves as the Faculty Club and may be used by club members and their guests. Membership is highly encouraged and required for most uses.

Cadet Bookstore (AAFES)

The cadet bookstore sells consumables and textbooks to cadets and military and civilian faculty. During the first two weeks of the semester textbook purchase is limited to cadets only. All AD Civilian Personnel are authorized use of the Bookstore. Bookstore staff members can assist faculty with special purchase orders. The bookstore is located on the second floor of Vandenberg Hall.

Arnold Hall Recreation Center

The Arnold Hall Recreation Center offers opportunities for eating and relaxing. The Center houses a theatre where cadets relax at movies and the entire Academy community enjoys live entertainment. Arnie's cafeteria hosts Taco Bell, Subway, and Godfather's Pizza concessions. The Ballroom is the site of many formal and informal gatherings.

Visitor Center

The Visitor Center houses a small theater, snack bar, and gift shop. The theater provides a short slide show on cadet life. Visitors may purchase Academy souvenirs and sportswear. The Barry Goldwater Visitor's Center is located southwest of the Cadet Area.

Tenant Units

The Association of Graduates (AOG)

The AOG provides leadership and service to the Academy graduate community, support for the Academy mission, and preservation of the Academy's heritage.

Defense Printing Service (DAPS)

In addition to the main printing plant at the Supply & Service Area, the satellite facility in Fairchild Hall completes most jobs within five days. The Fairchild facility can often immediately complete small urgent jobs. The main printing plant is at 8122 Edgerton Dr (Phone 333-2350).

APPENDIX A

USEFUL USAFAnet DIRECTORIES AND WEB SITES

K:\CAMPUS\34TRW\34TRG\AFCWI
Cadet Wing Instructions

K:\CAMPUS\34TRW\34TRG\CIF
Cadet Information File letters giving more recent guidance and updates to policy

K:\CAMPUS\DF\DFL\ETHICS
Handouts discussing common legal and ethics questions raised by faculty members

W:\DFR\SHARED\HANDBOOKS
Advisor Handbook, Curriculum Handbook and Supplements

Y:\34SPTG\SCHEDULE
Semester calendar (xxCAL)

Y:\34TRW\HONORCDE
Cadet "X" letters and Honor Code Reference Handbook (HCRH)

Y:\DF\ADMIN\FOI
Faculty Operating Instructions, including the index

<http://inraweb.usafa.af.mil/df/>
Dean Of The Faculty Web Site

<http://www.usafa.af.mil/scs/afapbf.htm>
E-Forms And Publications Library

APPENDIX B

OTHER USEFUL REFERENCES

FACULTY OPERATING INSTRUCTIONS (FOIs)

Y:\DF\ADMIN\FOI

NUMBER	TITLE
0-2	Index of FOIs
23-101	Textbooks for Cadets and Faculty
23-201	Reports of Survey
31-501	Information Security
32-2001	Fire Prevention and Evacuation Plan—Fairchild Hall
35-101	Clearance of Material for Public Release/Public Affairs
36-150	Office Hours, Authorized Absences, and Uniform Wear
36-152	Off-Duty Employment
36-153	Professional Ethics and the Honor Code
36-154	Guest Lecturers
36-157	Academy Graduate School Program (GSP)
36-160	Extension and Early Release of Faculty Tours
36-163	Faculty Orientation and Development
36-164	Policies and Procedures for Cadets who Speak English as a Second Language
36-167	Management of Flying Personnel
36-169	Dean of the Faculty Guest Speakers Programs
36-172	Cadet Excusals for Academic Course Requirements
36-174	Safeguarding Academic Testing Materials
36-175	Determining Course Grades
36-176	Administration of Graded Reviews While Away From the Academy
36-178	Selecting the DF-Level CGOQ and CGOY
36-179	Civilian Faculty Sabbatical Program
36-180	Selecting the Annual Heiser Award Winners
61-101	Faculty Research and Sponsored Research Program Management
61-102	Cadet Summer Research Program
91-201	Safety Procedures and Accident Reporting

OTHER USEFUL REFERENCES

Academy Instructions, Manuals and Pamphlets. USAFA INDEX 0-2 lists all of these publications. Most are available via the AF Electronic Publications Library (AFEPL). The 537 series "USAF Academy Cadet Program" is especially vital to faculty activities. In the Air Force Cadet Wing Instructions, *Discipline and Probation System*, AFCWI 51-201 is also important.

Air Force Academy Catalog. The Director of Admissions (RR) publishes the USAFA Catalog to provide an overall picture of the Academy and a useful picture of cadet life to high school students, counselors, and other interested persons.

Administering and Paying Civilian Faculty (USAFAI 36-802). Implements AFPD 36-8, *Employee Benefits and Entitlements*, and references AFI 36-804, *Civilian Faculty Pay Plan for Air University and the USAF Academy*, by establishing the requirements for the appointment, reappointment, academic rank, salary step adjustment, and merit awards for professional civilian faculty members at the Air Force Academy.

Character Development Manual (CDM). The Center for Character Development (CWC) provides this reference for Cadet Development Policy.

Civilian Faculty Sabbatical Program (USAFA FOI 36-179). This operating instruction prescribes policies and procedures for the USAF Academy Civilian Faculty Sabbatical Program which provides for institutionally-supported leave for professional development for eligible Administratively Determined (AD) civil service civilian faculty members assigned to the Dean of the Faculty (DF).

Contrails. Published annually by the 34 TRS as a reference on the nation, the military, the USAF, and the USAFA for cadets.

Curriculum Handbook. The Curriculum Division, Office of the Registrar (DFRC), publishes the Curriculum Handbook at the beginning of each calendar year to provide information concerning graduation requirements, academic registration procedures, course offerings, academic programs and majors, and academic probation.

Fact Sheets. Published by PAI, these sheets cover a wide range of subjects about the Academy.

Honor Code Reference Handbook. The Center for Character Development (CWC) publishes this document to explain the importance and administration of the Honor Code.

Leadership Development Manual (LDM). The 34 TRS publishes this manual to provide the policy guidance and instructions on how to train and supervise

cadets at the United States Air Force Academy. The LDM is directive in nature and requires USAFA cadets, officers, and staff to apply the LDM guidelines.

MLA Handbook for Writers of Research Papers. Published by the Modern Language Association (MLA) of America and is the USAFA documentation standard for all papers in all core courses. (Problem sets, computer projects, lab reports, etc. are not considered papers.) For other courses, Dept Heads may specify other standards.

Standards of Conduct (DoDD 5500.7). Serves as the single source of standards of ethical conduct and ethics guidance, including direction in the areas of financial and employment disclosure systems, post-employment rules, enforcement, and training embodied in the *Joint Ethics Regulation (JER)*, DoD 5500.7-R.

The Tongue and Quill (AFH 33-337). Describes AF information management, including preparing official communications, speaking, and the USAF standard for citations.

USAFA Cadet Handbook. Published by DFRL and includes an M/T Day Planning Calendar, study skills tips, and graduation requirements.

United States Air Force Academy Telephone Directory. The 10 CS maintains this document which has quick reference, installation, organizational, alphabetical, and personnel phone lists.

United States Air Force Academy Base Guide. Public Affairs (PA) edits and prepares the editorial content as an authorized publication. This guide provides an orientation of the military installation and area recreation and attractions.

United States Code: United States Air Force Academy (Title 10, Chapter 903).

Welcome/Sponsor Package. Family Services (10 MSS/DPF) provides this package of base information for all incoming personnel. The Family Support Center (10 MSS/DPF) provides information for the *Standard Installation Topic Exchange Service (SITES)*, a DoD-standardized database for all incoming personnel.

Where the Fun Is. Describes the recreation and other services available from the 10th Services Squadron.

APPENDIX C

Adapted with permission from the United States Coast Guard Academy Faculty Handbook.

Teaching Tips for New Faculty

- ★ Learn the names of your cadets.
- ★ Your physical position in class reflects your attitude and interest. You should guard against becoming involved in lengthy discussions with one or two individuals. When you are talking to the class, be sure to give attention to cadets in all parts of the room.
- ★ Most of your teaching will involve meeting sections of 18 to 22 cadets. Your methods will ordinarily include a mingling of demonstration, lecture, discussion, and recitation based upon material previously assigned for study. The amount of time you devote to any one of these methods will undoubtedly vary, depending upon the subject matter, the response of the class, your own predilections, etc. Yet the presentation must be planned to accomplish your purposes and your planning should include definite decisions about student activities and student response to your teaching. Too often the new instructor plans only her/his own performance and forgets to think about what the student is likely to do.
- ★ In presenting a demonstration and in lecturing, the instructor must be the center of attention. Be sure that all of the class can see and hear.
- ★ Be sure to allow time for note-taking.
- ★ During discussions of material already studied, the instructor should be prepared to lead the discussion into significant areas. The instructor should avoid purely rhetorical questions. The instructor should pose questions or set forth problems that will involve all the class in a way that avoids mumbled answers from the whole group.
- ★ In starting discussions, the instructor should recognize volunteers, but should also involve those who hesitate to contribute. Occasionally, the instructor should summarize the discussion or evaluate the thinking of the group.
- ★ Before the end of the period, a review, summary, or application of the subject may be useful. Sometimes a quiz is beneficial.
- ★ A classroom assessment strategy at the end of class is often useful. See Angelo, T. A., & Cross, P. (1993). *Classroom assessment techniques*. San Francisco: Jossey-Bass.
- ★ Develop good board work techniques. Your writing and diagrams should be clear and large enough to be read from the rear of the room. Do not talk to the chalkboard. Do not conceal the board work with your body. Do not erase before cadets have had time to process the information.

- ★ Consider using teaching aids: tapes, recordings, movies, slides, filmstrips, PowerPoint, demonstrations, models, etc. But do not let the technique substitute for content or structured learning experiences. Do not use a technique merely because you can, make sure whatever teaching aid you use is integral to the class.
- ★ Become familiar with the Cadet Regulations.
- ★ Don't be reluctant to compliment excellent work.
- ★ Remember you have a considerable amount of power as the instructor. Don't succumb to sarcasm or ridicule. Whether civilian or military, remember you are a role model for cadets for how to treat subordinates.
- ★ At USAFA, there is no such thing as a "cut." Cadets are expected to be at each class.
- ★ There are several support programs for cadets: Student Services, Cadet Writing Center and Cadet Counseling Center.

Lesson Plans

- ★ Do you plan your lesson, or do you go to class with only a general idea of what you are going to do?
- ★ Is the objective of each lesson well defined? Can the objective be accomplished by your presentation in the allotted time?
- ★ Do you find the most effective way to help cadets learn each topic?
- ★ Does your lesson plan include all the important points and exclude the irrelevant?
- ★ Is your lesson plan logical? Does it make a clear connection with what has preceded it?
- ★ Does your lesson plan call for some specific performance by cadets?
- ★ Do you make an intelligent and effective use of instructional aids?

Conduct of Class Sessions

- ★ Do you establish clear objectives for the class or lab session?
- ★ Do you tell cadets what you are talking about and why?
- ★ Do you spend most of the time just talking? If you do, the chances are that cadets aren't learning much.
- ★ Do you waste time?
- ★ Do you direct the class so as to gain and hold cadet interest?
- ★ Are you prepared for questions, or do you evade them?
- ★ Are you courteous and considerate in answering questions?

- ★ Do you use some inappropriate instructional aid because it is easier than preparing an effective presentation?
- ★ Do you use an unreasonable amount of time having cadets copy notes that could be given out in some other form?
- ★ Do you encourage lively and interesting discussions?
- ★ Do you hide the board work with your body?
- ★ Do you really help cadets learn something, or do you merely add to their confusion?
- ★ Do you engage cadets in the discussion? Do they fall asleep in class?
- ★ Do you regularly use active learning techniques?
- ★ Do you teach individuals or do you address your remarks to a vague entity known as a “section?”
- ★ Do you at least occasionally require cadets to work in groups?
- ★ Do you have real interest in cadets and their learning problems?
- ★ Do you avoid the use of sarcasm, ridicule, and other forms of inappropriate behavior?
- ★ Do you vary your teaching techniques? Do you check on the results?
- ★ Do you use classroom assessment to understand what students are learning?

Testing

- ★ Do you construct good tests?
- ★ Are your tests representative of the material covered in the class, clear in meaning, and of reasonable length?
- ★ Do you let your class go without tests because you do not like to grade papers?
- ★ In grading tests, do you give each question a value in proportion to its importance?
- ★ Do you have sufficient information on each student to establish fair mid-term grades?
- ★ Do you fail some definite percentage of every class? This practice is unsound and unfair; it has a devastating effect upon cadet morale.
- ★ Are cadets motivated only to pass tests?
- ★ Do you hide poor teaching with high grades?
- ★ Do you make full use of testing as a teaching device?
- ★ Do you correct and return quiz papers promptly?

- ★ Do you differentiate between the ten-minute quiz and the hour exam?

Subject and Background

- ★ Do you understand your subject and its place in the Academy's curriculum?
- ★ Are you still learning more about your subject?
- ★ Do you make it a practice to read professional journals in your subject matter area?
- ★ Are you aware of the practical applications of your subject?
- ★ Do you know how to interest cadets in your subject?
- ★ Can you see your subject in perspective?

Student-Instructor Relationship

- ★ Do you learn the names of the cadets in your class?
- ★ Do you make some of your time available to cadets who want your help?
- ★ Do you encourage cadets to discover sources of interest in your subject?
- ★ Are you interested in cadets as individuals?
- ★ Do you take some part in the extracurricular activities of the Academy?
- ★ Do you see the value in attending some cadet activities?

Faculty as Teachers:

Helping Cadets Become Self-Directed Learners

At the USAF Academy, we believe that faculty are instrumental in facilitating cadets' growth from dependency to life-long, self-directed learners. Using some notions from the theory of situational leadership, Gerald Grow proposes four steps, or stages, of development for cadets on their way to becoming self-directed learners. The model includes descriptions of the kinds of teaching that can facilitate student movement from one stage to the next.

“Teaching is matched to learners with the explicit purpose of helping them attain the knowledge, skills, motivation, and goal of becoming more autonomous in learning and in life (p.142).”

A considerably condensed and summarized description of each learning stage and the teaching it requires follows.

Stage One:

Dependent learners, teachers who coach.

Dependent learners need an authority figure to give them explicit directions on what to do, how to do it, and when. For these cadets, learning is teacher-centered. Students at this stage either treat teachers as experts, or they passively slide through the educational system responding mainly to teachers who “make” them learn (p. 129).

Learners at this stage respond best to instruction that is clearly organized and that demands rigor. They need a coach who will tell them exactly what they need to do. They do not handle making choices well and need to be evaluated in unequivocal, objective ways with absolutely clear criteria.

Stage Two:

Interested learners, teachers who motivate and guide.

At this stage, cadets respond to efforts to motivate them. Once shown the purpose of an assignment, they are willing to complete it. They respond to teachers who “persuade, explain and sell, using a directive but highly supportive approach that reinforces learner willingness and enthusiasm.”

Often these are the kinds of teachers that cadets like — so they go along with what the teacher proposes. “Learners...respond positively to personal interaction from the teachers” (p. 131). These teachers also connect content to cadets’ interests.

Robin Williams, the teacher in the movie, *Dead Poets Society*, embodies the kind of teaching at this stage that connects with where cadets are and prepares them for the next stage. Williams still lectures, but he also requires cadets to get involved. They must take risks, stand before the class, and recite their own poetry. With his encouragement, they form a poetry group, an act that moves them closer to Stage Three.

Stage Three:

Involved learners, teachers who facilitate.

At this stage, cadets begin to see themselves as “participants in their own education” (p. 133). They can identify and see the value of their own life experiences and they realize they have much to learn from and with others. At this stage, cadets respond to a teacher who will guide them, lead them through unfamiliar terrain, and offer the appropriate tools, methods, and techniques. Students at this level can work in groups on carefully designed, but open-ended tasks.

Carl Rogers is an example of a successful Stage Three teacher, listening, drawing out, facilitating, encouraging, validating feelings, honoring risks, supporting those who venture beyond what is safe and known for them, and cultivating personal awareness and interpersonal respect (p. 134).

Stage Four:

Self-directed learners, teachers who consult.

Learners at this stage set their own goals and standards. “They exercise skills in time management, project management, goal-setting, self-evaluation, peer critique, information and use of educational resources” (p. 134). At this stage, the teacher no longer teaches subject matter, but rather cultivates the cadets’ ability to learn.

Advising a doctoral dissertation illustrates the details of the faculty role at this stage. The instructor consults with the student, monitors progress, makes suggestions, functions as a sounding board, and offers feedback during both the design and the results phases. But it is the student’s project and work. “The ultimate task of a Stage four teacher is to become unnecessary” (p. 136).

Grow uses this model to explore the issue of mismatch — what happens when the teacher uses strategies from a stage other than the one at which the student is located. He contends that it makes for very dysfunctional learning experiences, “every stage requires balancing the teacher’s power with the student’s emerging self-direction” (p. 140).

He also writes about making transitions between stages: “Don’t underestimate how difficult it is for a teacher to move from being a requirement to being just one among many choices in how to learn” (p. 142).

Listening - The Forgotten Element in Student Success

There is not a professor who has not encountered cadets who simply do not know how or who have chosen not to listen. In many cases, parents, school systems, and professors have never explained the importance of active listening and have never taken the time to help cadets become better listeners. No one has helped them see the correlation between active listening and academic success. Students have not made the connection that active listening leads to better note taking which leads to creating better study aids which leads to better test grades.

Can active listening be taught? Certainly it can, just as teaching about Greek tragedies, comma splices, and the impressionism of Monet. It simply takes a commitment from professors and a willingness to address the issue and spend a few hours laying the groundwork that can assist cadets in becoming active, receptive listeners.

The first step in teaching active listening skills involves a hearty discussion on the differences between listening and hearing and how one can move from simply hearing to actively listening. First discuss the *three basic types of listening*; purposefully, objectively and constructively.

Listening purposefully simply means that you have prepared yourself for the type of listening situation in which you are involved. One listens differently at a concert than one would listen at a worship service or college lecture. We listen to our friends differently than we listen to professors. One must, therefore, prepare for the listening situation.

Listening objectively implies that we must learn how to listen with an open mind, delaying judgment until we have heard and objectively evaluated the situation.

Listening constructively suggests that we listen intently and decide how the information can be helpful to our career, life, or happiness.

Secondly, discuss the *three major obstacles for listening*: prejudging, talking, emotions.

Prejudging means that you automatically shut out what is being said. You may prejudice because of content, the person speaking, or environmental, cultural, or social issues.

Talking is an obstacle because it is humanly impossible to speak and listen at the same time. Silence is the first key to listening.

Emotions are obstacles because they create a shield to active listening. If we are angry, worried, scared, happy, or plagued with problems, our active listening ability can be hampered.

The third step in teaching active listening is to give cadets tips and *suggestions for improvement*. Some helpful suggestions are:

- ★ Learning how to focus and concentrate on the information.
- ★ Creating visual images in your mind as you receive information.
- ★ Not giving up too easily.
- ★ Relating to the idea, not the person speaking.
- ★ Listening for how something is said.
- ★ Listening between the lines, what is not said.
- ★ Avoiding reaching hasty conclusions.
- ★ Asking questions and participating in class.
- ★ Empathizing with the person speaking.
- ★ Eliminating mental arguing.
- ★ Giving the speaker eye contact.
- ★ Being patient, active listening is not an easy task.

The fourth element in teaching active listening involves using techniques that *promote active listening*. When delivering a lecture:

- ★ Make eye contact.
- ★ Move around the room.
- ★ Call cadets by name.
- ★ Ask frequent questions.
- ★ Use repetition when giving important information.
- ★ Tell stories.
- ★ Use novel ideas.
- ★ Use colorful, descriptive language and visualization in your lectures.
- ★ Use demonstrations.
- ★ Teach in small blocks and then use summation.
- ★ Use humor when appropriate.

The secret to teaching active listening skills is to broach the subject with vigor and enthusiasm. Use extra credit on your exams to test how well cadets listen to small, intimate details of lecturers or comments made by other cadets. Help them understand the relationship between active listening and academic success, and you will be amazed, and so will your cadets, at the results.

From the article, "Teaching Learners to be Self-Directed", by Gerald Grow, Ph.D., School of Journalism, Media & Graphic Arts Florida A&M University Tallahassee, FL 32307 USA --available at: <http://www.longleaf.net/ggrows>

How to Construct a Syllabus

Course Name and Number and prerequisites

Official course name and number taken from the Course Catalog as well as any prerequisites or co-requisites.

Instructor

Your name, office, phone number, and office hours.

Course Description

Delineate the content of the course more extensively than it is described in the course catalogue. The discussion might include:

- ★ What will be and will not be covered?
- ★ Why is the course worthwhile?
- ★ What is your approach to teaching?
- ★ How does the course relate to the prerequisite or co-requisites?
- ★ Is there any other body of content that the course draws from?
- ★ Does the course relate to life experiences?

Course goals & Outcomes

Describe the four or five broad statements of what it is that you hope cadets will achieve in this course. It is often useful to make these behavior statements, that is, by the end of the course the student will be able to do what. It is in this section that you may want to relate course goals to the Academy's Educational Outcomes.

Required course materials

List textbooks or other materials that the student must have for this course.

Requirements for the course

Describe the projects, tests, papers, oral presentations, journals, etc. that are expected of the cadet. You may also want to inform the cadet how much out-of-class time is expected. It is often useful in describing these requirements to be as specific as possible, e.g., the size font and margin widths for papers, as well as reference style; the style for the oral presentation; how journals should be

constructed, i.e., electronic or paper; etc. Be sure to include documentation requirements.

Statement of collaboration

Describe the acceptable degree of collaboration allowed, keeping in mind that individual effort is the standard.

Grading policy

Describe the approximate worth of each requirement. You may want also to describe the criteria you will use for allocating grades.

Schedule

List the schedule for the entire semester by class period. This schedule should include the lesson number, the topics to be covered, and homework assignments.

Include lesson objectives as appropriate to the cadets' stage of development (see previous discussion of article by Gerald Grow).

APPENDIX D

ACRONYMS AND OTHER STRANGE WORDS

A	
AAOC	Associate Air Officer Commanding
AAOCA	Associate Air Officer Commanding for Academics
ACC	Air Combat Command
Ac Call	Academic Call to Quarters (1930-2300)
ACES	Academy Character Enrichment Seminar
Ac Pro	Academic Probation
ACQ	Academic Call to Quarters
AF	Air Force
AFB	Air Force Base
AFCW	Air Force Cadet Wing
AFIT	Air Force Institute of Technology
AFROTC	Air Force Reserve Officer Training Corps
AFT	Athletic Fitness Test
AH	Director of Athletics
AH()	A division or department within AH
AIC	Advisor In Charge
ALO	Academy Liaison Officer
AMC	Air Mobility Command
AMI	A.M. Inspection
AOC	Air Officer Commanding (of a Cadet squadron)
APA	Academic Performance Average
APS	Academic Program Summary
ARC	Academic Review Committee
ASAP	As Soon As Possible
AWOL	Absent Without Leave
B	
BCT	Basic Cadet Training
BDU	Battle Dress Uniform (Camouflage)
BOR	Base of Ramp
BOV	Board of Visitors
BX	Base Exchange (Military Department Store)
C	
C1C	Cadet First Class (Senior)
C2C	Cadet Second Class (Junior)
C3C	Cadet Third Class (Sophomore)
C4C	Cadet Fourth Class (Freshman)
CADO	Cadet Academic Duty Officer
CAP	Cadet Alcohol Program
CAS	Cadet Accountability System
CATM	Combat Arms, Training and Maintenance

CCB	Configuration Control Board
CCQ	Cadet in Charge of Quarters
CCTV	Closed Circuit Television
CD	Course Director
CDB	Cadet Disciplinary Board
CEE	Center for Educational Excellence
CEMM	Center for Educational Multi-Media
CETF	Consolidated Education and Training Facility
CFD	Correct For Data
CIC	Cadet In Charge
Comm	Commandant
Comment Cards	Required at C- and below, record comment about aptitude, attitude, and retention
COMSEC	Communications Security
CQ	Charge of Quarters
CRADA	Cooperative Research and Development Agreement
CRB	Curriculum Review Board
CS	Cadet Squadron
CSRP	Cadet Summer Research Program
CV	Vice Commander (Base Commander)
CW	Commandant of Cadets (34TRW/CC)
D	
DDN	Defense Data Network
Dean's Call	Commander's Call (all faculty required to attend)
DF	Dean of the faculty
DF()	A division or department within DF
DFBLC	Cadet Counseling and Leadership Development Center
DFRS	Scheduling Division within DFR
DFV	Vice Dean of the Faculty
DI	Dormitory Inspection
DoD	Department of Defense
DOI	Department Operating Instructions
DSN	Defense Switched Network (Autovon)
DVP	Distinguished Visiting Professor
E	
EATC	Ethics Across the Curriculum
ECAMP	Environmental Compliance and Assessment Management Program
EEO	Equal Employment Opportunity
EI	Extra Instruction
EPR	Enlisted Performance Report
ERIC	Educational Resources Information Center

F	
FJSRL	Frank J. Seiler Research Laboratory
FOI	Faculty Operating Instruction
FP	First Pilot
FPC	Faculty Personnel Council
G	
GDO	Group Duty Officer
GEIP	Gross Error In Principle
GPA	Grade Point Average
GR	Graded Review (hour exam)
Graded Exercise	A Classroom Assessment that carries points
GSP	Graduate Studies Program
H	
HC	Chaplains
HELP	Healthy Eating for Life Program
HLO	Honor liaison Officer
HOLEY JOE	Routing Envelope for inter office transfer
HPAC	Health Professions Advisory Committee
HR	Human Relations
HREO	Human Relations Education Officers
I	
IACS	International Association of Counseling Services
IG	Inspector General
IITA	Institute for Information Technology Applications
INSS	Institute for National Security Studies
IP	Instructor Pilot
IP Points	Instructor Prerogative Points
IRI	In Ranks Inspection
L	
LEAD	Leadership Education and Development (Team)
LMD	Last Military Duty
LDM	Leadership Development Manual
LO	Liaison Officer
M	
M-Day	Most Classes meet on only M or T Days- every other day
MP	Mission Pilot
MPA	Military Performance Average
MPE	Military Performance Equivalent
MPF	Military Personnel Flight
MRC	Military Review Committee
MRE	Meals Ready to Eat
MWC	Mountain West Conference
MWR	Moral, Welfare and Recreation

N	
NAF	Non Appropriated Funds
NCA	North Central Association (Accrediting Agency)
NCO	Noncommissioned Officer
NE	Notation Error
O	
O-1	2 nd Lt
O-2	1 st Lt
O-3	Capt
O-4	Maj
O-5	Lt Col
O-6	Colonel
OAE	Outstanding Academy Educator
OCM	Organization Computer Manager (see CLO)
OIC	Officer In Charge
OM	Order of Merit
OPA	Overall Performance Average
OPR	Officer Performance Report
OPR	Office of Primary Responsibility
OR	Officer Representative
OSI	Office of Special Investigation
OTF	Over the Fence
OTS	Officer Training School
P	
PA	Public Affairs
PACAF	Pacific Air Forces
PCS	Permanent Change of Station
PDA	Public Display of Affection
PDP	Professional Development Program
PDQ	Pretty Darn Quick
PE	Physical Education
PEA	Physical Education Average
PFT	Physical Fitness Test
PL	Preparatory School
POC	Point of Contact
PP	Permanent Professor (Department Head)
PRC	Physical Fitness Review Committee
Prog	Progress (mid-semester)
PSI	Pilot Selection Index
Q	
Q2i	Computer Database for CAS, Comment Cards, and course and section rosters
QI	Quality and Assessment Office
Quibbling	Cadets arguing with instructor over points
R	
ROTC	Reserve Officer Training Corps
RTFQ	Read the Full Question

S	
SAMI	Saturday A.M. Inspection
SC	Computer Squadron
SCA	Scheduling Committee Action
SDO	Squadron Duty Officer
SFO	Squadron Faculty Officer
SGID	Small Group Instructional Diagnosis
SOD	Senior Officer of the Day
SOS	Squadron Officers School
SP	Security Police
SPEA	Squadron Professional Ethics Advisor
STO	Sequential Tour Officer
Supt	Superintendent
T	
T-Day	Most Classes meet on only M or T Days- every other day
TDY	Temporary Duty (Trip off Station)
Thousand Miler	See Holey Joe
TLF	Temporary Living Facility
U	
UV-18	DeHavilland Twin Otter (Jump Platform)
UIF	Unfavorable Information File
UOD	Uniform of the Day
UP	Upgrade Pilot
UPT	Undergraduate Pilot Training
USA	Unit Self Assessment
USA	United States of America
USA	United States Army
USAFA	United States Air Force Academy
USAFAR	United States Air Force Academy Regulations
USCGA	United States Coast Guard Academy
USMA	United States Military Academy (West Point)
USN	United States Navy
USNA	United States Naval Academy (Annapolis)
V	
VCO	Vehicle Control Officer
VOQ	Visiting Officer Quarters
VWAP	Victim Witness Assistance Program
W	
WAC	Writing Across the Curriculum
WACQ	Weekend Academic Call to Quarters
X	
XO	Executive Officer
Additions	

INDEX

- Academic, 8, 9, 15, 18, 19, 21, 23, 24, 25, 28, 31, 35, 39, 43, 45, 46, 47, 48, 49, 52, 53, 73, 77
- Academic Advisor, 18, 24, 39, 45
- Academic Assessment, 53
- Academic Call to Quarters (ACQ), 29, 49
- Academic Computing, 53
- Academic Credentials, 15
- Academic Freedom, 23
- Academic Penalties, 43, 44
- academic promotion, 21, 24
- Academic Promotion, 21
- ACADEMIC RANK, 21
- Academic Review Committee, 8, 28, 45, 73
- Academic Review Committee (ARC), 28, 45, 48
- Academy Board, 8, 9, 11, 28, 29
- Academy Leadership Program (ALDP), 40
- Academy Response Team (ART), 26
- Accreditation, 39
- Acronyms, 73
- Advisor-in-Charge (AIC), 39
- Air Force Chief of Staff, 7
- Air Officer Commanding (AOC), 14, 18, 19, 37, 40, 49
- Airmen-Scholars-Citizens, 5
- Animal Care, 29
- Appointment, 21, 22
- Arnold Hall, 36
- Assistant Professor, 15, 22
- Associate Air Officer Commanding for Academics (AAOCA), 18, 24, 39
- Associate Professor, 22, 28
- Athletic Association Advisory Council, 8
- Attrition, 31
- Basic Cadet Training (BCT), 19, 33
- Basic Sciences, 10
- Bookstore, 57
- Cadet Accountability System (CAS), 49
- International Cadets (##), 47
- Cadet Behavior, 40
- Cadet Counseling Center, 64
- Cadet Evaluation for AFSC Selection (USAFA Form 94), 18
- Cadet Gymnasium, 55
- CADET LIFE, 32
- Cadet Sponsor, 36
- Cadet Writing Center, 64
- CADETS, 31
- Center for Educational Excellence, 52, 74
- Chapel, 36
- Chapel, 36
- Character Development, 35, 41, 54
- Civilian Faculty, 13, 15, 60
- Civilian Human Resource Management System (CHRMS), 15
- Clarification, 43
- Clearing Publications for Public Release, 27
- Club Officers-in-Charge (OICs), 18
- Combat Survival Training (CST), 19
- Commandant of Cadets, 8, 10, 74
- Commander's Guidance, 26
- copyright, 27, 42
- Copyright, 42
- counseling center, 14, 54
- Course Directors, 44, 46
- Course Grades, 48
- curriculum, 1, 4, 7, 8, 9, 10, 21, 24, 29, 39, 52, 53, 66
- Curriculum, 8, 9, 29, 39, 44, 48, 52, 58, 74, 77
- CURRICULUM, 39
- Curriculum Committee, 8, 9, 29
- Dean, 2, 7, 8, 9, 10, 17, 21, 22, 25, 27, 28, 35, 46, 48, 52, 53, 58, 60, 74
- Dean of the Faculty, 2, 7, 8, 9, 17, 22, 28, 46, 48, 52, 53, 58, 60, 74
- Department Heads, 8, 9, 15, 16, 21, 24, 27, 43, 45, 46, 48, 49

- Director of Admissions, 8, 11, 32
Director of Athletics, 8, 10, 35, 73
Director of Research (DFER), 27, 53
Directorate of Education, 8, 52
Disciplinary System, 34
Discipline and Probation. See Probation
Documentation, 42, 45
Doolie, 14
Dormitories, 37
Duty Periods, 14
Eisenhower, 1, 55
eligibility committees, 28
Emeritus, 17
Engineering, 9, 10, 39
English As A Second Language, 47
Equal Opportunity, 13, 56
Ethics, 26
Extra Instruction, 45, 74
Faculty Council, 9, 28
Faculty Development, 53
Faculty Personnel Council (FPC), 22, 24
Fair Use, 42
Federal Personnel Manual (FPM), 17
Field House, 55
Field Trips, 45
Final Examination, 45, 47, 48
First-Class Year, 34
Flying Support, 18
Ford, 2
Fourth-Class Year, 33
freedom, 23
Global Engagement (GE), 19
Governance, 24
Governing Directives, 23
Graded Review (GR), 45, 47
Graded Reviews, 46
Graduate Scholarship Committee, 28
Graduate School Program (GSP), 32
Guest lectures, 46
GUIDING PRINCIPLES, 4
Harmon, 1, 57
Hiring Policies, 15
Honor Code, 17, 18, 28, 32, 41, 43, 60
Honor Liaison Officer (HLO), 18, 43
Honor Reporting, 43
Hospital Instruction, 45
Human Relations, 41, 54, 75
Humanities, 10
ill-defined problems, 3
Improper Question, 43
Individual Effort, 46
Information Systems (10 CS/SCB), 56
Institute for Information Technology Applications— IITA (DFEI), 54
Institute for National Securities Studies—INSS (DFES), 53
Institutional Review Board, 29
Instructor, 15, 22, 47, 49, 53, 66, 71, 75
intellectual curiosity, 3
Intellectual Property, 42
Intercollegiate Eligibility Committees, 8
International Programs, 8, 54
Johnson, 2
Junior Faculty Council (JFC), 28
knowledge, 3
Learning Skills Advisors, 24
Leave, 17, 25, 73
Legal and Ethics Issues, 25
Lesson Plans, 64
Libraries, 9, 51
Majors, 39
Military Faculty, 15, 17
Military Performance Average, 48, 75
Military Review Committee, 8, 75
Military Sequential Tour Officers, 15
Military Training, 19, 32, 49
Military Training Advisor (MTA), 49
Minority Affairs Officers, 32
Minors, 39
motorglider, 18
NCAA, 14
Office Hours, 25

- Officer Representative (OR), 14, 35
- officership, 5, 7, 39, 40
- ORGANIZATION, 7
- OUTCOMES, 3
- patent, 26
- Pay, 16
- Performance Awards, 16
- Permanent Professors, 8, 9, 24
- Physical Education, 8, 10, 22, 29, 43, 76
- Physical Education Review Committee, 8
- Planetarium, 55
- Preparatory School, 11, 76
- Printing Service, 57
- Probation, 34, 35, 73
- Probations, 35
- Professor, 10, 22, 24, 74, 76
- Promotion, 21, 22
- purchase, 1
- Recognition, 33
- Recreation Center, 56, 57
- Releasing Grades, 48
- research, 16, 19, 21, 22, 23, 27, 29, 52, 53
- Research, 21, 24, 27, 29, 53, 74, 75
- Retirement, 17
- Schedule, 29, 44, 46, 72
- Scheduling Committee, 8, 29, 46, 49, 77
- Second-Class Year, 33
- Senior Military Professors, 15
- service, 1, 2, 3, 4, 8, 9, 15, 16, 17, 21, 22, 23, 24, 25, 31, 32, 36, 41, 57, 60, 69
- Service, 2, 13, 19, 21, 31, 56, 57
- Service Obligation, 31
- Sexual Assault, 25
- Social Sciences, 10
- Special Olympics, 19
- Sports Camps, 19, 55
- Squadron Professional Ethics Advisor (SPEA), 19
- Standard of Proof, 44
- Standards of Conduct, 17, 27, 61
 - Dress and Appearance, 25
 - Faculty-Cadet Relationships, 14
 - Military Decorum, 39
 - Off-Duty Employment and Consulting, 25
 - Research and Activity in Professional Societies, 27
 - Sexual Harassment and Equal Opportunity and Treatment, 13
 - Supporting Cadet Character Development, 41
- Student Services, 52, 64
- Summer Duties, 19
- Summer Training Review Committee, 8, 29
- Superintendent, 7, 8, 9, 11, 15, 16, 17, 29, 35, 46, 77
- Syllabus, 71
- teaching, 16, 17, 19, 21, 22, 23, 24, 25, 27, 28, 45, 52, 53, 63, 64, 65, 66, 67, 69, 70, 71
- Teaching, 21, 25, 63, 66, 70
- Termination, 16, 17
- Terrazzo, 14
- Testing, 65
- The Fourth-Class System, 33
- Third-Class Year, 33
- Travel, 25, 56
- Undergraduate Navigator Training, 31
- Undergraduate Pilot Training, 31
- Visiting Faculty Program, 13
- Visitor Center, 57
- Visual Information (VI) Services (10 CS/SCSV), 56
- Widnall, 2
- Wing Honor Board, 28, 41

