UNITED STATES
AIR FORCE ACADEMY
Strategic
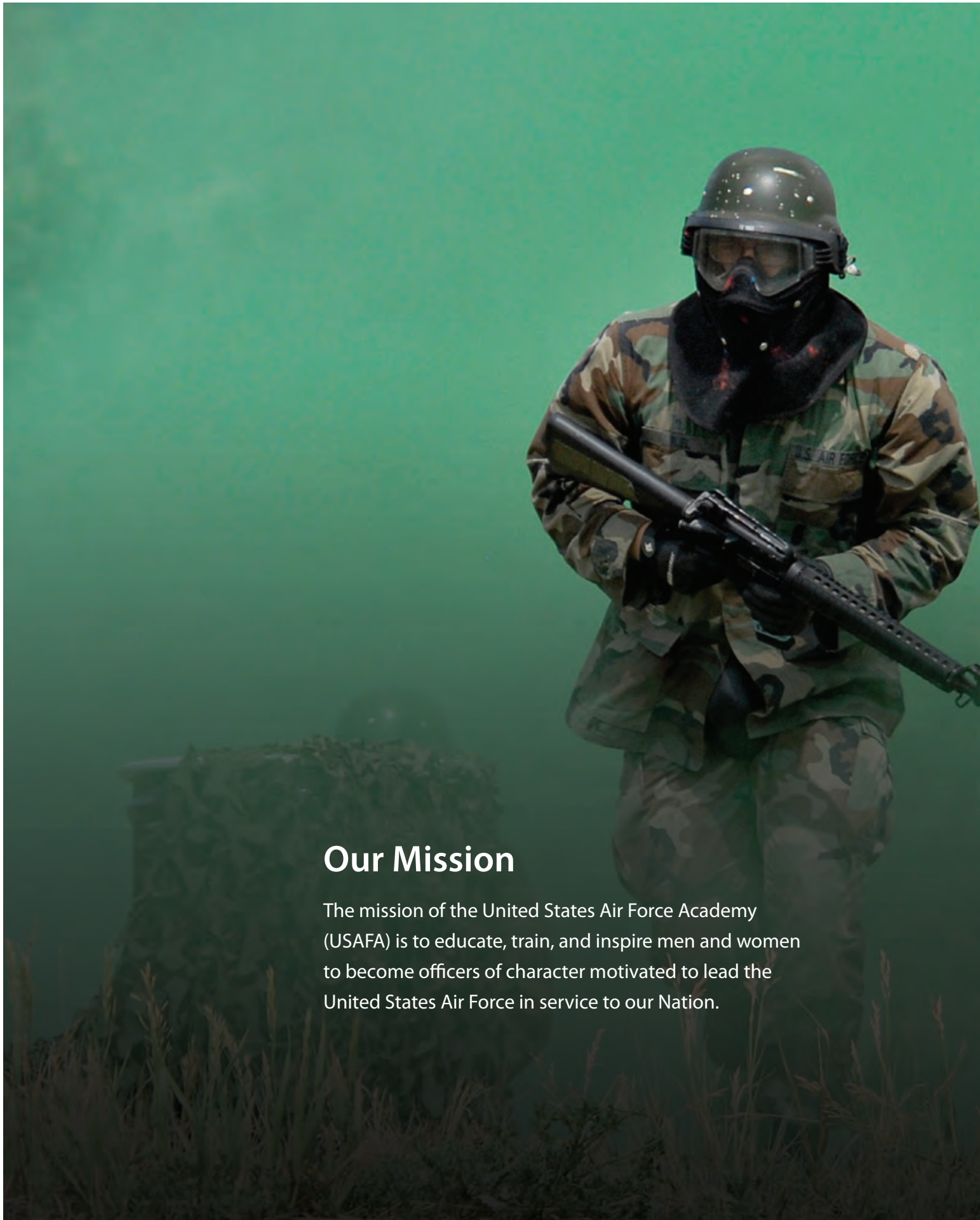# Plan
2010—2014

Table of Contents

Our Mission

The mission of the United States Air Force Academy (USAFA) is to educate, train, and inspire men and women to become officers of character motivated to lead the United States Air Force in service to our Nation.

The Air Force Academy staff, faculty, support personnel, and cadets directly and collectively fuel this crucial endeavor. Our institution offers a broad spectrum of academic, athletic, aviation, and military training, education and experience. We believe that the young men and women who boldly reach for these opportunities and dedicate themselves fully to their achievement will become leaders of character for our Nation. This strategic plan charts a thoughtful and deliberate path to develop such leaders.

First and foremost, our future leaders must have the qualities necessary to meet Air Force operational needs: they must be intelligent, innovative, principled in discipline, and fit to fight. We expect that this military academy will foster in its climate, and, therefore help imbue in its graduates, the Air Force's core values: Integrity First, Service Before Self, and Excellence In All We Do. From these core values we derive our three key cadet development outcomes, which are to graduate leaders of character who are:

… committed to societal, professional, and individual responsibilities

… empowered by integrated intellectual and warrior skills

… grounded in essential knowledge of the profession of arms and the human and physical worlds.

In April 2008, the Air Force published a set of institutional competencies and learning objectives to "develop and produce a leader of character with a warrior ethos and expeditionary mindset who is a culturally aware, motivated professional dedicated to serve the Nation and prepared to lead in the 21st century."[1] These institutional competencies are grouped around the following three broad competency areas: *Individual*, *People and Teams*, and *Organizational*. The Academy is working to ensure that its programs and outcomes instill these institutional competencies in all of our graduates. Expanded versions of our outcomes along with the Air Force institutional competencies can be found in Appendix D.

We ask a lot of our future leaders and we ask even more of those who are focused on developing and instilling character and leadership in our graduates. Ours is a challenging task and a noble calling. We prepare cadets for the expectations of military service as we can envision those expectations now and for what those expectations might be decades from now. Why? Because the results of our efforts are not only determined at graduation but over decades of service to the nation. The United States Air Force Academy has a proud heritage of developing leaders of character for the Air Force and the nation; now, we honor and preserve that heritage by strategically planning for and investing in the future.

[1] AFI 36-2014, *Commissioning Education Program*

"Strategy is the great work of the organization. In situations of life or death, it is the Tao of survival or extinction. Its study cannot be neglected."

—Sun Tzu, *The Art of War*

Our Strategy

"Strategy is about choices – what we choose to prioritize, our actions in support of our priorities, the order in which we take them, and how we allocate resources against our priorities to support the nation's objectives" (2006 Air Force Strategic Plan).

USAFA's strategic plan directly supports the Air Force strategic plan. This document identifies our strategic goals and objectives and outlines our strategic planning process (Appendix A). The Academy's Institutional Effectiveness Program assesses our progress in implementing our plan (Appendix B).

We execute our strategic planning process with the following assumptions and guiding principles:

We will remain aligned with higher-level doctrine and guidance on the continuum of learning and institutional competencies.
Air Force doctrine and relevant publications provide direction for military needs and service. Our developmental efforts will align with the needs identified in such documents and directly support their goals.

We will act as an integrated team—always.
Integration and efficiency are critical for today's Air Force and the Academy. We will integrate our cadet development activities by ensuring that they are structured intentionally to be mutually reinforcing in order to maximize accomplishing our outcomes with the resources available.

We must remain fiscally vigilant to recapitalize and modernize USAFA.
Limited taxpayer and sponsor dollars highlight the need for thoughtful spending and to better predict future financial demands. For example, despite recent increases in Air Force-level support, maintaining and modernizing our 50-year old infrastructure will remain a key challenge. We also know that our information technology (IT) infostructure needs immediate attention—both to adjust to ever-increasing Department of Defense (DoD) security and standardization requirements and to support USAFA's need for leading edge IT capabilities. Money also provides additional staff, which grows our workforce to execute our expanding mission. We know that the Academy must competitively recruit and retain exemplary cadets, faculty and staff to provide the broad educational experiences essential to produce leaders of character for an increasingly diverse and challenging world.

We must become more efficient—smarter about what we set out to do, how we do it, and how we assess its effectiveness.
We will ensure that all of our programs have focused objectives aimed at achieving USAFA's Outcomes and AF Competencies.

We will communicate—clearly, often, and at all levels of the organization.
We will focus and communicate the precepts of our strategy so that all members of USAFA's team understand, appreciate, and can articulate their roles in accomplishing USAFA's mission. In addition to communicating how our people support this plan, we will also improve our ability to share our successes and explain how we address our challenges.

Our Vision

The vision of the US Air Force Academy is to be the Air Force's premier institution for **developing leaders of character**.

The umbrella program that integrates activities across all mission elements and affects all dimensions of personal development is called the Officer Development System (ODS). The Academy uses the ODS to focus all of its development activities to instill the institutional Air Force competencies and accomplish our outcomes (Appendix D). These outcomes ground everything we do in Responsibilities, Skills, and Knowledge. Collectively, these USAFA outcomes outline a commitment to the Air Force core values; strong personal, interpersonal, team and organizational leadership abilities; and, a foundation of knowledge and experiences that support further development at the operational and strategic leadership levels.

Air Force Mission and Strategic Goals

The mission of the US Air Force is to fly, fight and win…in air, space and cyberspace.

In their 2008 Strategic Plan, the Air Force identified five priorities to judge the choices it makes:

- Reinvigorate the Air Force Nuclear Enterprise

- Partner with the Joint and Coalition Team to Win Today's Fight

- Develop and Care for Airmen and Their Families

- Modernize Our Air and Space Inventories, Organizations and Training

- Acquisition Excellence

To provide joint force commanders the air, space, and cyberspace capabilities they need to conduct integrated interdependent combat operations, the Air Force published the following strategic goals:

MEET RECOGNIZED BENCHMARKS FOR NUCLEAR SURETY

IMPROVE FOCUS ON THE NUCLEAR MISSION

SUPPORT COMBATANT COMMANDERS AT ALL LEVELS, PARTICULARLY IN THE GLOBAL WAR ON TERROR AND ONGOING IRREGULAR WARFARE OPERATIONS

BOLSTER ISR SUPPORT FOR JOINT OPERATIONS

BUILD GLOBAL PARTNERSHIPS

ENSURE AIRMEN POSSESS THE REQUISITE SKILLS TO CONDUCT JOINT OPERATIONS IN AIR, SPACE, AND CYBERSPACE

SUSTAIN DEPLOYED AND HOME STATION QUALITY OF SERVICE

REDUCE MEDIUM TO LONG-TERM JOINT WARFIGHTING RISK

MEET JOINT AND AIR FORCE RECAPITALIZATION BENCHMARKS

ENSURE AN ACCOUNTABLE, CREDIBLE, AND TRANSPARENT INSTITUTION

ACHIEVE TOTAL FORCE INTEGRATION

ALIGN ORGANIZATION AND PROCESSES WITH AIR FORCE CORE FUNCTIONS AND DOD CORE COMPETENCIES

REBUILD AND SHAPE THE ACQUISITION WORKFORCE

CONTINUE TO IMPROVE ACQUISITION PROCESSES AND SKILLS

ENFORCE STABILITY IN REQUIREMENTS, CONCEPT OF OPERATIONS, FUNDING

Our Strategic Goals

In October 2009, the Superintendent reaffirmed the seven strategic goals that reflect the vision of the USAF Academy. Linked to the Air Force's 2008 strategic goals and objectives, these seven goals are broad focus areas that, when achieved, will better enable the Academy to achieve its outcomes and accomplish its mission.

Working to achieve these seven goals will focus our efforts over the coming years. However, the Superintendent has placed special emphasis on two of these goals: Integrating our institutional processes and preparing and motivating our workforce.

Integration adds value and efficiency to what we do and makes us more effective in accomplishing our mission. The Air Force recognized this by implementing AF Smart Operations to drive efficiencies across the entire service. Here at the Academy, we will make better use of our resources and increase our capability to execute our mission. We will define and refine our processes and ensure our programs produce their intended results using

defined outcomes and measures. We will continue to evolve our institutional effectiveness program and develop and track data-driven indicators of our overall institutional effectiveness.

A properly prepared and motivated team is essential to ensure mission success. Our Air Force Academy team includes cadets (the sole reason we exist) and our total force faculty and staff who combine to complete the Academy's vital mission of developing leaders of character. Preparing and motivating our workforce will help ensure that we have the right people on our team and that they have the training and skills they need to accomplish our mission.

1. **FOCUS ON CHARACTER AND LEADERSHIP DEVELOPMENT**. All cadet activities and institutional assessments will elevate and integrate character and leadership development. Our Air Force Core Values: Integrity First, Service Before Self, And Excellence In All We Do, are the foundation of character. We will redouble our efforts to blend character and leadership development into all aspects of the cadet experience and implement a cohesive program to assess cadet character transformation.

2. **PRODUCE HIGHLY EDUCATED AND TRAINED OFFICERS**. In an institutionally integrated manner, develop officers of character with in-depth academic, technical and military skills and competencies for leadership in air, space and cyberspace in Air Force and Joint operations. We will expand our unique opportunities to prepare our graduates to excel in support and operational roles across the spectrum of conflict.

3. **STRENGTHEN OUR COMMUNICATIONS AND REPUTATION**. Communicate USAFA's reputation as a proud symbol of the Air Force to the American people. Maintaining and improving our communications processes will support our integration efforts.

4. **ENHANCE FACULTY, STAFF AND CADET DIVERSITY**. Ensure we have the faculty, staff, and cadet diversity to broaden the cadet learning environment and prepare USAFA graduates to lead in a global expeditionary Air Force. We will use our total force expertise to expose our cadets to new ideas, beliefs and experiences while emphasizing language and culture to enhance their worldview.

5. **INTEGRATE INSTITUTIONAL PROCESSES**. Integrate the Academy's strategic planning, business and program development processes and ensure our programs have defined outcomes and measures. We will make processes transparent and share information to make timely and accurate decisions. We will implement Air Force Smart Operations to better use resources and create flexibility to increase capability to execute our mission.

6. **PREPARE AND MOTIVATE THE WORKFORCE**. Provide a well prepared and motivated workforce focused on the mission. We will develop and implement a force development program to attract, develop, retain and support our people and focus on their professional contributions so they can better use their talents in new and innovative ways.

7. **SECURE AND MANAGE RESOURCES**. Obtain and manage resources for our mission activities by maintaining effective institutional investment strategies and management processes. We will work to successfully define and present program proposals that garner corporate and sponsor support for our new and ongoing initiatives to better achieve our mission.

The following figure outlines how the Academy's strategic goals are aligned with seven of the Air Force's fifteen strategic goals and includes some sample strategic initiatives that support our goals.

USAFA Strategic Plan

Mission
Vision
Outcomes

Our Strategic Goals

Our Strategic Goals	Provide Airmen Skills	Quality of Service	Recapitalization	Transparent Institution	Total Force Integration	Align Processes w/AF	Programming Stability
Character and leadership development	•						
Produce highly educated & trained officers	•		•				
Strengthen communications and reputation	•	•		•		•	
Enhance faculty, staff, and cadet diversity	•					•	
Integrate institutional processes					•	•	•
Prepare and motivate the workforce	•					•	
Secure and manage resources		•	•			•	•

Supported AF Strategic Goals

Strategic Initiatives

Diversity Plan
Energy Plan
Char & Ldrshp Integ Mgmt Board
Faculty Sustainment Plan
Curriculum & Course of Instruction
USAFA Infrastructure Plan
Strategic Communications Plan

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Academics
Admissions
Athletics
Airmanship
Character & Leadership
Infrastructures
Military Training
Resources

Figure 1 – Air Force and Academy strategic goal links

Objectives Supporting Our Strategic Goals

1. **Focus on character and leadership development.** All cadet activities and institutional assessments will elevate and integrate character and leadership development.

   OBJECTIVE 1: Develop an integrated curriculum and course of instruction across all USAFA mission elements to develop character and leadership in our cadets.

   OBJECTIVE 2: Ensure and maintain proper balance between curricular, exposure/role modeling, and experiential opportunities for character and leadership development.

2. **Produce highly-educated and trained officers.** In an institutionally-integrated manner, develop officers of character with in-depth academic, technical and military skills and competencies for leadership in air, space and cyberspace in Air Force and joint operations.

   OBJECTIVE 1: Create integrated learning experiences across all USAFA mission elements to develop the USAFA Outcomes in cadets.

   OBJECTIVE 2: Develop and implement programmatic and institutional methods for assessing how cadets adopt and exhibit the Air Force Core Values and USAFA Outcomes.

   OBJECTIVE 3: Continue to expose all cadets to an active and operational Air Force environment; to develop air power, space power and cyberspace power education, programs and leadership laboratory opportunities and foster active duty service in these core USAF mission activities.

3. **Strengthen our communications and reputation.** Communicate USAFA's reputation as a proud symbol of the Air Force to the American people. Maintaining and improving our communications processes will support our integration efforts.

   OBJECTIVE 1: Enhance the effectiveness and scope of our strategic communications capabilities to maintain a positive institutional image and share how we address our challenges and setbacks.

   OBJECTIVE 2: Support the Academy's overall integration efforts by enhancing communication across all USAFA mission elements.

   OBJECTIVE 3: Promote awareness of Air Force and Academy programs and opportunities.

   OBJECTIVE 4: Enhance USAFA's reputation as a valuable national resource/treasure, a good neighbor, and a respected academic institution focused on developing leaders of character.

Objectives Supporting Our Strategic Goals

4. **Enhance faculty, staff and cadet diversity.** Ensure we have the faculty, staff, and cadet diversity to enrich the cadet learning environment and prepare USAFA graduates to lead in a global expeditionary Air Force.

OBJECTIVE 1: Proactively support and encourage diversity efforts throughout USAFA.

OBJECTIVE 2: Determine and provide optimal blend of total force expertise.

OBJECTIVE 3: Support outreach efforts and foster strategic partnerships to expose diverse populations throughout the US to USAFA's opportunities.

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5. **Integrate institutional processes.** Integrate the Academy's strategic planning, business and program development processes and ensure our programs have defined outcomes and measures.

OBJECTIVE 1: Integrate USAFA and mission element assessment, evaluate institutional strategies and progress toward goal achievement, and plan/implement refinements.

OBJECTIVE 2: Instill a culture of learning and performance-based improvement in all organizations at USAFA to enhance institutional effectiveness.

OBJECTIVE 3: Implement transparent, timely and efficient business processes.

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6. **Prepare and motivate the workforce.** Provide a well-prepared and motivated workforce focused on the mission.

OBJECTIVE 1: Expand involvement of faculty and staff in developing the USAFA Outcomes in our cadets.

OBJECTIVE 2: Expand USAFA permanent party education on Academy's mission during in-processing and throughout their USAFA tour.

OBJECTIVE 3: Provide experiences, challenges, education and training to produce and maintain faculty and staff who possess requisite skills, knowledge, experience, and motivation to lead and execute USAFA's mission.

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7. **Secure and manage resources.** Obtain and manage resources for our mission activities by maintaining effective institutional investment strategies and management processes.

OBJECTIVE 1: Secure resources through the AF corporate process and streamline donor foundations to fully execute USAFA programs.

OBJECTIVE 2: Build defensible and sustainable program initiatives and evaluate mission and support investments and alternatives to improve USAFA's infrastructure.

OBJECTIVE 3: Develop an enterprise architecture to manage, forecast and help deliver USAFA's IT capabilities in an aware, accountable, and transparent manner.

OBJECTIVE 4: Strengthen the Academy's IT leadership, organizational effectiveness, and service delivery.

Appendix A:
Strategic Planning
Processes and Governance

Our strategic planning process (Figure A-1) is centered on
three key activities: assess, plan, and execute.

The Academy's Institutional Effectiveness Program (IEP) is described in
USAFA Instruction 36-3502, *Institutional Effectiveness*, and tracks our success
in implementing this plan. Appendix B provides an overview of how our
IEP assesses the effectiveness of our strategic goals and objectives and
also helps highlight gaps to be addressed in future strategic plans.

The strategic plan drives the Academy's budget submission and serves as a
guide in responding to current year budget cuts and internal resource changes
and realignments. The body of initiatives our mission elements develop to
achieve our strategic objectives will serve as the Academy's campaign plan.

Figure A-1 – Academy Strategic Planning Process

ASSESS PLAN EXECUTE

Annual Assessment
- Institutional Effectiveness Program
- Institutional Assessment (Outcomes, DoDAAR, AFI 36–3502, *Performance Measurement Program for USAFA*)
- Program Evaluation
- Institutional Effectiveness Reports

USAFAI 36-3502,
Institutional Effectiveness,
21 Oct 08

"Campaign Plan"
- Five year roadmap
- Program Execution

Biennial Plan Revision
- Set priorities for next 3-5 years
- Resource sustainment plans
- Drives POM build
- Guides execution-year fund cuts
- Mission Element plans & initiatives
- Strategic Performance
- Curriculum and Course of Instruction changes

USAFAI 16-501, *Strategic Planning and Programming*, 30 Sep 08

Implementation Governance & Assessment

- Vice Superintendent, Chair
- Vice Director of Athletics
- Vice Dean of the Faculty
- Vice Commandant of Cadets
- Preparatory School Vice Commander
- 10 ABW Vice Commander
- Deputy Director of Admissions

Advisors
- USAFA Chaplain
- USAFA Judge Advocate
- USAFA Safety
- Director of Communications
- Director of Finance
- USAFA Inspector General
- Director of Manpower and Personnel
- Director of Plans and Programs
- Transformation Chair
- Strategic Planning Officer (XP)
- Chief Information Officer
- 306 FTG representative

Strategic Steering Group (SSG)

- Management oversight
- Executive initiative sponsorship
- Approve scheduling and funding
- Approve changes

- Superintendent, Chair
- Vice Superintendent
- Director of Athletics
- Commandant of Cadets
- Dean of the Faculty
- Director of Admissions
- 10 ABW Commander
- Preparatory School Commander

Advisors
- Director of Plans and Programs
- Chief Information Officer
- Facilities Panel representative
- 306 FTG Commander

Monitoring & Implementation Team (MIT)

Institutional Effectiveness Board (Input)

- Strategic goal monitoring
- Semiannual plan status review
- Recommend funding / resources
- Recommend plan changes as needed

Plans and Programs

- Day-to-day monitoring of plan

Project / Initiative Managers

Figure A-2 – Air Force Academy Management Structure

The Air Force Academy management structure is depicted in Figure A-2. The senior staff comprises the Strategic Steering Group (SSG), which is responsible for overall management oversight of the strategic plan including sponsoring and prioritizing initiatives and approving changes to the strategic plan. On behalf of the Superintendent, the Vice Superintendent is charged with the effective implementation of the strategic plan to ensure mission elements are executing their supporting initiatives in a timely manner.

Mission element vice commanders and the Deputy Director of Admissions comprise the Monitoring and Implementation Team (MIT) with responsibility to monitor the overall attainment of the strategic goals and objectives. The Vice Superintendent chairs the MIT. The MIT will meet periodically with the Superintendent and senior staff to review progress and to discuss any significant changes to the goals or objectives. These meetings will also offer the opportunity to recommend changes to continuously align the strategic goals and objectives with changing

Academy, Air Force and DoD demands. Specific MIT responsibilities include:

- Meeting to confirm direction and modify objectives to meet emerging requirements

- Recommending resources for new initiatives (POM inputs and/or current year fund reallocations)

- Monitoring progress in achieving goals and associated objectives

- Reviewing semiannual performance reports on the strategic objectives

- Striving to adequately balance the costs associated with implementing the objectives against current obligations and advocating for future funding to pursue implementation as necessary.

Appendix B:
Our Strategic Measures

This appendix summarizes how we assess achievement of our strategic goals and objectives. Details of the Academy's Institutional Effectiveness Program (IEP) are provided in USAFA Instruction 36-3502, *Institutional Effectiveness*.   The IEP establishes our strategic goals, outcomes, and competencies as the institutional standards by which we measure our overall effectiveness.

The USAFA Monitoring and Implementation Team (MIT), in consultation with the Institutional Effectiveness Board (IEB), is responsible for establishing, monitoring and assessing our institutional effectiveness to include how we are implementing our strategic goals and objectives.

In May 2009, the MIT approved seven high level institutional effectiveness focus areas:

- Character Leadership
- Communication and Reputation
- Education and Training (Outcomes and Institutional Competencies)
- Diversity
- Integration
- Workforce (Faculty and Staff Development)
- Resources

The IEB continues to identify and refine subordinate assessments and indicators for each of our seven focus areas (Figure B-1). Periodic IEP reports will capture the status of these focus areas and also identify strategic mission element initiatives and assessments designed to achieve or support our strategic goals and objectives.

Character and Leadership	Diversity	Integration	Workforce (Faculty/Staff Development)	Communication and Reputation	Education and Training	Resources
Defining Issues Test (DIT)	Demographics	Safety	Education	Graduate Statistics	Outcome Team Reports	Donor Funding
Climate & Graduate Surveys	Climate Surveys	Stakeholder Surveys	Professional Development	Media	USAF Institutional Competencies	USAF Funding
Honor			Publications and Presentations	Tourism	Graduate Surveys	Infra-structure
Cadet Incidents, Sexual Assault, Discipline	Attrition					
Military Performance Average	Recruitment Measures		Promotion Rates	Recruitment Measures	Grade Point Average	Manpower
Character Behavior Questionnaire						
Leadership						

Figure B-1: USAFA Institutional Effectiveness Indicators

Initial efforts focused on identifying indicators for the Character and Leadership and Diversity areas. As our process matures, we are shifting focus to determine additional indicators for the Integration and Workforce areas. Over time we will refine all of our indicators and provide periodic leadership status updates.

Appendix C:
Terms and Definitions

The following definitions were derived from multiple sources*, were shaped to apply specifically to strategic planning, and help describe some of the key words and terms used throughout this plan.

Term	Definition
Air Force Smart Operations	A program to establish techniques and change the Air Force's day-to-day operating style to fully integrate continuous improvement across the Air Force.
AOC	Each Academy cadet squadron and group is supervised by a specially selected active duty officer called an Air Officer Commanding (AOC). In the case of a cadet squadron, the AOC is normally an active duty Air Force major.
Assessment	The process or procedure to determine the right blend of plans, people, equipment and activity to optimize the capacity to accomplish our mission. Determination of the progress toward accomplishing a task, creating an effect, or achieving an objective.
Cadet	For the purposes of the USAFA strategic plan, the term cadet refers to both Academy cadets and cadet candidates attending the Preparatory School.
Capability	The organization's capacity or ability to successfully integrate sets of organizational resources and deploy these resources to achieve outcomes. The ability to execute a specified course of action.
Character	One's moral compass; the sum of those qualities of moral excellence, which move a person to do the right thing despite pressures to the contrary. See Leader of Character.
Culturally Aware	To have respect for social diversity, organizational dynamics, joint perspective and global differences.
Curriculum and Outcome Alignment Plan **COAP**	Curriculum and Outcome Alignment Plan. Ensures each USAFA outcome is intentionally developed and assessed at least once during each of the years that cadets are at USAFA. Depicts how each core course / program best contributes to the development and assessment of the USAFA Outcomes.
Diversity	Broadly defined to include but not limited to racial, ethnic, and gender consideration as well as socio-economic, geographic, strategic language ability, and prior enlisted service.

Term	Definition
Enterprise Architecture	The description of the current and/or future structure and behavior of an organization's processes, information systems, personnel, and organizational subunits, aligned with the organization's core goals and strategic direction. Although often associated strictly with information technology, it relates more broadly to the practice of business optimization in that it addresses business architecture, performance management, organizational structure, and process architecture as well.
Equipment	In logistics, all nonexpendable items needed to outfit or equip an individual or organization.
Expeditionary Mindset	The expectation that every Airman must be prepared to support military operations, whether deployed or at home station.
Goal	Broadly defined strategic positions or conditions, which the organization desires to reach. Goals close the gap between the organization's preferred vision and its current situation. Goals should usually be results oriented. See Objective.
Infostructure	Information assets that comprise the information base of the organization, including hardware, software, networks, infrastructure, information, and applications.
Initiative	The programs, projects, plans or activities, prioritized annually, which must be accomplished in order to achieve a stated goal or objective. Individuals or groups are the sponsors of initiatives and responsible for their advancement. A program or activity intended to enable a capability to produce an outcome.
Institutional Competency List	The common taxonomy of competencies that are expected of all Airmen, throughout their careers, needed to operate successfully in the constantly changing environment in which they function. See AFI 36-2014, *Commissioning Education Program*.
Institutional Effectiveness Board (IEB)	Consisting of assessment experts from across the Academy, the IEB collaborates with others responsible for oversight and assessment plans, programs, activities, and/or other initiatives. The IEB advises and supports the MIT on the Institutional Effectiveness Program (IEP).
Institutional Effectiveness Program (IEP)	The activities, roles and responsibilities required to gauge our institutional effectiveness which is defined as "the process of articulating the mission, setting goals, and using data to form assessments in an ongoing cycle of goal setting and planning" (Grossman & Duncan, 1989). The USAFA IEP is codified in USAFAI 36-3502, *Institutional Effectiveness*.
Integrated	Usually refers to Academy cadet development activities. Integrating means we ensure that these activities are intentionally structured to be mutually reinforcing in order to maximize accomplishing our outcomes using resources on hand. To join with something else; unite. To make part of a larger unit.

Term	Definition
Leader of Character	One who has internalized the Air Force's Core Values, lives by a high moral code, treats others with mutual respect and demonstrates a strong sense of ethics.
Materiel	All items (including ships, tanks, self-propelled weapons, aircraft, and related spares, repair parts, and support equipment, but excluding real property, installations, and utilities) necessary to equip, operate, maintain, and support military activities without distinction as to its application for administrative or combat purposes. See Equipment.
Measure	Something measurable that tells us how we are achieving some outcome or objective, initiative, or task.
Objective	Specific, measurable results an organization intends to achieve – often within one year or less. Measurable statements of achievement that lead to the accomplishment of a goal (as in "Clear goals and objectives"). The specific target of the action taken. Objectives are achieved through initiatives. Initiatives delineate who will do what by when, and include measurements of success or desired outcomes, called measures or success indicators. The best objectives are SMART – Specific, Measurable, Agreed upon, Reasonable, and Time-limited.
Officer Development System (ODS)	Defines character-based officership and the desired outcomes toward which all developmental activities are focused. ODS is founded on the idea that professional commitments can be fostered through deliberate connections to the principles of professional military service. It is a four-year doctrinal framework intended to guide officer development activities. See USAFAPAM 36-3527, *The Officer Development System: Developing Leaders of Character.*
Outcome	A desired effect or result. Outcomes are desired changes in attitude, knowledge, behavior or skills sought in a person or group of people. Typical reference: an attribute or behavior we want to instill in our graduates (i.e. the USAFA Outcomes, see Appendix D).
Planning, Programming and Budgeting System (PPBS)	The DoD resources management system, controlled by the SECDEF, and used to establish, maintain, and revise the future years defense plan (FYDP) and the DoD portion of the President's Budget.
Portfolio Management	The processes, practices and specific activities to perform continuous and consistent evaluation, prioritization, budgeting, and finally selection of investments that provide the greatest value and contribution to the strategic interest of the organization. Through portfolio management, the organization can explicitly assess the tradeoffs among competing investment opportunities in terms of their benefit, costs, and risks. Investment decisions can then be made based on a better understanding of what will be gained or lost through the inclusion or exclusion of certain investments.

Term	Definition
Professional Military Education (PME)	Education is designed to help airmen acquire the technical, management and leadership skills they will need to be successful in their careers.
Program Objective Memorandum (POM)	A document produced in the PPBS budget programming process where the services define their total program requirements for the year and identify major issues that must be resolved during the year prior to creating the President's Budget.
Resources	The forces, materiel, and other assets or capabilities apportioned or allocated to the commander of a unified or specified command.
SAF	Secretary of the Air Force.
Total Force	Active duty, civilian, national guard, reserve, and select contractors represent the total force.
Warrior Ethos	Embodiment of the warrior spirit: tough mindedness, tireless motivation, an unceasing vigilance, a willingness to sacrifice one's life for the country, if necessary, and a commitment to be the world's premier air, space and cyberspace force.

Sources*   *AFI 36-2014, Commissioning Education Program*
AFI 36-2301, Professional Military Education
Air Force Vision Document, 28 Feb 06
Cambridge Advanced Learner's Dictionary
Canadian Forces Capabilities-Based Planning, 27 May 02
Center for Strategic Planning (Planonline.Org)
Compact Oxford English Dictionary
Encarta® World English Dictionary, North American Edition
JCS J7 Concept Lexicon, 27 Oct 2004
Joint Pub 1-02, "DoD Dictionary Of Military And Associated Terms (As Amended 14 Sep 07)
Merriam-Webster's Online Dictionary, 10th Edition

Appendix D:
The Officer Development System

The Academy's Officer Development System (ODS) defines character-based officership and the desired outcomes toward which all developmental activities are focused.[1] ODS is founded on the idea that professional commitments can be fostered through deliberate connections to the principles of professional military service. It is a four year doctrinal framework intended to guide officer development activities. These developmental activities involve all Academy mission elements and encompass every dimension of a cadet's life. The ODS is theoretically based, goal-oriented, and continuously assessed. It is designed to organize cadet experiences so that USAFA achieves its institutional goals, accomplishes its assigned mission, and realizes its strategic vision. Above all else, it focuses on character-based officership and prepares cadets for a career of continual professional development in service to the Air Force and the nation. The three-fold purpose of the ODS is to:

- **Develop each cadet's appreciation that being an officer is a noble way of life**

- **Foster a commitment to character-based officership**

- **Develop competencies and values essential to this identity of character-based officership to support officers in their service careers and beyond.**

[1] USAFAPAM 36-3527, *The Officer Development System: Developing Leaders of Character*

USAFA Outcomes

In the Fall of 2006 the Academy published a revised set of institutional outcomes describing the responsibilities, skills and knowledge required of a newly commissioned officer. These outcomes are based in part on USAF institutional competencies together with results from a several-year effort by the Association of American Colleges and Universities (AAC&U) to turn a spotlight on the kinds of knowledge, skills, and values that are needed to prepare today's students for an era of greater expectations in every sphere of life (AAC&U, 2005).

Tier-1 Outcomes

Our three Tier-1 Outcomes are centered on commissioning *Leaders of Character* who embody the Air Force Core Values. These outcomes are:

1. *Responsibilities*: To be committed to Societal, Professional, and Individual Responsibilities

2. *Skills*: To be empowered by integrated Intellectual and Warrior Skills

3. *Knowledge*: To be grounded in essential Knowledge of the Profession of Arms and the Human & Physical Worlds

Each of these Tier-1 Outcomes have several supporting Tier-2 Outcomes (Figure D-1) which directly support the achievement of the Tier-1 Outcomes. These outcomes are benchmarks or quality standards against which we evaluate our cadets and programs. Focusing on these outcomes also integrates the efforts of all of our mission elements in producing leaders of character. These outcomes are broken down into more specific levels of skills and behaviors that identify specific measures that we can assess in our cadets and programs.   For more detailed information on the outcomes, see *USAF Academy Outcomes*, 2009, published by the Academy Transformation Chair, USAFA/DFT.

Air Force Institutional Competencies

In April 2008, the Air Force published a set of institutional competencies and learning objectives to "develop and produce a leader of character with a warrior ethos and expeditionary mindset who is a culturally aware, motivated professional dedicated to serve the Nation and prepared to lead in the 21st century"[1].

Commissioning education and training conducted at the United States Air Force Academy provides the basic and essential knowledge, skills and attitudes needed to ensure success upon entry to commissioned service. These education, training, and experiences provided at the Academy serve as the foundation upon which the Air Force's lifelong continuum of learning is built. The Academy is working to ensure that its programs and outcomes provide graduates with the following institutional competencies and sub-competencies:

… Embodies Air Force culture.
- Ethical leadership, followership, warrior-ethos, develops self.

… Communicating.
- Speaking and writing, active listening, oral and written communication.

… Leading people.
- Develops and inspires others, takes care of people, diversity.

… Fostering collaborative relationships.
- Builds teams and coalitions, negotiating.

… Employing military capabilities.
- Operational and strategic art; unit, Air Force, joint, and coalition capabilities; non-adversarial crisis response.

… Enterprise perspective.
- Enterprise structure and relationships, government organization and processes; global, regional, and cultural awareness; strategic communication.
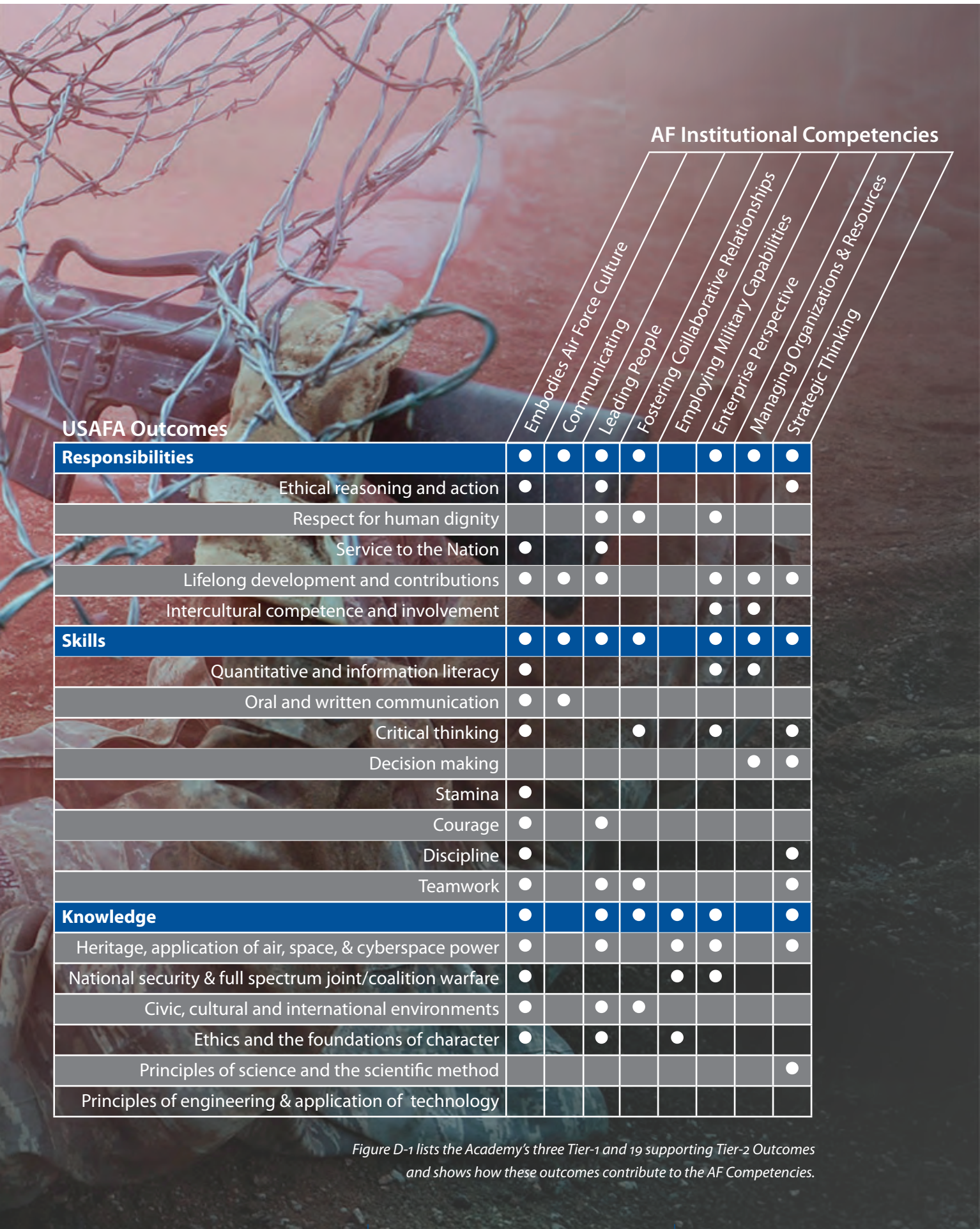
… Managing organizations and resources.
- Resource stewardship, change management, continuous improvement.

… Strategic thinking.
- Vision, decision-making, adaptability.

[1] AFI 36-2014, *Commissioning Education Program*

AF Institutional Competencies

USAFA Outcomes	Embodies Air Force Culture	Communicating	Leading People	Fostering Collaborative Relationships	Employing Military Capabilities	Enterprise Perspective	Managing Organizations & Resources	Strategic Thinking
Responsibilities	●	●	●	●		●	●	●
Ethical reasoning and action	●		●					●
Respect for human dignity			●	●		●		
Service to the Nation	●		●					
Lifelong development and contributions	●	●	●			●	●	●
Intercultural competence and involvement						●	●	
Skills	●	●	●	●		●	●	●
Quantitative and information literacy	●					●	●	
Oral and written communication	●	●						
Critical thinking	●			●		●		●
Decision making							●	●
Stamina	●							
Courage	●		●					
Discipline	●							●
Teamwork	●		●	●				●
Knowledge	●		●	●	●	●		●
Heritage, application of air, space, & cyberspace power	●		●		●	●		●
National security & full spectrum joint/coalition warfare	●				●	●		
Civic, cultural and international environments	●		●	●				
Ethics and the foundations of character	●		●		●			
Principles of science and the scientific method								●
Principles of engineering & application of technology								

*Figure D-1 lists the Academy's three Tier-1 and 19 supporting Tier-2 Outcomes
and shows how these outcomes contribute to the AF Competencies.*