

Board of Visitors of the U.S. Air Force Academy
19 February 2020

The United States Air Force Academy (USAFA) Board of Visitors (BoV) was held at USAFA, Colorado Springs, Colorado on February 19th, 2020.

The Superintendent provided an update on several events, activities, and engagements that occurred throughout the year at USAFA to include highlighting cadet diversity, achievements. He described the exciting event when a cadet receives their first Air Force Specialty Code (AFSC) and post-Academy assignment, outlining that cadets are now matched to their AFSC earlier than in previous years. The new matching process produced many benefits that included aligning senior classes, summer programs, and AFSC specific requirements. He emphasized the newly developed commander's intent for wing and Numbered Air Force (NAF) commanders; a one-day USAFA immersion. He noted that with the newly signed National Defense Authorization Act (NDAA), the U.S. Space Force was established and this year's USAFA graduation will commission officers into both the U.S. Air Force and the U.S. Space Force (USSF).

The Superintendent discussed the Defense Department's annual report on sexual harassment and violence at the Military Service Academies (MSA); he stated this year's report only references numbers and not prevalence data, which will be presented in the next report. In summary, the number of reports of sexual assault increased in academic program year (APY) 18-19. The number (40) represents USAFA's restricted and unrestricted reports. It includes six reports for offense(s) made prior to attendance at USAFA. Including those six ensured that important support services were made available to the victim(s).

The Superintendent described USAFA's ongoing efforts to increase sexual assault reporting. These efforts include continuing to implement and promote the Catch a Serial Offender (CATCH) program, grow and expand the Teal Rope program, promote the annual summit with peer civilian universities and military academies, encourage Live Safe (anonymous reporting application), and Safe to Report programs. He addressed enhancing USAFA's efforts to prevent sexual assault. These efforts include the life-cycle prevention plan, working with DoD and the Centers for Disease Control and Prevention (CDC), tell the Superintendent initiative, and two initiatives that work with candidates prior to arrival. One such program, EVERFI, has been implemented at West Point and now adopted at USAFA. EVERFI provides training to appointees before attending USAFA (started with the Class of 2024). In addition, USAFA now provides candidates' families a parental handbook for talking to pre-college students about alcohol. He discussed providing effective victim assistance including adding a response office in Fairchild Hall, Personal Ethics and Education Representative (PEER) programs, promoting the cadet resource guide, and the case management group (CMG) review. He briefed USAFA's expanding efforts to address sexual harassment that included tolerance discussions, RAND getting to outcomes (GTO), Air Officers Commanding (AOC) Cohort Training and presence (tone, culture, and climate), building out the curriculum for Healthy Relationship Training (HRT) and facilitators, and the Cadet Healthy Interpersonal Skills (CHIPS) training program. Notably, the Enhanced, Assess, Acknowledge, Act (EAAA) Executive Director lauded USAFA's adaptation of the program as a best practice.

Following the Superintendent's update, a cadet panel was convened that addressed cadet presentations on the PEER and the Teal Rope programs. These programs are focused on prevention, outreach, and helping victims receive needed support.

The Superintendent's overview concluded with summer 2019 highlights of strategic planning efforts, such as developing leaders of character, future conflicts, fostering a culture that embraces innovation, and the ability to operate in an integrated manner. For fall 2019, goal teams developed strategic objectives with associated milestones. For spring 2020, the objective is to publish a new strategic plan. Lastly, in May 2020, mission elements will include 3-year and 1-year milestones to accomplish the strategic objectives. He thanked board members for their efforts moving forward with the IP/Copyright success, Non-Federal Entity (NFE) request (although not adopted), Preparatory School Dorm construction project success, and the many Sexual Assault Prevention and Response (SAPR) program activities and support.

The Vice Superintendent addressed the newly established USSF and its integration into USAFA. Specifically, he covered the plan to inform cadets, inspire cadets, and ultimately, the commissioning of cadets into the USSF. There will be only one academy commissioning officers in both the USAF and the USSF. He briefed that they are actively working with the Space Force Task Force, S1 and A1 offices on procedures. A space operations office was established to liaise and educate cadets on space opportunities; position to be filled by an O-6, Colonel (career space operator). In 2020, approximately 60 cadets will commission into the USSF upon graduation.

The Vice Commandant covered the Cadet Wing culture that is preparing cadets to face a challenging environment, to include organizational strategy, process improvements as a result of a climate assessment survey, deliberate leadership discussions, building resiliency, career mentorship, future fight, and leadership development. He highlighted embedding Military Training Instructors (MTI) in the cadet wing to assist with deliberate leadership and professional training execution, motivation, and inspiration. He discussed a future-fight focus such as an emphasis on superiority in every domain, skills to counter a near-peer competitor, and modernization; leaders of the future fight need to be both air-minded and space-minded, innovative, and need to embrace new technology and techniques. He presented the USAFA cadet training evolution and planning model, an update to summer programs, and recognition of 80+ active USAFA affinity groups. Lastly, an update was provided on the Institute for Future Conflict that included cadet internships, visiting faculty, Space Force, research, lectures, and events to integrate and strengthen elements, where appropriate, with new and emerging technology.

The Dean of Faculty briefed her strategic outlook on several lines of effort that include developing leaders of character, preparing for the future conflict, fostering a culture of innovation, and an eye on possessing a world class reputation. She outlined the permanent professor program. USAFA has 23 billets, 20 filled, and 3 are in the process of being filled; 17 of the faculty have been at USAFA for less than 5 years. The Dean noted that adding 2 professors to the staff bringing the total number of permanent professors to 25 would be optimal. She updated the board on her top priorities, developing student information systems and

identifying avenues to help the faculty thrive. Operationally, there are approximately 100 to 125 new faculty members every summer in large part due to the military Permanent Change of Stations cycles (60 percent of the faculty are military). She stressed the importance of a rotational faculty to introduce relevancy of the operational Air Force. The Dean lauded cadet accomplishments such as securing a U.S. Patent (e.g., quantum computing) as a result of summer research, scholarly publications, and noted the increased cadet involvement each year. She covered the new authority for civilian faculty tenure; she is developing an implementation plan. Finally, she briefed USAFA's efforts to foster a climate and culture of dignity, respect, and diversity. Efforts include pedagogy for the Center for Educational Innovation, cadet outcomes for aligned courses, and outreach for cadet and faculty research.

The Executive Director of Athletics briefed that USAFA has 29 intercollegiate sports, a physical education (PE) mission, and a robust physical fitness testing program. She highlighted USAFA's selection as the lead organization for the Air Force Combative Program Center of Excellence, and the efforts to stand up that center which trains over 5,000 Airmen annually. The Executive Director discussed the development of a Human Performance Center; a center focused on whole-human approach to include health and fitness services. She emphasized the importance of professional development that is key to building the right culture and climate with human dignity and respect. She then handed off to the Athletic Director, who highlighted that six teams are in the top 10% of the National Collegiate Athletic Association (NCAA) for their academic achievements and the USAFA football team is ranked #22 in the nation. He continued to brief cadet accomplishments on the regional and national stages and the importance of national exposure for both the Academy and the Air Force with increased television and social media platforms.

The board was briefed on the new career field (AFSC) matching model that now classifies and creates job matches for cadets in their junior year versus senior year, as in past processes. The matching model, as directed by the Secretary of the Air Force, adds a board process to create a human touch point. Matching earlier in the process benefits both the cadet, the Academy, and Air Force talent management at large.

Lastly, a brief was provided on efforts underway to foster a culture that embraces innovation led by Airmen. A cadet panel discussed innovation in practice to include opportunities for cadets to partner with local university students to solve community issues, fostering a cycle of innovation. The cadet panel also briefed technological capabilities to include the SPARK Cell program, a framework and network to collaborate and create innovative solutions to Air Force issues. The cadets established the Falcon Tank for submission of ideas; this year's winner briefed his solution to color vision deficiency that incorporated a visor, allowing color blind pilots to fly.

Previous Action Items (carried forward):

USAFA provided an update on the status of the outstanding BoV recommendations from the previous annual reports and meetings. All remain open and are carried forward.

Strategic Metrics. (2017) USAFA made some progress on tracking post-graduation metrics to determine if USAFA is producing the right graduates and to show how well graduates are

performing after graduation, however still faces the challenge of dealing with data limitations across multiple databases. USAFA is working with the AF/A1 Chief Information Officer to overcome the challenge of merging data from multiple independent Air Force databases. A new office of labor and economics has been established to build analysis.

STATUS: OPEN.

IT Infrastructure. (2018) USAFA is historically underfunded by \$4-5M for IT infrastructure and is subject to end-of-year fallout money to cover IT needs. The board highlighted advocacy for IT funding and manpower through the POM process to achieve a sustained model.

STATUS: OPEN.

Cadet Athletic Funding. (2018) Most universities experience an annual cost growth of 8-14% for athletic programs; historic funding growth at USAFA is only 6-7% growth resulting in a \$5-6M deficit. USAFA relies on funding through end-of-year fallout money, however, this is not a long-term strategy. There has been some successes under the AFAAC contract through increasing sports sponsorship, merchandising, sports camps, and fundraising revenues. The way-forward also includes investing in USAFA brand and registered marks.

STATUS: OPEN.

SAPR Budget and Resources. (2018) The USAFA SAPR programs are budgeted for \$65K with a \$290K shortfall in FY19, and \$67K with a \$300K shortfall in FY20. Included in the shortfalls are the CHIPS Program, the SAPR Summit, and additional costs to run the SAPR office (to include manning resources). USAFA received tremendous support from Headquarters Air Force to cover shortfalls but also noted the need for more data on the effectiveness of prevention programs to ensure future funding. The Chairman recommended the Board continue to advocate for support, funding and manpower requirements.

STATUS: OPEN.

Medical accession vs. retention standards. (2018) The current challenge is maintaining accession medical standards for the entire four years at USAFA. This is DoD policy. USAFA is advocating to use accession medical standards for the first two years; after cadets commit to the Air Force at the start of the junior year, retention medical standards would be used. Prior service Airmen revert to the accession standard when attending the Academy. The Air Force is standing up the Accession Medical Waiver Division to collect all requests for medical waivers; the division will standardize waivers across the accession sources advocating for a policy utilizing retention standards for upper-class cadets.

STATUS: OPEN.

New Action Items:

SAPR. Data Collection, specific for individual cases and the disciplinary actions associated, if any. The Sexual Assault Prevention & Response framework must include a comprehensive approach and combination of methods to include deterrence. How can we ensure cadets are adequately deterred?

STATUS: OPEN; pending review at next BoV in July 2020.

Special Victim Counsels. Increasing the number of Special Victim Counsels (SVCs) has been approved. How do we meet the temporary need...the 2-3 year interim period to develop needed skills to be assigned as a trained SVC?

STATUS: OPEN; pending review at fall BoV.

Vetting Candidates for Appointment. With relation to vetting an appointment to the Air Force Academy; what are the restrictions and what is considered acceptable to view or screen a candidate's social media account(s)?

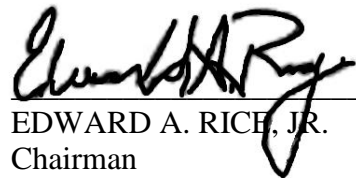
STATUS: OPEN; pending review at next BoV in July 2020.

Demographics. Fine-tune and develop the Key Classification Results for CY21; further break out gender, minority categories, and include non-operational career fields.

STATUS: OPEN; pending review at next BoV in July 2020.



JONATHAN W. WOOD, Capt, USAF
Executive Secretary



EDWARD A. RICE, JR.
Chairman

Attachments:

1. Attendance Roster
2. Hand-outs

Attachment 1: Attendance Roster

Board Members:

Gen (Ret) Edward Rice (Chair)
Brig Gen (Ret) David Ehrhart (Vice Chair)
Col (Ret) Alvin Drew (Telecon)
Ms. Linda Cubero
Mr. Robert Gleason, Jr. (Telecon)
Mr. Roel Campos (Telecon)
Honorable Cory Gardner (CO)
Honorable Doug Lamborn (CO)
Honorable Jackie Speier (CA)
Honorable Tom Udall (NM)

USAFA Senior Leadership:

Lt Gen Jay Silveria, Superintendent
Brig Gen Linell Letendre, Dean of Faculty
Col Houston Cantwell, Vice Superintendent
Col Clarence Lukes, Vice Commandant
CMSgt Sean Milligan, Chief, Dean of Faculty
Jennifer Block, Executive Director of Athletic Programs
Gail Colvin, Director of Staff

Others:

Patricia Mulcahy, Deputy Assistant Secretary Force Management Integration
Jean Love, BoV Designated Federal Officer
Capt Jonathan Wood, BoV Executive Secretary
Lt Col Stephanie Harley, SAF/LL, Chief, Medical, Religious, and USAFA Programs and
Legislation
Shannon McGuire, SAF/GCA
Col Thomas Rogers, Staff Judge Advocate, USAFA/JA
Dr. Trevin Campbell, SAPR Program Manager
Dr. Kimberly Dickman, SAPR Analyst
Nathan Pine, Director of Athletics
Lt Col Doug Huttenlocker, USAFA/A1
Carlos Cruz-Gonzalez, USAFA/A4
Col D'Anne Spence, USAFA/CCL
Lt Col Tracey McDermid, SAF/MRM
Lt Col Ryan Thomas, USAFA/DFX
Lt Col Christopher McClernon, USAFA/DF
Lt Col Joseph Foster, USAFA/DF
Jessica Dwyer, USAFA/DF
Gina Ackison, USAFA/DSP
Leslie Forrester, USAFA/CM
Sara Platt-Moser, USAFA/CM
Kimberly Tebrugge, USAFA/CM

Lt Col Steven Marshall, USAFA/DSX
Maj Adam Otten, USAFA/DSX
Maj Javier Rodriguez, USAFA/DSX
Capt Kathleen Merriex, USAFA/DSX
Larry Jones, USAFA Admissions
Dawn Zoldi, USAFA/AC
CMSgt Heather Muse, USAFAPS/CCC
Maj Nikita Wetherbee, USAFA/CVS
Juan Limon, USAFA/FM-1
Craig Seeber, USAFA/A5-8
Marty Schlacter, USAFA/A6
Col John Garver, USAFA/A3-9

Cadets:

C3C Will Ashley
C2C Kiana Brantley
C1C Charlie Carr
C1C Haeley Deeney
C3C Jack Erwin
C2C Samantha Herman
C2C Bailey Hopkins
C1C Jess Ojala
C1C Britian Rogers
C1C Luke Pontzer
C2C Max Stangl
C1C Jessica Tuttle
C1C Yan Wollman

Members of the Public:

Erin Prater, Colorado Gazette
Kelly Timmons, Executive Director, Zoomies Against Sexual Assault
Jeanne Muetzel, Director of Research, Zoomies Against Sexual Assault
Jeff Holmquist, Association of Graduates
Maj Caitlin Oviatt, USAFA/CW
Maj Scott Kelly, USAFA/CW
Timothy Thurston, USAFA/PS
Col Joel DeBoer, USAFA/ 306 FTG
Col Brian Hartless, 10 ABW/CC
Heba Abdelaal, Military Legislative Assistant for Senator Cory Gardner
David Williams, Regional Staff Member for Senator Tom Udall

**WHITE PAPER
POLICY CHANGE, TENURE FOR USAFA FACULTY**

Problem Statement

Current Air Force policy prohibits the United States Air Force Academy (USAFA) from granting academic tenure. This policy sets USAFA apart from the other accredited Air Force institutions of higher learning, the other federal service academies, and the vast majority of civilian colleges and universities which have tenure systems in place. In addition, the prohibition against granting academic tenure puts USAFA at a competitive disadvantage for recruiting and retaining top-tier civilian faculty members, ultimately limiting the Academy's ability to prepare graduates to be the scholar-warrior-leaders needed to lead the Air Force and the nation.

Proposed Solution

AF/A1C sign Guidance Memorandum (GM) instituting necessary policy change at **Tab 1**. Specifically, through the GM, A1C would delete the prohibition on USAFA/SUPT's ability to grant academic tenure in paragraph 4.5., Air Force Instruction (AFI) 36-116, *Civilian Faculty Personnel Management* (28 December 2018).

Mission Impact

Permitting the USAFA/SUPT to grant faculty academic tenure will bolster the Academy's ability to recruit and retain top-tier faculty members, ultimately enhancing the quality of education provided for future leaders of the Air Force and the nation.

Justification

Introduction

Air Force Instruction 36-116 (Civilian Faculty Personnel Management) states that the “USAFA/SUPT may not grant academic tenure.”¹ As a result, civilian faculty members are hired for an initial 3-year appointment. At the end of the 2nd year, faculty are eligible for reappointment for up to four years. Each year thereafter, faculty performance is reviewed, and, pending satisfactory performance, they are eligible for reappointment to a new four year appointment. In essence, they are converted to a “rolling” appointment where the end date is moved out one year at a time. The effect is that no civilian faculty member at the Academy has job security beyond their existing four year appointment.

Notably, this system makes USAFA markedly different from Air University, which AFI 36-116 specifically authorizes to grant tenure; this makes USAFA different from the other federal service academies, all of which have the authority to grant tenure; and this makes USAFA different from the rest of the higher education community, where 94.5% of public four-year institutions have tenure systems in place.² The Air Force Academy is now petitioning to have the authority to grant tenure in order to close the gap between the USAFA and its peer institutions.

What does “tenure” mean (and what does it NOT mean)?

The American Association of University Professors (AAUP) defines tenure as “an indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation.”³ As such, it is a “presumption of competence and continuing service.”⁴

Importantly, tenure does NOT mean that faculty members are immune from administrative control, to include termination of their appointment. As noted by Van Alstyne (1971), “tenure, accurately and unequivocally defined, lays no claim whatever to a guarantee of lifetime employment.”⁵ Put simply, if tenured faculty members fail to do their jobs appropriately, they can be removed for cause.

Obviously, granting tenure can have long-term institutional impacts, so colleges and universities with tenure systems are careful to ensure that tenure is only granted to those faculty who live up to both institutional and professional expectations. The details of tenure systems vary a bit by institution, but here is an outline of a prototypical system implemented by Williams College,⁶

¹ AFI 36-116 (Civilian Personnel Management), para. 4.5. https://static.e-publishing.af.mil/production/1/af_a1/publication/afi36-116/afi36-116.pdf

² National Center for Education Statistics, *Digest of Education Statistics: 2018*, Table. 316.80. https://nces.ed.gov/programs/digest/d18/tables/dt18_316.80.asp?current=yes

³ <https://www.aaup.org/issues/tenure>

⁴ <https://www.aaup.org/issues/appointments-promotions-discipline/termination-discipline-2004>

⁵ Van Alstyne, W. (1971). Tenure: A summary, explanation, and “defense.” AAUP Bulletin, 57:328-333. Downloaded from <https://www.aaup.org/sites/default/files/VanAlstyne-Tenure.pdf>

⁶ Williams College Faculty Handbook; <https://faculty.williams.edu/files/2019/09/Faculty-Handbook-2019-20-c.pdf>

currently ranked by U.S. News and World Report as the #1 National Liberal Arts College in the United States.⁷ (For the sake of comparison, the details of USAFA's existing personnel system are included in parentheses.)

- (1) For faculty hired on a tenure track, initial appointment is for an initial term of three years. (At USAFA, initial appointments are also made for three years.)
- (2) Each faculty member's performance is evaluated by both the academic department and a campus-wide committee annually during those first three years. This is done to ensure that each faculty member's performance is consistent with the college's standards and that each faculty member is making adequate progress toward tenure. (At USAFA, performance is reviewed annually, but only by the home academic department. There is no campus-wide committee that regularly reviews faculty members' performance.)
- (3) Mid-tenure review occurs at the three-year point. If a faculty member is performing according to standards, their appointment is extended for 3-4 additional years. If the faculty member is not performing in a manner commensurate with the institution's expectations, the appointment is not extended. (At USAFA, if faculty members receive successful performance appraisals during their initial three-year appointment, they are eligible to be re-appointed for up to four years. If the faculty member receives substandard performance appraisals, they will likely not be re-appointed.)
- (4) Faculty members normally apply for tenure during the 6th year of employment. Faculty members are expected to compile a dossier of their career accomplishments, which is reviewed by both the department and college-wide committee. The criteria used to evaluate faculty members are teaching, scholarship, and service. (At USAFA, faculty members are evaluated annually on the criteria of teaching, scholarship, and service. There is no institutional review of faculty members' career accomplishments unless they apply for academic promotion.)
- (5) The college's decision to grant tenure reflects "a comprehensive judgment about past performance and future potential based on the particular combination of strengths demonstrated by the individual in relation to the College's needs."⁸ If the faculty member is awarded tenure, they receive a "permanent" appointment and promotion to Associate Professor. If a faculty member is not awarded tenure, they depart the college when their current appointment expires. (At USAFA, there is no such "up or out" policy. Theoretically, civilian faculty members can stay at USAFA indefinitely at the rank of assistant professor, thereby never being subject to a thorough review at the institutional level.)
- (6) Consistent with AAUP's definition, "termination of an appointment with continuous tenure ... may be effected by the College upon due notice but only for adequate cause."⁹ (At USAFA, there is no such presumption of continued good performance. Indeed, no civilian faculty member has assurance that they will be retained beyond their existing four-year appointment.)

⁷ <https://www.usnews.com/best-colleges/williams-college-2229>

⁸ Williams College Faculty Handbook, p. 23

⁹ Ibid, p. 82

Why Would a Tenure System Benefit USAFA?

The United States Air Force Academy would benefit greatly from instituting a tenure system similar to the one described above. The benefits are at least five-fold:

- 1) Recruiting – Given the vital mission of the Air Force Academy, USAFA leadership is very interested in attracting the best faculty talent possible. However, the lack of a tenure system creates a significant barrier to recruiting top-tier talent. Doctoral students tend to prefer tenure-track positions over non-tenure-track posts,¹⁰ and USAFA’s lack of a tenure system is likely limiting the number of and caliber of people who apply for faculty positions. Because other service academies and nearly all of USAFA’s civilian peers offer tenure, the lack of a tenure system at USAFA puts the Air Force Academy at a distinct competitive disadvantage.

It is impossible to know the exact number of exceptionally-qualified educators who do not apply for a USAFA faculty position because the Academy does not have a tenure system. That said, the available evidence would suggest that the existing Academy policy is indeed limiting the pool of applicants for USAFA faculty positions. For instance, several years ago, Georgia State University (a public university in Atlanta, Georgia) advertised for a literature professor, and they subsequently received approximately 500 applicants. At the same time, the Air Force Academy advertised for a comparable position and received less than 25% of that amount. Of course, there are other differences between Georgia State and USAFA besides the presence of a tenure system, but it is alarming that USAFA attracts so many fewer applicants than an institution like Georgia State does.

We also know that there are multiple current faculty members at USAFA who were reluctant to accept their position because of the lack of tenure associated with it. As an example, one of the Academy’s newest hires came to USAFA from a tenured position at a public university in Texas. Upon accepting the position, he indicated that “Everyone on my faculty, including my Dean, told me I was crazy for ‘giving up’ tenure. Even my family told me I shouldn’t do it. It seemed like too big a risk. If it wasn’t for the fact that I knew someone who had already worked at the Air Force Academy and loved the experience, I would not have come.” His story is not unique, and it strongly suggests that the addition of a tenure system at USAFA would make the Academy more attractive for potential job candidates.

Creating a tenure system at USAFA will address a financial concern of many faculty members as well. Salaries at USAFA are necessarily limited by government salary caps,¹¹ and faculty who work at the Academy may have to accept a lower salary than they would command outside of academia. For some, this may be enough to take their talents elsewhere. If the Academy were to offer tenure, however, that prospect may be

¹⁰ Trower, C.A. (2005). Can colleges competitively recruit faculty without the prospect of tenure? In R.P. Chait (ed.) *The Questions of Tenure*, Harvard University Press.

¹¹ 5 U.S.C. § 5306, *Pay fixed by administrative action.*; 5 U.S.C. § 5373, *Limitation on pay fixed by administrative action.*

enough to attract them to USAFA. As noted by Gregory Saltzman, “offering tenure allows colleges and universities to recruit and retain qualified faculty while paying less than non-academic employers do for employees with similar levels of ability. Labor economists explain this with the notion of compensating wage differentials ... applicants will accept lower pay if a job has desirable non-pecuniary characteristics, such as job security provided by tenure.”¹²

- 2) Retention – Any faculty member who has been granted tenure will indicate that the indefinite appointment that comes with it is hard-earned. They will also say that the granting of tenure is an expression of loyalty and trust on behalf of the institution. In effect, granting tenure to a faculty member is a signal indicating that he/she is a full-fledged member of the institution, trusted to be a partner in the long-term mission of the institution. Loyalty on the part of the institution will almost certainly breed loyalty on the part of the faculty member.

Unfortunately, the converse is also true. Not having tenure – or even the prospect of having tenure – can diminish faculty loyalty, potentially increasing the likelihood that faculty will look elsewhere for work.¹³ Even at the Air Force Academy, where the overall retention rate for civilian faculty members is generally quite high, some long-time faculty members have chosen to seek work elsewhere. In recent years, USAFA has lost an award-winning faculty member in economics to Baylor University, a nationally-recognized sleep researcher to James Madison University, a noted scholar in political science to Arizona State University, and an outstanding mathematics faculty member to Gonzaga University. Furthermore, USAFA’s inability to commit to its faculty members has caused some faculty members to keep their curriculum vitae up-to-date and to regularly plumb the job market, actions that detract from their effectiveness at the Academy.

Said another way, USAFA currently ranks 39th on U.S. News and World Report’s ranking of 4-year undergraduate institutions.¹⁴ ALL of the institutions that appear above USAFA (including USMA and USNA) in this ranking have a tenure system. If talented faculty members wish to pursue a career at a high-quality undergraduate institution that values teaching, why would they choose to come to USAFA over any of those 38 other institutions? And, if they did come to USAFA, why would they stay if those other institutions offered tenure and USAFA did not?

¹² Saltzman, G.M. (2018). Beyond academic freedom: The economic case for tenure. The NEA 2018 Almanac of Higher Education, p. 19-32. Available on-line at: <https://www.nea.org/assets/docs/4-2018%20Almanac%20Saltzman.pdf>

¹³ Gardner, L. (2018, June 18). Want to kill tenure? Be careful what you wish for. The Chronicle of Higher Education. Downloaded from http://www.olin.edu/sites/default/files/want_to_kill_tenure.chronicle_of_higher_ed.pdf

¹⁴ <https://www.usnews.com/best-colleges/rankings/national-liberal-arts-colleges>

- 3) Innovation – As part of the Air Force Academy’s current strategic planning effort, the Academy’s Superintendent, Lt Gen Silveria, has stated that one of his major lines of effort will be on establishing an environment of innovation at USAFA. Having a system of tenure is perfectly consistent with this line of effort, as tenure provides faculty members with increased freedom to be more innovative in both their teaching and research.

First and foremost, USAFA stakes its reputation on providing a world-class education for cadets. Research shows that tenure-track faculty members make greater use of innovative teaching practices (e.g., active and collaborative learning, undergraduate research) than faculty who are not on a tenure track.¹⁵ Similarly, Xiaotao and Ran (2019) find that adjunct instructors (i.e., those not on a tenure track) tend to have worse student outcomes as measured by enrollment and performance in follow-on courses.¹⁶ Being able to grant tenure to its best teachers is clearly a benefit to the institution.

Tenure also increases innovation in research. Instead of encouraging a large number of small projects over the course of a few years, as the current contract system inevitably favors, tenure frees faculty members to pursue larger, more interdisciplinary, and more long-range research projects which require long lead times for coordinating with outside agencies. It allows time to create more complex funding mechanisms, wider research teams, and more intellectually sophisticated research programs. With the security of tenure, faculty can commit to extensive book contracts, creatively conceived engineering programs, and experimental test studies that are not guaranteed completion in 1-2 years. As a result, the research can be used to drive innovation in the various disciplines, and faculty can develop fully as thought leaders in their work. This has a direct and positive impact on cadet research and cadet learning through the arc of their studies.

- 4) Reputation – USAFA’s Dean of the Faculty, Brig Gen Letendre, has stated one of her strategic goals is to enhance USAFA’s academic reputation. However, the lack of a tenure system at the Academy actually hurts USAFA’s reputation, both within the Air Force and in the broader academic community. Because USAFA’s civilian faculty members are technically considered to be term employees, they are not eligible to participate in Air Force funded training programs (to include Civilian Developmental Education, the Civilian Strategic Leader Program, and the Engineer and Scientist Exchange Program) that are open only to career employees. The effect is that some of the Academy’s best talent is not represented in these career development programs, limiting the visibility of USAFA’s personnel to the rest of the Air Force.

¹⁵ Kezar, A., & Maxey, D. (2013, May, June). The changing academic workforce. The Association of Governing Boards of Universities and Colleges. <https://agb.org/trusteeship-article/the-changing-academic-workforce/>

¹⁶ Xiaotao, Florence, and Ran Di Xu. "Does contractual form matter? The impact of different types of non-tenure-track faculty on college students' academic outcomes." *Journal of Human Resources* 54, no. 4 (2019): 1081-1120.

A similar effect takes place in the broader world of academia. Faculty at other institutions look to tenure as a marker of faculty success and prestige. Collaborators at other institutions often wish to co-write grants or papers with other faculty who hold tenure, as they see it as a measure of faculty success in the field. Often, applications for fellowships and research positions are open only to tenured faculty. Air Force Academy faculty, lacking even the possibility of this credential, are unable to take advantage of these opportunities.

More generally, tenure can be seen as evidence that the educational mission of an institution is taken seriously, thus elevating the status of the entire organization. As such, schools may highlight the number of tenured or tenure-track faculty they have on their campus as a badge of honor. As one example, the website for Dartmouth College openly publicizes the number of tenured and tenure-track faculty members at their institution, and they also highlight the high percentage of tenured women at their college as evidence of their inclusive hiring practices and positive campus environment.¹⁷

Meanwhile, not having a tenure system harms USAFA's reputation in the higher education community. Several years ago, a prominent leadership scholar visited the Academy and, in the course of speaking with one of USAFA's faculty members, he asked if USAFA faculty positions were tenured. Upon learning that they were not, he expressed that he wouldn't accept any job that was not tenure-tracked. This sent a clear message that he perceived faculty jobs at USAFA as being lesser than the tenured position in which he was then serving.

- 5) Effective Personnel Management – While much of the discussion about tenure focuses on the job security that faculty experience after becoming tenured, the reality is that pre-tenure faculty arguably have less long-term job security than current USAFA faculty do. Therefore, if the standards for tenure are sufficiently high, one can expect that pre-tenure faculty members will likely work will be highly motivated to maximize their teaching, scholarship, and service records. At many colleges and universities, administrations have established mentoring programs to help pre-tenure faculty improve in these ways. If given the authority to grant tenure, the Air Force Academy will almost certainly create a mentoring program for this precise purpose.

The creation of a tenure system would make it easier for the Academy to part ways with faculty members who exhibit satisfactory performance on a year-to-year basis, but who may not exhibit the sustained patterns of excellence the Academy ultimately needs. Under USAFA's existing system, such faculty members are likely to be retained from year to year, simply because their performance in any given year may not be deemed to be deficient. During a tenure review, those faculty members would undergo a thorough evaluation by an institution-wide committee, and any who do not meet the high standards of tenure would have their appointments terminated. Ultimately, this would lead to a stronger faculty for the cadets at the Academy.

¹⁷ <https://home.dartmouth.edu/dartmouth-glance>

Policy

Current Air Force policy prohibits USAFA from granting tenure. The genesis of the prohibition appears to have emanated from a 1993 proposal to change Schedule A to gain excepted service status for civilian faculty. An 8 Apr 93 letter from Ms. Sherry Turpenoff, Director OPM Staffing Operations Division, to Ms. Euna L. Sexton, Chief USAF Affirmative Employment and Work Force Development Division, Directorate of Civilian Personnel, stated that the Director had approved the HQ USAF request to establish Schedule A excepted appointing authority for civilian faculty positions at the U.S. Air Force Academy:

“Effective April 6, 1993, the Acting Director has approved your request. As approved, this Schedule A authority reads, as follows:

Section 213.3109 Department of the Air Force.

(d) U.S. Air Force Academy, Colorado.

(2) Positions of professor, associate professor, assistant professor, and instructor, in the Dean of Faculty, Commandant of Cadets, and Director of Athletics organizations of the United States Air Force Academy, Colorado.

The initial appointments of civilian faculty members are for no more than three years. This period may be increased to a total of five years for appointees with extraordinary qualifications. All reappointments will be for a specified term not to exceed five years and may be renewed at the expiration of that term.

An initial appointment may be made for up to one year in circumstances that are deemed appropriate, such as, an appointment made after the normal recruiting cycle and other circumstances designated by the Superintendent.

In making appointments to these positions, please cite Schedule A authority 213.3109 (d) (2) as the appointing authority.”

Unfortunately, the 8 Apr 93 letter contains no rationale for why reappointments were to be limited to no more than five years.

10 U.S.C. § 9438. *Civilian faculty: number; compensation*, states, in pertinent part: and *“(b) The compensation of persons employed under this section is as prescribed by the Secretary.”*

5 U.S.C. § 2103, *The excepted service*, states: *“(a) For the purpose of this title, the “excepted service” consists of those civil service positions which are not in the competitive service or the Senior Executive Service.”*

5 U.S.C. § 3320, *Excepted service; government of the District of Columbia; selection*, states:

The nominating or appointing authority shall select for appointment to each vacancy in the excepted service in the executive branch and in the government of the District of Columbia from the qualified applicants in the same manner and under the same conditions required for the competitive service by sections 3308–

3318 of this title. This section does not apply to an appointment required by Congress to be confirmed by, or made with the advice and consent of, the Senate.

However, 5 U.S.C. § 5102. *Definitions*; application, (c)(10) lists, “*civilian professors, lecturers, and instructors at the Military Academy, the Naval Academy, and the Air Force Academy whose pay is fixed under sections 7438, 8452, and 9438, respectively, of title 10,*” as being exempt from classifications and basic pay rates.

5 CFR 213.3101, *Positions other than those of a confidential or policy-determining character for which it is impracticable to examine*, provides authority to establish positions that are exempted from applying qualification standards and requirements established for competitive service, which are referred to as “Schedule A.” For such positions, the Office of Personnel Management (OPM) assigns a number used by the appointing agency in recording appointments made under such authorization. 5 CFR 213.3109(d)(2) constitutes the Schedule A appointing authority for the U.S. Air Force Academy, Colorado. OPM publishes these authorizations annually in the Federal Register annually. The current Excepted Service; Consolidated Listing of Schedules A, B, and C Exceptions, 19310-19340 [2018-093030], 3109(d)(2) provides that the following USAFA positions are considered excepted service:

*(2) Positions of Professor, Associate Professor, Assistant Professor, and Instructor, in the Dean of Faculty, Commandant of Cadets, Director of Athletics, and Preparatory School of the United States Air Force Academy.*¹⁸

Permitting tenure, while having excepted service hiring authority, is also the norm. For example, West Point has a provision similar, but broader than the USAFA’s. To provide context, the provision applicable to the U.S. Military Academy (USMA) at West Point, Sch. A., 5 CFR 213.3107(d)(1) provides:

(1) Civilian professors, instructors, teachers (except teachers at the Children’s School), Cadet Social Activities Coordinator, Chapel Organist and Choir-Master, Director of Intercollegiate Athletics, Coaches, Facility Manager, Building Manager, three Physical Therapists (Athletic Trainers), Associate Director of Admissions for Plans and Programs, Deputy Director of Alumni Affairs, and Librarian when filled by an office of the Regular Army retired from active service, and the Military Secretary to the Superintendent when filled by a USMA graduate retired as a regular commissioned officer for disability.

¹⁸ <https://www.federalregister.gov/documents/2013/01/23/2013-01289/excepted-service-consolidated-listing-of-schedules-a-b-and-c-exceptions>

Likewise, Annapolis has both tenure and excepted service hiring authority, as noted in 5 CFR Sch. A. 213.3108, (b):

*(b) Naval Academy, Naval Postgraduate School, and Naval War College—
(1) Professors, Instructors, and Teachers; the Director of Academic Planning, Naval Postgraduate School; and the Librarian, Organist-Choirmaster, Registrar, the Dean of Admissions, and Social Counselors at the Naval Academy.*

It is unclear why, in the original USAFA excepted hiring authority package to OPM that tenure was discussed as a red line. However, as discussed in **Related Authorities** below, both USMA and USNA SUPTs can grant tenure. Thus, the Schedule A excepted hiring authority can be decoupled, for purposes of this analysis, with respect to tenure.

There is also a corporate expectation that USAFA faculty will be top tier; yet the SUPT cannot grant tenure. For example, DoDI 1402.06, *Civilian Faculty Positions in Department of Defense (DoD) Post-Secondary Educational Institutions* (November 6, 2007), implements, among other authorities, 10 U.S.C. § 9438, and defines such civilian faculty positions at paragraph 3.1., as:

Positions at a DoD post-secondary educational institution whose incumbents are appointed pursuant to the authorities in Reference (b) and whose primary duties involve teaching, lecturing, instructing, facilitating discussions in seminars, conducting scholarly research and writing, designing or developing curricula and/or learning support systems, providing academic advice or consultation, management and governance of the academic enterprise or an educational program (e.g., dean, director, department chair or head, president, vice president, provost, or the equivalent), and/or performing duties that are commonly understood to be duties appropriate for a member of the faculty of a fully accredited postsecondary academic institution in the United States.

With regard to credentials for civilian faculty members, the DoDI states, in paragraphs 4 and 4.1., “It is DoD policy that: DoD civilian faculty members shall possess the credentials and expertise necessary to accomplish the institution’s mission and to ensure a high standard of excellence is maintained in the Department’s educational programs.” (Emphasis added).

Additionally, Department of Defense Directive 1322.22, Service Academies states:

The academic faculty will consist of civilian and military members in proportions determined by the Secretary of the Military Department concerned. Faculty members will possess a mix of operational experience, academic expertise, and teaching ability. They:

- (1) Exemplify the highest standards of ethical and moral conduct and performance established by the Secretaries of the Military Departments concerned, and the superintendents concerned, consistent with this instruction.*
- (2) Participate in the full spectrum of academy programs and activities and the development of the curriculum.*

(3) Actively participate in the professional, moral, and ethical development of cadets and midshipmen as role models, mentors, and through the enforcement of standards of behavior and conduct.

AFI 36-3501, United States Air Force Academy Operations, states:

The Superintendent develops a specific sustainment plan for selection and development of Cadet Training and Education positions, Senior Military Faculty and civilian faculty for all mission areas. Coordinates the plan with the Air Force Personnel Center (including functional managers), Air Force Colonel Management Office and AF/A1 in accordance with Air Force requirements for the Air Force Education Requirements Board. The plan should be updated annually to allow timely adjustments to civilian pay funding, future year advanced academic degree quotas and associated assignment actions.

In short, corporate expectations and the policies to effectuate them are currently at odds when it comes to faculty tenure. USAFA's Superintendent is charged with ensuring that the Academy has top-tier faculty members who can provide the kind of education that our Air Force demands. However, prohibiting the Superintendent from granting tenure serves as an obstacle to making that happen. Failure to rectify this disparity creates mission risk.

Extending tenure authority to the USAFA/SUPT is an important step to enable mission success, provide a powerful message that elevates its unique importance as the AF's premier learning institution; and most importantly, bolsters faculty recruiting and retention; all critical enablers to producing lethal scholar-warrior-leaders for our AF and nation.

The prohibition against granting tenure is based on policy alone, and no changes to the law or regulation are necessary. The proposed policy change is simple; it would change the content of one paragraph in an Air Force Instruction, thereby permitting the USAFA/SUPT to grant academic tenure. In the short term, this can be accomplished by signing the Guidance Memorandum attached at **Tab 1**.

Related Authorities

As noted previously, other Air Force degree-granting institutions and all of the other federal service academies have a tenure system in place. Documentation from AFIT's Graduate School of Engineering and Management, the United States Naval Academy, the United States Military Academy, and the United States Coast Guard Academy are included as Tabs 2, 3, 4, and 5, respectively. The section below provides a brief overview of the system in place at each of these institutions. As an additional source of comparison, this section also includes a brief overview of the tenure system in place at Rice University, a civilian university that, like the other service academies, shares many characteristics with USAFA (e.g., similar admissions standards, similar undergraduate enrollment, etc.).

1) Air Force Institute of Technology, Graduate School of Engineering and Management

- All regular tenure-track faculty members are hired for an initial probationary period of three years. If a faculty member wishes to stay at AFIT beyond that initial probationary period, they can be considered for reappointment during their third year.
- AFIT specifies a mandatory tenure year upon each faculty member's appointment (or promotion) to Assistant Professor. Appointment to Assistant Professor is always probationary and may not exceed a total of six years. After that time, the faculty member must apply for tenure.
- Faculty members applying for tenure compile a dossier of their accomplishments in the areas of teaching, scholarship, and service. Pages 16-19 of AFIT's tenure guidelines outline examples of acceptable evidence in each of these three areas.
- Critical to all tenure decisions is peer evaluation, both internal and external. Internal evaluations typically come from the candidate's departmental colleagues. External evaluations come in the form of letters from experts in the candidate's academic discipline who can provide "independent, objective assessment of the candidate's contributions."¹⁹
- The candidate's dossier (to include peer reviews) are evaluated by both a departmental committee and a School committee, the latter of which is responsible for making a tenure recommendation to the Dean. If tenure is granted, the candidate is promoted to Associate Professor and tenure becomes effective at the beginning of the next academic year. If tenure is not granted, the candidate is offered a non-renewable one year contract in accordance with federal employment regulations.

2) The United States Naval Academy

- The Naval Academy's tenure procedures are outlined in Chapter 3 of their Faculty Handbook, shown at Tab 3.
- Initial appointment to an Assistant Professor position is normally not more than three years; subsequent reappointments at the Assistant Professor level are possible, but not for more than a three-year term. Assistant professors, no matter how long they have served on the faculty cannot be granted academic tenure.

¹⁹ Tab 2. AFIT Tenure Guidelines, p. 26

- Faculty members generally apply for tenure during their sixth year on the faculty. They do so by completing a “Candidate Worksheet” that summarizes their accomplishments related to teaching, research, and service. This worksheet can also be accompanied by a personal statement and external letters of support; however, both of these elements are optional.
 - Faculty members’ tenure material are reviewed by a Yard-wide Promotion and Tenure Committee, which is a standing committee of the Faculty Senate. It serves as confidential advisory body to the Academic Dean and Provost.
 - Upon receiving tenure, faculty members are promoted to Associate Professor.
 - All civilian faculty members, regardless of tenure status, are expected to summarize their professional contributions to teaching, research, and service in a Faculty Activity Record. Pay step recommendations are based on evaluation of these inputs.
- 3) The United States Military Academy
- Academic departments at West Point have two types of faculty billets: term hires and permanent positions.
 - Term hires in the rank of Associate Professor and Full Professor have the opportunity to apply (and compete) for permanent positions. Generally, they will be competing with other internal candidates, but the Department Head can request to broaden the search for the permanent position to external candidates as well. Only the Superintendent can authorize the expansion of scope beyond internal USMA candidates.
 - At USMA, “tenure” is granted to those individuals who are competitively selected into permanent positions.
- 4) The United States Coast Guard Academy.
- The Coast Guard Academy hires tenure-track faculty on an initial appointment of 3 years. Assuming satisfactory progress toward tenure, the faculty member is extended another 3-year term at the end of the first term.
 - During the 6th year, faculty members apply for tenure. Faculty members put together a package which includes information on teaching, scholarship, and service, with statements and supporting documents. In theory, external letters of recommendation are also required for tenure, but these are generally reserved for advancement to full professor and not for tenure.
 - If tenure is granted, the time-limited position is non-competitively converted to a permanent position. If tenure is not granted, the faculty member’s contract is extended for one final year to allow the member to explore other opportunities at the end of the contract.
 - In some cases, the Coast Guard Academy will shorten the tenure time-line. Faculty with experience may be given up to 3 years’ credit toward tenure. For example, if granted 3 years, the member would apply for tenure after three years at USCGA. The Coast Guard Academy does not appoint any faculty members with tenure.

5) Rice University²⁰

- Faculty members can be hired into tenure-track or non-tenure-track positions. Within the tenure track, initial appointments are for four years. A reappointment review is performed in the third year to determine if the faculty member will be reappointed for a second four-year contract. If a candidate is not reappointed, their employment stops at the end of the initial four-year contract.
- Tenure review usually takes place in the seventh year of the eight-year tenure clock. This review determines if the faculty member should be promoted to Associate Professor with tenure or whether their employment will be terminated at the end of the second four-year contract.
- Tenure review is conducted by a Promotion and Tenure Committee, in consultation with the department, the dean, the provost, and the president of the university. The tenure review is based on an evaluation of the candidate's dossier, which includes "information regarding the candidate's ability as a scholar, teacher and participant in service to Rice and beyond."²¹

Questions and Concerns

This section lists possible questions and concerns associated with the establishment of a tenure system at USAFA, as well as responses to each from Academy leadership.

1. Isn't higher education moving away from tenure-based systems?

There is no evidence to support the assertion that tenure-based systems are going away. According to the National Center for Education Statistics, 92.6% of public four-year institutions had a tenure system in 1993-94. In 2017-2018, 94.5% of these institutions had tenure systems.²²

What is true is that the percentage of full-time faculty members who have tenure is declining at colleges and universities across the country. According to the National Center for Education Statistics, the percentage of full-time faculty with tenure at 4-year public institutions has dropped from 56.3% in 1993-94 to 44.9% in 2017-18.²³ Furthermore, the American Association of University Professors reports that the total percentage of instructional positions that are off the tenure track climbed to 73% in 2016.²⁴ This is because colleges and universities are increasingly relying on part-time, contingent faculty (e.g., adjuncts, post-docs, part-time lecturers, etc.) to carry a large percentage of the institution's teaching responsibilities. The Air Force Academy has resisted this trend and remains committed to relying upon full-time, dedicated faculty members to teach cadets.

²⁰ <https://policy.rice.edu/201>

²¹ Ibid

²² https://nces.ed.gov/programs/digest/d18/tables/dt18_316.80.asp?current=yes

²³ Ibid

²⁴ <https://www.aap.org/news/data-snapshot-contingent-faculty-us-higher-ed#.Xc0JD-hKiUk>

2. Will having a tenure system make it more difficult for USAFA to remove underperforming faculty?

It is important to recognize that USAFA rarely removes faculty members now. Under the current reappointment system, more than 99% of eligible faculty members have their appointments extended by an additional year at the end of each annual appraisal cycle. Therefore, to the extent that USAFA currently has underperforming faculty members, the existing system does little to identify them and remove them from their faculty positions.

A significant problem with USAFA's existing system is that, while faculty are subject to annual performance evaluations, there is never a holistic "institutional look" at faculty members' performance. Therefore, faculty can be reappointed indefinitely without necessarily meeting the high standards of teaching, scholarship, and service expected of long-term USAFA faculty members. This is exacerbated by the fact that faculty can stay at USAFA indefinitely without necessarily applying for academic promotion, a process that does invoke an institutional "hard look."

In contrast, tenure would create an "up or out" system, such that faculty members would be subject to institutional "hard looks" at multiple points in time before tenure is granted. Therefore, under a tenure system, pre-tenure faculty members would actually have LESS job security than USAFA faculty members have currently. In other words, the creation of a tenure system would make it easier to dismiss underperforming faculty early in their career, thereby attracting higher quality scholars to the institution.

3. You've said that tenured faculty members can be removed "for cause?" What does "for cause" mean, specifically?

According to the American Association of University Professors (AAUP), this definition should be left to individual campuses, as long as the definition "is related, directly and substantially, to the fitness of faculty members in their professional capacities as teachers or researchers."²⁵ In short, tenure provides a "presumption of competence and continuing service,"²⁶ but employees can still be removed if specified conditions are not met. Each campus is responsible for articulating the details of those what those conditions are.

This has obvious implications for USAFA leadership. If USAFA is given the authority to grant tenure, Academy leadership will need to articulate a clear set of expectations that tenured faculty members would be required to meet. In addition, Academy leadership will need to create a post-tenure review process that would identify when tenured faculty members are falling short of those expectations. If faculty members fall short of standards, either by committing egregious acts of

²⁵ <https://www.aaup.org/issues/appointments-promotions-discipline/termination-discipline-2004>

²⁶ Ibid

misconduct (e.g., academic dishonesty) or exhibiting persistent patterns of underperformance, their tenured status could certainly be revoked.

4. Don't tenure systems reward research over teaching? Isn't such a system counter to the primary mission of the Academy?

At many institutions, research or other scholarly activity is indeed a primary driver of tenure decisions. However, that does not mean that USAFA must adopt a similar approach. Indeed, USAFA has the prerogative to establish its own tenure policies in a way that fits the distinctive mission of the Academy. It will be incumbent upon Academy leadership to construct a tenure system that accurately reflects institutional priorities.

5. It sounds like many of the details of USAFA's tenure system are yet to be decided. Is that true?

Absolutely. At this stage, USAFA is merely seeking the authority to establish a tenure system. Once granted that authority, Academy leadership will spend the next several years establishing and codifying the exact parameters of that tenure system. Those parameters will be informed by lessons learned from Air University, other federal service academies, and civilian peer institutions. In addition, consistent with the expectations of the Academy's accrediting body (i.e., the Higher Learning Commission), this work will include substantial faculty involvement, particularly through the Permanent Professors and the Faculty Senate.

Questions needing to be addressed include:

- Will all civilian faculty positions be on a tenure track? If not, what percentage of positions will be?
- Will military faculty be eligible for tenure?
- What criteria will be used for making tenure decisions?
- Who will be involved in making tenure decisions?
- What is the relationship between tenure and academic promotion?
- What support systems will be put into place to enable faculty members to successfully achieve tenure?
- How will faculty be afforded due process in tenure decisions?
- What will happen with faculty members who are already at USAFA? Will some subset of them be granted tenure immediately?
- What processes will the Academy use to ensure that tenured faculty continue to perform well?
- Under what conditions can tenure be revoked and faculty be terminated?

6. What role(s), if any, will AF/A1 and SAF/MR have?

It is not critical for AF/A1 or SAF/MR to have any role in oversight of USAFA's tenure system. In the Academy's current system, reappointment authority rests with USAFA/SUPT and is delegated to each of USAFA's mission elements. As a result,

the Dean of Faculty has the authority to re-appoint faculty indefinitely without notification or coordination with higher headquarters. Similarly, Air University (to include AFIT) currently has no higher headquarters reporting requirements associated with their tenure system.

That said, we fully recognize that AF/A1 and SAF/MR are signatories on AFI 36-116 and therefore have a vested interest in how a tenure system would be implemented at USAFA. Therefore, USAFA leadership recommends that:

- Any tenure policies at USAFA be codified in an Air Force Academy Instruction and that this instruction be coordinated with SAF/MR and AF/A1C before publication, both to ensure compliance with appropriate Air Force and DoD regulations and to ensure appropriate oversight.
- USAFA/DF, in coordination with the Superintendent, provide SAF/MR and AF/A1 an annual update of faculty tenure decisions, to include decisions to revoke tenure, as applicable.
- USAFA/DF, in coordination with the Superintendent, use already-existing procedures to promptly communicate any adverse actions that occur as a result of non-reappointment and/or revocation of tenure.

Recommendation

AF/A1C sign the GM at **Tab 1**.

Tabs:

1. Draft Air Force Guidance Memorandum – AFI 36-116, Civilian Faculty Personnel Management
2. Tenure Guidelines at AFIT Graduate School of Engineering and Management
3. Tenure Guidelines for the United States Naval Academy
4. Tenure Guidelines for the United States Military Academy
5. Tenure Guidelines for the United States Coast Guard Academy



APY 19-20 PREVENTION PROGRAMMING

Note:
 1. AF Policy requires 2.5 hrs. annual SAPR training for cadets
 2. EQ Training (CCLD) projected next year (all cadets), not included
 3. *Asterisk items in test phase or implementation in- progress

4 DEGREE	TIME (HRS)	3 DEGREE	TIME (HRS)	2 DEGREE	TIME (HRS)	1 DEGREE	TIME (HRS)
Ever-Fi Appointee Trng*	2.5	HRT (athlete only)	0.75	HRT(athlete only)	0.75	HRT (athlete only)	0.75
BCT SAPR Intro	2	CC Talking Points	0.75	CC Talking Points	0.75	CC Talking Points	0.75
BCT EO Intro	2	Responsible Alcohol Skills	1.5	CW Continuing Education CE 300	0.9	Ever-Fi SA Booster	0.4
Cadet Interpersonal Skills (CHIPS)	7	Ever-Fi Prevention Booster	0.4	Ever-Fi SA Booster	0.4	CWIT for Leaders*	1.5
Healthy Relationships Trng (HRT) (athlete only)	0.75	CWIT	1	CWIT	1	CW SA/Suicide Prevention Trng	0.75
Enhanced, Assess, Acknowledge, Act (EAAA) (female only)*	12	CW SA/Suicide Prevention Trng	0.75	CW SA/Suicide Prevention Trng	0.75	CONTACT TIME [ATHLETE]	4.15
Cadet Wing Intervention Trng(CWIT)	1.5	LEAD 200 (3 lessons)	2.6	LEAD 300 - (3 lessons)	2.6	CONTACT TIME [NON-ATHLETE]	3.4
CW SA/Suicide Prevention Trng	0.75	CONTACT TIME [ATHLETE]	7.75	CONTACT TIME [ATHLETE]	7.15		
CC Talking Points	0.75	CONTACT TIME [NON-ATHLETE]	7	CONTACT TIME [NON-ATHLETE]	6.4		
LEAD 100 (2 lessons)	1.8						
Beh. Sci. 110 (2 lessons)	1.8						
Appointee Alcohol Parent Intervention*	1						
CONTACT TIME [MALE]	21.1						
CONTACT TIME [FEMALE]	33.1						
CONTACT TIME [MALE ATHLETE]	21.85						
CONTACT TIME [FEMALE ATHLETE]	33.85						

USAFA PREVENTION PROGRAMS	BACKGROUND
Appointee Training	USD (P&R) memo released May 2019: Enhance Efforts to Select Applicants of the Highest Character 3-5 min expectations video from Superintendent on Dignity & Respect for class of 2024 EVERFI Introduces appointees to healthy relationships, inclusivity, bystander intervention, mental-well being and consent-based conversations Evidence-based parent led alcohol training that has been shown to lower binge drinking and reduce alcohol related sexual assault incidents
Cadet Interpersonal Skills Training CHIPS	Adaptation and extension of the Botvin Life Skills Training (LST) program Evidence-based prevention program, primary prevention for all 4th class cadets Enhance personal skills (for all types of relationships) and reduce known risk factors for assault/harassment
Healthy Relationships Training HRT	Initiated in 2015 for intercollegiate athletes (IC) to address communication and respect in relationships Boundary setting, sexual limits and interpersonal relationships focus Received positive qualitative assessment feedback Implementation plan for expansion to cadet wing in development
Enhanced, Assess, Acknowledge, Act EAAA	Evidence based sexual assault resistance program offered as an experimental course (499EP) Status: Measure effectiveness Shown to significantly decrease prevalence and revictimization
Cadet Wing Intervention Training CWIT	HAF/A1Z developed bystander Training focused on empowerment, awareness and cadet responsibility Introduced sophomore year and topped of senior year with leadership focus
Alcohol Skills Training	Training provided to sophomores to reduce binge drinking and promote responsible drinking skills