The background of the cover features a close-up of an American flag with its stars and stripes, partially obscured by a large, detailed bronze sculpture of an eagle's head and beak. The eagle is shown in profile, facing left, with its beak slightly open. The lighting highlights the metallic texture of the sculpture.

**DEAN OF FACULTY  
STRATEGIC PLAN  
FY 2009-2014**

***Integrity - Service - Excellence***



# DEAN OF FACULTY STRATEGIC PLAN FY 2009-2014

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## I. OVERVIEW

The US Air Force Academy Strategic Plan is an actionable document, a campaign plan that establishes a system for transforming the learning process at the Air Force Academy. The plan sets goals, objectives, and programs for preparing some of our nation's most talented young men and women to be professional Air Force officers who are leaders of character. The Dean of Faculty (DF) Strategic Plan directly supports and is an integral part of the USAFA planning system. It is the core document that guides DF in aligning its curriculum, assessing the achievement of outcomes, and allocating precious resources. It also describes how DF will meet the vision and mission of the Academy and how DF's programs integrate with the other mission elements.

The DF Strategic Plan charts the course faculty and staff members need to take as we prepare to meet 21st century challenges faced by Air Force officers. Our plan is composed of a core document with three appendices and three annexes; note the three annexes are not included in this brochure.

- The core document (Chapters I-VII) describes the USAFA vision, mission, and institutional outcomes. It further describes the major competencies and capabilities possessed by the faculty that enable it to achieve these outcomes, identifies gaps through DF Goals, and outlines initiatives to address those gaps and achieve the goals.
- The three core document appendices clearly define the concepts and components of the plan, provide detailed descriptions of the outcomes and the competencies and capabilities to achieve them and further chart the inherent contributions of DF to accomplishing USAFA's goals, mission, and vision.

The DF Strategic Plan is reviewed bi-annually by Permanent Professors and Department Heads. The annexes are the most fluid and changeable aspects of this document. To raise awareness and promote timely review, this document is also published on DF's website.

## II. USAFA VISION AND MISSION

### *USAFA Vision Statement:*

*To be the Air Force's premier institution for developing leaders of character.*

### *USAFA Mission Statement:*

*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.*

## III. USAFA OUTCOMES

As an institution, all mission elements at the Academy are interdependent and must contribute jointly to achieving the vision and mission through the accomplishment of the tiered USAFA outcomes. Tier 1 is defined by our highest and broadest outcome areas: Responsibilities, Skills, and Knowledge; Tier 2 includes subcategories of outcomes under Tier 1. The USAFA Tiers 1 and 2 are:

*Commission leaders of character who embody the Air Force core values . . .*

*... committed to Societal, Professional, and Individual Responsibilities*

- Ethical Reasoning and Action
- Respect for Human Dignity
- Service to the Nation
- Lifelong Development and Contributions
- Intercultural Competence and Involvement

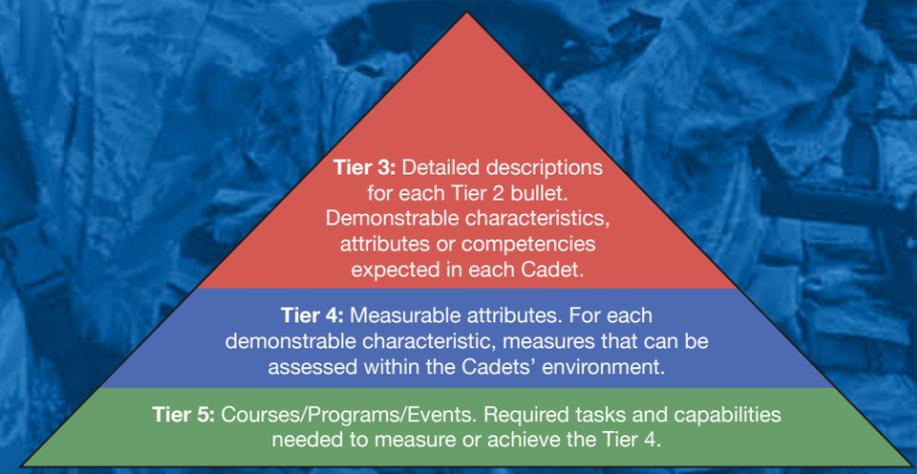
*... empowered by Integrated Intellectual and Warrior Skills*

- Quantitative and Information Literacy
- Oral and Written Communication
- Critical Thinking
- Decision Making
- Stamina
- Courage
- Discipline
- Teamwork

*... grounded in Essential Knowledge of the Profession of Arms and the Human and Physical Worlds*

- Heritage and Application of Air, Space, and Cyberspace Power
- National Security and Full Spectrum of Joint and Coalition Warfare
- Civic, Cultural, and International Environments
- Ethics and the Foundations of Character
- Principles of Science and the Scientific Method
- Principles of Engineering and the Application of Technology

In our tiered listing of outcomes, Tier 3 (see Appendix Two) includes a complete definition or a bulleted list of demonstrable characteristics that entirely make up the parent Tier 2; Tier 4 includes specific measurable attributes that make up the parent Tier 3 and can be observed within the cadets' environment. Tier 5 will include the specific tasks and capabilities needed to measure or achieve Tier 4. DF envisions these definitions and assessment characteristics to function in a manner depicted by the illustration below.





## IV. DEAN OF THE FACULTY IDENTITY AND VALUES

The Dean of Faculty (DF) is one of five primary mission elements that supports USAFA's mission. The learning experiences we provide to the cadets and our ability to integrate those experiences with those offered by the Commandant of Cadets (CW), the Director of Athletics (AD), the Preparatory School (PL), and the 10th Air Base Wing (10 ABW) help cadets realize their full potential during their tenure at USAFA. Air Education and Training Command's (AETC's) 306th Flying Training Group (FTG) is also a key contributor to USAFA's mission.

**What we offer.** DF's primary and specific contributions to a cadet's overall learning environment and his or her four-year development start with a commitment to educational excellence.

To continue to attract the best students and faculty, our academic credentials and practices must be among the top in the nation; therefore, it's crucial we remain nationally accredited and continue to offer nationally and internationally recognized programs. (Note: there are also other accreditations we want to continue to achieve within specific academic disciplines.) We also know rigorous academic programs are fueled by the teaching of distinguished faculty members. Therefore, it is essential our collective efforts on faculty sustainment result in:

- a) a positive learning environment (small class sizes, engaging dialogue, intellectual curiosity);
- b) military faculty members who can continue to develop professionally within their respective Air Force specialties; and
- c) greater opportunities for all faculty members to remain active and to continue to publish in their respective academic fields (such opportunities would include attending conferences, presenting papers, serving as panel chairs, journal editors, etc.).

To remain on the leading edge of educational excellence we must be well-resourced in terms of facilities and laboratories so the learning environment fosters cadets' intellectual curiosity and accomplishment. When and where it makes sense, we must exploit information technologies to help us become more efficient in executing daily tasks both within DF and in conjunction with supporting the other mission elements.

We also must embrace the latest innovations to improve classroom teaching, student learning, and disciplinary research so we have every opportunity to make the most of our limited resources. Undoubtedly, there will be times when the funding available will fall short of our desired needs. Therefore, it is imperative we execute and exhaust every possibility for financial support, and, even more importantly, align our spending plans with our strategic goals and priorities.

**How we proceed.** DF will succeed in helping realize the USAFA Outcomes as long as faculty members and staff are vigilant in keeping our curricular rigor, aligning to Outcomes, and candidly assessing how well we meet those Outcomes. We begin by aligning all of our educational experiences (core and majors' classes individual lessons, laboratory experiments, and various capstone projects) with the needs of USAFA's broader education and training mission, all the while remaining in-step with the expectations of higher learning. We also know that in executing USAFA's mission, integration and interdependency will strengthen the overall developmental path for cadets. In other words, our educational excellence must not be isolated if it is to remain rich.

How will we benchmark that excellence? How will we know how we are doing? We must be smart about asking the right questions. To be effective, our assessment practices and processes must be honest, transparent, pervasive, and persistent. As we continue to align and assess our curriculum and courses of instruction with the USAFA Outcomes, we enrich what we do for cadets, and because the other mission elements are equally committed to aligning to USAFA's Strategic Goals, we collectively enrich Academy learning experiences for all.

**Our learning culture.** Our learning culture promotes academic rigor, enrichment, and excellence for our cadets and for our faculty as a developmental process. We know professional development enriches more than the individual; it elevates the expectation for excellence across DF.

Quite simply, our learning culture is the foundation to everything we do; it is our most crucial enabler. Such a culture must be rooted in a supportive climate as well as a climate that offers multiple perspectives and opinions. As a faculty, we recognize such inclusive excellence in and out of the classroom moves our organization forward and upward and best positions DF for continued success. At the forefront of our interactions is valuing human dignity. Clearly when we have self-respect and respect for others, we also elevate DF's overall climate and morale.

**Why we serve.** In teaching our cadets, we feel both the weight of responsibility and the excitement in preparing cadets to be leaders of character who are called upon to defend our nation. Teaching at USAFA is far more than a profession; to serve in the professoriate is a noble calling indeed.





## V. DEAN OF FACULTY COMPETENCIES

DF plays a critical role in achieving the Academy mission by rigorously educating cadets and developing their intellectual capacities. Over many years, we have developed a faculty possessing key competencies that contribute to achieving today's USAFA Outcomes. These competencies are a compilation of distinctive DF capabilities which are detailed in Appendix Three. DF has three core competencies that distinguish our organization from other mission elements at USAFA and from other institutions of higher learning. These core competencies include:

- *A blend of humanities, social sciences, engineering, and basic science courses embodied in a rigorous academic core.*
- *A diverse set of majors' programs tailored to encourage service to the Air Force and the development of ethical and effective leaders.*
- *A faculty with research expertise in areas specifically addressing Air Force and DoD needs.*

## VI. DEAN OF FACULTY GOALS

### GOAL 1: Embed and Improve Learning-Focused Practices

- Objective 1.1: Take advantage of curricular sequencing to enhance Outcome development and achievement both within DF and across the Academy. [Supports USAFA Objectives 1.1, 1.2, 3.1]
- Objective 1.2: Create systems for assuring assessment-based improvement in educational practices at all levels in DF. (i.e., faculty-wide, department, course, instructor, lesson) [Supports USAFA Objectives 1.2, 3.1, 5.1, 5.2]

### GOAL 2: Attract, Develop, and Sustain a Faculty whose Primary Mission is to Develop Cadets

- Objective 2.1: Develop and implement systems to ensure a sustainable and optimal blend of academic skills, perspectives, and experiences across the faculty essential to educational excellence and AF relevance. [Supports USAFA Objectives 4.1, 4.2]
- Objective 2.2: Provide orientation and continuing experiences to faculty that enhance their ability to develop the USAFA Outcomes in cadets and also promote faculty growth. [Supports USAFA Objectives 6.1, 6.3]
- Objective 2.3: Ensure the faculty's example in its composition, curriculum, and behavior provides a learning environment for cadets well-suited for developing their ability to lead in a global and diverse world. [Supports USAFA Objectives 1.1, 1.2, 3.1, 3.2, 4.1]

### GOAL 3: Design and Acquire Resources for Physical, Technological, and Informational Infrastructure for Learning

- Objective 3.1: Develop plans for a Library of the future. When completed, this library, through its collections, resources and services, will strengthen and enhance outcome development and achievement within DF and across the Academy. [Supports USAFA Objectives 7.1, 7.2]
- Objective 3.2: Identify, procure, and effectively use Information Technology (IT) capabilities essential to excellence in cadet education including organization and scheduling skills. [Supports USAFA Objective 7.2]
- Objective 3.3: Expand Fairchild Hall to provide much-needed research space that will provide additional high-quality learning opportunities for cadets. Crucial components of this research space will include (but not be limited to) an expansion of USAFA's engineering laboratories, the introduction of Unmanned Aerial Systems (UAS)/Unmanned Aerial Vehicles (UAV) laboratories, and an addition to the Aeronautics Laboratory to house a new transonic wind tunnel capability. [Supports USAFA Objectives 2.4, 4.3, 6.3, 7.1, 7.2]
- Objective 3.4: Successfully acquire, instrument, and operate a 2-meter-class Fast-Tracking Telescope (FTT) facility capable of tracking and characterizing satellites and other space objects in low-earth orbits to serve as the foundation for world-class Space Situational Awareness (SSA) education and research at USAFA and through Colorado, national, and international partnerships. [Supports USAFA Objectives 2.4, 3.1, 3.2, 4.3, 7.2]
- Objective 3.5: Evaluate, design, create, and implement a command and control laboratory for use in cadet education and research that provides a real-world environment for cadet critical thinking and operational awareness. [Supports USAFA Objectives 3.1, 3.2, 7.2]

### GOAL 4: Enhance Faculty and Cadet Research

- Objective 4.1: Conduct and publish scholarly research that involves and promotes cadet and faculty growth and development. [Supports USAFA Objectives 1.1, 1.2, 2.3, 2.4, 3.1, 3.2, 4.3]
- Objective 4.2: Establish and encourage a culture that values and promotes the Scholarship of Teaching and Learning (SoTL) at USAFA. [Supports USAFA Objective 1.1, 1.2, 3.1, 3.2]

### GOAL 5: Ensure Continuing Vitality and Relevance of the Curriculum

- Objective 5.1: Continue to expand education and training in Air, Space, and Cyberspace. [Supports USAFA Objectives 3.1, 3.2, 5.1]
- Objective 5.2: Continue to broaden and deepen cadets' appreciation and understanding of cross-cultural issues. [Supports USAFA Objectives 3.1, 4.1]
- Objective 5.3: Continue to foster a rigorous academic environment through our Core and Majors Classes with a strong emphasis on the development of ethical and effective leaders. [Supports USAFA Objectives 1.1, 3.1]



## VII. DEAN OF FACULTY INITIATIVES

We are also committed to continuous program improvement. To support these efforts, we identified the strategic initiatives to achieve or strengthen our objectives. Key strategic initiatives to be completed over the upcoming five years include:

- 
- **Faculty Development and Sustainment** [Supports DF Objective 2.1, 2.2, 2.3]
- 
- **Enhance and Embed Learning Focus**
    - **Curriculum and Outcomes Alignment** [Supports DF Objective 1.1]
    - **Assessment and Assurance of Learning** [Supports DF Objective 1.2]
    - **Academy Scholars Program** [Supports DF Objective 2.1, 2.3]
    - **Student Academic Support Services** [Supports DF Objective 1.1, 1.2, 2.1]
    - **First Year Experience** [Supports DF Objective 1.1, 1.2, 3.1]
- 
- **Cultural and Language Competency**
    - **Foreign Language and Culture** [Supports DF Objective 2.3, 5.2]
    - **International Experience** [Supports DF Objective 2.3, 5.1, 5.2]
- 
- **Space Center of Excellence** [Supports DF Objective 3.3, 4.1, 4.2, 5.1]
  - **Education and Training in Cyberspace** [Supports DF Objective 3.2, 3.4, 4.2, 5.1]
  - **Energy Research** [Supports DF Objective 4.1]
  - **Geospatial Science Major** [Supports DF Objective 3.1, 3.2, 5.1]
  - **Technology in the Classroom** [Supports DF Objective 3.2]
  - **Systems Engineering Program** [Supports DF Objective 2.1, 2.2, 2.3]

- **Infrastructure** [Supports DF Goal 3 and all Objectives]\*

\*Note: DF Goal 3 includes major construction or acquisition efforts that are long-term and high expenditure and are therefore considered both objectives and initiatives. Again, these major objectives/initiatives include:

- **Library of the Future**
- **Information Technology (IT) Capabilities (essential to excellence in cadet education including organization and scheduling skills)**
- **Expansion to Fairchild Hall**
- **Two-meter-class Fast-Tracking Telescope (FTT) Facility**
- **Command and Control Laboratory**





## APPENDIX ONE DEFINITION OF TERMS

Assessment Criteria	Standards used to evaluate mastery of the performance measure
Assessment Goals and Thresholds	Specific quantitative targets
Assessment Objective	The behaviors we want cadets to perform that demonstrate accomplishment of an outcome
Best Practices	Continuing programs, procedures, techniques, and strategies used by departments or programs to build or enhance capabilities
Capability	<p>Potential or actual use of combinations of resources and processes that help us achieve desired outcomes</p> <p>Example: The Command and Control Laboratory combines a physical building (tangible resource) personnel with specific training (tangible and intangible resource), and a case study (process) to produce the capability for USAFA to develop in cadets decision making skills in situations similar to those they will encounter in war-fighting.</p>
Core Competencies	Capabilities of an organization that distinguish it from other organizations and add unique value to achieving larger goals
Initiatives	An initial program, project, plan or activity which must be accomplished to achieve a stated goal or objective or enhance a capability

Learning-focused	<p>As per the Higher Learning Commission's Handbook of Accreditation, "a learning-focused organization must know what it intends its students to learn and whether that learning has actually been achieved." Here at USAFA, we believe a learning-focused approach must:</p> <ul style="list-style-type: none"> <li>Articulate the desired outcomes of cadet learning</li> <li>Align the curriculum with those learning outcomes</li> <li>Gather evidence about how well cadets are meeting the learning outcomes</li> <li>Use the information for improvement</li> </ul>
Objective	Specific, measureable results an organization intends to achieve
Outcome	A desired effect or result produced by a capability. Specifically, performance abilities, characteristics, and traits we want to instill in our cadets
Performance Measure	A specific product or activity that demonstrates accomplishment of objectives
Priorities	Those items which an organizational leader emphasizes to shape initiatives and allocate resources
Process	<p>A formal or informal pattern of action performed according to a specific routine or approach</p> <p>Example: A teaching strategy is process to communicate specific lesson material, or to develop particular intellectual abilities</p>
Resources	<p>Tangible and intangible assets</p> <p>Tangible (people, buildings and equipment, funding)</p> <p>Intangible (knowledge, skills, abilities of people and network)</p>



**APPENDIX TWO  
TIER 3 OUTCOMES**

**Tier 3 Responsibility Outcomes**

Ethical Reasoning and Action	Character-based decision making Ethical leadership Moral Courage Accountability
Respect for Human Dignity	Self-Respect (from Integrity First) Respect for Others (from Service before Self)
Service to the Nation	<p>Selflessness: “Warrior Ethos” in part, as “places the welfare of peers and subordinates ahead of personal needs or comfort.” (Attachment 2, AFI36-2014, COMMISSIONING EDUCATION PROGRAM, 22 APRIL 2008)</p> <p>Loyalty to the ideals of the Constitution and to the Nation: “American military professionals demonstrate allegiance to the Constitution and loyalty to the military chain of command and to the President and Secretary of Defense, regardless of political affiliation.” (AF Doctrine Document 1-1, p. 7)</p> <p>Prepared to risk one’s life in defense of the nation: “As an Air Force core value, service before self represents an abiding dedicated to the age-old military virtue of selfless dedication to duty at all times and in all circumstances – including putting one’s life at risk if called to do so. (AF Doctrine Document 1-1, p. 6)</p> <p>A strong sense of Duty: Performs “to the best of one’s abilities the assigned responsibilities and tasks without worrying how a career will be affected.” (AFDD 1-1, p. 6). Motivated to defend the nation in combat, or in combat support duties, regardless of personal inconvenience, discomfort, safety, desires, costs.</p>
Lifelong Development and Contributions	Self-awareness: “Conducts frequent self-assessments to identify strengths and developmental need and comprehend their impact; understands own identity with respect to leading organization and people across a range of operations; actively seeks and incorporates feedback.” (Attachment 2, AFI36-2014, COMMISSIONING EDUCATION PROGRAM, 22 APRIL 2008)

	<p>“Understand how personal leadership style and skill impact decisions and relationships with others; Create a personal leadership development plan using insight gained from assessing values, personal strengths and weaknesses along with performance preferences and learning style; Apply insight and learning to improve leadership performance.” (AF Doctrine Document 1-1, Appendix B, pp. 41-42)</p> <p>Continuous personal development: “Airmen seek out and complete developmental education, stay in top physical, mental, and moral shape, and continue to refresh their professional competencies. Airmen must ensure their skills, knowledge, and personal readiness are always at their peak.” (AF Doctrine Document 1-1, p. 7). Self-development: Continually increases breadth and depth of knowledge and skills (e.g., Air Force capabilities; Air Force doctrine; Air Force organization; joint doctrine and concepts; Air, Space, and Cyberspace technology; alliance structures; military and non-military history) that lead to an ever-expanding foundation of individual capabilities and competence; prepares self for next leadership challenge/opportunity.” (Attachment 2, AFI36-2014, COMMISSIONING EDUCATION PROGRAM, 22 APRIL 2008)</p>
Intercultural Competence and Involvement	<p>Commitment to apply an understanding of global cultures and belief systems: “Maintains an integrated understanding of factors (e.g., globalization, diplomacy, geography, science, health care, technology, economics and local, domestic, and world politics influencing defense, domestic, and foreign policy and the reciprocal effects of Air Force actions on these factors; approaches situations with a clear understanding of organizational and political reality.”</p> <p>“Cross-cultural savvy: Actively seeks to understand foreign, cultural, religious, political, ethnic, and societal norms, trends and customs as well as norms and customs of other organizations; studies unfamiliar cultures to ascertain what they understand about us.” (Attachment 2, AFI36-2014, COMMISSIONING EDUCATION PROGRAM, 22 APRIL 2008)</p> <p>Engagement in local and national citizenship and global stewardship: Active involvement in the welfare of the local community, volunteers for charitable activities, regular participation in commonly understood civic duties (e.g., voting) (LEAP Preliminary Report). “Exhibit Resource Stewardship: Identifies, acquires, administers and conserves financial, informational, technological, and warfare resources to accomplish the mission; minimizes resource loss and expenditures while maximizing resource utility.” (Attachment 2, AFI36-2014, COMMISSIONING EDUCATION PROGRAM, 22 APRIL 2008).</p>



## Tier 3 Skills Outcomes

### Quantitative and Information Literacy

#### Quantitative Literacy:

Recognizes when a quantitative assessment is required

Demonstrates mathematical, scientific or engineering methods (quantitative methods) as appropriate in problem solving, critical thinking and decision making

Appropriately uses technology in the application of quantitative methods

Critically evaluates quantitative methods in broad, interdisciplinary contexts and technological environments

Applies ethical, legal, and social principles in using quantitative methods

#### Information Literacy:

Recognizes when information is needed

Locates information sources, exploits information technology and accesses information to build knowledge

Critically evaluates sources and information

Demonstrates ethical, legal, and social principles in using information

Incorporates selected information to achieve a specific purpose

### Oral and Written Communication

Demonstrates clear, concise, proper, and accurate listening, speaking and writing methods ...

- To individuals or groups
- When counseling, coaching, and mentoring
- In response to questions

Demonstrates content that is relevant, organized, and logical communication

Demonstrates content and style appropriate to environment, audience and military needs

Identifies and uses best practices  
Comprehends others' points of view

Seeks and applies feedback

### Critical Thinking

Demonstrates higher-order cognitive skills across all disciplines

Surveys, aggregates and integrates data; weighs competing factors to derive conclusions

Evaluates alternative points of view

Pursues innovative, creative ideas and insights

Recognizes patterns and interdependence in complex systems

Comprehends effects-based approaches, situational awareness, and unintended consequences





Decision-Making	<p>Identifies the issue to be decided</p> <p>Identifies facts, missing information, and assumptions relevant to the issue to be decided</p> <p>Identifies criteria for assessing alternatives (including mission guidance and other constraints)</p> <p>Generates realistic alternatives</p> <p>Applies criteria to alternatives to reach a timely sound decision.</p>
Stamina	<p>Develops a personal commitment to life-long physical fitness</p> <p>Develops mental toughness, perseverance, and confidence to overcome adversity</p> <p>Dedicated to combat effectiveness</p>
Discipline	<p>Exhibits <i>physical</i> courage in crisis</p> <ul style="list-style-type: none"> <li>• Overcomes physical obstacles and danger</li> <li>• Puts the mission and one's people first even at one's own increased personal risk</li> </ul> <p>Demonstrates <i>moral and mental</i> courage</p> <ul style="list-style-type: none"> <li>• To do the right thing even when difficult or unpopular</li> <li>• To stand fast and strong especially against unfavorable odds</li> <li>• To lead from the front</li> </ul> <p>Demonstrates the physical, mental, and emotional self-discipline necessary to succeed through adversity</p> <p>Acts and leads positively during times of stress</p> <p>As a follower, supports organizational goals, policy, and doctrine, making it his/her own</p> <p>Leads by example, always preparing physically, mentally, and professionally for</p> <ul style="list-style-type: none"> <li>• Air, Space, and Cyberspace missions</li> <li>• Combat arms proficiency</li> <li>• Expeditionary Skills</li> <li>• Physical demands</li> </ul>

Teamwork	<p>Demonstrates appropriate, effective follower, team member, and leader behaviors</p> <p>Demonstrates commitment to team goals and collaboration</p> <p>Inspires others; embraces personal sacrifice for the common good</p> <p>Empowers others and guides them to achieve goals</p> <p>Delegates authority when appropriate and trusts subordinates</p> <p>Holds oneself and others accountable to standards</p> <p>Builds trust, individually and throughout organizations</p>
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### Tier 3 Knowledge Outcomes

(Tiers 1 and 2 previously listed on Page 4) Heritage and Application of Air, Space, and Cyberspace Power Exhibits knowledge of the...

USAF Mission, Vision and Competencies

Unique capabilities and limitations of Air, Space, and Cyberspace operations

Capabilities of Air Force Components across Air, Space, and Cyberspace and innovative use of those capabilities to accomplish missions

Operational environments of Air, Space, and Cyberspace power and their integration in military operations

History of Air, Space, and Cyberspace power and its impact on contemporary military operations

Applying doctrine, concepts, organizations, and capabilities within an effects-based approach to warfare

Ethics and the Foundations of Character

How global issues influence legal, defense, domestic and foreign policy

How Air Force actions have global consequences

Exhibits knowledge across the humanities and social sciences, as a foundation for strategic and adaptive thinking

Diverse foundational teachings on ethical reasoning and human values, beliefs, and behavior

Character-based leadership including the professional military traditions, values, and expectations of commissioned officers

The applications of ethical reasoning as demonstrated across the humanities, social and physical sciences, engineering, and the profession of arms

The Uniform Code of Military Justice, civil law, and Law of Armed Conflict standards for ethical conduct

National Security and Full Spectrum of Joint and Coalition Warfare

Strategy, policy, and political dimensions of military operations based on the principles of the U.S. constitutional and political system

Full spectrum of conflict, to include the complexity of national security challenges confronting the 21st century officer

Capabilities, doctrine, organizations, Command & Control of Joint and Coalition forces and interdependence/interoperability issues

Impact of cultural, political and Service differences on the formation and implementation of security policies at home and abroad

Heritage of the U.S. military and what it means to be an officer in the U.S. Armed Forces

Principles of Science and the Scientific Method

Quantitative, Information, and Spatial domains as the foundation for leveraging technology and applying air, space, & cyberspace power in the 21st century

Scientific method as a basis of critical thinking, effective problem solving, leadership, and decision-making in our technology-rich Air Force

Ethical implications and unintended effects associated with the application and methods of science and technology

Principles of Engineering and the Application of Technology

The engineering disciplines as a foundation for leadership, problem-solving and decision-making in our technology-rich Air Force

How engineering principles are applied to Air, Space, and Cyberspace operations

The systems approach as a basis for framing and resolving complex problems in operational environments

Ethical implications and unintended effects associated with the application and methods of science and technology

Techniques and processes that cultivate innovation and the solving of ill-defined problems

Civic, Cultural and International Environments

Traditional and contemporary perspectives of human leadership, organizational behavior, and their effect on societies and cultures

Western and non-Western cultures & traditions, and their effects on unit, national and international affairs



### APPENDIX THREE DEAN OF FACULTY CAPABILITIES

<p>Diverse and Challenging Academic Curriculum</p>	<p>Basic Sciences and Engineering Core – USAFA has the capability to structure the academic program to provide a strong variety of instruction in basic science, engineering, and technology that is distinct in content and delivery with emphasis on military application.</p> <p>Humanities and Social Sciences Core – USAFA has the capability to offer core and majors courses plus enrichment opportunities to foster knowledge of political realities and provide the foundations for character development and strategic leadership.</p> <p>Academic Climate and Culture – USAFA has the capability to offer courses and pedagogy that encourage higher learning, independent thinking, and an ability to deal with ill-defined problems. The richness of our course offerings and pedagogy is enhanced by the breadth and depth of our library resources and services.</p>
<p>Expert Teaching and Research Faculty</p>	<p>USAFA has the capability to attract and retain faculty with th education and professional experience to teach and mentor cadets and to encourage faculty professional development and research through world class laboratories, research centers, and research support.</p>
<p>Modeling and Mentoring</p>	<p>USAFA has the capability to utilize the education, expertise, and experience of faculty members to advise, teach, and motivate cadets for the pursuit of knowledge, respect for human relationships, and service to their country.</p>
<p>Multidisciplinary and Interdisciplinary Systems Integration</p>	<p>USAFA has the capability to integrate academic perspectives of intellectual curiosity, decision making, and judgment with the understanding of the relationship between human behavior, technological innovation, and scientific discovery in complex systems.</p>

<p>Education Specific to Profession of Arms</p>	<p>USAFA has the capability to provide cadets with the opportunity to explore ethical dilemmas, cultural differences, and the moral foundation of the profession of arms in a manner that fosters mutual respect and the acceptance of the beliefs of others.</p>
<p>Leadership Education and Experience</p>	<p>USAFA has the capability to teach cadets the fundamental tenets of leadership with respect for human relationships, appreciation of the systems leaders must use, and the skills necessary for effective communication of these fundamentals. In addition, we provide cadets with an opportunity to practice these skills in a controlled environment.</p>
<p>Concept Application, Cadet Experience, Professional Development Tailored to the Air Force</p>	<p>USAFA has the capability to provide cadets with real world examples and applications of academic concepts through team leadership, experiential learning, laboratory processes, and Air Force experience under the guidance of faculty mentors, and to provide the foundations for a lifetime of personal and professional development.</p>

