

**BY ORDER OF THE COMMANDER  
AIR UNIVERSITY (AETC)**

**AIR UNIVERSITY INSTRUCTION 36-105**

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**Personnel**



**RESPONSIBILITIES FOR  
FACULTY DEVELOPMENT AND  
ENRICHMENT**

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This instruction implements AFPD 36-1, *General Civilian Personnel Provisions and Authorities*. It outlines the general obligations incumbent on each faculty member of Air University and establishes university policy regarding faculty development, enrichment, and responsibilities. Refer recommended changes and/or corrections to this publication to the Office of Primary Responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*, through your chain of command. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with AFMAN 33-363, *Management of Records*, and disposed of in accordance with the Air Force Records Disposition Schedule (RDS) located at <https://www.my.af.mil/gcss-af61/afrims/afrims>. It applies to all Air University (AU) organizations.

**SUMMARY OF CHANGES**

**This instruction has been completely revised and should be reviewed in its entirety.** Major changes include: updating General Information and Faculty Responsibilities; addressing AU Centers established during reorganization; and updating School and School Commandant responsibilities.

**1. General Information:**

1.1. As stated in the AU Faculty Handbook, faculty members are civilian and military personnel at Air University who teach; conduct research and consultation; and perform service to the Air Force, Air University, and the professional community. A perennial

concern that tends to complicate this simple definition is how best to categorize contractors and adjunct personnel who are hired to teach in AU educational programs.

1.2. Air University embraces a broad definition of a faculty member, as anyone who serves in the areas of teaching, research, and service. However, because faculty development programs are typically resourced by commanders and commandants of AU educational programs, the decision to include or exclude contractors and adjuncts as those faculty members who require development becomes more a resource stewardship issue than a philosophical or academic one.

1.2.1. Contractor employees and adjunct faculty members generally would not be authorized to participate in professional development programs at government expense. It is the responsibility of the contractor, therefore, to provide instructors who have the required qualifications and to ensure those individuals maintain adequate qualifications. The Air Force and AU are not authorized to use appropriated funds to train contractor personnel. An exception would be Air Force-specific training that is required for the individuals to perform their duties under the contract. For example, if the contract requires work with a computer program that is exclusively used by the Air Force or DOD, the Air Force could provide training to contractor personnel on that program. But, general training on computer operations would not be authorized at government expense for contractor personnel. Thus, commanders and commandants of AU educational programs are highly encouraged to formalize local policies that define which members of their educational program staffs will and will not be permitted/expected to participate in faculty development activities.

1.2.2. Adjunct faculty members are in much the same position as it relates to professional development. Adjunct faculty members are not employees for the purposes of funded training entitlements. Therefore, the use of appropriated funds to train adjunct faculty generally would not be authorized. The exception regarding AF-specific programs might allow for some government-provided training. A school could provide adjunct faculty members with information about the school's faculty development program and the individual could pursue additional training on their own initiative and at their own expense.

1.3. The 2007 reorganization of Air University consolidated the Air War College (AWC), Air Command and Staff College (ACSC), Squadron Officer College (SOC), and School of Advanced Air and Space Studies (SAASS) into the Spaatz Center for Officer Education. Similarly, the College for Enlisted Professional Military Education, the Air Force First Sergeant's Academy, and the Community College of the Air Force were consolidated into the Barnes Center for Enlisted Education. The Air Force Officer Accession and Training Schools (AFOATS) has been renamed as the Jeanne M. Holm Center for Officer Accessions and Citizen Development (Holm Center). The Eaker College for Professional Development (ECPD) has not been reorganized into a Center. Consequently, Air University contains a mix of organizational structures to include Centers (for officer, enlisted, and commissioning professional education) and schools/colleges (ECPD). This makes it difficult to identify Centers and schools/colleges throughout this instruction in a concise fashion. Therefore, for purposes of this instruction ONLY, wherever the term "*Center*" (in italics) is used throughout this AUI, it includes the Spaatz Center, the Barnes Center, Holm Center, and ECPD, unless otherwise clarified. If the term "Center" is used without italics, it specifically refers to the

Spaatz and/or Barnes Center. Where the terms “schools” or “colleges” are used, it refers to all AU schools/colleges regardless of the Center to which they may be associated.

#### 1.4. AU Philosophy on Faculty Responsibilities.

1.4.1. Faculty requirements and hiring decisions are based on supporting the educational objectives of the academic program. These objectives are found principally in the program guidance outlined in the Continuum of Education Strategic Guidance and from the Chairman of the Joint Chiefs of Staff in the form of Officer or Enlisted Professional Military Education Policies relating to Joint Education.

1.4.2. The responsibilities of a faculty member are outlined in the *AU Faculty Handbook* to include serving as a course instructor; preparing and delivering lectures to classes; participating in panel discussions; escorting and/or introducing visiting lecturers; developing and teaching elective courses that are part of the academic program; supervising student research; conducting workshops for faculty members; engaging in curriculum development using the ISD process; developing instructional materials, conducting relevant research and writing for publication or engaging in appropriate consulting activities; executing taskings assigned by the department chairperson or course director; engaging in academic and professional service; reading, analyzing, and critiquing student assignments; monitoring, evaluating grading and providing comprehensive feedback on student exercises; attending official functions as required and maintaining a close relationship with other academic and military organizations or services to remain conversant in their programs; and performing special taskings from commandants/commanders and higher headquarters, as required. Because of these critical responsibilities, faculty development is imperative for all faculty members.

1.4.3. As scholars and educational officers and NCOs, AU faculty members have general responsibilities to their profession as well as specific responsibilities to the institution defined by individual position descriptions. Collectively, these responsibilities involve excellence in teaching, the discovery and dissemination of new knowledge, and service to the Air University and the nation. Faculty members also are expected to contribute to the governance of the university. While the AU Commander is the final authority on university governance, the commander relies on the faculty to recommend policies regarding teaching, research and service that define AU as an educational institution. The commandants and commanders of AU schools/Centers are charged with responsibility for the implementation of these policies to accomplish the military mission of AU.

1.5. AU Philosophy on Faculty Development. A highly qualified, professional faculty, with exceptional growth potential is the most critical factor in maintaining mission-effective AU educational programs. AU encourages its faculty members to reach their full personal and professional potential in support of the AU mission. To that end, AU provides guidance and resources for faculty development and enrichment through the *AU Centers*.

1.6. Individually-focused Professional Development. A faculty member can request a leave of absence to complete education or training that would be consistent with the professional development goals of an AU school/*Center*. However, a leave of absence is generally not authorized for the sole purpose of the completion of an advanced degree. AFI 36-804, *Civilian Faculty Pay Plan for Air University and the USAF Academy*, discusses the authority

for AU/CC to approve a leave of absence for professional development in appropriate cases. For more information, consult AFI 36-804, paragraph 13.2. (**NOTE:** AFI 36-804 will convert to AFI 36-116.)

**2. Faculty Responsibilities.** AU expects both military and civilian faculty to contribute to mission accomplishment in the areas of teaching, research and publication, and service.

2.1. Faculty activities in each of these three areas are considered by the AU Chief Academic Officer and other AU senior leaders in reviewing faculty promotions.

2.2. Faculty folders and portfolios should reflect all faculty contributions in each of these areas.

2.3. Teaching. At AU, teaching involves all tasks or activities involved in the preparation for, and the conduct, direction, guidance and assessment of, learning in AU academic programs. These tasks include, but are not limited to, curriculum development, preparation and delivery of lectures, preparation for and conduct of academic discussions, evaluation of student performance, individual tutoring and academic counseling.

2.4. Research and Publication. Research and publication at AU should be appropriate to the missions and educational programs of the *Centers* and their individual schools/colleges. Faculty members of AU's graduate degree-granting colleges and schools are expected to conduct individual research and to publish in their professional or academic journals. Although highly encouraged, research and publication are not required of faculty members at AU colleges and schools that do not award graduate degrees.

2.4.1. For purposes of this instruction, "research" embraces scholarly inquiry and the professional investigation of specialized military topics, issues, and areas which are of interest in AU colleges and schools, the US Air Force, the Department of Defense, and warfighters worldwide. Faculty research at AU contributes to maintaining the currency and relevance of the faculty member's expertise.

2.4.2. Scholarly publication is the public dissemination of the results of research and analysis, conducted according to the norms of one or more of the academic disciplines, via professional papers, journal or periodical articles, opinion-editorial pieces including "Blue Darts," contributions to symposia, book reviews, articles written for course anthologies, and other short pieces, and book chapters or books, through peer-review processes recognized in the various academic disciplines.

2.5. Service. Faculty service at AU involves activities in the administration of the university and the educational programs of its *Centers'* schools and colleges, as well as public (community) service activities that bring credit upon Air University. Examples of faculty service in administration include service in positions such as flight commander, seminar director, course director, or department chair. Faculty service may also include conducting and or supporting social, professional, and or service activities of either an AU organization or professional organization associated with a faculty member's area of academic expertise or professional interest.

2.5.1. Faculty will share responsibility for the governance of the university through service on AU, *Center*, or school/college committees and panels. This responsibility is manifested through active participation in departmental planning-committees; curriculum

development and evaluation panels; school, *Center* or university committees developing suggestions for policy and procedures; and performing such other governance duties as may be assigned.

2.5.2. Faculty must be involved in the strategic planning process. Strategic planning at the departmental level is needed to ensure that best use is made of the resources available to the unit in the interests of the university as a whole, especially the time and effort of the faculty.

2.5.3. Faculty will serve on *Center* or school/college committees charged with annual review/evaluation of admission policies and provide recommendations to the AU Chief Academic Officer.

**3. Center Responsibilities.** Each AU *Center* will establish and maintain viable faculty development and enrichment programs for all faculty members as appropriate.

3.1. The CF (Academic Affairs) office (or appointed office if CF does not exist) within each AU *Center* is responsible for oversight of the *Center's* faculty development program.

3.1.1. If a *Center* develops a supplement to this instruction, the supplement should outline the baseline for the academic and professional qualifications of faculty members required in support of its educational programs. These criteria must be specific to the subject(s) to be taught. *Centers* will provide matrices of these requirements to AU/CF by October 1 annually.

3.1.2. The *Center* will develop specific guidelines for faculty research and publication appropriate to its respective missions and educational programs.

**4. School Responsibilities.** Each school will establish and maintain viable faculty development and enrichment programs for its faculty members.

4.1. The CF (Academic Affairs) office (or equivalent) of each AU school is responsible for oversight of the school's faculty development and enrichment programs.

4.1.1. Criteria/standards for use in faculty development and enrichment decisions, guidelines for equitable faculty workloads, and descriptions of how faculty will be involved in the development of new courses should be published and communicated to all school faculty members.

4.1.2. For Community College of the Air Force (CCAF), the *CCAF Campus Relations Policies, Procedures and Guidelines* will serve the purpose of a supplement for this instruction.

4.2. AU schools will develop guidance leading to the equitable distribution of faculty teaching, research and service responsibilities.

4.3. AU schools will create mechanisms to track the development and accomplishment of individual professional growth programs of their faculty members. Primary responsibility for their professional growth and development rests with the individual faculty members.

4.4. Faculty programs: AU schools will develop and administer internal faculty growth programs. There are three primary faculty growth programs: Faculty orientation, faculty development via in-service training (IST), and individually-focused professional development. Faculty programs will be described in each school's/college's Educational

Program Review Board (EPRB) presentation (ref: AUI 36-2306, *Air University Educational Program Review*).

4.4.1. Faculty orientation serves as a pre-service program, properly orienting and preparing new faculty as to the respective school's mission; organization; facilities; purpose; expectations; teaching philosophies; curriculum; teaching requirements; and teaching, mentoring, and evaluative skills. Faculty orientation will also include an overview of the AU mission and organization structure. Faculty members new to the Department of the Air Force or the Department of Defense may require additional orientation at the supervisor's discretion. AU requires that its faculty meet defined teaching standards. Each school will develop teaching standards and criteria to meet the specific needs of its educational program(s). Each faculty orientation program will address these standards/criteria and establish processes to ensure that incoming faculty meets these standards/criteria. A listing of these standards/criteria will be included in the school evaluation plan required by AUI 36-2312, *Air University Evaluation Programs*.

4.4.2. Faculty development via in-service training will be comprised of on-going comprehensive programs involving subject matter competence and growth as it pertains to the current curriculum, techniques relevant to faculty member duties, and or faculty enrichment. In-service workshops and seminars will be designed to improve the faculty member's teaching, research, and service effectiveness.

4.4.3. Individually-focused professional development will be comprised of programs tailored by the school and the individual faculty member, designed to meet the professional growth needs as faculty members maintain currency in their present areas of expertise and/or expand their areas. Individual professional development programs must support the AU mission. Schools/colleges should document and track individually-focused professional development in faculty portfolios including, but not limited to, such things as:

4.4.3.1. Curriculum vitae.

4.4.3.2. Teaching evaluations.

4.4.3.3. Institutional qualification justifications in situations where the faculty member does not possess a terminal degree in the discipline in which he/she is teaching.

4.4.3.4. Encouragement and incentives for faculty research and publication of articles, blue darts (opinion-editorial-type articles), book chapters, books, monographs, curriculum materials and/or other research.

4.4.3.5. Participation in off-duty education programs leading to professional growth and advanced degrees.

4.4.3.6. Attendance, participation, and or presentation in regional and national scholarly and professional meetings related to the work of AU.

4.4.3.7. Procedures and mechanisms for recognition and reward of outstanding teaching competence.

**5. School Commandant Responsibilities.** School Commandants will:

5.1. Exercise responsibility for faculty development in his/her school, to include the following:

5.1.1. Develop and approve all faculty position descriptions.

5.1.2. Develop faculty hiring and promotion packages; insure faculty meet the criteria required to teach the academic curriculum.

5.1.3. Locally approve and forward through the appropriate chain of command to AU/CC all faculty hiring and promotion packages.

**6. AU/CF Responsibilities.** AU/CF will:

6.1. Coordinate faculty development activities across the university.

6.2. Conduct/facilitate faculty development workshops in the following subject areas: Institutional effectiveness, evaluation/assessment techniques, curriculum development, and the use of educational technology. These workshops will serve as a means to encourage university-wide collaboration and sharing of best practices and techniques.

6.3. Maintain a listing of individuals responsible for the oversight of the faculty development programs at each *Center* as described in paragraph 3.1.

6.4. Serve as a repository of school and college supplements to this instruction.

**7. Adopted Form:** AF Form 847, *Recommendation for Change of Publication*.

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**Attachment 1****GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

AFPD 36-1, *General Civilian Personnel Provisions and Authorities*

AFI 36-804, *Civilian Faculty Pay Plan for Air University and the USAF Academy* (will convert to AFI 36-116)

AUI 36-2306, *Air University Educational Program Review*

AUI 36-2312, *Air University Evaluation Programs*

***Abbreviations and Acronyms***

**ACSC**—Air Command and Staff College

**AWC**—Air War College

**CCAF**—Community College of the Air Force

**DOD**—Department of Defense

**EPRB**—Educational Program Review Board

**ISD**—Instructional System Development

**IST**—In-Service Training

**SAASS**—School of Advanced Air and Space Studies

**SOC**—Squadron Officer College

***Terms***

**Barnes Center for Enlisted Education**—an organization encompassing the College for Enlisted Professional Military Education, Air Force First Sergeant's Academy, and Community College of the Air Force.

**Jeanne M. Holm Center for Officer Accessions and Citizen Development**—an organization encompassing the Officer Training School, Air Force Reserve Officer Training Corps, and Air Force Junior Reserve Officer Training Corps.

**Spaatz Center for Officer Education**—an organization encompassing the Air War College, Air Command and Staff College, Squadron Officer College, and School of Advanced Air and Space Studies.