

**BY ORDER OF THE COMMANDER
AIR EDUCATION AND TRAINING
COMMAND**



**AIR EDUCATION AND TRAINING
COMMAND MISSION DIRECTIVE 103**

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AIR UNIVERSITY (AU)

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This directive establishes the mission, command, and responsibilities for Air University (AU) by expanding the guidance outlined in Air Force Mission Directive 3, *Air Education and Training Command* (AFMD 3, AETC). Compliance with this mission directive is mandatory and applies to Department of the Air Force personnel and other individuals who execute and/or support the Air University mission. Refer recommended changes and questions related to this publication to the Office of Primary Responsibility using the AF Form 847, *Recommendation for Change of Publication*. Ensure all records created as a result of processes prescribed in this publication are maintained in accordance with AFI 33-322, *Records Management and Information Governance Program*, and disposed of in accordance with the Air Force Records Disposition Schedule located in the Air Force Records Information Management System.

SUMMARY OF CHANGES

This interim change revises AETCMD 103, to ensure compliance with Executive Order 14151, *Ending Radical and Wasteful DEI Programs*; Executive Order 14148, *Initial Rescissions of Harmful Executive Orders and Actions*; Executive Order 14168, *Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government*. This interim change removes all language related to diversity equity and inclusion (DEI), diversity, equity, inclusion, and accessibility (DEIA), and gender ideology mandates, policies, programs, preferences, and activities in the Federal Government under whatever name they may have appeared. This interim change also reflects AU organizational changes outlined in Special Order G-25-11, 25 February 2025. The Air Force Accessions Center is added and the 59th Medical Wing is removed. A margin bar (|) indicates newly revised material.

1. Mission.

1.1. Air University (AU) executes doctrine development, lessons learned, and the military and civilian professional education and training portions of the AETC mission.

2. Command.

2.1. The Commander and President of AU:

2.1.1. Commands the forces of AU.

2.1.2. Is responsible to the Commander, AETC for the administration and operational control (ADCON and OPCON) of assigned and attached forces.

2.1.3. Executes the military and civilian professional education and training initiatives, programs, and/or services, which complement and are consistent with statutory, higher headquarters and Secretary-assigned authorities and responsibilities and which other commanders, directors or functional authorities are required to execute within their respective mission areas or units.

2.1.3.1. Is delegated direct liaison authority (DIRLAUTH) with Department of the Air Force (DAF) functional authorities; commanders or directors of major commands (MAJCOM), field commands (FIELDCOM), field operating agencies (FOA), direct reporting units (DRU), and Air Reserve Components (ARC) within the DAF; and equivalent officials/leaders within the Department of Defense (DoD).

2.1.3.2. Is delegated DIRLAUTH with the leaders and/or representatives of other United States government (i.e., federal, state, and local) organizations, international partners or allies, civilian educational organizations, and commercial industries. **Note:** In accordance with 10 USC 10501, the National Guard Bureau (NGB) is the channel of communications between the DAF and the several states on all matters pertaining to the Air National Guard (ANG).

2.1.3.3. For the purpose of this publication, DIRLAUTH is an authority granted by a commander (any level) to a subordinate to directly consult or coordinate an action and compel an agreement with a command or agency within or outside of the granting command. This authority is more applicable to planning than operations and always carries with it the requirement of keeping the commander granting the authority informed. **Note:** This authority is not an authority through which command may be exercised.

2.1.3.4. Is granted the authority to confer degrees in accordance with the Federal Policy Governing Granting of Academic Degrees by Federal Agencies and accreditation by authorized academic accrediting agency or organization.

2.1.3.5. Is responsible, as the gaining Numbered Air Force (NAF) commander for assigned Air National Guard forces, for mobilizing/recalling these forces to active duty, as authorized by Headquarters Air Force (HAF).

2.1.3.6. Is responsible for supporting attached individual mobilization augmentees (IMA) and associated AF Reserve units and assisting with mobilizing or recalling these forces to active duty, as authorized by HAF.

2.2. AU is a primary subordinate unit (PSU) within the AETC. Its primary subordinate units include:

2.2.1. Thomas N. Barnes Center for Enlisted Education, whose primary mission is to execute the in-resident enlisted professional military education (EPME) and the Associates of Applied Science degree-granting portions of the AU mission.

2.2.2. DELETED

2.2.3. DELETED

2.2.4. DELETED

2.2.5. Air War College (AWC), whose primary mission is to execute the Joint PME Phase II, specialized continuing education (e.g., cyber, nuclear, negotiations, culture and language, etc.) and Air Force Fellows portions of the AU mission.

2.2.6. Curtis E. LeMay Center for Doctrine Development and Education, whose primary mission is developing, publishing and advocating DAF doctrine and lessons learned, and executing the warfighter education portions of the AU mission.

2.2.7. Air Force Institute of Technology (AFIT), whose primary mission is to execute the advanced academic degree (ADD) programs and technical professional continuing education (PCE) portions of the AU mission.

2.2.8. Ira C. Eaker Center for Leadership Development, whose primary mission is to execute the functionally-aligned PCE and leader development portions of the AU mission.

2.2.9. DELETED

2.2.10. DELETED

2.2.11. The Muir S. Fairchild Research Information Center (MSFRIC), whose primary mission is to provide academic services and academic support programs across the AU enterprise, to include library/academic resources, research capability (sponsored programs), registrar processes, press and journal services, and teaching and learning center services.

2.2.12. 42d Air Base Wing (42 ABW), whose primary mission is to execute the installation and mission support functions for AU and the Maxwell-Gunter AFB community.

2.3. Air University (AU) Supporting Forces.

2.3.1. In support of national military/security objectives, other DAF or non-DAF personnel and/or units may be required or requested by an appropriate authority or agreement to jointly execute and/or support a specified portion of an AU mission.

2.3.2. When personnel and/or units are executing and/or supporting a specified portion of an AU mission, those individuals and/or units are subject to the authorities and directive issuances required to execute and/or support those specific missions.

3. Responsibilities.

3.1. Organize, develop, and equip the forces who plan, program, budget, and execute the AU mission.

3.2. Evaluate, select, and manage DAF personnel for military and professional education and training developmental special duties (DSD) and special duty identifiers (SDI) associated with the AU mission.

3.3. Establish and manage military and civilian, leadership and professional education, and training networks with academia, industry, international partners, and other government agencies. Ensure these networks are agile, collaborative, integrated, and focused on mission success.

3.3.1. Conduct research, scholarship, problem-solving, and consultancy efforts to help address DAF and national security challenges.

3.3.2. Publish articles, papers, and books on pertinent Air and Space Force, DoD, and national security issues.

3.4. Provide planning, budgeting, execution, and liaison functions for executing and integrating military and civilian leadership and professional education and training; doctrine development and education; lessons learned; and wargaming processes and programs with other force development and talent management practices.

3.5. Identify, procure, and maintain the resources required to execute the military and civilian, leadership and professional education and training mission.

3.5.1. Use systematic, data-driven approaches to identify, guide, and inform acquisition, learning, and resource maintenance strategies, planning, execution, and resourcing decisions.

3.5.2. Secure human and cyber/technological (e.g., big-data analytics, virtual and augmented realities, artificial intelligence, etc.) resources needed to enable, enhance, integrate, and support force development activities, opportunities, and services.

3.5.3. Support student and faculty educational experiences with necessary facilities, resources, and information-technology infrastructure.

3.6. Ensure military and civilian, leadership and professional education and training efforts are outcome-based and produce graduates based on the priorities, qualitative (e.g., capability and proficiency), and quantitative (e.g., number and type) requirements identified by Air Force governance structures, functional authorities, joint processes or senior leaders.

3.7. Integrate and synchronize AU's force development opportunities, processes, and services with those of their mission partners (i.e., Air Force Accessions Center, 2nd Air Force, 19th Air Force, and the United States Air Force Academy).

3.8. Execute military and civilian, leadership and professional education and training strategy, planning, analysis, and liaison functions to integrate processes and identify requirements to develop the total force.

3.9. Provide a leadership and professional education and training environment, for military and civilians, that encompasses the total force, ensuring development activities, opportunities, and services are easily accessible and enable members to:

3.9.1. Identify, develop, and attain the education relevant to developing foundational competencies, as well as the, leadership and professional education and training outcomes, for military and civilians, required for mission accomplishment.

3.9.2. Assess individual readiness and develop strategies for career progression and professional development.

3.10. Identify, analyze, validate, and catalog program outcomes required to meet the military and civilian, leadership and professional education and training strategic, operational, and/or tactical mission requirements expected of graduates.

3.10.1. Enable leaders to determine military and civilian, leadership and professional skill and capability (personnel trained/qualified) at an individual, organizational, or enterprise level by assessing program outcomes and corresponding levels of mastery relevant to current or future mission requirements.

3.10.2. Provide joint all-domain force development opportunities and products which introduce, enhance, or expand foundational competencies and military and civilian, leadership and professional education and training outcomes.

3.10.3. Catalog and evaluate the outcomes of AU's military and civilian, leadership and professional development courses and programs. Where applicable indicate which outcomes support development of a foundational competency.

3.11. Provide military and civilian, leadership and professional education and training opportunities and/or services (e.g., International Officer School) to non-Department of the Air Force personnel (e.g., Army, Navy, Marines, Coast Guard, Foreign Military, etc.) in support of United States government contracts, treaties, and other such binding agreements or as directed by Headquarters Air Force.

3.12. Support the Air Expeditionary Force mission by providing people and/or equipment for contingency taskings.

ANDREA D. TULLOS, Maj Gen, USAF
Deputy Commander

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

10 USC 10501, *National Guard Bureau*

AFI 33-322, *Records Management and Information Governance Program*, 23 March 2020

Prescribed Forms

None

Adopted Forms

AF Form 679, *Air Force Publication Compliance Item Waiver Request/Approval*

AF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

AAD—Advanced Academic Degree

ADCON—Administrative Control

ADSC—Air Command and Staff College

AETC—Air Education and Training Command

AFIT—Air Force Institute of Technology

ANG—Air National Guard

ARC—Air Reserve Components

AU—Air University

AWC—Air War College

DAF—Department of the Air Force

DIRLAUTH—Direct Liaison Authority

DoD—Department of Defense

DRU—Direct Reporting Units

DSD—Developmental Special Duties

EPME—Enlisted Professional Military Education

FIELDCOM—Field Commands

FOA—Field Operating Agencies

HAF—Headquarters Air Force

IDE—Intermediate Developmental Education

IMA—Individual Mobilization Augmentees

IOS—International Officer School
MAJCOM—Major Command
ME—Military Education
MOA—Memorandum of Agreement
MOU—Memorandum of Understanding
NAF—Numbered Air Force
NGB—National Guard Bureau
OBE—Outcome-Based Education
OPCON—Operational Control
PCE—Professional Continuing Education
PDE—Primary Developmental Education
PDO—Professional Development Opportunity
PME—Professional Military Education
PSU—Primary Subordinate Unit
SAASS—School of Advanced Air and Space Studies
SDE—Senior Developmental Education
SDI—Special Duty Identifiers
SOS—Squadron Officer School
TAA—Training Affiliation Agreement
USAF—United States Air Force
USC—United States Code
USSF—United States Space Force

Terms

Administrative Control (ADCON)—the direction or exercise of authority over subordinate or other organizations with respect to administration and support, including organization of Service forces, control of resources and equipment, personnel management, logistics, individual and unit training, readiness, mobilization, demobilization, discipline, and other matters not included in the operational missions of the subordinate or other organizations. ADCON is synonymous with administration and support responsibilities identified in Title 10, USC.

Agreement—includes but is not limited to an Association Plan (A-Plan), Memorandum of Agreement (MOA), Memorandum of Understanding (MOU), Training Affiliation Agreement (TAA), or other such legally binding document required by statute, higher headquarters, or authority.

Air Reserve Components (ARC)—the Air Force Reserve Command and the Air National Guard of the United States.

Competency—a combination of knowledge, skills, abilities and other characteristics* that manifest in observable and measurable pattern of behaviors required for mission success. ***Other Characteristics**—things, such as, attitudes, values, and traits, which often have an emotional or personality component. These “enabling behaviors” include work habits, ways of interacting with others, or manners of conducting oneself that contribute to effective work performance.

Department of the Air Force (DAF)—operates under the authority, direction, and control of the Secretary of Defense; organized under the Secretary of the Air Force; and comprised of a Headquarters Air Force (HAF) and two distinct services, which are the United States Air Force (USAF) and the United States Space Force (USSF).

Direct Liaison Authority (DIRLAUTH)—direct liaison authority is an authority granted by a commander (any level) to a subordinate to directly consult or coordinate an action and compel an agreement with a command or agency within or outside of the granting command. This authority is more applicable to planning than operations and always carries with it the requirement of keeping the commander granting the authority informed. **Note:** This authority is not an authority through which command may be exercised.

Education—formal and informal learning focused on general bodies of knowledge, principles within a given discipline, and habits of the mind.

Experiential Learning—formal and informal experiences (e.g., field exercises, internships, or simulations), which enhance and expand an individual’s competencies. This type of learning activity provides challenging environments, broadens perspectives, encourages reflective thinking, introduces new or enhances existing competencies, and allows for the observation of a learner’s real-time actions.

Force Development—the deliberate effort to maximize force readiness through a variety of education, training, and experiential learning activities, opportunities, and services ensuring all Airmen and Guardians possess the competencies they need to meet DAF mission requirements.

Foundational Competencies—a set of accepted and valued competencies (e.g., Airman’s Foundational Competencies), which enable success across a wide-array of DAF missions, roles, functions, and duties.

Functional Authority—functional authority is granted by the Secretary of the Air Force to a general officer or member of the Senior Executive Service, who serves as a Deputy Chief of Staff or Assistant Secretary to provide oversight and functional advisory services related to a functional (e.g., intelligence, logistics, and operations) community.

General/Flag Officer Developmental Education—education received at grade O-7 and above with emphasis on executive leadership in joint, interagency, intergovernmental and multinational (JIIM) environments.

Installation and Mission Support—actions, processes, programs, and systems, which aid, complement, conserve, defend, enhance, maintain, preserve, protect, resource, safeguard, supplement, supply, and/or sustain the effectiveness, efficiency, resource and capability readiness, and survivability of mission-related military and nonmilitary personnel, equipment, facilities, data and information networks, and infrastructure (real property) located within or around the boundaries of a given operational area (e.g., Maxwell AFB and Gunter Annex).

Intermediate Developmental Education (IDE)—developmental education directed at the operational level of development, usually received as a field grade officer and GS 12-13 (or equivalent).

Military Education (ME)—encompasses all PME, including JPME and the entire set of education-based PDOs offered by DoD and foreign military educational institutions. ME can be offered in schoolhouses, online, or through other distance and blended-learning environments across the entire span of Service members' careers. It also includes specialized educational programs, research and doctrinal studies, and DoD-sponsored fellowships and graduate-level educational opportunities at civilian institutions and foreign military institutions. For officers, ME begins in pre-commissioning (Service Academies, Reserve Officer Training Corps, Officer Candidate/Training School, etc.) and for enlisted personnel, it begins in basic training. ME ends at an individual's separation from the military (or in the case of civilian employees, from the DoD). Its purpose is to equip Service members, civilian employees, and international-partner participants with competencies that may result in professional certifications necessary for their professional performance or advancement. ME is distinct from training.

Occupational Competencies—competencies required by an individual to successfully execute a mission, role, function, job, task, or duty within a designated or specified workforce category or group of functions requiring similar work (e.g., aircraft maintenance, civil engineering, and nursing).

Operational Control (OPCON)—the command authority that may be exercised by commanders at any echelon at or below the level of combatant command and may be delegated within the command.

Outcome—Based Education (OBE)—as defined by the American Association of School Administrators, “Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, Instruction, and assessment to make sure this learning ultimately happens. The keys to having an outcome-based system are: 1) Developing a clear set of learning outcomes around which all of the system's components can be focused. 2) Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes.” *Outcomes-Based Education: Critical Issues and Answers*, Spady, William G, 2014. The term outcome-based military education (OBME) is specific to military learning requirements.

Primary Developmental Education (PDE)—entry-level education received at grades O-1 through O-3 focused on specialized skills and tactical knowledge in Service-specific constructs with an introduction to Joint matters.

Professional Development Opportunity (PDO)—the purposeful expansion of an individual's capabilities and understanding provided through planned opportunities external to the DoD throughout an individual's career. Includes academic or experiential programs in different organizational cultures and environments which develop skills necessary for increasingly senior roles.

Professional Military Education (PME)—critical subset of developmental education that: 1) provides the nation with personnel skilled in the employment of air, space, and cyberspace power

in the conduct of war, small scale contingencies, deterrence, peacetime operations, and national security; 2) provides Air Force personnel with the skills and knowledge to make sound decisions in progressively more demanding leadership positions within the national security environment; and 3) develops strategic thinkers, planners, and war fighters. In addition, professional military education programs strengthen the ability and skills of Air Force personnel to lead, manage, and supervise.

Senior Developmental Education (SDE)—developmental education directed at the strategic level of development, usually for O-5/O-6/GS-15 (and equivalent).

Skills—learned composites of knowledge and techniques that enable the competent performance of categories of tasks.

Talent Management—integrates various activities to generate a positive, synergistic effect on organizational outcomes and harness individual aptitudes for the mutual benefit of the individual and the organization. Aligns individual capabilities to meet strategic goals—right person in the right job at the right time.

Total Force—includes all Department of the Air Force personnel (e.g., Regular Air Force, Air Force Reserve Command, Air National Guard of the United States, and Department of the Air Force civilians).

Training—formal and informal learning focused on proficiency development, which is the attainment and retention of skills, knowledge, and attitudes required to meet specific function or job performance requirements.

Wargaming—a core component of the learning objectives of ME and valuable educational and training tool for the analysis and synthesis of information as well as the creation of plans and courses of action, as it allows those ideas to be tested against a thinking opponent. It also provides excellent practice for problem-solving, adaptation, and connecting the various levels of war to national strategy and government policy.