

**BY ORDER OF THE  
SUPERINTENDENT**



**HQ UNITED STATES AIR FORCE  
ACADEMY INSTRUCTION 36-3522**

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**Personnel**

**ROLES AND RESPONSIBILITIES**

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This instruction implements Air Force Policy Directive (AFPD) 36-35, *United States Air Force Academy*, and describes the general roles, responsibilities, and interactions between faculty, staff, and cadets at the United States Air Force Academy (USAFA). This instruction applies to all Air Force military and civilian personnel assigned to USAFA, and US Air Force Reserve (AFRC) and National Guard (ANG) personnel assigned to USAFA. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using Air Force (AF) Form 847, *Recommendation for Change of Publication*. The authorities to waive requirements in this publication are identified with a Tier ("T-0, T-1, T-2, T-3") number following the compliance statement. See AFI 33-360, *Publications and Forms Management*, for a description of the authorities associated with the Tier numbers. Submit requests for waivers through the chain of command to the appropriate Tier waiver approval authority. The waiver authority for non-tiered requirements in this publication is USAFA HQ/A589 CC. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with Air Force Manual (AFMAN) 33-363, *Management of Records*, and are disposed of in accordance with the Air Force Records Information Management System (AFRIMS) Records Disposition Schedule (RDS).

**SUMMARY OF CHANGES**

Air Force Cadet Wing (AFCW) role and responsibilities were deleted and replaced with AIR FORCE CADET WING INSTRUCTION (AFCWI) 38-101, *Command Duties and Responsibilities*, to prevent confusion. The Commandant of Cadets (HQ USAFA/CW) recommended having only one instruction outlining command duties and responsibilities for all cadets. Duties and responsibilities of classroom section marchers were also updated.

**1. General.** While each mission element at USAFA focuses on different aspects of development, all share a common theme: cadets will most effectively develop the leadership and character required of officership when they exercise authority and accept responsibility for leading the daily operations of the Cadet Wing. This theme is a direct application of Force Development doctrine described in Air Force Doctrine Document 1-1, *Leadership and Force Development*, and the character development framework described in Air Force Pamphlet 36-3527, *Officer Development System (ODS)*. The conceptual framework is the foundational philosophy guiding all staff and faculty interactions with cadets. This philosophy not only enhances the leadership, followership, and character challenges cadets face, but also allows permanent party to focus on guiding development, evaluating progress, and structuring follow-on opportunities. In support of this philosophy, the following guidelines will be employed in all mission elements.

1.1. Expectations of Air Force Cadet Wing (AFCW) Leadership. The officer chain of command, from every cadet through the Superintendent, always remains accountable for mission accomplishment. As such, it will establish organizational goals, strategies to achieve those goals, and boundaries in which the AFCW leadership must operate within those boundaries and in accordance with the dual chain of command structure detailed in succeeding paragraphs, faculty and staff will emphasize delegation of individual and organizational responsibilities, and the authority to carry out those responsibilities, to cadets to the maximum extent possible.

1.2. Faculty and Staff Intervention. Faculty and staff will focus on mentoring cadets and the AFCW chain of command as appropriate to address the issue at hand rather than providing solutions to the issue. Direct faculty and staff action should be limited to ensuring alignment with AF guidance and to situations for which safety or good order and discipline are immediate concerns, or where extreme mission degradation could reasonably be anticipated if action is not taken.

1.3. Requirement for Exemplary Conduct. Title 10, U.S. Code, section 8583 requires exemplary conduct of all commanding officers and others in authority in the Air Force. Faculty and staff are, by definition, in positions of authority and are therefore responsible to demonstrate exemplary conduct. Furthermore, as current leaders in the Cadet Wing and future officers in the United States Air Force (USAF), the AFCW chain of command and all cadets are also responsible for structuring their conduct and behaviors around this requirement. All USAFA faculty, staff, and cadets must therefore:

1.3.1. Show themselves to be a good example of virtue, honor, patriotism, and subordination (followership);

1.3.2. Be vigilant in inspecting the conduct of all persons who are placed under their authority;

1.3.3. Guard against and suppress all dissolute and immoral practices, and to correct, according to the laws and regulations of the Air Force, all persons who are guilty of them; and

1.3.4. Take all necessary and proper measures, under the laws, regulations, and customs of the Air Force, to promote and safeguard the morale, physical well-being, and general welfare of all persons under their authority.

**2. Command Organization.** As a developmental organization and leadership laboratory, USAFA employs two parallel chains within a single command – the AFCW cadet chain and the permanent party active duty chain. The permanent party chain educates, trains, and mentors cadets; creates and sustains an AFCW environment focused and oriented on the operational active duty environment; ensures good order and discipline, and exercises Uniform Code of Military Justice (UCMJ) authority as necessary. The primary goal of the AFCW cadet chain is to encourage cadet leaders to accept their role and exercise their authority to develop and mentor the cadets in their classroom, team, element, flight, squadron, group, and wing; and to support the maintenance of good order and discipline of all cadets through the Cadet Disciplinary System (CDS) and administrative actions, (e.g., Letters of Counseling [LOCs] and Letters of Admonishment [LOAs]). The roles of both chains are further defined in paragraph 3.

2.1. Command and Control of Cadets. Overall cadet command, time allocation, and excusals are established by United States Air Force Academy Instruction 36-2014, *Allocation of Cadet Time*. Command and Control of cadets is further delegated as follows: the Superintendent has delegated Operational Control (OPCON) of cadets to the Commandant of Cadets, and assigned permanent party to their respective mission elements. For cadets, Tactical Control (TACON) is transferred per the Air Force Academy Cadet Wing Schedule of Calls (SOC), the summer training schedule published by the Directorate of Training Support (HQ USAFA/CWT), or by a Scheduling Committee Action (SCA) to the specified mission element. As a result, instructors, coaches, Officer in Charge (OIC)s, etc., exercise Tactical Control (TACON) when cadets report to their classrooms, athletic fields, USAFA airfield, etc. Finally, HQ USAFA/CW exercises Administrative Control (ADCON) over all cadets at all times

2.2. General Expectations for all USAFA leaders with cadet contact time.. Every member of the USAFA community has the opportunity and duty to participate directly in the professional development of our cadets. All personnel should seize every opportunity to mentor cadets and provide them with as many diverse developmental opportunities as possible. Each person brings unique experiences and talents in addressing developmental areas and enabling cadets to reach their primary goal of becoming officers of character. Finally, communication between the Air Officers Commanding (AOC), Academy Military Trainers (AMT), instructors, coaches, and all other involved personnel increases the resolution of the sight picture of each cadet's performance. Forming a cohesive developmental team is a critical element to producing leaders of character. The following paragraphs define the general responsibilities of faculty and staff.

2.2.1. Good Order and Discipline. Whether local or deployed, all permanent party personnel remain responsible for the good order and discipline of our cadets. We must be prepared to mentor and counsel cadets in pursuit of high standards. Reference cadet conduct standards contained in Chapter 1 of AIR FORCE CADET WING MANUAL 36-3501, *The Cadet Sight Picture*, which is available electronically on the Academy IntraWeb. This guidance covers general customs and courtesies as well as classroom standards and the responsibilities of the senior cadet present in any situation. Cadet-specific uniforms and other restrictions are also included in subsequent chapters of AFCWMAN 36-3501. As each person sees fit, on-the-spot corrections should be made through the most senior cadet present and followed up with the AOC/AMT team to ensure accountability.

2.2.2. Mentoring. We must all serve as role models and mentors in the formation of cadets' character, leadership skills, and professional qualities. Be prepared to shift the responsibility of leadership onto the most senior cadet available. Each of us must be ready to contact the AOC/AMT team to ensure proper follow-up for both positive and negative behavior.

2.2.3. Safety Monitoring. We must ensure that all cadets know and understand the limitations placed on them to ensure their personal safety during all aspects of their Academy experience.

### **3. Roles and Responsibilities.**

3.1. Headquarters, Commandant of Cadets. HQ USAFA/CW is tasked with command, control, and administrative support for more than 4,000 cadets.

3.1.1. Commandant. Supervises four Group AOCs and the Cadet Wing Commander (AFCW/CC). Responsible for the Center for Character and Leadership Development (CCLD) and the Sexual Assault Prevention and Response Program (SAPR). Reports to the Superintendent.

3.1.1.1. Operationalizes ODS. Develops and executes policies and programs for leadership development through the ODS. Maintains an AFCW organizational structure with prescribed roles for each cadet class to develop leadership competencies and to provide them with meaningful leadership opportunities. Provides the AFCW staff with guidelines and policies for the operation of the AFCW.

3.1.1.2. Ensures Good Order and Discipline. Monitors the wing's disciplinary environment and decides, with the advice of the permanent party and cadet chains, whether to pursue punitive UCMJ actions. Monitors uniformity of discipline within CW and reviews policies for execution of the CDS and administrative actions.

3.1.1.3. Mentors/Supervises/Evaluates. Models professional leader-follower behaviors for the AFCW. Directly mentors the AFCW commander, staff and group AOCs in the development of policies and practices, and meeting the challenges of command. Responsibilities include career counseling, assistance for follow-on assignments, and professional development. Applies the ODS to tailor expectations of the AFCW staff members. Evaluates AFCW commander and staff members through the assignment of Military Performance Appraisals (MPA).

3.1.2. Group Air Officer Commanding. Supervises 4 Group Deputy Commanders, 4 Group Superintendents, and ten squadron AOCs. Mentors the Cadet Group Commander and his/her staff. Reports to the Commandant.

3.1.2.1. Standardizes Development. Monitors the developmental climate of the cadet group staff and assigned squadrons. Maintains effective communication practices to enhance standardization within the group. Mentors subordinate commanders (squadron AOCs) in the application of ODS practices and the execution of CW policies and programs. Responsible for shaping the professionalism of the cadet group staff and the group's permanent party.

3.1.2.2. Ensures Good Order and Discipline. Monitors the disciplinary environment of the group while ensuring uniformity of discipline and the proper execution of the

CDS and administrative actions. Works with cadet group staff and the squadron AOCs to develop appropriate rehabilitative plans for individual cadets. Advises Commandant on UCMJ actions.

3.1.2.3. Mentors/Supervises/Evaluates. Models professional leader-follower behaviors for the group. Directly mentors the cadet group staff and squadron AOCs in the development of policies and practices and meeting the challenges of command. Responsibilities include career counseling, assistance for follow-on assignments, and professional development. Applies the ODS to tailor expectations of the cadet group staff members. Evaluates group staff members through the assignment of MPAs.

3.1.3. Squadron Air Officer Commanding (AOC). Reports to Group AOC. Supervises one or two Squadron AMTs. Mentor for all cadets in his/her squadron and also serves as the primary mentor for cadets executing leadership roles within the cadet squadron.

3.1.3.1. Develops Cadets into Officers. Models Air Force Core Values and replicates the environment of an operational unit to assimilate cadets into the Air Force culture. Empowers the cadet chain of command to establish goals, processes, policies, and mechanisms to achieve success. Guides the cadet chain of command in maintaining high standards of discipline, developing unit esprit de corps, and implementing training programs utilizing the Personal-Interpersonal-Team-Organizational (PITO) framework of competencies to create a standard set of expectations. Develops the cadet chain of command's ability to train, mentor, counsel, and evaluate their fellow cadets through the Leadership Growth Model (LGM).

3.1.3.2. Ensures Good Order and Discipline. Develops cadet understanding of how operational Air Force commanders employ disciplinary actions to rehabilitate airmen in order to enhance cadet-to-cadet accountability. For non-UCMJ cases, the cadet squadron staff will analyze the issue and, in consultation with the AOC/AMT, determine the appropriate corrective action through the CDS and/or administrative actions. When UCMJ action is warranted, the AOC will integrate the cadet chain of command into the decision-making process to help squadron leaders/all cadets understand the severity of the action. During the academic year, the AOC maintains ADCON of cadets when assigned to summer programs, Temporary Duty (TDY), etc. Finally, the AOC should involve coaches, instructors, advisors, etc., to gain the most accurate picture of a cadet before acting.

3.1.3.3. Officer Mentor/Instructor/Evaluator. Guides, supervises, and evaluates cadet performance by employing operational Air Force practices. Serves as role model and mentor in the formation of personal character, cadet leadership skills, sustained physical fitness, and professional qualities. Works with the Squadron AMT, coaches, faculty, staff, and cadet supervisors to customize and integrate developmental efforts for each cadet. Evaluates cadet performance through MPA determinations and retention/commission recommendations (through the Group AOC) to the Commandant. Instructs and supervises execution of Commissioning Education (CE) lessons for the squadron.

3.1.4. Squadron Academy Military Trainer (AMT). Reports to the squadron AOC. Mentors all cadets; is the primary mentor for cadets executing Non-Commissioned Officer (NCO) roles within the cadet squadron.

3.1.4.1. Develops Cadets into Officers. Assists cadets in their personal adjustment to military life. Counsels the cadet chain on matters of followership, personal/interpersonal leadership, military customs and courtesies, personal appearance, self-discipline, and standards. Instructs cadet leadership as directed by syllabus, CW policy, or as required to maintain/restore good order and discipline. Monitors the squadron's military training environment and advises the AOC and cadet leaders in overcoming deficiencies and anticipating challenges.

3.1.4.2. Advises AOC and Cadet Squadron Leadership Regarding Good Order and Discipline. Principal advisor to the AOC in maintaining discipline and standards. Provides insight into the squadron's morale and the dynamics affecting unit success. Mentors cadet chain of command by providing cadet leaders with feedback concerning their leadership techniques. Advises cadet leaders on training methodologies and setting goals/objectives within the PITO model.

3.1.4.3. NCO Mentor/Instructor. Teaches cadets to follow superiors and to model behavior for subordinates. Educates cadets on NCO roles and responsibilities. Acts as a role model of the enlisted force's expertise and professionalism. Helps cadets understand officer-enlisted relationships and equips them to supervise, lead, and care for all Airmen post-graduation. Uses counseling techniques and professional experience to advise and counsel cadets on personal and professional development, discipline, behavior problems, training, and military bearing. Motivates cadets through examples and modeling to develop military attitudes, effective human relations, and social skills for improving interpersonal and military relations.

3.2. Air Force Cadet Wing (AFCW). The AFCW chain of command serves as a developmental organization and is similar in structure to an operational wing in the Air Force. Reference AFCWI 38-101.

3.3. Dean of the Faculty (HQ USAFA/DF).

3.3.1. DF Faculty Member. Commands classroom in support of the DF mission.

3.3.1.1. Guides Educational Development. Provides instruction based on subject matter expertise and sound educational principles, within a context of application of the subject matter in the operational Air Force environment. Provides mentoring to guide cadets' decisions regarding educational development and officer development in support of their commitment to becoming a leader of character. Evaluates cadet performance through academic grade determinations.

3.3.1.2. Ensures Good Order and Discipline. As commander of the classroom environment, faculty members remain responsible for their sections' good order and discipline. Employs mentoring and counseling to guide the section marcher in maintaining high standards. Follows-up with section marcher to ensure accountability. If necessary, initiates direct contact with cadets' AOCs and cadet chain of command to determine appropriate course of action.

3.3.1.3. Officer/Professional Airman Mentor/Evaluator. Serves as a role model and mentor in the formation of cadets' character, leadership skills, and professional qualities. Provides inputs to AOCs via the MPA system and additional

communications as necessary. Works with AOCs to customize and integrate developmental efforts for each cadet.

3.3.2. Classroom Section Marchers. Each classroom instructor will choose a section marcher or section marchers for the classroom. Section marchers are the instructor's assistants for maintaining classroom standards and classroom administration. Section marchers will monitor the behavior of other cadets in the classroom and assist instructors as needed.

#### 3.4. Directorate of Athletics (HQ USAFA/AD).

3.4.1. Coach, Assistant Coach, and Physical Education (PE) Instructor. Commands athletic events in support of the AD mission.

3.4.1.1. Guides Physical Development. Provides instruction and coaching based on subject matter expertise and sound developmental principles within the context of developing character and leadership essential to the operational AF environment. Provides mentoring to guide cadets' decisions regarding a life-long commitment to physical development. Evaluates cadet performance through grade determinations.

3.4.1.2. Ensures Good Order and Discipline. As commander of the immediate environment in and around the athletic facilities and while deployed for competitions, coaches and instructors remain responsible for their team's or section's good order and discipline. Employs mentoring and counseling to guide the team captain or section marcher in maintaining AF standards. Follows-up with the team captain or section marcher to ensure accountability. If necessary, initiates direct contact with cadets' AOCs and cadet chain of command to determine appropriate course of action.

3.4.1.3. Officer/Professional Airman Mentor/Evaluator. Serves as a role model and mentor in the formation of cadets' character, leadership skills, and professional qualities. Provides inputs to AOCs via the MPA system and additional communications as necessary. Works with AOCs and team Officer Representatives to customize and integrate developmental efforts for each cadet.

3.4.2. Classroom Section Marchers. Each classroom/ PE instructor will choose a section marcher or section marchers for the classroom. Section marchers are the instructor's assistants for maintaining classroom standards and classroom administration. Section marchers will monitor the behavior of other cadets in the classroom and assist instructors as directed.

#### 3.5. 306th Flying Training Group (306 FTG).

3.5.1. Airmanship Staff/Instructor/Evaluator Team OIC/ Non-Commissioned Officer in Charge (NCOIC). Commands airmanship activities in support of the 306 FTG mission.

3.5.1.1. Establishes Air Force Aeronautical Training Environment. Models Air Force Core Values and replicates the environment of a flying training unit to assimilate cadets into the Air Force culture. Empowers the cadet instructor/Cadets-in-Charge (CIC) to establish goals, processes, policies, and mechanisms to achieve success. Guides the cadet chain of command in maintaining high standards of discipline, developing unit esprit de corps, and implementing training programs utilizing the Personal-Interpersonal-Team-Organizational (PITO) framework of

competencies to create a standard set of expectations. Develops the cadet chain of command's ability to train, mentor, counsel, and evaluate their fellow cadets through the LGM.

3.5.1.2. Ensures Good Order and Discipline. As commander of the immediate environment in and around the airmanship facilities and while deployed for training and competitions, staff/instructors/evaluators remain responsible for the unit's good order and discipline. Employs mentoring and counseling to guide the team captain/section commander/cadet instructor in maintaining standards. Follows-up to ensure accountability. If necessary, initiates direct contact with cadets' AOCs to determine appropriate course of action.

3.5.1.3. Officer/Professional Airman Mentor/Evaluator. Provides instruction and coaching based on subject matter expertise, sound developmental principles, and within the context of developing character and leadership essential to the operational AF environment. Evaluates cadet instructor qualification per syllabus standards. Serves as a role model and mentor in the formation of cadets' character, leadership skills, and professional qualities. Provides inputs to AOCs via the MPA system and additional communication as necessary. Works with AOCs as necessary to customize and integrate developmental efforts for each cadet. Mentors cadets regarding future participation in an aviation career.

### 3.5.2. Cadet Airmanship Instructor/Team Captain/CIC.

3.5.2.1. Develops Airman Mindset. Assists cadets in their personal adjustment to military aviation. Instructs cadets as directed by syllabus, 306 FTG policy, or as required to maintain AF standards. Establishes a military flying training environment and replicates the environment of an operational unit to assimilate cadets into the AF culture.

3.5.2.2. Maintains Good Order and Discipline. Establishes the disciplinary environment (including flight discipline) and facilitates effective and efficient processes for execution of the CDS and administrative actions. Works with cadet airmanship staff and 306 FTG permanent party to develop an appropriate course of action for individual cadets. Directs immediate actions to address problems as necessary.

3.5.2.3. Supervises/Mentors/Evaluates Airmanship Students and Subordinate Airmanship Instructors. Models Air Force Core Values. Develops subordinates' technical skills in support of the airmanship program. Models professional leader-follower behaviors. Directly mentors students in meeting the challenges of the flight environment. Evaluates students' performance per syllabus standards. Maintains communication with the cadet squadron chain of command to ensure continuity of development.

3.6. Mission Element Augmentees. Every person assigned to USAFA has the opportunity to participate directly in the development and professionalism of our cadets through a wide variety of mission element augmentee duties. All personnel should seize every opportunity to mentor cadets and provide them with as many diverse developmental opportunities as possible. Each person will bring unique experiences and talents in addressing developmental



areas and help the cadets towards their goal of becoming officers of character. The following paragraphs delineate the specific roles and responsibilities of a few of these positions.

3.6.1. Associate AOC/AMTs, Associate AOCs for Academics (AAOCA), Squadron Professional Ethics Advisors (SPEA). These augmentees advise, support, and serve as a force multiplier for the AOC/AMT team by synergistically executing the AOC's developmental vision. Specific duties per HQ USAFA/CW and HQ USAFA/DF guidance.

3.6.2. Officer of the Day (OD) and Dorm Security Patrol (DSP). Specific authority and responsibilities are per HQ USAFA/CW guidance. Interactions with cadets follow the basic developmental philosophy previously outlined in paragraph 1. Act on behalf of the Commandant in working with the AFCW leadership to resolve issues. Bring discrepancies to the attention of the Senior Officer of the Day (SOD), the immediate Squadron Duty Officer (SDO), or the senior cadet present for correction. For SOD and SDO authority and responsibilities, reference AFCWI36-102, *Cadet Charge of Quarters and Duty Officer Responsibilities* and AFCWI 38-101.

3.6.3. Summer Program/Club Officer in Charge (OIC) and Intercollegiate Team Officer Representative (OR). Faculty and staff members are frequently assigned as OICs for summer programs, clubs, and teams operating locally, nationally, and across the globe in direct support of the USAFA mission. Whether locally or deployed, the OIC/OR remains responsible for the good order and discipline of cadets assigned to their program. Employs mentoring and counseling to guide the program CIC/Team Captain in maintaining high standards. Follows-up with CIC/Team Captain to ensure accountability. If necessary, initiates direct communication with cadets' AOCs and cadet chain of command to determine appropriate course of action. Provides input to cadet squadron for MPA based on observations of cadets' character, leadership skills, and professional qualities in accordance with the PITO model. Should also provide feedback to the AOC/AMT team to help complete the sight picture of the cadets' development.

EVAN M. MILLER, Colonel, USAF  
Vice Superintendent

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

AFDD1-1, *Leadership and Force Development*, 8 November 2011

AFPD 36-35, *United States Air Force Academy*, 25 May 2011

USAFAI 36-2014, *Allocation of Cadet Time*, 16 February 2012

USAFAI 36-2401, *Military Performance Appraisal*, 14 November 2013

AFMAN 33-363, *Management of Records*, 1 March 2008

***Adopted Forms***

AF Form 847, *Recommendation for Change of Publication*

***Abbreviations and Acronyms***

**ADCON**—Administrative Control

**AFCW**—Air Force Cadet Wing

**AMT**—Academy Military Trainer

**AOC**—Air Officer Commanding

**CDS**—Cadet Disciplinary System

**CE**—Commissioning Education

**CHOP**—Change of Operational Control

**CIC**—Cadet in Charge

**DSP**—Dormitory Security Patrol

**LGM**—Leadership Growth Model

**LOA**—Letter of Admonishment

**LOR**—Letter of Reprimand

**MPA**—Military Performance Appraisal

**OD**—Officer of the Day

**ODS**—Officer Development System

**OIC**—Officer in Charge

**OPCON**—Operational Control

**OR**—Officer Representative

**PE**—Physical Education

**PITO**—Personal, Interpersonal, Team and Organizational Leadership

**SCA**—Scheduling Committee Action

**SDO**—Squadron Duty Officer

**SOC**—Schedule of Calls

**SOD**—Senior Officer of the Day

**SPEA**—Squadron Professional Ethics Advisor

**TACON**—Tactical Control

**UCMJ**—Uniform Code of Military Justice

**USAFA**—United States Air Force Academy

### *Terms*

**Administrative Control**—(DOD) Direction or exercise of authority over subordinate or other organizations in respect to administration and support, including organization of service forces, control of resources and equipment, personnel management, unit logistics, individual and unit training, readiness, mobilization, demobilization, discipline, and other matters not included in the operational missions of the subordinate or other organizations. Reference: DoD Dictionary of Military Terms, [http://www.dtic.mil/doctrine/dod\\_dictionary/](http://www.dtic.mil/doctrine/dod_dictionary/).

**Operational Control**—(DOD) Command authority that may be exercised by commanders at any echelon at or below the level of combatant command. Operational control is inherent in combatant command (command authority) and may be delegated within the command. When forces are transferred between combatant commands, the command relationship the gaining commander will exercise (and the losing commander will relinquish) over these forces must be specified by the Secretary of Defense. Operational control is the authority to perform those functions of command over subordinate forces involving organizing and employing commands and forces, assigning tasks, designating objectives, and giving authoritative direction necessary to accomplish the mission. Operational control includes authoritative direction over all aspects of military operations and joint training necessary to accomplish missions assigned to the command. Operational control should be exercised through the commanders of subordinate organizations. Operational control normally provides full authority to organize commands and forces and to employ those forces as the commander in operational control considers necessary to accomplish assigned missions; it does not, in and of itself, include authoritative direction for logistics or matters of administration, discipline, internal organization, or unit training. Reference: DoD Dictionary of Military Terms, [http://www.dtic.mil/doctrine/dod\\_dictionary/](http://www.dtic.mil/doctrine/dod_dictionary/).

**Permanent Party**—Assigned active duty, civilian, National Guard, reserve, and select contractors represent USAFA's permanent party.

— Cadet appointed by faculty member of academic section to assist in maintaining classroom standards and classroom administration. Responsible for monitoring the behavior of other cadets in the classroom and assisting instructors as needed.

**Tactical Control**—(DOD) Command authority over assigned or attached forces or commands, or military capability or forces made available for tasking, that is limited to the detailed direction and control of movements or maneuvers within the operational area necessary to accomplish missions or tasks assigned. Tactical control is inherent in operational control. Tactical control may be delegated to, and exercised at, any level at or below the level of combatant command. When forces are transferred between combatant commands, the command relationship the

gaining commander will exercise (and the losing commander will relinquish) over these forces must be specified by the Combatant Commander. Tactical control provides sufficient authority for controlling and directing the application of force or tactical use of combat support assets within the assigned mission or task. Reference: DoD Dictionary of Military Terms, [http://www.dtic.mil/doctrine/dod\\_dictionary/](http://www.dtic.mil/doctrine/dod_dictionary/).