



OFFICER PROFESSIONAL DEVELOPMENT

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Supersedes AFP 3613, 1 March 1989 and AFR
3623, 18 January 1991.

Pages: 37
Distribution: F

This instruction supports Air Force Policy Directive (AFPD) 3626, *Military Force Management Requirements*, and is intended for commanders and supervisors of active duty officers. It provides information on topics that affect professional development for the United States Air Force (USAF) active duty officers. It contains information on professional military education, the Officer Assignment System (OAS), career broadening assignments, the Officer Promotion System, and active duty service commitments (ADSC). This Air Force Instruction (AFI) and Air Force Pamphlet (AFPAM) 362630, *Officer Professional Development Guide*, supersedes Air Force Regulation (AFR) 3623 and Air Force Pamphlet (AFP) 3613 and provides commanders, supervisors, and officers more specific information on assignments and career broadening opportunities within each career field. This instruction does not apply to Air National Guard (ANG) units or members. Refer to **Attachment 1** for a glossary of abbreviations and acronyms.

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Chapter 1

OFFICER PROFESSIONAL DEVELOPMENT (OPD)

1.1. Introduction to OPD. OPD is essential to support the Air Force mission. Officers who are professionally prepared to assume responsibilities that go with each promotion and assignment will be more effective at carrying out this mission. This instruction provides OPD information that supplements specific career path philosophies found in AFPAM 362630.

1.1.1. There are a number of significant OPD factors that foster professional growth. This instruction and AFPAM 362630, emphasize growth through performance. However, several other important OPD factors are: professional military education (PME), the officer evaluation system, promotion policies, assignment policies, and commander or supervisor involvement.

1.2. Goal of Professional Development. The goal of professional development is to develop a well-rounded, professionally competent officer corps to meet current and future mission requirements. The officer's aspirations, preferences, and longterm professional development goals will most likely be realized when in harmony with longterm Air Force requirements.

1.3. Objective of Professional Development. In support of the goal, the objective of professional development is to emphasize individual duty performance and motivate officers to develop skills that continue to contribute to the Air Force and the defense establishment as job responsibility increases. The Air Force needs careeroriented officers concerned with their own growth.

1.4. OPD Program. OPD contains three basic elements:

- Assignments that provide depth and breadth.
- Training and education that support a specific career path.
- Counseling that provides feedback on performance, training, and future assignments.

1.4.1. An officer's professional development involves gaining the necessary depth and breadth of experience to improve performance and potential for increased responsibility. The most important indicator of potential is the way an officer performs daily on the job. This performance includes the quality of the specific work completed and the officer's attitude.

1.4.1.1. Different types of assignments are recommended during an officer's career. These assignments and when they should occur for each career field are discussed in AFPAM 362630. Each section in AFPAM 362630 provides a general path and time frame for development of officers among the various education and training options and assignment levels in the Air Force and the Department of Defense (DoD). This includes joint duty assignments to provide Air Force expertise in joint operations and career broadening assignments which include special staff and command assignments.

1.4.2. A training and education plan should include career specific training, PME, and advanced academic degrees beneficial to present or projected job performance. PME includes both Air Force and other approved programs conducted in residence or by a nonresident method. Advanced degrees are funded through the Air Force Institute of Technology (AFIT) as well as a wide variety of other sources

(Government Issue Bills, tuition assistance, scholarships, private funds, etc.). These programs enhance officer duty qualifications and help prepare officers for higher responsibilities. Officers should overlay this information on current and projected assignments to ensure all training and education can realistically be achieved.

1.4.3. Each supervisor and commander use job and career counseling to communicate the Air Force's long-term needs as well as recommended professional development moves, training, and education to their officers. Officers need to be given expectations for their current job and the type of performance that meets and exceeds these expectations. Supervisors and commanders should also consider the types of assignments the officer has held and the leadership opportunities the officer has experienced. This information will be valuable in providing career counseling. An appropriate balance of depth and breadth in and out of a career field are encouraged as assignments are considered. Commander and key supervisor involvement and interaction with the officer is the cornerstone of OPD.

1.5. Responsibilities. Commanders and supervisors play the most direct role in OPD; however, each officer's professional development involves the integrated efforts of the officer; the commander or supervisor; the military personnel flight (MPF); the major command (MAJCOM); the Air Force Personnel Center (AFPC); and Headquarters Air Force (HAF). Efforts at each of these levels complement each other.

1.5.1. The officer should demonstrate motivation and competence in job performance. Officers should stay abreast of career trends; training requirements; job openings; and seek advice from supervisors, commanders, and functional managers when establishing their vital career goals. When eligible to move, officers should access job opportunities on the Electronic Bulletin Board (EBB), discuss the merits of these openings with their supervisor or commander, and volunteer for appropriate openings until selected for an assignment. Officers may not have a say in their assignment if they fail to review the EBB and volunteer. Officers should also seek out educational and professional growth opportunities at appropriate career phases and ensure their AFPC assignment selection folder is up-to-date.

1.5.2. The commander or supervisor should provide officers career guidance, information on job opportunities for professional development, and create a climate that stimulates officers to consider these factors. The commander or supervisor is in the best position to evaluate and balance an officer's performance, qualifications, and experience against the officer's professional development needs at a particular career phase point. The commander or supervisor provides assignment counseling and helps communicate the officer's needs and capabilities to the MAJCOM and AFPC.

1.5.3. MPFs are responsible for providing officers with access to OPD information. This AFI and AFPAM 362630 are available for review. The MPF will have quick access to all publications, instructions, and guides that address OPD.

1.5.4. The MAJCOM is the intermediary in assignment discussions between the officer's commander or supervisor and the AFPC assignment team. The MAJCOM staff, coordinating closely with AFPC and commanders, identifies valid requirements to be advertised and can also further define Air Force OPD. This can take the form of newsletters or guides to all officers or direct correspondence to their subordinate commanders. In either instance, the guidance underlines and reinforces the Air Force objectives in the OPD Program.

1.5.5. AFPC and HAF have key responsibilities for developing and implementing policies and procedures that support and reinforce OPD. When changes to Air Force policy or procedures are required, AFPC and HAF will ensure changes are in keeping with the spirit and intent of OPD. Assignments, professional military education, and promotions are key components of OPD.

1.5.5.1. AFPC is specifically tasked to distribute officers among the various commands, filling Air Force jobs, and ensuring assignment equity. Assignment teams validate MAJCOM requirements, seek volunteers through the EBB, and make a “best match” selection. When a MAJCOM declares a job must be filled and there are no volunteers, the assignment team will then pursue a non-volunteer.

Chapter 2

PROFESSIONAL MILITARY EDUCATION (PME) AND ADVANCED ACADEMIC DEGREES (AAD)

2.1. Objective of PME. The objective of PME and academic education is to enhance performance in each development phase. PME builds upon the solid foundation of officership laid during precommissioning. The uniqueness of the profession and the particular values and culture of the military officer corps are the foundation on which all future professional development is based. Academic education rounds out an officer's ability to perform at higher levels of responsibility by refining critical analytical and communication skills.

2.2. Focus of Officer PME. The mission of Squadron Officer School (SOS), the Air Force's company grade PME, is to "improve the professional competence of company grade officers and inspire their dedication to the profession of arms." The main focus of SOS is officership based on Air Force core values. The course highlights the professional attributes and leadership traits which grow out of these core values. SOS also provides Air Force captains the leadership tools they need to build military teams and lays a foundation for critical thinking in air and space power through education on air power history and doctrine. Air Command and Staff College (ACSC), the Air Force's Intermediate Service School (ISS), educates mid-career officers to develop, advance, and apply air and space power in peace and war. The curriculum built around 100 multidisciplinary books and state-of-the-art technologies, focuses on the problem-solving technologies of a theater campaign. These programs also emphasize the analytical and practical tools officers will need as future military leaders. In addition, ACSC offers an 11month follow on course for selected graduates of intermediate level PME schools. The School of Advanced Airpower Studies (SAAS) seeks to create warrior scholars who have a superior ability to develop, evaluate, and employ airpower. The mission of Air War College (AWC), the Air Force's Senior Service School (SSS), is to "to prepare senior officers to lead in the strategic environment, emphasizing joint operations and the employment of air and space power in support of national security." The AWC curriculum stresses the application of air and space power in joint and combined operations through seven themes-leadership, doctrine, strategy, technology, political-military integration, air and space power, and joint war fighting. Air Force officers may also satisfy their ISS and SSS PME requirement by attending an equivalent sister service PME school and also certain foreign schools and fellowships. In the final analysis, the role of PME in officer professional development is to expand and refine the skills an officer will need to operate effectively and assume increasingly higher levels of responsibility. Officers should recognize that failure to complete the appropriate level of PME by the time of consideration for the next higher grade may impact their promotion potential.

2.3. Focus of AADs. AADs are important to officer professional development to the extent they enhance the officer's professional qualifications. A degree which is directly related to the primary utilization area is appropriate at any level since this degree adds to depth of experience. An advanced degree in management or more general studies tends to enhance job performance for officers reaching the field grade ranks where breadth development begins to take place. The AAD portion of an officer's promotion selection brief will be masked for promotion boards through the rank of major. Thereafter, promotion boards will be able to see all AAD entries. Chapter 9, paragraph 9.2., provides information on Air Force fully funded degree programs through AFIT.

Chapter 3

OFFICER EVALUATION SYSTEM (OES)

3.1. Objective of the OES. With increased emphasis on job performance, the objective of the OES is to accurately appraise performance and provide feedback. Performance feedback is provided during a private, formal meeting between the officer and supervisor and is designed to provide a realistic assessment of the officer's performance.

3.1.1. The OES is an integral part of the Air Force OPD Program and strongly supports the program's goal (see paragraph 1.3.). The OES is designed to provide:

- meaningful feedback to officers on performance expectations, i.e., advice on how they can improve;
- a reliable, long-term, cumulative record of performance and potential based on that performance;
- central selection boards with sound information to assist them in selecting the best qualified officers.

3.2. Documenting Performance. The OES focuses on performance and documents it through performance feedback and the Officer Performance Report (OPR). Performance feedback is a cornerstone of the OES. Without feedback, officers have no clear idea of where they are failing to meet the expectations of supervisors. Providing this information to officers helps them improve their performance and grow professionally. Every supervisor is required to provide performance feedback to their officers to help them improve their duty performance. This feedback is mandatory for all officers below the rank of colonel. OPRs are based solely on performance and the impact an officer has on the unit's mission; and promotion recommendations are based on performance and potential. Senior raters review all OPRs, Officer Effectiveness Reports (OER), education and training reports, letters of evaluation, and other whole person information covering the officer's entire career when assessing his or her potential on a Promotion Recommendation Form (PRF).

3.3. Promotion Recommendations. Promotion recommendations will be made by the supervisor on the PRF. The PRF will provide selection boards a clear and concise message. The OES limits the number of "Definitely Promote" (DP) recommendations for in-the-promotion zone (IPZ) and above-the-promotion zone (APZ) eligibles to a number less than the total number of promotions. As a result, "DP" recommendations have a powerful effect. For IPZ and APZ, the "DP" allocation rate is the percent that is applied to the number of IPZ eligibles to determine the total number of "DP" recommendations that may be distributed among IPZ and APZ officers. For below-the-promotion zone (BPZ), the "DP" allocation rate reflects the percent of BPZ eligibles that may receive "DPs." Since there will be fewer "DPs" than promotions for IPZ and APZ officers, a significant number of officers who receive "Promote" recommendations will be promoted.

"DP" Allocation Rate

For Promotion to the Grade of: (Line Officers)

	<u>IPZ*</u>	<u>BPZ**</u>
Captain	100%	N/A
Major	55%	10%
Lieutenant Colonel	40%	10%
Colonel	20%	15%

*Percentage may vary from board to board. Check with your local MPF for a given year's allocation.

**Standard percentage used each board.

Chapter 4

OFFICER PROMOTION SYSTEM (OPS)

4.1. Purpose of the OPS. The overall purpose of the officer promotion system is to select officers for advancement who have clearly demonstrated the potential to serve in more demanding leadership positions in the Air Force hierarchy. To do this, the Air Force should promote officers in sufficient numbers as vacancies occur to maintain the strength of the Air Force in each grade and provide reasonable progression to retain a highly qualified and motivated officer force.

4.1.1. Other objectives include providing reasonably stable, consistent, and visible promotion patterns for all competitive categories and providing accelerated promotion opportunities for officers demonstrating exceptional potential.

4.2. Promotion Opportunity. Promotion opportunity is the approximate percentage of officers in accession year groups who will be selected for promotion after competing for promotion to the next higher grade below, in, and above-the-promotion zone.

4.2.1. On approving the promotion eligibility criteria to each grade, the Secretary of the Air Force also specifies the promotion opportunity for each competitive category. Because reasonably stable, consistent, and visible career progression is an objective of the promotion system, promotion opportunities do not change much, if at all, from year to year. For each board, promotion opportunity multiplied by the number of officers eligible IPZ determines the maximum numerical board quota.

4.2.2. There is a limit on the number of officers that the board may select BPZ. This limit is determined by multiplying the maximum BPZ quota times the board quota to determine the number of officers that the board can select BPZ. For example, the current BPZ limit for major is 5 percent. If the board quota is 2,400, the maximum number that the board may select BPZ is 120 ($.05 \times 2,400 = 120$). The maximum BPZ selection quota is 5 percent to major, 7.5 percent to lieutenant colonel, and 15 percent to colonel.

4.3. Phase Points. A phase point is the number of years and months of active commissioned service most officers complete when promoted to a particular grade (Defense Officer Personnel Management Act recommended window below). **NOTE:** Phase points will vary from month to month depending on retirements, separations, and authorizations in the field grades.

Grade	Phase Point
First Lieutenant	2 years
Captain	4 years
Major	9-11 years
Lieutenant Col	15-17 years
Colonel	21-23 years

4.4. What Criteria Do Boards Use to Select Officers for Promotion? The Air Force does not select officers for promotion as a reward for past performance. It promotes officers based on their potential to successfully serve in the next higher grade and in positions of greater responsibility. The criteria the Air Force uses to evaluate each officer's relative potential is known as the "whole person concept." Factors approved by the Secretary of the Air Force include: job performance, leadership, professional competence, breadth and depth of experience, job responsibility, academic and professional military education, and specific achievements.

4.4.1. Job performance is documented in PRFs, OPRs, OERs, training records, and letters of evaluation. Although the most recent performance record is very important to the board, the board considers the entire performance record in making its assessment of an officer's potential.

4.4.2. Professional competence and leadership should be demonstrated by performance in all positions.

4.4.3. Breadth and depth of experience is based on where the officer is assigned, at what level, when, variety of jobs and tasks, etc. Lieutenants and captains should concentrate on depth of experience in their career area. Breadth of experience is more appropriate for field grade officers. Field grade officers need to place more emphasis on broader considerations--that is professional military education, advanced education, and breadth of duty experiences that may include command, career broadening assignments, and headquarters (HQ) assignments.

4.4.4. Job responsibility is shown by the scope of responsibility, exposure, opportunity to make decisions, and ability to manage resources, etc.

4.4.5. Academic and professional military education should be completed at the appropriate level with relationship to career field and possible assignments.

4.4.6. Specific achievements may consist of awards, decorations, special recognition, etc.

4.4.7. The most important factor in the selection process is job performance. In addition to this, each board member reviews the total selection folder and makes a subjective evaluation by secret vote on the officer's relative potential to serve in the next higher grade.

4.5. Selection Boards. Officer promotion board results are important to the Air Force because they help identify future Air Force leaders. As a result, the Air Force selects only highly qualified senior officers with extensive experience and mature judgment to serve as board members. Collectively, they represent the broadest practical scope of Air Force activities. To provide a balanced perspective on the Air Force mission, the Air Force selects officers to serve on boards who mirror the officers they are considering with respect to race, gender, aeronautical rating, career field, and command of assignment. In addition, joint duty, acquisition, and Reserve officers participate as board members. It is important to understand, however, that while the Air Force uses these demographic characteristics in selecting board members, these officers don't represent or sponsor any particular officer group, interest, or command. Board members are required to perform their duties based on the best interest of the total Air Force, and they take an oath affirming that they will do so.

4.5.1. The basic eligibility criteria are established approximately 150 days prior to the convening date of a board. Current grade and date of rank determine eligibility. In most cases (includes all line officers), officers who have not served on extended active duty for 6 months before the board convenes are not eligible for consideration, nor are those officers who have a retirement or separation date within 90 days.

4.5.2. About 60 to 90 days before a board convenes, eligible officers receive officer pre-selection briefs (OPB) through their servicing MPF. The OPB contains the same information as the officer selection brief that is a part of the selection folder evaluated by board members. Officers are responsible for reviewing their OPB and having any errors or omissions corrected through their servicing MPF.

4.5.3. Boards are in session from 1 to 2 weeks, depending on the number of officers being considered and the number of board members scoring records. The 1st day of the board is devoted to board member preparation. Board members are read a Memorandum of Instruction from the Secretary of the Air Force that covers the purpose of the board and the task they face. The board is asked to carefully review each officer's record, giving appropriate weight to all of the "whole person" factors, with duty performance being the most important. They are cautioned to set aside any special interest or bias and select the best qualified individuals for promotion regardless of command.

4.5.4. Perhaps the most important part of the preparation process is the "trial run" or practice scoring exercise. A group of 10 to 15 records of eligibles are used in the trial run. The records are carefully selected to represent the full spectrum of quality and characteristics of the eligibles. Each board member scores the records by secret ballot. An informal discussion period follows during which the members discuss each record and how they arrived at the scores. The primary purpose of the trial run is for board members to establish an individual scoring standard they can apply consistently to all the records they review.

4.5.5. On the second and succeeding days, board members score records until each officer is considered. They are told to take all of the time they need to properly evaluate each officer's record. A six-to-ten point scoring scale, with half-point increments, is used (minimum of five members scoring each record). If two members' scores vary by two points or more on a record, that record is returned to the panel for discussion and to resolve the split scores. This is the only time during the process when discussion about a specific record is allowed--one of the many safeguards to ensure that the record is properly assessed by all voting members.

4.5.6. The board president (a general officer) reviews a select number of records after they are scored. If there is any question about a particular score, the president directs the record to another panel for a comparison score. This procedure ensures that nothing in the record is overlooked.

4.5.7. Once all of the records are scored, an order-of-merit listing is developed using the total score for each eligible. Records that score 50 points are at the top with the other records in descending order down to those scoring 30 points at the bottom. The quota is then applied to this listing. Normally, the promotion quota will run out at a score category where several officers received the same total score. This is called the "gray" area, and must be resolved. The records in the gray area are re-scored by all the board members to determine which of the group are selected for promotion.

4.5.8. After the gray area is resolved, the board assesses the highest scoring non-select to determine if the officer is "fully qualified" for promotion. If the highest scoring non-select is determined to be fully qualified, then those selectees who scored higher are also considered to be fully qualified. If the highest scoring non-select is not fully qualified, then the board moves up the order of merit listing until they find records they do consider fully qualified.

4.5.9. After the board adjourns, the board report is sent through channels in turn to: Air Force Deputy Chief of Staff, Personnel; Chief of Staff of the Air Force; Secretary of the Air Force; Chairman, Joint Chiefs of Staff; Office of the Secretary of Defense; and to the President for nomination to the Senate.

4.5.10. The results of selection boards are released after the Assistant Secretary of Defense (Force Management Policy) approves the report. Usually, promotion board results are released 4 to 6 weeks after a board adjourns, with notification of selection made by the local MPF through the respective commander.

Chapter 5

ACTIVE DUTY SERVICE COMMITMENTS (ADSC)

5.1. Objective of ADSC. This chapter provides information for counseling a member concerning the ADSC incurred for completing an education or training course, promotion, or permanent change of station (PCS) move. The objective of an ADSC is to serve as a management tool that allows for the systematic control of Air Force personnel. They help maintain a trained and experienced officer force and provide a reasonable return on costs involved in training, educating, and moving officers. In the big picture ADSCs provide planning and stability factors for the Air Force and serve as key considerations for officers in making personal and professional plans.

5.2. ADSC Policy. Any time an officer is educated, trained, promoted, or moved, an ADSC is established. Specific ADSCs are listed in AFI 362107, *Active Duty Service Commitments (ADSC) and Specified Period of Time Contracts (SPTC)*. Waivers of ADSCs are not authorized under AFI 362107. Waivers are granted only when authorized by directives governing separation or retirement of an officer.

5.2.1. Officers who establish a date of separation (DOS) or retirement date under the 7day option policy, as an alternative to accepting an ADSC, may be required to proceed on assignment. Officers will not be obligated to serve beyond their established DOS or retirement date unless they withdraw their DOS or retirement date.

5.2.1.1. ADSCs for education or training programs begin on the day the officer completes the education or training event. All ADSCs are served concurrently unless otherwise indicated in AFI 362107. Officers who participate in the academic or flying portion only of any advanced flying training course (consisting of both), receive the same ADSC as they would for completing the full course. The ADSC begins on the day that all requirements of the specific course are met.

5.2.2. Officers selected for an ADSC-incurring event, must be advised in advance of the ADSC to be incurred. The fact that advance ADSC counseling did not take place or if the officer was miscounseled does not negate an ADSC. The active duty service commitment date will be updated in the personnel data system. It is essential to the ADSC program that the appropriate selection authority (i.e., AFPC, MAJCOM, Unit Commander, etc.) include associated ADSC data in all instructions to notify officers of an ADSC being incurred.

5.2.3. For training directed by unit commanders, i.e., in-unit upgrade training, etc., the commander ensures assigned officers are processed through the servicing MPF for ADSC counseling prior to an officer entering an ADSC-incurring event. For in-unit training, the commander ensures the MPF, personnel employment element, is notified of training completion to update the ADSC.

5.2.4. ADSC counseling is accomplished with the AF Form 63, **Officer Active Duty Service Commitment (ADSC) Counseling Statement**. In the event an officer is unwilling or unable to sign the AF Form 63 (section II) and has not exercised a 7day option, then the officer is considered to have accepted the ADSC. The chief, MPF, signs the AF Form 63, section III, and includes a statement indicating the officer's refusal to sign the form.

5.2.5. Preparation of AF Form 63 is not required for the following events since officers acknowledge understanding and acceptance of an ADSC as part of the application process:

- Selected for a PCS move (***EXCEPTION:*** Officers who decline the ADSC for PCS). Officers must receive verbal counseling from the MPF.
- Promoted.
- Selected for Undergraduate Flying Training, the Funded Legal Education Program, the Excess Leave Legal Education Program, or the Manned Space Flight Engineer Program.
- Selected for selective continuation.
- Accepting special pay or Aviator Continuation Pay.
- Changing competitive categories.
- Participating in education or training programs listed in AFI 362107, tables 1.3, and 1.10 (medical service officers only).

Chapter 6

OFFICER CLASSIFICATION

6.1. Objective. AFI 362101, *Classifying Military Personnel*, outlines instructions to implement officer classification actions. The officer classification system exists to identify Air Force officer requirements on manpower documents and the individuals possessing the skills to fill the requirements. The identification is accomplished using Air Force Specialty Codes (AFSC), prefixes, suffixes, special duty identifiers (SDI), reporting identifiers (RI), and special experience identifiers (SEI) which are contained in Air Force Manual (AFMAN) 362105, *Officer Classifications*. The flexibility of the system allows identification of highly skilled specialists as well as broad generalists. Paragraphs 6.2. through 6.4. give a brief description of the officer classification identifiers.

6.2. Air Force Specialties (AFS). An AFS is a group of positions requiring common qualifications. Each AFS is identified by an AFSC and has a specialty title and a description in AFMAN 362105. An AFS suffix is an alphabetical character that identifies specific equipment or functions and positions within the specialty. Each suffix is identified by a title (e.g. 11F4H Fighter Pilot, F16; 12F4U Fighter Navigator, ALO; 44K4B Pediatrician, Cardiology). AFS prefixes are alphabetical characters representing an ability, skill, special qualification, or system designator not restricted to a single AFS (e.g. C31P3 Commander, Security Police; T36P3 Formal Training Instructor, Personnel; J11H3 Parachutist, Command and Control).

6.3. Specialty Descriptions. Specialty descriptions have several parts. The heading consists of the specialty title, effective date of the specialty description, applicable AFSCs, and identification of type of AFSC (entry, qualified, staff). The specialty summary gives a concise overview of the scope and characteristics of the specialty. Also included is the related DoD, *Occupational Conversion Index*, that groups similar occupations in the military services and civil service. The duties and responsibilities described are representative duties of the specialty. Specialty qualifications establish occupational qualification standards for effective performance in the specialty. Only mandatory standards are listed except for education which may be desirable. Mandatory qualifications must be met to perform in the specialty, and may be required for entry into a specialty, for upgrade to the qualified AFSC, or for retention of the AFSC. The specialty shred-out section shows the suffixes authorized for use with the AFSC.

6.4. Other Classification Identifiers. SDIs identify manpower positions and persons performing duties and responsibilities not clearly defined within a specific career field (e.g. 84H0 Historian and 83R0 Recruiting Service). RIs identify positions or persons not identified elsewhere in the classification system (e.g. 92T0 Pilot Trainee; 96U0 Unclassified Officer). Additionally, SEIs are used to identify special experience and training. The SEI consists of an activity code (first character) and an experience set (last two characters) (e.g. LKA Manufacturing Planning; HF7 Charge Nurse).

6.5. Additional References. Air Force Visual Aid (AFVA) 36211, *Officer Classification Structure Chart*, is a quick reference guide to the officer classification system listing AFSCs, SDIs, RIs, and their titles. This visual aid is used in conjunction with AFMAN 362105.

Chapter 7

OFFICER ASSIGNMENT SYSTEM (OAS)

7.1. Introduction. Assignment actions are an ongoing process to fill requirements that are created by personnel returning from overseas, separating from active duty, going to PME or AFIT, completing controlled continental United States (CONUS) tours, or moving due to unit moves or weapon systems conversions.

7.2. Philosophy. The OAS has six basic tenets:

- 7.2.1. AFPC will fill all valid Air Force requirements up to the MAJCOM level of entitlement;
- 7.2.2. AFPC will select from the most eligible, qualified volunteers;
- 7.2.3. In the event there are no qualified volunteers, AFPC will select the most eligible of all qualified officers;
- 7.2.4. Officers should consult with their commanders to actively review OPD goals and specific career plans;
- 7.2.5. Officers should have access to a listing of all openings;
- 7.2.6. Officers should have a voice in the assignment process.

7.3. OPD Actions. As an officer becomes available for a new assignment, it is appropriate to obtain professional development counseling from supervisors or commander, with specific emphasis given to the next assignment. Commander's involvement is the cornerstone in each officer's professional development. The supervisor's or commander's recommendation focuses on jobs or levels of assignment logical for successful career progression. AFPAM 362630, provides specific career path guides and further OPD information.

7.4. Assignment Factors. Air Force requirements, commander's recommendations, officer's eligibility, availability, and qualifications, as well as the officer's preferences, are factored in the assignment selection process. Effective planning by the officer, his or her commander, the assignment teams at the MAJCOM or Field Operating Agency (FOA), and AFPC ensure qualified officers are considered for assignment to positions of increased scope and responsibility. AFI 362110, *Assignments*, governs the assignment process. The OAS Guide available at your squadron or MPF, or through EBB, outlines the assignment process in greater detail.

7.5. The Rated Force. The Aviation Career Incentive Act of 1974 and the Aviation Career Improvement Act of 1989 set very strict guidelines to establish the criteria to determine eligibility for Aviation Career Incentive Pay (ACIP). To the maximum extent possible, AFPC will assign rated officers in order to meet the flight stipulations established by these acts:

- 7.5.1. Officers performing operational flying duties will be tracked using a series of three flying gates. Rated officers must accumulate Operational Flying Duty Accumulator credit to meet those gates. If an officer met a gate prior to 1 October 1991, under the 1974 Act, it is a gate completed. However, officers who did not meet all gates by the 1 October 1991 deadline, and whose Aviation Ser-

vice Date was before 1 October 1985, transitioned to the new gate requirements established by the 1989 Act. To determine their flying gate requirements and ACIP status, officers should reference AFI 11401, *Flight Management*, chapter 2, which includes examples to assist in this complex process.

7.5.2. The 1989 Act provides limited opportunities for officers to leave operational flight duties prior to reaching 9 years of aviation service. In most instances, AFPC personnel will be reluctant to allow diversification into a non-flying billet until the 10th year (2d gate complete). If for some reason an individual does choose to leave flying duties prior to completing a gate, they will do so at their own risk. AFPC personnel will make every effort to return the member to a cockpit in order for them to meet the next requisite gate. However, AFPC will not waive gate requirements in order for these individuals to receive ACIP in the event conditions do not permit their timely return to a cockpit and a gate is missed. In this case, individuals will be entitled to ACIP only as long as they are performing flight duties or they are subsequently able to meet their next gate.

Chapter 8

COMMANDERS INVOLVEMENT PROGRAM (CIP)

8.1. Overview of Commanders Involvement. A commander's responsibilities with respect to the professional development and assignment of an officer fall into two categories: Phase I, which offers general professional development guidance, and Phase II, which relates to specific assignments for which an officer volunteers.

8.2. Objectives of CIP Phase I. Phase I refers to all commanders or supervisors assignment counseling on professional development and type, level, and timing of assignments their officers should pursue. This counseling should be accomplished prior to the officer volunteering for a specific ad on the EBB. The objective of CIP Phase I is to ensure the commander's or supervisor's input on an officer's qualifications is clearly communicated to the officer. It is essential that commanders clearly communicate with their officers and the assignment teams in order to facilitate the officer's professional growth by guiding the officer to the "right next job." This counseling should focus on an entire career plan for the officer. The "right next job" should be determined by identifying the stepping stones on the way to the officer's ultimate career goal.

8.3. Assignment Counseling and OPD. Commanders have the best insight into an officer's talents, strengths, limitations, and professional development needs. To communicate OPD properly, it is important to be thoroughly familiar with the tools available and understand the OPD philosophies and initiatives. Commanders can obtain information on OPD for each career field by reviewing AFPAM 362630. Commanders can obtain additional information on a particular career field by contacting the local MPF staff, senior officers in other local organizations who have experience in the career field, their MAJCOM, or the appropriate AFPC assignment team. The professional growth of officers is met by a well-balanced combination of professional expertise, leadership, and management skills--qualities that the commander cultivates. This process begins with reviewing the officer's progression and direction relative to professional development. A key element in this process is to gain feedback from the individual on career goals and blend this information into the counseling sessions. A Report on Individual Personnel (RIP) will be produced approximately 9 months prior to an officer's eligibility for a PCS requiring a mandatory assignment counseling session. During this session, commander's should establish rules of engagement for volunteering such as having the officer discuss specific job openings with him or her prior to volunteering. This will provide the opportunity to explain the merits of available openings on the EBB for which the officer is best qualified. An often difficult, but crucial feature to the assignment counseling and OPD program is the commander's responsibility to "tell it like it is." Commanders should be the first to advise an officer if a position the officer desires is not appropriate for OPD reasons, or if the officer is not qualified for the position. Commanders can contact the appropriate AFPC assignment team if they want to discuss OPD for an officer or have questions about a particular EBB position.

8.4. AF Form 3849, PME/AFIT/RTFB/Officer Worksheet. The primary use of the worksheet is for PME selection boards (ISS and SSS), AFIT selection boards, Air Force Office of Special Investigation (AFOSI) selection boards, cross-flow boards, MAJCOM or base level selection boards, and the rated officer return to fly boards (RTFB). It cannot to be used to volunteer for an ad on the EBB or the medical

service's assignment advertising system (AAS). AF Form 3849 is destroyed following each board. Officers must submit a new form for each board they meet.

8.4.1. Guidelines to Complete the Form. Complete the form in one copy. The individual fills out parts I, II, and III. The senior rater completes part IV for PME only. For PME boards, AF Form 3849 goes to the appropriate management level during the nomination process. For AFIT assignments, reflect the year or timing preferred. Use as many blocks as desired to list preferences; additional preferences may be placed in part III or on a separate sheet of paper. Once the form is complete, the officer will mail to the appropriate office at HQ AFPC/DPA, 550 C Street W Suite 28, Randolph AFB TX 781504730 or MAJCOM. Chaplains send forms through the command chaplain's office in turn to HQ USAF/HCS, 172 Luke Ave., Bolling AFB D.C. 203325113. For additional information on completing the form, follow printed instructions or contact your local MPF.

8.5. Objectives of CIP Phase II. Phase II begins after the officer volunteers for an ad on the EBB and AFPC requests the commander's or supervisor's losing coordination. It is the commander's responsibility to provide realistic feedback on the officer's qualifications. This final coordination is not an availability check, rather it is a final check on the quality and qualifications of the officer. This final check will ensure there are no quality problems that have not been identified through the data system which might adversely affect the mission at the gaining location. In addition, AFPC is asking the commander to assess the officer's qualifications for a specific position for which the officer has volunteered. Professional development concerns are not valid reasons for refusal or reclama on a specific assignment at this point. Commanders should address professional development concerns with the officer during Phase I.

Chapter 9

CAREER BROADENING AND JOINT/DEPARTMENTAL ASSIGNMENTS

Section 9A—Career Broadening Assignments (CBA)

9.1. CBA Requirements. The newsclips section of the EBB provides detailed information on mandatory prerequisites and application procedures for CBA requirements (formerly Special Duty Assignments). Some of the CBAs are discussed in detail in paragraphs 9.2. through 9.2.5..

9.2. AFIT. AFIT provides opportunities for Air Force officers to obtain a master or doctorate (PhD) degree in a variety of disciplines. Most degrees are in scientific and technical areas. Annual academic quotas are based on advanced degree requirements.

9.2.1. Procedures for application are in Air Force Catalog (AFCAT) 362223, *USAF Formal Schools*, chapter 4. Application steps for AFIT are:

- Contact the AFIT Evaluation and Counseling Office to determine academic eligibility.
- Have a current Graduate Record Examination (GRE) or Graduated Management Aptitude Test, within the last 5 years.
- Contact specific assignment teams at AFPC for more information on the application process.

9.2.1.1. Nominations are based on academic qualifications, assignment availability, and a competitive military record.

9.2.2. The AFIT selection board receives the nominations from the assignment teams and considers and selects officers on a continuous basis (normally June through December).

9.2.3. The officer incurs a three-for-one ADSC (48 months maximum for graduate degree and 60 months maximum for PhD).

9.2.4. Once the officer accepts the AFIT assignment, he or she cannot withdraw the application.

9.2.5. Upon completing an advanced degree through AFIT, the officer must serve 3 years in an AAD position in the 1st tour following graduation.

9.3. AFOSI. AFOSI is a FOA with primary responsibility to provide Air Force commanders with the capability to investigate criminal or fraudulent activity. They are the primary point of contact between the Air Force and other international, federal, state, and local authorities that have interest or might lend support to a particular investigation. Other responsibilities include counterintelligence, counterespionage, antiterrorism, and personal protective service operations. AFOSI has an internal screening process to select eligible officers. This process takes 3 to 6 months from the time the officer is released from his or her primary Air Force specialty code (PAFSC) for consideration.

9.3.1. Air Force Mission Directive 36, *Air Force Office of Special Investigations*, explains the missions, functions, and responsibilities of AFSC 71S3.

9.3.2. Apply by submitting an AF Form 3849 to HQ AFPC/DPASB, 550 C Street West Suite 33, Randolph AFB TX 781504735.

9.4. ANG and USAF Reserve (USAFR) Program Advisor. The primary objective of this program is to provide advisory service to ANG and USAFR units and activities. An officer is an integral part of the everyday mission operation and formulation of policy, advising not only the local commander but state staff as well.

9.4.1. Apply via the EBB for the following positions:

- ANG or AFRES Program advisor.
- Operations air advisor (ANG).
- Observer or navigator air advisor (ANG).
- Non-rated operator or mission support officer air advisor (ANG).
- USAFR Program advisor.

9.5. Basic Military Training Squadron (BMTS) Commander and Deputy Commander. BMTS squadron commanders and deputy commanders ensure the quality of the future enlisted corps entering the Air Force. Squadron Commanders (SDI 81C0) and deputy commanders (SDI 81T0) are the only two officers assigned to a BMTS squadron. As such, they are totally responsible for the discipline, welfare, and training of approximately 800 trainees. BMTS positions are filled by highly qualified, motivated, and professional officers selected from all specialties. Determining factors for selection include command potential, sharp personal appearance, and strong performance records.

9.6. Air University (AU) Faculty Duty. AU offers a wide variety of teaching opportunities for officers in grades lieutenant through colonel. Duties and responsibilities include classroom instruction, and curriculum, and educational program development. AU has four broad educational missions requiring officer faculty members:

- Precommissioning education conducted by the Officer Training School (OTS) and Air Force Reserve Officer Training Corps (AFROTC).
- PME offered by AWC, ACSC, and SOS.
- Professional continuing education taught by the Ira C. Eaker College for Professional Development, the College for Aerospace Doctrine, Research and Education, and the Air Force Quality Institute.
- Advanced academic education offered through the SAAS and AFIT.

9.6.1. Eligibility criteria for officers:

- Have 3 years retainability at the beginning of the tour.
- Have demonstrated outstanding performance and growth potential.
- Must have a minimum of a master's degree for Air War College and the AFROTC faculty.
- Have a doctorate degree for the School of Advanced Airpower Studies, AFIT's Graduate School of Engineering, and AFIT's Graduate School of Logistics and Acquisition Management.

9.6.2. The appropriate AU school makes final selection for faculty duty from the qualified officers AFPC nominates. Before beginning duty, all faculty attend the 4week Academic Instructor School (AIS) at Maxwell AFB. Additional information is available in AFMAN 362105. The SDI is 81TO.

9.6.3. Apply via the EBB under special duty assignments (SPCL DTY) for any AU faculty position. Additionally, officers may apply for positions at non-Air Force schools, e.g., National Defense University and sister service intermediate and senior service schools.

9.7. Civil Air Patrol (CAP). CAP is a volunteer civilian auxiliary of the Air Force with specific missions as outlined in AFI 365001, *Organization and Function of the Civil Air Patrol*. Eight regional offices supervise wing liaisons located in each of the 50 states plus the District of Columbia and Puerto Rico.

9.7.1. Eligibility criteria for officers:

- Be in the grade of captain through lieutenant colonel and have 3 years retainability.
- Have a high standard of sustained duty performance.
- For non-rated positions, an officer must possess one of the following AFSCs: 16R4, 20C0, 36C4, 36P3, 36C3, 37A3, 51J3, or 52R3, 65F4.

9.7.2. Apply via the EBB.

9.8. Combat Control Team (CCT). Combat control offers unique leadership positions to highly motivated officers. The CCT mission is to rapidly establish assault drop, landing, and extraction zones in austere and non-permissive environments. CCT is the first element into forward areas and provides air traffic control, intelligence, and weather support as well as navigational aid for inbound aircraft. CCTs are often inserted into sensitive areas by clandestine means including static line parachute, high altitude-low opening parachute, high altitude-high opening parachute, amphibious, scuba, or overland infiltration. Positions in combat control are awarded on a competitive basis. Officers will complete the Combat Control Pipeline Training Program.

9.8.1. Applicants must meet eligibility medical criteria in AFI 48123, *Medical Examination and Standards*. This field is limited to male personnel only.

9.8.2. CCT Officer Selection Criteria: The OPR for officer criteria is Air Force Special Operations Command (AFSOC). An officer selection board is made up of senior combat control officers from AFSOC, Air Combat Command (ACC), Air Mobility Command (AMC) and is conducted in two phases.

9.8.3. The first phase consists of a record screening board to identify the most promising applicants. Those selected by the board will receive an invitation to attend the second phase.

9.8.3.1. Prospective candidates are required to submit an application package, in accordance with the current application procedures guide, to AFSOC/XPP. The procedures guide is updated for each board and may be obtained from AFSOC/XPP.

9.8.4. During phase two, the candidates are subjected to numerous physical and mental tests to determine which ones might successfully complete the arduous yearlong training program.

9.8.4.1. Candidates are required to report to a designated location, normally Pope AFB NC, for the 1 week evaluation.

9.8.4.2. At the conclusion of the week's testing, candidates are personally debriefed by the board on their status, select or non-select, and their demonstrated performance.

9.9. Defense Air AttachÈ. The primary mission of an attachÈ is to collect and report information in response to military intelligence requirements. AttachÈs are a part of the worldwide Defense AttachÈ System directed by the Defense Intelligence Agency (DIA). An attachÈ is a representative for the Air Force Chief of Staff and is a liaison between the USAF and the armed forces of the country or countries

for which he or she is accredited. The attaché also provides military advice to the chief of the diplomatic mission.

9.9.1. The OPR for screening attaché officers is AFPC/DPAJ. AFPC nominates the selected officer to the Air Force Office of Attaché Affairs (AFOAA), Washington D.C. 203301080. AFOAA then nominates the officers to the DIA for acceptance before AFPC works the final attaché assignment action.

9.9.2. Potential attaché officers must have an excellent military record and the desired language skills or language aptitude. A background in political science or history is highly desired as is area expertise and intelligence experience. Attaché duty is an excellent broadening assignment for Air Force officers.

9.9.3. Apply via the EBB for defense attaché or assistant air attaché positions.

9.10. Education with Industry (EWI). EWI is designed to provide selected officers "hands-on" experience with civilian industry's organization, management, and technology. Officers are assigned for 10 months to a civilian company and work with company officials in a corporate setting. Only companies throughout the United States are participants. Knowledge gained during the EWI tour are applied to the officer's Air Force acquisition specialty when reassigned following the EWI tour. No academic degree is awarded.

9.10.1. Officers must have between 3 and 8 years commissioned service; SOS completed or in progress; and have a competitive military record.

9.10.2. Apply via the EBB.

9.11. Human Intelligence (HUMINT) Officer. The primary mission of a HUMINT officer is to gather intelligence information from human sources. Sources may include refugees, displaced persons, and travelers. The HUMINT discipline focuses on gathering information on foreign military capabilities, strengths, disposition of forces, and intent. Wartime missions include interrogating prisoners of war, defectors, and deserters. The newly established Defense HUMINT Service (DHS) is responsible for worldwide Air Force HUMINT collection.

9.11.1. HUMINT duty represents an excellent broadening assignment for intelligence officers from other 14NO disciplines and for officers with 16P3, 33S3, 61S3, 62E3, and 63A3 AFSCs.

9.11.2. Officers interested in HUMINT duty qualify with:

- Strong duty record.
- Requisite language skills (preferred, but not mandatory).
- A background in political science, history, or a scientific or technical field.
- Highly polished communication skills (oral and written).
- Strong interpersonal abilities.
- The capability to function effectively in high stress situations.

9.11.3. Candidates submit packages per EBB guidelines. AFPC works with DHS functional counterparts to select the best qualified officer for HUMINT duty. Individuals may enter the career field as new Air Force accessions or through the career broadening process.

9.12. Military Aides to General Officers. Military aides, or aides-de-camp, are assigned as primary duty to general officers at all levels and in all branches of the armed services or DoD. Authorizations are in the 37A information management utilization field, in the grade of captain through lieutenant colonel. The position demands time, energy, and mental resources to support the needs of the general officer so that they might focus on broader command issues. Being a military aide is a great responsibility with many rewards. An aide will gain a greater understanding of the military, and its relation to other services and countries, and gain a broad experience base for future Air Force assignments.

9.12.1. The officer must possess personal qualities of professionalism, loyalty, integrity, initiative, and judgment/common sense. The general officer defines their needs and desires and expects the officer to work with the spouse, enlisted aide, secretary, or staff and other members. The aide must meet the highest standards of dress requirements as AFI 362903, *Dress and Personal Appearance of Air Force Personnel*, specifies. The general officer's responsibilities require a great deal of official travel. The military aide plans and coordinates each itinerary, sets up special requirements, and executes travel. An aide is also responsible for: The financial dealings for the general officer's personal funds and official funds; and the general officer's calendar, ensuring schedules are always clear and workable. The officer must become protocol smart. Military aides must know and understand interservice grades and seniority, civilian grade precedence, foreign grade precedence, and foreign country protocol. Knowledge of interservice customs and courtesies in support of the general officer is a must.

9.12.2. Apply via the EBB.

9.13. Olmsted Scholar Program. The George and Carol Olmsted Foundation established the Olmsted Scholar Program in 1959 in cooperation with and with the support of the DoD and the Departments of the Army, Navy, and Air Force. Annually, three USAF officers receive an educational grant to study at an overseas university for 2 years. The purpose of the program is based on the concept that the greatest leaders must be broadly educated. The officer and his or her family immerse themselves in a foreign culture while the officer studies in a foreign language, in the field of his or her choice. The officer is expected to become familiar with the institutions, characteristics, customs, and morals of the people of the country in which the university is located.

9.13.1. Eligibility criteria for officers:

- Be a regular officer who has completed at least 3 years but not more than 11 years total active federal military service (TAFCS), and no more than 11 years TAFCS as of 1 March of the year of application to the Olmsted Foundation Board of Directors.
- Have a 3.0 or higher undergraduate grade point average.
- Have achieved at least 550 on each portion (verbal and quantitative) of the GRE; and at least a 110 on the Defense Language Aptitude Battery examination.
- Source of commission must be United States Air Force Academy (USAFA), OTS, or AFROTC.

9.13.2. Apply via the EBB. Specific application guidance is updated each year. Applications must be submitted to AFPC/DPAJ3 no later than 4 November for the next year's board.

9.14. Personnel Exchange Program (PEP). The PEP provides exposure and awareness of a foreign Air Force or sister service through an exchange of ideas and procedures and fosters an understanding of the

doctrines and policies of both services. Exchange personnel are fully integrated into the host service and assigned specific duties commensurate with their grade and AFSC.

9.14.1. Requirements currently exist for grades captain through lieutenant colonel. Exchanges exist with numerous countries. Also, exchanges exist with the Army, Navy, Marine Corps, and Coast Guard. All exchange positions are advertised through the EBB and are normally found under a specific core AFSC as it corresponds to a specific billet.

9.14.2. Apply via the EBB for the following exchange programs: *Allied Exchange Programs* Royal Air Force (Great Britain); Royal Australian Air Force; Brazilian Air Force; Canadian Forces; Colombian Air Force; Royal Danish Air Force; French Air Force; German Air Force; Italian Air Force; Japan Air Self-Defense Force; Royal Jordanian Air Force; Royal Malaysian Air Force; Mexican Air Force; Royal New Zealand Air Force; Peruvian Air Force; Portuguese Air Force, Spanish Air Force; Turkish Air Force; Uruguayan Air Force, and the Venezuelan Air Force; and *Interservice Exchange Programs* the US Navy; US Marine Corps; US Coast Guard; and US Army.

9.14.3. Contact AFPC/DPAJC for further information.

9.15. Pararescue Flight Nurse Duty. Pararescue flight nurses serve as instructors in basic pararescue training in the principles of buddy care, field sanitation, and personal hygiene. Nurse volunteers become pararescue qualified and are responsible for conducting and evaluating the emergency medical treatment training program for pararescue and aeromedical technicians.

9.15.1. Volunteers must meet the following criteria:

- Be in the grade of major or captain.
- Meet the requirements of a Class II flying medical examination (to include qualification under AFI 48123).
- Meet airborne course physical ability and stamina requirements of course J5AZA11000000 (Airborne Parachutist), as AFCAT 362223 outlines.
- Meet the requirements of course J5AZA1T231000 (Combat Diver Qualification) as AFCAT 362223 outlines.
- It is desirable that the officer be a graduate of the flight nurse course.

9.15.2. Apply via the Assignment Advertising System.

9.16. Recruiting Service. Recruiting Service is a oneofakind organization. There is a direct chain of command from the squadron commander to the group commander to the recruiting service commander to the Air Education and Training command (AETC) commander. Units are small, independent, and are located throughout the United States. Recruiters work closely with the youth in the civilian communities. This is a 3year stabilized tour. The SDI is 83R0.

9.16.1. The following show the appropriate grades for squadron level positions:

- Commander-major or lieutenant colonel. The AFSC is 30C0 and the position involves supervising and managing recruiting activities.
- Operations officer-captain or major.
- Resource management officer-captain.

- Advertising and publicity officer-captain. First lieutenants, particularly with prior service, are considered for captain positions.

9.16.2. For group and headquarters positions, officers in the following grades are considered:

- Group Commander-lieutenant colonel or colonel. The AFSC is 30C0. Positions involve supervising and managing recruiting activities.
- OTS recruiter-captain.
- Other positions are filled by officers with recruiting experience. Well qualified captains through lieutenant colonels are considered.

9.16.3. The officers must:

- Be lieutenants through lieutenant colonels.
- Have at least 3 years TAFCS, of which 6 months must be served on the current tour of active duty. If the officer has 1 or more years of enlisted service, then he or she must have at least 2 years TAFCS to apply.
- Possess an outstanding performance record.
- Possess self confidence, poise, and the capability to make public presentations.

9.16.4. Apply via the EBB.

9.17. Engineer and Scientist Exchange Program. This program is a selective career enhancing assignment. It gives an officer the opportunity to improve the USAF's insight into the research and development (R&D) processes used in Germany and France. It enhances the professional stature and effectiveness of USAF scientists (61S4) and engineers (62E4) and it also facilitates the exchange of ideas and new techniques within the international R&D community.

9.17.1. To be eligible to apply, officers in the grades of first lieutenant or captain must have at least 3 years of R&D experience and have a master's degree in science, mathematics, or engineering.

9.17.2. Officers are selected on a 2year cycle. Screening starts in August of every even calendar year. The exchange tour begins the following even calendar year.

9.17.3. Officers are selected under Air Force Materiel Command Regulation (AFMCR) 804, *Engineer and Scientist Exchange Program*. AFPC and Air Force Materiel Command (AFMC)/STIC, International Cooperation Division, selects three finalists for each position. The host nation makes the final selection based on matching the officers' technical background with their specific requirements.

9.17.3.1. Once selected, officers go to a special technical language course at the Defense Language School in Monterey, CA, for 6 months. The language course is followed by a 2year tour. The officer incurs a 4year ADSC on completion of the tour.

9.17.4. Apply via the EBB by 1 August of an even calendar year.

9.18. The RAND Research Fellows Program. This program was established in 1979 by the Air Force Advisory Group and managed by USAF/XOXP, Deputy Chief of Staff Plans and Operations, Strategic Planning Division, and AFPC/DPAJ. This program allows selected officers to employ advanced research techniques while working on Air Force sponsored research at the RAND Corporation in Santa Monica, CA. The RAND Research Fellows' objectives: Learn advanced research techniques; work on research of

interest to the sponsoring Air Staff Agency; and build personal and professional relationships with the research community on military issues and policies. RAND Fellows receive SSS PME credit.

9.18.1. The normal tour is 10 months (August through June). Officers incur a 3year ADSC for PME attendance, will receive PME credit, and may be assigned to the sponsoring functional Deputy Chief of Staff (DCS) upon completion of the RAND tour.

9.18.2. To be eligible, officers must be nominated by the MAJCOM to meet the SSS Board.

9.19. The National Defense Fellows (NDF) Program. This program is managed by USAF/XOXP and AFPC/DPA. The program provides Air Force officers an understanding of current national security policy issues; gives influential scholars a broader understanding of military issues; enhances the executive development; and broadens the perspectives of future Air Force commanders and senior staff officers.

9.19.1. To be eligible, an officer must:

- Have an advanced degree.
- Have an outstanding record.
- Be nominated by the MAJCOM to meet the SSS Board.
- Not apply via EBB program is done through PME Boards.

9.19.2. The selectee conducts research on issues of concern to the Air Force and academic community and writes a substantive research paper on a national security affairs topic. No academic credit is awarded for completion of this program. The normal tour for research associates is 10 months (August through June) with a follow-on assignment as a political-military affairs officer (16P4) at USAF or equivalent level. Officers incur a 3year ADSC for PME attendance, but there is no required direct duty assignment. NDF Fellows receive SSS PME credit, as appropriate.

9.20. The White House Fellows Program (WHF). This program was founded in 1964 to provide first-hand experience in the process of governing the nation. It is not an Air Force-sponsored program. The President's Commission on WHF is the sole authority.

9.20.1. The commission selects individuals to serve as special assistants in a cabinet level agency or in the Executive Office of the President or the Vice President. There are no guaranteed military positions as military personnel compete equally against their civilian counterparts.

9.20.2. To be eligible to apply, individuals must be United States citizens. There are no basic educational requirements, but nearly all selectees have college degrees, and many have professional graduate training. There are no special career categories. The potential for leadership and contribution to the community is a vital element in the commission's selection.

9.20.3. Requests to compete for the WHF Program must be sent, in writing, to the President's Commission on White House Fellows, 712 Jackson Place NW, Washington DC 20503 (include name, grade, Social Security Number, and AFSC) by 1 December of each year. Selected individuals will be notified of interviews. Regional finals are held in March and national finals are held in June of each year.

9.21. Air Force Intern Program (AFIP). AFIP provides an opportunity for Air Force officers to further their leadership abilities. It is a fast-paced 1722 month program that combines hands-on experience as an intern in Joint Chiefs of Staff (JCS)/Office of the Secretary of Defense (OSD)/Air Staff and Secretariat

with graduate course work in leadership and management. The program offers the opportunity for qualified officers who do not already hold an advanced degree to pursue a masters degree funded by the Air Force while they are in AFIP. Fifty officers each year are selected for AFIP through a central selection board held at AFPC. In order to compete, officers must be nominated by their senior raters. The program consists of four phases. Phase 1 is in-processing and orientation; Phase 2 is one semester of full time graduate study in Administrative Sciences and is mandatory for all interns; and Phase 3 is the internship (rotation at 6month point). Phase 4 consists of three options:

- Complete a master's degree in Administrative Sciences for qualified officers; or
- Continue internship (third rotation); or
- Reassignment back to career field.

9.21.1. Eligibility criteria:

- Captains with 56 years commissioned service. **NOTE:** specific eligibility criteria for both line and non-line officers is published each year prior to board preparation.
- Oneyear time on station if stationed in the CONUS or long overseas tour. **NOTE:** officers in short tour areas may be curtailed for up to 60 days.
- Have demonstrated outstanding performance and growth potential.

9.22. USAFA Assignments. The Academy's mission is to provide instruction and experience to cadets so that they graduate with the knowledge and leadership skills needed as officers in the USAF. The mission depends on the quality, ability, and motivation of the officers assigned. The best officers serve and instruct at the Academy. Assignment to the Academy requires outstanding military records and superior academic credentials.

9.22.1. Four departments or agencies at the Academy require officers for special duty positions. The Dean of Faculty educates cadets in a broad variety of disciplines. There are 19 academic departments that make up the curriculum. The Commandant of Cadets is responsible for developing the professional military knowledge and leadership skills of the cadets. The Athletic Department seeks to develop the cadets' skill, confidence, initiative, courage, and teamwork through competitive sports, and the Preparatory School prepares young people to enter the Academy with additional academic preparation.

9.22.2. Available positions: An Air Officer Commanding is responsible for a squadron of about 110 cadets. Military training and studies instructors provide instruction in military studies. Aviation instructors provide exposure to aviation with training in sail planes, T3 aircraft, T43 navigator trainers, and freefall parachuting. The Athletic Department has positions for officers with various athletic backgrounds. The Academy needs officers with a background in intercollegiate sports or an academic background in physical education. The Preparatory School also needs officers on a continuing basis. They need officers with a bachelor's degree in mathematics, science, or English.

9.22.3. The Academy has two satellite departments, one at the United States Military Academy (USMA) at West Point and one at the United States Naval Academy (USNA) at Annapolis. The subjects taught at the USMA by Air Force instructors include engineering, physics, foreign language, and Air Force military history. The subjects taught at the USNA by Air Force instructors include chemistry, physics, engineering, and English.

9.22.4. Due to the nature of the Academy's mission, qualified volunteers need to submit an application in order to receive proper consideration. Submit the following documents to HQ USAFA/DPAO, 2304 Cadet Drive, Suite 317, USAF Academy CO 808405020.

- Transcripts from all colleges or universities attended.
- Copy of last five OPRs.
- 5 x 7 full-length photo in service dress.
- Record review listing .
- For rated officers-copy of individual flight record and last 2 years of AF Form 8, **Certificate of Aircrew Qualification**.
- Any other documents or supplemental information deemed necessary by the applicant.

9.23. USAF Air Demonstration Squadron (ADS) (Thunderbirds) Duty. Members of the Thunderbirds represent the Air Force and promote air power through worldwide public performances of flying skill, flying close formation, and performing aerobatics.

9.23.1. Individuals interested in applying for duty must be experienced fighter pilots with over 1,000 hours of fighter pilot or instructor pilot (IP) time in jet fighter or jet trainer aircraft. Officers must be highly motivated to an Air Force profession.

9.23.2. Eligibility criteria areas to be judged: Flying record and evaluation sorties; performance record and image; current supervisor's assessment of qualifications; and formation flying ability and potential.

9.23.3. Applicants are screened for eligibility by USAF ADS. USAF ADS will designate semifinalists with the concurrence of the ACC/Commander (CC). A personal interview with ADS determines the finalists. The team looks for professional competence, airmanship, and the ability to create a favorable image for the USAF and the Thunderbirds. Final selection is made by the ACC/CC.

9.23.4. Apply via the EBB for the following positions: Commander, leader, or executive officer, demonstration pilot or narrator, maintenance officer, public affairs officer, logistics officer, and executive support officer.

9.24. The 89th Airlift Wing (AW). The mission of the 89th AW is to provide worldwide airlift for high-ranking dignitaries of the United States government and other nations. The 89th AW is a selectively manned unit manned via special duty application in accordance with EBB instructions.

9.24.1. Pilots (fixed wing only) must have 2,500 (waiverable to 2,000) hours experience in a multi-engine jet or turbo prop. Navigators require a minimum of 2,000 total flying hours, and they must have instructor or flight examiner qualification and experience.

9.24.2. Officer will respond to the EBB advertisement by volunteering to AFPC point of contact. After volunteering, the applicant will send an AF Form 3849 to AFPC stating the desire to fly for the 89th AW including a statement of suitability by the squadron commander (no higher than senior rater) along with a copy of AF Form 942, **Record of Evaluation**. After favorable review to ensure that each officer meets the stated eligibility criteria, AFPC will forward a copy of the AF Form 3849, AF Form 942, and a current Single Unified Retrieval Format (SURF) to the 89th AW. Officers must repeat this volunteer process for every hiring cycle. The 89th AW will not encourage nor accept application packages outside the hiring cycle. Officers previously assigned to the 89th AW are not required to

send an AF Form 3849 or AF Form 942; however, they still need to volunteer through the normal EBB procedures.

9.24.3. The 89th AW is located at Andrews AFB MD and includes: VC25, VC137, C135, C9, and C20 aircraft.

9.24.4. Apply via the EBB.

Section 9B—Joint and Departmental Activities Assignments

9.25. Departmental Assignments. Departmental assignments are HAF level assignments made up of the Office of the Secretary of the Air Force and the Air Staff (DCS functions). They are very selectively manned, predominately senior staff in nature, and require significant depth in experience.

9.25.1. The commander or supervisor should advise officers on appropriate departmental assignments. A current HAF organizational chart may be used for reference. Selection is usually within the PAFSC or career broadening AFSCs 16PX, International Political-Military Affairs Officer, or 16RX, Planning and Programming Officer. The officer may also be assigned in a professional development capacity to another specialty.

9.25.2. HAF advises AFPC of vacancies (current or projected via AF Form 934, **Requisition For USAF Officer**). AFPC/DPAJ can provide additional information.

9.26. Joint Activities Assignments. There are three distinct types of joint activity assignments: Air Force requirements in joint organizations; Air Force joint duty assignment (JDA) billets; and critical joint duty assignments (CJDA) in joint organizations (only fully qualified joint specialty officers [JSO] can fill CJDAs). All three tours are stabilized. Once an officer completes a full JDA or CJDA tour (normally 3 years), full joint credit is awarded. Both JDAs and CJDAs are governed by the Goldwater-Nichols DoD Reorganization Act of 1986.

9.26.1. JSOs complete the Joint Professional Military Education (JPME) Program, followed by a JDA tour, or two JDA tours and are nominated to the Secretary of Defense by a central board. Officers who have a critical occupational specialty (pilots, navigators, nonrated operations) may desequene the order of the JPME and JDA tours.

9.26.2. Field grade officers should complete a JDA in order to develop depth, gain experience in joint matters, and rotate USAF and joint experiences between joint activities and USAF positions.

9.26.3. Joint agencies advise AFPC of requirements through the requisition process. The number of positions is limited. Selection is based on the officer's potential to become a JSO or prior designation as a JSO. Officers completing National War College or the Industrial College of the Armed Forces can anticipate a JDA (all JSOs and 50 percent of other graduates must go to a JDA immediately after graduation).

9.26.4. AFI 362110 provides detailed information on mandatory prerequisites and application procedures. AFPC/DPAJ can provide additional information.

9.27. Form Prescribed, AF Form 3849, **PME/AFIT/ RTFB Officer Worksheet.**

EUGENE E. HABIGER, Lt General, USAF
DCS/Personnel

Attachment 1**GLOSSARY OF ABBREVIATIONS AND ACRONYMS***Abbreviations and Acronyms*

AAD—Advanced Academic Degree
AAS—Assignment Advertising System
ACC—Air Combat Command
ACIP—Aviation Career Incentive Pay
ACSC—Air Command and Staff College
ADS—Air Demonstration Squadron
ADSC—Active Duty Service Commitment
AF—Air Force
AETC—Air Education and Training Command
AFCAT—Air Force Catalog
AFI—Air Force Instruction
AFIP—Air Force Intern Program
AFIT—Air Force Institute of Technology
AFMAN—Air Force Manual
AFMCR—Air Force Material Command Regulation
AFPAM—Air Force Pamphlet
AFPC—Air Force Personnel Center
AFOAA—Air Force Office of AttachÉ Affairs
AFOSI—Air Force Office of Special Investigations
AFROTC—Air Force Reserve Officer Training Corps
AFS—Air Force Specialty
AFSC—Air Force Specialty Code
AFSOC—Air Force Special Operations Command
AIS—Academic Instructor School
AMC—Air Mobility Command
ANG—Air National Guard
APZ—AbovethePromotion Zone
AU—Air University

AW—Airlift Wing
AWC—Air War College
BMTS—Basic Military Training School
BPZ—Below-the-Promotion Zone
CAP—Civil Air Patrol
CBA—Career Broadening Assignment
CC—Commander
CCT—Combat Control Team
CIP—Commander's Involvement Program
CONUS—Continental United States
CJDA—Critical Joint Duty Assignment
DCS—Deputy Chief of Staff
DHS—Defense HUMINT Service
DIA—Defense Intelligence Agency
DoD—Department of Defense
DOS—Date of Separation
DP—"Definitely Promote"
EBB—Electronic Bulletin Board
EWI—Educational with Industry
FOA—Field Operating Agency
FP—Fighter Pilot
GMAT—Graduated Management Aptitude Test
GPA—Grade Point Average
GRE—Graduate Record Examination
HAF—Headquarters Air Force
HQ—Headquarters
HQ AFRES—Headquarters Air Force Reserve
HUMINT—Human Intelligence
IP—Instructor Pilot
IPZ—In-the-Promotion Zone
ISS—Intermediate Service School
JDA—Joint Duty Assignment

JPME—Joint Professional Military Education
JSO—Joint Specialty Officers
MAJCOM—Major Command
MPF—Military Personnel Flight
NDF—National Defense Fellows
OAS—Officer Assignment System
OER—Officer Effectiveness Reports
OES—Officer Evaluation System
OPB—Officer Preselection Briefs
OPD—Officer Professional Development
OPR—Officer Performance Reports
OTS—Officer Training School
PAFSC—Primary Air Force Specialty Code
PEP—Personnel Exchange Program
PCS—Permanent Change of Station
PhD—Doctorate
PME—Professional Military Education
PRF—Promotion Recommendation Form
R&D—Research and Development
RI—Reporting Identifiers
RIP—Report on Individual Personnel
RTFB—Return to Fly Board
SAAS—School of Advanced Airpower Studies
SDI—Special Duty Identifiers
SEI—Special Experience Identifier
SOS—Squadron Officer School
SPCL DTY—Special Duty
SPTC—Specified Period of Time Contract
SSS—Senior Service School
SURF—Single Unified Retrieval Format
TAFCS—Total Active Federal Commissioned Service
USAF—United States Air Force

USAFA—United States Air Force Academy

USAFR—United States Air Force Reserve

USMA—United States Military Academy

USNA—United States Naval Academy

WHF—White House Fellows Program