

A BRIEF HISTORY

of

AIR UNIVERSITY

1946-2009

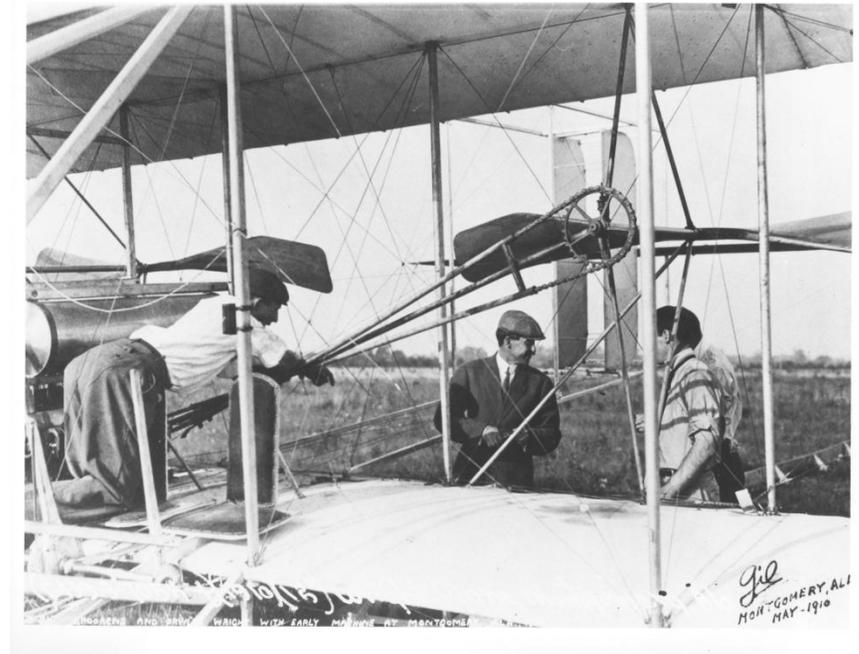


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Orville Wright in Montgomery in 1910

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A SHORT HISTORY OF AIR UNIVERSITY

During World War I, air power's smashing success at the battles of St Mihiel and Meuse-Argonne provided unquestionable proof that air forces were capable of significantly affecting ground operations and decisions on the battle field. As a result, during the post-war era nearly every country in the world established an air arm as an integral part of its armed forces. While many countries created autonomous air forces, the U.S. Army Reorganization Act of 1920 established the U.S. Air Service (AS) as a combatant arm of the U.S. Army. Though this fell short of most American air leaders' hopes of obtaining a separate and independent air force, it strongly supported their profound conviction that airpower would be a dominant weapon of future wars.



1925—Air Service Tactical School graduation



Major General Mason M. Patrick, Chief of the Air Service, presents diplomas to the graduates of the 1925 Air Service Tactical School class at Langley Field, Virginia

Unfortunately, most of the officers assigned to the newly established Air Service were poorly trained in air tactics and techniques and lacked actual aerial combat experience. Worse yet, the principles governing the application of air power were still in the developmental stage. The conceptual application of air power was new to the airmen of that time as there was little precedent on which to develop solid air doctrines and theory. Air Service leaders

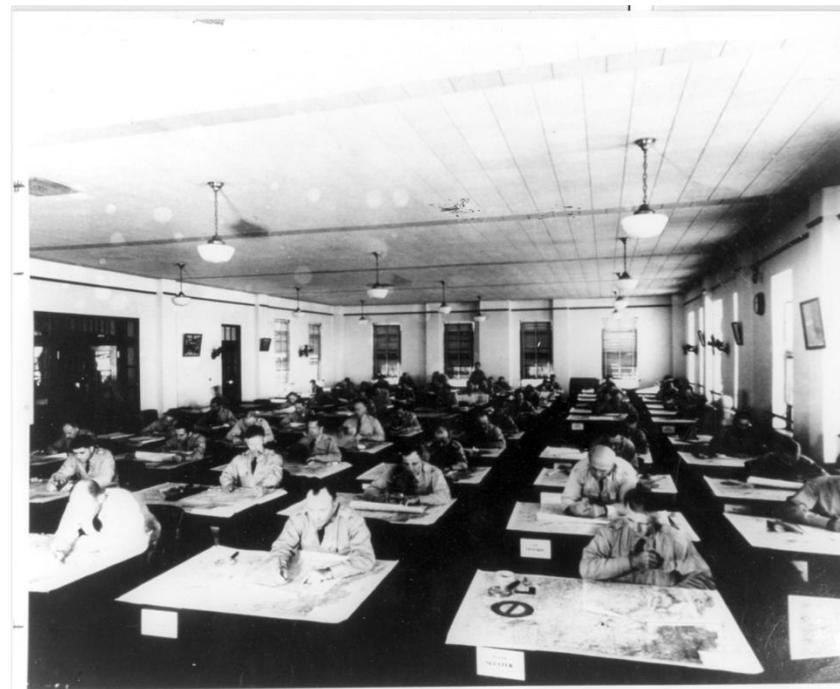
quickly concluded that their principal need was to establish an efficient school system for training and educating officers to command air units and to develop aerial concepts and doctrine. In February of 1920 the Air Service established general and specialized schools to provide professional education and training for its future planners and leaders.

Founding of the Air Corps Tactical School

Among the schools opened by the Air Corps in 1920 was the Air Service School at Langley Field, Virginia. A year later, on 10 February 1921, the Air Service redesignated this institution as the Air Service Field Officers' School (ASFOS) to reflect the school's primary mission of "preparing senior officers for higher Air Service command duty." In 1922 the Air Service opened the school, which had previously limited attendance to field grade officers only, to all Air Service officers. On 8 November 1922 the school was renamed the Air Service Tactical School to reflect its changed status. In 1926 the Air Service was redesignated as the Air Corps, and on 18 August of that year ASFOS was renamed as the Air Corps Tactical School (ACTS). This school remained at Langley until the summer of 1931 when it was relocated by the Air Corps to Maxwell Field, Alabama.



Austin Hall, the Primary Air Corps Tactical School administrative and academic facility at Maxwell Field, was completed in 1931 and named in honor of 1st. Lt. Charles Bernard Austin, United States Army Air Corps, who died July 27, 1928, at Langley Field, Virginia, where he had served as an instructor in the Air Corps Tactical School.



Students at the Air Corps Tactical School participated in map problem-solving exercises at Maxwell Field, Alabama during the 1930s

Throughout its existence, the Tactical School, as it was known, served as the intellectual center of the pre-World War II Army air arm. While its basic mission was to educate air officers in the strategy, tactics, and techniques of air power, the school, by necessity, it also became inextricably involved in the development of air doctrine. To be sure, doctrinal development subsequently emerged as one of the school's primary functions, and for over 20 years, this institution served "as the sounding board for ideas concerning the critical issue of the role of airpower in war."

Much of the school's basic instruction centered on the belief that the airplane provided a new and highly effective method of waging war. As Lt Col Kenneth Walker, a member of the faculty at

the Air Corps Tactical School, often explained, “The object of war is now and always has been, the overcoming of the hostile will to resist When that will is broken down, when that will disintegrates, then capitulation follows.” Airpower, according Colonel Walker, “offered a revolutionary means whereby pressure could be applied directly to break down the hostile will without first defeating or containing the hostile surface forces.”

Initially, the school’s curriculum reflected the dominating influence of Gen William “Billy” Mitchell. Mitchell, a strong believer in the importance of gaining and maintaining air superiority during a conflict, argued strongly for pursuit aviation as well as bombers. He regarded enemy pursuit forces as the most serious threat to successful bombing operations and felt that the task of American pursuit was not necessarily to escort bombers but to seek out and attack enemy fighters. During the first five years of the school’s operation, Mitchell’s beliefs formed the basis for instruction at the tactical school.

By the mid-1920s, however, the school’s emphasis had shifted from pursuit to bombardment aviation. While previous texts had identified the enemy’s air forces as the chief targets, the school’s 1925-26 training manuals suggested that independent strategic operations could have a decisive impact in war by destroying vital parts of an enemy’s industrial life. The texts maintained that once these targets were destroyed a collapse in the enemy’s entire economic structure and ability to wage war would follow.

Additionally, such technical advances as heavier bombs and more capable bombers caused the emphasis at the school to lean increasingly more toward precision daylight bombing unprotected by pursuit. In fact, by the early thirties, the general feeling at the tactical school was that pursuit aviation was obsolete and that “a well-planned and well-conducted bombardment attack, once

launched, cannot be stopped.”

It was from this belief in the invincibility and destructibility of bombers that the basic tenets of the school’s airpower employment theories evolved. Using this basic premise, brilliant young officers--such as Haywood Hansell, Harold L. George, Kenneth Walker, Laurence Kuter, Robert Webster, Claire Chennault, Donald Wilson, and Muir S. Fairchild --were able to forge the aerial warfare doctrines, tactics, and strategies that were later employed during the air battles and strategic bombing campaigns of World War II.

The tactical school was also successful in producing most of the World War II Army Air Forces (AAF) leaders. Of the 320 AAF general officers serving on V-J Day, 261 were Air Corps Tactical School graduates, including three four-star generals and eleven of thirteen three-star generals. In addition, the first generation of post-World War II Air Force leaders had been associated with the tactical school, including USAF Chiefs of Staff Carl A. Spaatz, Hoyt S. Vandenberg, Nathan F. Twining, Thomas D. White, and Curtis E. LeMay. Thus, the tactical school also successfully accomplished its primary objective of producing the Air Corps’ future planners and leaders.

Yet, in spite of the school’s many successes, the wartime requirements for well-educated and trained officers proved too great to permit the continuation of academic pursuits. As a result the Army Air Corps suspended instruction at the Tactical School on 30 June 1940, and also reduced its staff and faculty to five Air Corps officers and two officers from the other services. Though they initially assumed that the school would be reopened as soon as possible, the Air Corps moved the skeletonized academic section of the Tactical School to Washington during the summer of 1941, and placed it under the Directorate of Individual Training. The school’s library, however, remained at Maxwell Field. This meant that the

staff was deprived of its research facility which, in essence, led to the institution's discontinuation on 9 October 1942.

The Army Air Forces may have suspended ACTS classes, the school continued to exist for another two years. By that time, the need for reopening some sort of tactical school was apparent to the majority of AAF officials. The expansion of the Army Air Forces' peacetime strength from about 22,387 in 1939 to nearly 2,200,000 by the fall of 1942 required the activation of more than 900 operational squadrons. This obviously created a serious shortage in the number of experienced officers qualified to command these units, and the need for some type of institution for accomplishing this was high on the Army Air Force's list of priorities.

To complicate matters, the United States was engaged in air wars in several widely dispersed theaters such as New Guinea, Tunisia, and Alaska. Based on experiences in these areas, it did not take long for AAF officials to realize that some type of agency for evaluating the doctrines and techniques developed in the war zones was needed for evaluating these experiences in some organized, systematic manner so they could be applied in subsequent battles. Consequently, on 9 October 1942, the same day the War Department discontinued the Tactical School, the Army Air Forces authorized the establishment of the AAF School of Applied Tactics (SAT) to "train selected officers and enlisted men in the doctrine, tactics, and techniques pertaining to their respective specialties."

School of Applied Tactics Opens

The school, which was officially activated on 16 October 1943, opened its doors at Orlando Field, Florida, under the command of Col Willis R. Taylor to train "selected officers under simulated combat conditions" and to conduct "investigations and

research in the science of military aviation . . . in accordance with the policies established by the Commanding General, Army Air Forces." AAF officials selected the Orlando site because it had been the home of the old Fighter Command School, and they felt the tactics school could take advantage of the facilities and other units already at the field.

From the beginning, the AAF School of Applied Tactics made every effort to relate the training its students received to tactical developments and lessons learned in overseas combat theaters. To enhance this effort, AAF officials made sure that most of the SAT instructors and unit commanders were officers who had just returned from the various theaters of operation and could offer insight based on personal experiences rather than on anecdotal musings about the kinds of situations students

face in the various combat zones. The majority of the students in the School of Applied Tactics were from newly activated units. They received 14 days of academic and synthetic training before moving on for another 14 days of operational training at one of the satellite air fields. These month-long classes began every two weeks, resulting in overlapping periods of instruction that reflected the urgency of the times.

Other activities at the school usually supported the academic mission. Tactical training activities, for example, involved the testing of operational aircraft and equipment as a means of improving the strategy, tactics, and techniques of air warfare "under the policies fixed by and under the Army Air Forces Board." At the same time, the School of Applied Tactics devoted considerable time and attention to translating new "doctrinal developments obtained from the school, combat theaters, or the Air Forces into photographs, motion picture outlines, training literature, and other forms of instructional aids." Similarly, the school was also

responsible for its own housekeeping functions at the various SAT installations and for ensuring that the school had the necessary facilities to accomplish its mission.

Initially the school only taught fighter tactics, later, though, courses for staff officers were added to the curriculum. With the establishment of the Army-Navy Staff College in April 1943, the War Department directed the school to teach the AAF phase of the familiarization course for selected Army, Navy, and Marine Corps officers to acquaint them with the tactics necessary for combined operations. In early June 1943, the Tactics School began teaching this course, which covered the most recent doctrine and principles of airpower. A month later, the school added another phase to the curriculum called the AAF Staff Officers Course. It provided tactical instruction in staff work for officers assigned to wings and higher level units. Thus, like its predecessor, the Tactics School also had a professional military education (PME) mission.

Though the school successfully accomplished all aspects of its mission during the first year of its existence, by the fall 1943 it had become quite evident to AAF officials that a change in the school's organizational structure was necessary. The lessons learned in the Tunisian campaign and the actual experiences at the Tactics School all suggested that the classic type of organization along bomber, fighter, air support, and air service lines was "wasteful of men and of effort." In addition, it had become clear to the "founding fathers" that the school had developed into something much bigger than the educational institution they had initially envisioned.

The organization expanded from 5,000 people when it opened, to nearly 32,000 individuals in less than a year. By all indications, "the point of diminishing returns" had been reached, and the school's functions were "being eclipsed by other requirements." AAF officials found this to be unacceptable

increasingly desired "to bring the school into step with changing tactical theories from the war theaters and to effect a more efficient organization to carry out its own training and developmental mission." As a result, in October 1943, the Army Air Forces established the Army Air Forces Tactical Center and made the tactical school one of its key subordinate units.

As an integral part of the center, the school remained responsible for the organization's academic and education mission. However, the changing demands caused by the direction and progress of the war resulted in some modifications to the school's organizational structure and, more importantly, in the number and types of courses it offered. Many of the initial cadre of courses, for example, were eliminated and several new courses were added to meet the newly emerging demands of a wartime operational air force. To be sure, by 1944, the school was only teaching one of the initial cadre of courses since all of the others had succumbed to the growing demand for more staff courses. Consequently, by the end of the year, the school had added over 20 new courses to its seemingly endless list of new requirements.

On 1 June 1945 The Army Air Forces reorganized the AAF Tactical Center once again and renamed it the Army Air Forces Center. At the same time, the Army Air Forces redesignated the tactics school as the Army Air Forces School even though it continued to conduct its mission of "special training to AAF officer personnel in subjects of staff and command." At the same time the schools educational programs were revamped primarily to the changing war situation and the Army's shifting educational needs. For example, it shifted the course's emphasis from such basic courses as intelligence and inspection to staff courses like the Senior Officers Course and the Staff Officer's Course. The AAF School, however, continued to operate at Orlando until 29 November 1945 when it was moved to Maxwell Field, Alabama, assigned directly to the Army Air Forces as a major command.

There, on 12 March 1946, it was redesignated as Air University.

During its brief existence, the Tactics School proved to be a worthy wartime successor to the old Air Corps Tactical School. Though the school did not completely fill the gap left by its more famous ancestor, it did consider and address many of the same types of problems and doctrinal development issues. Unlike its predecessor, however, the Tactics School was a wartime agency concerned primarily with a seemingly endless set of problems associated with an air force engaged in a global air war. As one historian later put it, the “theories of the employment of airpower were less important than the evaluation and analysis of current combat experiences as a means of determining the method of future operations. Only at the end of the war,” with the establishment of Air University, “would airmen be able to resume the process of theorizing.”

Air University Takes Flight

On 12 March 1946, the Army Air Forces renamed the AAF School as Air University. It was hoped that the redesignation would help to correct the numerous problems and deficiencies that had plagued the pre-war military educational system. The schools that comprised the old system had operated independently and were poorly coordinated in terms of scope, doctrine, and curriculum. Unlike the architects of previous and existing military educational institutions, the founders of Air University sought to break away from the traditionalism, rigidity of thought and doctrine, and the formalization of instruction that had often characterized military education in the past.

These founding fathers, many of whom were graduates of the Tactical School, wanted to establish a progressive, forward-looking institution that could keep the Air Force’s thinking fresh

and projected at least five years into the future. “We must guard rigorously against . . . accepting answers from the past instead of digging them out of the future,” Maj Gen Muir S. Fairchild, the first AU commander, explained. “This is not a post-war school system-- it is a pre-war school.”

This far-reaching educational system became operational in April 1946 when the AAF transferred the School of Aviation Medicine at Randolph Field, Texas, from Air Training Command to Air University. Three months later, on 1 July 1946, Air University also assumed jurisdiction over the AAF Special Staff School. The AU professional military education (PME) system, however, did not become operational until the fall when the first students began classes at the Air War College and the Air Command and Staff School at Maxwell. A third PME institution, the Air Tactical School (not to be confused with the Air Corps Tactical School), began classes the following year at Tyndall Field, Florida.

The ensuing years at Air University were marked by considerable organizational growth. In July 1949, for example, the Air Force established the Human Resources Research Institute at Maxwell and assigned it to Air University. Shortly thereafter, the Air Force Institute of Technology (located at Wright-Patterson AFB, Ohio), the Air University Library, and the Extension Course Institute became AU subordinate units, as the command moved closer to becoming the center of Air Force education. The decade ended with Air University nearly doubling its size and number of subordinate units.

This period of growth and stability was interrupted on 25 June 1950 with the outbreak of the Korean War. USAF commanders argued that personnel of the caliber of those associated with and attending Air University were needed more for operational commitments and that Air University should be closed.



From left, Gen Carl A. Spaatz, Commanding General, Army Air Forces; Maj Gen Muir S. Fairchild, Au Commander; and Maj Gen Donald M. Wilson, Commanding General, Air Proving Ground Command, talk following the AU dedication ceremony at Maxwell Field on 3 September 1946.

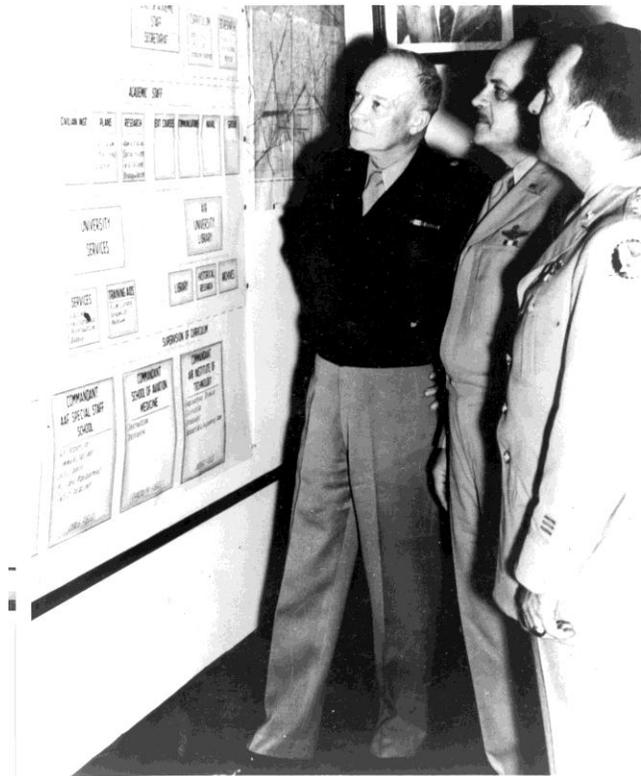
However, with the ill-fated decision to close the Tactical School still fresh in their minds, USAF leaders decided to simply reduce the command's operation rather than shut it down completely. As a result, the Air War College and the Air Tactical School were suspended, and the length of the Air Command and Staff School was reduced to less than four months. In addition, the Air Force reduced the Air Force Institute of Technology's resident and civilian institutions student enrollment to an absolute minimum.

At the same time, Air University reorganized and consolidated many of its programs and activities. The Air Command and Staff School (ACSS), for example, became an intermediate headquarters with its regular course redesignated as the Field Officers Course. The Air Tactical School's professional military education program for junior officers was reassigned to the Air Command and Staff School headquarters, renamed the Squadron Officer Course, and moved from Tyndall to Maxwell. And, with the exception of the comptroller and logistics courses, HQ USAF directed that all of the professional continuing education courses of the USAF Special Staff School at Craig Air Force Base, Alabama, be assigned to this new headquarters and relocated to Montgomery, Alabama.

In addition to the consolidations and relocations, Air University continued to grow. The Gunter AFB branch of the School of Aviation Medicine became a part of Air University on 11 October 1950. Air University also established the 3870th Special Activities Group on 1 May 1951 and redesignated this organization the Research Studies Institute on 25 May of that year. Similarly, the command began offering two key weapons systems courses during 1952 and 1953, respectively. The Air Force Reserve Officer Training Corps (AFROTC) also joined the AU family on 1 August 1952.

All of these changes placed a heavy strain on facilities at Maxwell. As a result, in early 1951, AU officials began planning

for a new academic center to accommodate the command's expanding educational and research requirements. The initial phase of this effort involved the construction of four separate classroom facilities, an administrative building, and five student dormitories.



From left, Gen Dwight Eisenhower, Army Chief of Staff; Maj Gen Muir Fairchild, AU Commander; and Maj Gen David Schlatter, AU Deputy Commander (education) review an AU organizational chart during Eisenhower's visit to Maxwell on 9 April 1947.

All of these structures were ready for occupancy by the end of 1955. A library building and a student officers' mess hall constituted the second phase, which the command completed in the fall of 1956. Chennault Circle, as this complex was later

designated, gave Air University a modern, integrated academic center with facilities and a professional atmosphere commensurate with its significant educational and doctrinal development mission.

In the meantime, several key changes took place within Air University. On 1 November 1954, Air University redesignated the Air Command and Staff School as the Air Command and Staff College (ACSC). At the same time, a major reorganization within this institution resulted in the Field Officer Course being renamed Command and Staff School and the Squadron Officer Course being redesignated Squadron Officer School. In addition, Air University created a separate Weapons Courses Branch within the college.

Five years passed before Air University experienced further major organizational changes. Then, on 1 July 1959, the Squadron Officer School was separated from the Air Command and Staff College and became a separate unit reporting directly to HQ Air



September 1956 – Students pass in front of the AWC administrative and academic facility as Maxwell AFB

University. Similarly, on that same day, the ACSC Weapons Courses Branch, which had grown to nearly 15 courses, became the Warfare Systems School (WSS), a separate AU subordinate unit. At the same time, the Academic Instructor Course, which had also reached division-level within the Air Command and Staff College by the mid-1950s, became the Academic Instructor School (AIS), adding another subordinate unit to the growing list of AU field organizations. Air University, though, lost one unit during the year when, on 17 November, the Air Force redesignated the Gunter branch of the School of Aviation Medicine as the Aerospace Medical Center and transferred it to Air Training Command (ATC).

The Vietnam War Era

Less than eight years after the Korean War ended, another threat to the national security and interest of the United States began to crystallize. Premier Nikita S. Khrushchev formally announced in January 1961 that the spread of communism by “wars of national liberation” had become the official national policy of the Soviet Union. This change in Soviet national strategy had a significant effect on the missions and activities at Air University during the ensuing decade.

To counter the new Soviet threat, President John F. Kennedy requested that “various levels of instruction in counterinsurgency (COIN) be given to all military personnel.” During 1962, the Air Command and Staff College developed a two-week COIN course. By March 1963, this course, with an annual 16 quota of nearly 1,000 students, had been transferred to the AU Warfare Systems School.

During this time frame Fidel Castro’s Cuba, which exemplified the need for COIN courses, seriously affected AU operations. During the Cuban missile crisis of October 1962 more

commander. The Air Force Academy, however, was later excluded from consideration. Though Air Training Command supported this initiative, both Air University and the Continental Air Command strongly opposed the idea. After considerable discussion and debate, the Air Force decided against implementing the proposal, and Air University remained a separate major command.

Meanwhile, the command was also feeling the impact of student reductions caused by the United States’ involvement in the Vietnam War. In November 1966, the Air Force informed Air University that the USAF inputs to the Air War College and Air Command and Staff College programs would be reduced to 30 percent of normal levels beginning in fiscal year 1968. A similar reduction was scheduled for the SOS program, and School faculties were reduced commensurate with the smaller workloads.

Air University’s student population remained at these levels until fiscal year 1971. At that time, the Air Staff approved an increase in the Air War College and Air Command and Staff College student enrollment to 60 percent of the pre-Southeast Asia (SEA) input levels. In addition, the SOS student inputs for the January and May 1970 classes were set at 63 percent of the pre-SEA input level. Similarly, the faculties and staffs at these schools were increased in direct proportion to the growing student population. So, as the decade of the 1970s began, Air University was returning to some degree of normalcy.

In 1966 the Air Force conceived “Project Corona Harvest,” to evaluate the use of airpower in Southeast Asia. In March 1970, the Air Force assigned responsibility for the overall conduct of the project to the AU commander. Using AU resources, he established a Corona Harvest project officer at Maxwell and involved the AU schools and other activities as deeply as possible in the effort. The result was the publication of numerous studies and a large number

of highly condensed reports on specific lessons learned in Southeast Asia from 1965 to 1968. Project Corona Harvest, which was phased out in October 1975, was the most ambitious effort ever undertaken by Air University to study and develop lessons learned from a conflict in progress.

However, not all of the major developments within Air University during this period were directly related to the Southeast Asia conflict. The Air Force, for example, transferred the USAF Chaplain School from Air Training Command to Air University on 1 July 1966. At the same time, the school was moved from Lackland AFB, Texas, to Maxwell AFB. With the growing number of Warfare Systems School professional development courses, it soon became evident that the name Warfare Systems School was no longer descriptive of the institution's primary mission. As a result, on 8 May 1968, Air University redesignated the unit as the AU Institute for Professional Development. About three years later, on 30 June 1971, Air University inactivated the Aerospace Studies Institute which had been an AU organization for over 20 years. Maxwell also served as the temporary home for the newly established Air Force Senior NCO Academy which Air University activated on 1 July 1972. The academy operated at Maxwell until 2 November 1972 when it transferred to Gunter AFB.

On 18 January 1974 a proposal to merge AU and ATC was made by Lt Gen Felix Rogers, the AU commander and former ATC vice commander. He recommended that the Air Force take a look at the feasibility of "amalgamation among ATC, MPC [Military Personnel Center], and AU" with a view toward creating an Aerospace Education and Training Command. Much of the time devoted to examining this initiative was spent reviewing previous studies. Following considerable discussion, a USAF ad hoc study group concluded that the merger of the two commands was "advisable, feasible, and desirable." As a result, the committee recommended that "a joint group, chaired by the Air Staff be

commissioned to develop a detailed implementation plan to effect the merger of ATC and AU." Subsequent "political sensitivities," however, "ruled out such a merger for the time being" and the proposal, like the one to establish the Air Force Personnel Command, was dropped.

The Post-Vietnam War Era

The post-Vietnam War era marked a significant turning point in the history of Air University. For even though the conflict in Southeast Asia had ended, the Cold War lingered and the potential for future violent confrontations remained and in some ways increased. It was in this very volatile environment that Air University re-energized its mission of "educating and producing such planners and future leaders . . . [capable of designing] an Air Force so adequate that it need never be used."

Doing this required major changes in the command's educational system. For as Lt Gen Raymond B. Furlong, the AU commander, noted, "with a command motto of 'Progress Unhindered by Tradition' we had too often become traditionalist." He concluded, for example, that the emphasis at the command's senior PME school had drifted away from how to fight an air war to high level policy and decision making. Thus, during the mid-1970s, the general launched a three-year campaign of curriculum review and overhaul that became known as "putting the 'war' back into the war college."

This new "think-war" mindset quickly permeated the entire AU community. A commitment and eagerness to seek new horizons and to play a more significant and imaginative role in the exploitation of aerospace power could be sensed among the faculty and staff of the entire AU family. Everywhere, there was a ferment that was reminiscent of the early days of the Tactical School.

This aura of excitement, created by the emphasis on airpower employment, swelled beyond the perimeters of the PME schools. Throughout the base there were enthusiastic talks and discussions about the proposed Command Readiness Exercise System, a highly automated futuristic system designed to provide a decision-making environment in which emerging air commanders and battle staffs could examine war fighting processes. Implemented in three phases, the system became fully operational in 1989 and provided a real-world wargaming capability for the Air Force.

The same excitement also characterized efforts to establish the Airpower Research Institute. In concert with the Air Command and Staff College, the Air War College began in 1979 to implement the charter of this newly established research body, whose mission called for cooperative research on airpower relative to the attainment of national objectives by permitting a closer association between Air University and the operational commands.

Air University's post-Vietnam War period was also marked by continuous organizational growth and development. Effective 1 October 1975, for example, the Air Force established the Air Force Logistics Management Center (AFLMC) and assigned it to Air University. On that same day, a new organization called the Leadership and Management Development Center (LMDC) also joined the AU family. The following year this center was merged with the AU Institute for Professional Development but retained its same name.

The command also gained two other units during this time. HQ Civil Air Patrol-USAF, located at Maxwell, became a member of Air University on 1 July 1976, following the inactivation of Headquarters Command. Seven days later, on 8 July 1976, the Air Force Judge Advocate General School became a named activity and was assigned to the Leadership and Management Development

Center for administrative control. Thus, 1975 and 1976 saw the establishment of five new functions at Maxwell, which greatly expanded the roles and missions of both the base and the command.



SNCO Academy graduating class, 19 February 1981

Maybe one of the most significant developments in the history of the command occurred two years later when HQ USAF realigned Air University under Air Training Command. This realignment took place on 15 May 1978 when Air University became an ATC subordinate organization. Though several efforts had been made in the past to combine Air Training Command and Air University, this was the first time in Air University's history that it actually lost its major command status.

For the next five years, Air University remained an ATC subordinate unit. Then, on 1 July 1983, the Air Force separated Air University from Air Training Command and the former regained its major command status. However, HQ USAF

reassigned the Air Force Reserve Officer Training Corps, which had been a part of Air University since 1 August 1952, to Air Training Command. This loss of a major subordinate unit, was somewhat offset by the establishment in early January of a new AU organization called the Center for Aerospace Doctrine, Research, and Education (CADRE). The center was responsible for researching and analyzing current and future issues of concern to the Air Force and its major commands; developing and testing concepts and ideas of airpower doctrine and strategy; and publishing these findings in articles, monographs, and books.

Another change came on 15 August 1983 when HQ USAF redesignated the Academic Instructor and Foreign Officer School as the Educational Development Center. The mission of the organization, though, did not change. Three years later, on 1 August 1986, Air University merged the Leadership and Management Development Center with the Educational Development Center. On 6 August 1987, HQ USAF again changed the name of the center. Its new designation became the AU Center



Squadron Officers School Students participating in Seminar

for Professional Development. A few months later, on 24 December 1987, HQ USAF redesignated the organization as the Ira C. Eaker Center for Professional Development.

The following year, Air University began making major changes to the AWC and ACSC curricula. As a result of the Department of Defense (DOD) Reorganization Act of 1986, a “Joint Specialty” was established whereby the Secretary of Defense was to designate at least a thousand joint duty assignments to be awarded to officers who had successfully completed a joint military education school and a full tour of duty in a joint assignment. This law created a requirement for an additional 3,500 billets to be filled either by certified specialists or recent graduates of a joint PME course. Since the National Defense University, the major center for joint military education and training, produced only 750 graduates a year, it became necessary for the Department of Defense to devise some plan for coming up with the additional graduates.

One way of doing this was to accredit the various senior and intermediate service schools as “joint” education while at the same time maintaining their specific service orientation. After considerable discussion, Adm William Crowe, Chairman of the Joint Chiefs of Staff, decided on a “dual-track” system where only part of a service’s senior and intermediate PME programs would meet the “joint-education” requirements. As a result, on 8 December 1987, HQ USAF directed Air University to begin pilot AWC and ACSC programs that met the joint curriculum standards.

Beginning in the fall of 1988, Air University developed courses for these two PME schools using the joint professional military education model. In addition, these schools not only had students from all the sister services but faculty and staff personnel from each branch of the military as well. In the spring of 1989, the Air War College graduated its first students from the new dual-track system.



Students in the Judge Advocate general Course participate in a simulated court martial at Maxwell AFB.

Congressman Skelton also felt that the DOD PME schools were not up to the standard that should be expected of the premier armed forces in the world. He felt these schools needed to improve the level of education in strategic thinking, emphasize “jointness” more, and upgrade their overall quality--particularly the faculties. At Air University, the command quickly took steps to hire highly qualified civilian instructors and to ensure that it only assigned highly qualified military officers to the various PME faculties. In a statement he made several years later in regards to the Air University’s PME schools, Congressman Skelton summed up the success of this effort when he said “the cream has finally risen to the top.”

Another significant outgrowth of the congressional PME review was the establishment of the School of Advanced Airpower Studies (SAAS). Since one of the recommendations of the panel was to improve the level of education in strategic thinking, Air University responded by creating an institution that provided a one-year follow-up to the Air Command and Staff College. The

mission of this school was to “create soldiers/scholars who have a superior ability to develop, evaluate, and employ airpower.” With 25 students enrolled, the School of Advanced Airpower Studies began its first class in the fall of 1991.

That same year, another organization, the Air Force Quality Center, joined the AU family. The idea first surfaced at the 1990 Corona Conference, where Secretary of the Air Force Donald B. Rice and the USAF Chief of Staff Gen Merrill A. McPeak created a vision of a USAF office to assist with inculcating total quality management principles into all USAF units. This concept, later known as Quality Air Force or QAF, led to the establishment of the center on 1 August 1991 as an AU subordinate unit. The center provided USAF commanders and their organizations with the concepts, methods, tools, and advice to aid them in attaining a QAF culture, as well as QAF education programs, consulting services, training resource materials, and related research and analysis services.

No other significant organizational changes occurred at Air University until 1 July 1993 when HQ USAF reassigned Air University to Air Training Command. This change came as a result of "The Year of Training" initiative. At the same time, the Air Force redesignated Air Training Command as Air Education and Training Command (AETC) to reflect its joint education and training mission. As a part of this major restructuring action, the Air Force Reserve Officer Training Corps, the Officer Training School, the Community College of the Air Force, and the First Sergeant’s Academy all became AU subordinate organizations. Similarly, the Air Force also placed the legal and chaplain training programs under Air University's jurisdiction. For only the second time in its history, the Air Force’s education and training programs were within a single major command.



Seminar session at Academic Instructor School

Several other significant organizational changes also took place at Air University during that year. On 15 December 1993, for example, the Air Force established the College for Enlisted Professional Military Education (CEPME) and assigned it to Air University. At the same time, the USAF Senior Noncommissioned Officer Academy was assigned to this new organization. In addition, all 10 NCO academies located in the continental United States became operating locations of CEPME. These actions, in effect, essentially placed all of the Air Forces NCO PME programs, except those in the European and Pacific theaters of operation, under Air University's purview.

On 1 January 1995, Civil Air Patrol-USAf began a reorganization by trimming 66 positions from its staff, eight military positions from liaison regions, and all 104 military positions from its state liaison structure. Air Force retirees replaced the military personnel. The reorganization also converted all but 27

CAP-USAf headquarters slots to Civil Air Patrol corporate positions. With these changes, the USAf role shifted from direct management of the corporation to an advisory, liaison, and oversight role. Prior to the reorganization, the CAPUSAf Commander served as the executive director of the corporation. After the changes, the position of executive director shifted to the CAP Corporation and one of its employees filled this important role. The Civil Air Patrol-USAf Commander became the senior Air Force advisor to the corporation and remained a voting member of the CAP National Board and on the National Executive Committee.

Two months later, on 1 March 1995, Lt Gen Jay W. Kelley, the AU Commander, revived the old MAJCOM Vice Commanders' PME Conference which originally met in 1974 and again in 1980. Under a new charter the conference assumed a new identity as the Air University Command Board of Advisors (CBOA). As the primary beneficiaries of Air University's mission, the major commands of the Air Force required a means to voice their educational needs and to express their satisfaction with AU's products and programs: Once again composed of the MAJCOM vice-commanders and the Air Force Director of Personnel, the CBOA provided the avenue to meet MAJCOM concerns and was the perfect means to influence and offer feedback on any and all AU programs. The Board agreed to meet at least once a year to review the curricula of professional military education and accession programs

Toward the New Millennium

On 10 Sep 1993 Gen Merrill A. McPeak, CSAF, placed Air University in the unique role as the "maverick thinkers" of the Air Force. In so doing he maintained tradition as AU's predecessor, the Tactical School had been the "intellectual center" of the Air Corps. In 1993 Gen McPeak directed AU to conduct two future studies: SPACECAST 2020 and Air Force 2025.

With respect to SPACECAST 2020, he directed that “the study group...report directly to CSAF.” And that it be “chaired by the AU commander and...consist of Air Command and Staff College, Air War College and AFIT students and faculty, as well as staff at the College of Aerospace Doctrine, Research, and Education (CADRE).”

Both of these initiatives dealt with the Air Force's ability to conduct warfare against future opponents while maintaining its "edge" to control the exploitation of air and space. The studies projected the Air Force into the 21st century. SPACECAST 2020 energized the thinking and imagination of experts to produce a set of possibilities to insure the United States' dominance in space. The nation must not only be able to be in space, but it must also be able to act from space and protect space-based assets. Space offered two advantages, unparalleled perspective and rapid access to the earth's surface.

Air Force 2025 identified the concepts, capabilities, and technologies the United States required to remain the dominant air and space force into the 21st century. More than 200 students, faculty, and support staff from the Air War College, Air Command and Staff College, and Headquarters Air University participated in 2025.

As AU continued to grow both in size and stature, the Air Force's premier institute of learning reorganized to keep abreast of new technology and to meet the educational needs of all Air Force members. On 14 February 1997 AU merged AFROTC and OTS. This represented the first in a series of steps designed to restructure Air University so that it would more closely resemble civilian institutions of higher learning. With the activation of the new Air Force Officer Accession and Training Schools (AFOATS), three quarters of the Air Force officer production now resided at Maxwell AFB. By integrating the commissioning

programs at Air University, the merger provided maximum flexibility in determining optimum production goals between the two officer accessioning programs. The union also resulted in a more economical and efficient unit and provided immediate dividends to the Air Force in the form of recruitment and initial officer education. As a result of the formation of the new headquarters, better coordination existed between the principal sources of commissioned officers along with a better response to future manpower needs.

The next step in the evolution of the command resulted from a direct mandate from the CSAF. On 12 September 1997 Air University activated the Air and Space Basic Course School to inspire new officers in comprehending their role as airmen. Through a dynamic shared experience, the new school developed lieutenants into airmen who (1) understood and exemplified the inherent strength found within USAF core values; (2) articulated and demonstrated USAF core competencies through a firm grounding in air and space power history; (3) advocated the success and abilities that airpower brings to joint operations; and (4) valued team achievement over individual success. At the first graduation ceremony on 20 August 1998, Gen Michael E. Ryan, CSAF, verbally redesignated the Air and Space Basic Course School as the Aerospace Basic Course (ABC).

The driving force behind the reorganization of Air University was the desire to improve Air Force professional military education. Two initiatives fueled the run to achieve this goal: (1) the pursuit of degree granting authority and accreditation, and (2) the continuum of education. To be recognized as a world-class educational institution, Air University needed the authority to grant the appropriate degrees to its students. This right was vitally important to AU's academic credibility and was a just reward to Air Force officers who dedicated years out of their careers to attend schools such as ACSC and AWC.

Since the academic standards at AU were equal to, if not surpassing, those at the best civilian institutions, the time had come to pursue the right to grant degrees and accreditation. The processes involved in this pursuit allowed AU the opportunity to showcase its excellence. In the lives of most students, the culmination of all their efforts took place when the president of the university presented them with their degrees. Still, the degree by itself meant little without the endorsement of a prestigious agency. To this end, the command approved an action plan to seek degree-granting authority from Congress and to pursue accreditation by the Southern Association of Colleges and Schools (SACS).

Accreditation was an essential step in the process of being recognized as a first-rate academic institution. Accreditation made a definite statement to the general public and other academic entities regarding the quality of Air University's programs. It also improved the command's ability to attract and retain top-quality faculty, both civilian and military. A major question in the quest for accreditation was whether to seek endorsement for each school individually or to pursue an institutional approach with accreditation candidacy for Air University itself. In the latter case, AU would be subjected to a more comprehensive review by SACS, but the advantage lay in the more straightforward solution to who governs AU since one of the criteria established by SACS included a governing board with broad powers and authority and most military institutions failed to meet this requirement.

Another advantage lay in the opportunity "to consider a more integrated academic organization for the proposed master's degrees (e.g., the appointment of a dean of graduate studies and the identification of a graduate faculty)." Air University's Board of Visitors recommended that the command seek accreditation for the whole AU because this procedure simplified the governance issues and the focus switched to establishing a proper policy-making role for the BOV.

The second step in Air University's drive to consolidate its academic standing was the development of a continuum of education. "Well prepared people are the heart of the Air Force's military capability and will continue to be the most important element of the Air Force's success..." Air University faced the daunting task of educating Air Force people to be the leaders of tomorrow. "This task, however, is much bigger than Air University. It takes the personal commitment of all airmen-a personal commitment to make professional development a high priority task and personal effort to learn as much as possible about the complexities of warfare."

Air University schools needed to instill the intellectual curiosity in airmen about their profession that would sustain them throughout their careers. The Air Force wanted its future leaders to share a full and common understanding of airpower, history, doctrine, operations, joint warfighting and core values. Such a shared understanding needed development through a professional education process evolving as a continuum. To establish that continuum, AU recognized the need for a core curriculum applicable from Air Force Officer Accession and Training Schools through the Air War College and beyond.

The concept of the continuum intended to eliminate the gaps in school attendance of Air Force members, to provide refresher education of the basic concepts, and to avoid unnecessary duplication. Initial steps in eliminating the gaps in PME included new course initiatives. Beside the Aerospace Basic Course, AU established the Squadron Officers Course, the Air and Space Power Course, and the Senior Officers Course. "The Continuum of Education is the Air Force's responsibility for all our people to have a seamless professional military education system that carries them through the course of their professional lives in the U.S. Air Force. We need to make sure we are providing students with the right information at the right time in their careers," stated Lt Gen

Joseph L. Redden, the AU Commander and the prime mover behind the continuum. The continuum defined a cradle-to-grave system of professional educational development for Air Force men and women.

All the efforts put forth by Air University to re-establish itself as the premier military academic institution began to bear fruit when in December of 1999 the School of Advanced Airpower Studies received its accreditation from the Southern Association of Colleges and Schools. The school initially established as a part of the Air Command and Staff College for specific graduates also became an independent institution on 15 September 1999. Accreditation validated SAAS' superior faculty, the quality of its students, and its outstanding curriculum and program. The placement of its graduating students was also very impressive.

Another milestone in AU's quest to demonstrate its academic excellence took place on 5 October 1999 when President William Jefferson Clinton signed the National Defense Authorization Act for fiscal year 2000. The legislation gave the AU Commander the authority to confer the Master of Strategic Studies degree to resident graduates of the Air War College and the Master of Military Operational Art and Science degree to resident graduates of the Air Command and Staff College. Both schools had undergone a rigorous review by the Department of Education. Since only the resident programs came under the review, the commander could only grant the degree to resident graduates. The prestige of the two schools would only rise with Air University's quest for accreditation.

Advances were made in the distance learning arena as well. On 1 February 2000, the Air Force established the Air Force Institute for Advanced Distributed Learning. With the advent of distance learning, Air University recognized the need to combine its

former Extension Course Institute programs with the Air Force Distance Learning Office. Since the concept of distance learning was the use of technology to deliver instruction to students, its marriage to the AU correspondence education program made sense. At the basis of distance learning was the development of interactive courseware and video teletraining. Combined with the correspondence courses' ability to reach vast numbers of military members, AU envisioned an education and training pot of gold - a means of reducing the cost of both education and training and a way of increasing readiness. Also the growing Internet access offered in the computer age presented a viable means of delivering various courses to people stationed around the world. Web delivery had become a reality. The new organization was a significant step in harnessing the power of the information age for education and training.



Participants in Distance Learning Seminar

The transformation of in-residence short courses to satellite distance education and subsequently to Internet-based distance education enabled students to take courses wherever they were located and whenever they had the time to do so. The breakthrough in technology opened new vistas as students were no longer tied to satellite downlinks at education centers on military installations, providing access to education that might otherwise not be available.

Shortly thereafter the Squadron Officer College (SOC), composed of the Aerospace Basic Course and the Squadron Officer School, stood up on 8 February 2000. With the merger of the two schools under one command, the new college offered the first step in professional military education for newly commissioned and junior officers. The college was designed to produce graduates who advocated the importance of aerospace power in future conflicts and who valued their vital role in the profession of arms. Fitting nicely into the continuum of education architecture, the Squadron Officer College placed "the right student, in the right course, at the right time." Combining ABC and SOS led to a complete revision in the latter's curriculum to avoid duplication. The new curriculum focused on five fundamental areas to include the Profession of Arms, Leadership and Management, Military Studies, Communication Skills and International Studies.

Next in a move reminiscent of Air University's past, the Air University Library once again became a subordinate unit when the Office of Academic Support inactivated on 1 February 2000. On the same day a new Air University Academic Office officially stood up assuming most of the responsibilities of the Office of Academic Support, in addition to the duties routinely performed by chief Academic Officers at major universities. In short, the Chief Academic Officer of AU assumed primary responsibility for the development and interpretation of policy on matters of education and training for Air University.



Air Force Senior NCO Academy students take part in a seminar at Maxwell-Gunter Annex.

One of the organizational changes that took place at Air University in 2003 was the decentralization of the Academic Instructor School. The majority of the instructor positions were reassigned to the various colleges under Air University. It was argued that by having their own instructors the various schools would be better able to meet their respective needs. AIS, the named activity, and the remaining instructors were realigned to the Eaker College for Professional Development (ECPD) on 1 October 2003. At this location it provided instruction for ECPD, CADRE, and external customers.

The following year brought the long awaited accreditation of Air University by the Southern Association of Colleges and Schools. The decision rendered on June 24, made accreditation retroactive to 1 January 2004. This was a significant milestone in

the continuing evolution of Air University as an institution, because it was now possible to offer graduate degrees on an equal basis with other accredited academic institutions. Also in 2004 Lt Gen John R. Regni initiated the process to enhance the traditional role of Air University as the intellectual center for critical thinking in the Air Force. His successor, Lt Gen Stephen R. Lorenz, who assumed command in October 2005, continued the quest to shape Air University as an institution dedicated to developing proactive leadership and anticipating future challenges.

AU's structure and program effectiveness underwent an in-depth review in 2006-2007, and this led to some major changes in how the University was organized. The impetus for this review came out of a confluence of needs, including the need for the USAF to replace Cold War-vintage weapons systems facing block obsolescence, the need to sustain the forces it had deployed after the terror attacks on the U.S. homeland in the fall of 2001 and the invasion of Iraq in 2003, and the need to respond to DoD's calls for 'transformation,' meaning a transition to forces that were smaller and less expensive, but also more lethal and more agile.

One outcome of that analytical process led to revisions in the structure of AU Headquarters. Air Staff authority for this action was requested in late August 2007 and put into effect in March 2008. It reorganized the Military Personnel Directorate (AU/DP), the Plans and Programs Directorate (AU/XP), and the Communications and Information Directorate (AU/SC) in particular, including their manpower allocations and reporting relationships. These directorates would also be renamed as A1, A5/A8, and A4/A6, respectively, to better fit the A-Staff template already used elsewhere throughout DoD, including AETC Headquarters. Other 'preliminary' changes included the realignment of the Fairchild Research Information Center under the AU Academic Office and the inactivation of the AFIADL—its assets were largely absorbed by AU's new A4/A6 directorate.

The most significant change resulting from AU's reengineering was a narrowing of the AU commander's span of control. In broad terms, the transition sought to cut the number of commanders reporting directly to him from 14 to eight, and to better rationalize their responsibilities. In the process, it realigned all PME under another. Carried out in April-July 2008, the process resulted in the activation of the Spatz Center for Officer Education (with AWC, ACSC, SOC and SAASS as subordinates) and the redesignation of CEPME as the Barnes Center for Enlisted Education (with CCAF, the AFSNCO Academy and the First Sergeants Academy as subordinates). The AF Doctrine Development & Education Center became the LeMay Center, and AFOATS became the Holm Center for Officer Accession and Citizen Development. AU also gained a new organization called the AF Research Institute; its mission was to provide independent analysis and scholarship in support of the USAF's mission and contribution to national security.

But there were other significant initiatives underway in that same timeframe. One of the most significant involved AU's efforts to provide the Service's enlisted with improved educational opportunities in the face of increased deployments and greater training requirements; in June 2007, CCAF announced its Associate-to-Baccalaureate Program, by which enlisted members could use distance-learning and tuition assistance to complete their four-year degrees. One year later, the program had gained the support of 32 colleges and universities, and over 4,000 enlisted were enrolled. AU also sought to make better use of distance-learning in other avenues, with AFIT first offering a masters degree in systems engineering in March 2007, followed by ACSC's offering an on-line graduate degree three months later. In 2008, AFDDEC began offering a web-based Warfighter Development Education program, and late that year CCAF followed suit by migrating its FAA-approved Airframe and Powerplant Certification Program to a fully accessible on-line regime.

Epilogue

Air University was established to provide a single military organization that was free to concentrate all of its energies on developing the leadership, strategies, concepts, and doctrines necessary for winning future wars. The focus was on avoiding the kind of traditional thinking that guided the development of strategy in past wars. To this end, Air University invested a good many resources both material and intellectual, in the revision of its courses, keeping abreast of changing technologies, international situations, and military concepts and capabilities. Emphasis was placed on currency, Joint Force, and Area of Responsibility (AOR) operations. The idea being to ready Air Force personnel to be able to fight future wars with future concepts.



COT students preparing for review.

To ensure this, AU commanders sought and acquired the most highly qualified military and civilian instructors available for staff and faculty duty at their schools. They also made a deliberate

effort to encourage the rapid turnover of these individuals to prevent stagnation and to facilitate fresh and open views of the future. Concurrently, commanders took actions to ensure that the most promising and highest qualified students attended AU schools in residence at the most appropriate points in their careers. These concerns, necessary for fostering and producing the brightest and best future planners and leaders of the United States Air Force, are as critical today as they were when the command was first established



The locus of the Air Force's vital professional education mission is the Air University's Chennault Circle, home of the Air Force War College; Air Command and Staff College; Squadron Officer College; the Eaker College for Professional Development; the College for Aerospace Doctrine, research, and Education; and the Air University Library.

And so, Air University continues in the proud tradition of its predecessors, the Air Corps Tactical School, AAF School of Applied Tactics, and the AAF Schools by providing professional military, specialized, and continuing education to officers of the US

Air Force, sister services, foreign countries, and DOD civilians. The university also continues to play an important role in formulating USAF concepts, doctrines, and strategies for the employment of air power and, today, manages two of the Air Force's major pre-commissioning programs. Air University forms a vital link in the Air Force's overall readiness chain, and it remains a key element in building and maintaining an Air Force that is second to none.

CHRONOLOGY

- 25 Feb 20 As a result of the US Army Reorganization Act of 1920, the Air Service authorized the establishment of an Air Service School at Langley Field, Virginia.
- 10 Feb 21 To reflect its primary mission of preparing senior officers for higher Air Service duty, the Air Service redesignated the Air Service School as the Air Service Field Officers' School.
- 8 Nov 22 Following the decision to let all Air Service officers attend the institution, the Air Service redesignated the Air Service Field Officers' School as the Air Service Tactical School.
- 18 Aug 26 In conjunction with the 1926 redesignation of the Air Service as the Air Corps, the Air Service Tactical School became the Air Corps Tactical School.
- 15 Jul 31 To take advantage of the propitious climate and facilities expansion potential, the Army Air Corps began moving the Air Corps Tactical School from Langley Field in Virginia to Maxwell Field, Alabama.
- 30 Jun 40 Because of the wartime need for officers of the caliber of those attending the Maxwell institution, the Army Air Corps suspended instruction at the tactical school and reduced its faculty and staff to seven officers

- 15 May 41 Anticipating the institution's eventual reopening, the Army Air Corps moved the skeletonized Air Corps Tactical School to Washington, D.C., and placed it under the Directorate of Individual Training.
- 9 Oct 42 In spite of the institution's successful efforts in developing Air Corps planners and leaders, the Air Corps discontinued the Air Corps Tactical School with the intention of reopening it after the war.
- To partially fill the educational void left by the discontinuance of the Tactical School and to correct the growing shortage of experienced Air Corps officers, the Air Corps authorized the establishment of Army Air Forces School of Applied Tactics.
- 16 Oct 42 The Army Air Forces activated the AAF School of Applied Tactics at Orlando Field, Florida, with the mission to train "selected officers" under simulated combat conditions.
- 8 Oct 43 Based on lessons learned in the combat theaters and the school's actual operational experiences, the AAF established the AAF Tactical Center with the AAF School of Applied Tactics as a subordinate unit.
- 1 Jun 45 Due to a major reorganization of the Tactical Center and a change in the types of courses conducted by the institution, the Army Air Forces redesignated the AAF School of Applied Tactics as the AAF School.
- 29 Nov 45 In preparation for its post-war educational operations, the Army Air Forces transferred the AAF School from Orlando to Maxwell and assigned it directly to the AAF as a major command.
- 20 Feb 46 In the first conclave of its kind since the end of World War II, the AAF Educational Conference ended after a three-day meeting to discuss the post-war AAF educational structure.
- 11 Mar 46 The Army Air Forces began the first instructor training course for preparing instructors to teach at the post-war AAF educational institutions.
- 12 Mar 46 HQ AAF redesignated the Army Air Forces School as Air University (AU) and established the Air War College, Air Command and Staff School, and Air Tactical School as its subordinate units.
- 27 Mar 46 The AU commander organized the Air University Board of Visitors, composed of senior educators and university administrators, to meet regularly and advise him on educational matters.
- 1 Apr 46 Air University became operational when the AAF transferred the School of Aviation Medicine at Randolph Field, Texas, from Air Training Command to Air University.

21 May 46 To take advantage of existing facilities, Air University transferred the Air Tactical School from Maxwell Field to Tyndall Field, Florida.

1 Jun 46 Major General Orvil A. Anderson was appointed the first commandant of the Air War College, the senior school in the three-tiered AAF officer professional military education (PME) system.

Assuming responsibilities comparable to those of the Army and Navy advisors on the HQ AU staff, the Royal Air Force liaison officer became a part of the HQ AU staff.

16 Jul 46 Members of the Air University Board of Visitors concluded their first meeting

3 Sep 46 Air University officially dedicated during a ceremony at Maxwell Field. Dignitaries in attendance included Gen Carl Spaatz, Commanding General of the Army Air Forces; Air Marshall Hugh P. Lloyd, Royal Air Force; and the class members of the Air War College and the Air Command and Staff School participating.

4 Sep 46 Classes began at the Air War College and the Air Command and Staff School, fulfilling the “dream for education in airpower” of most post-war AAF leaders and planners.

6 Jan 47 The Air Tactical School, the junior officer PME program of the AU educational system, began classes at Tyndall

5 May 47 The Royal Canadian Air Force sent its first group of students to the two-week indoctrination course at Maxwell.

4 Jun 47 With Secretary of War Robert P. Patterson as the guest speaker, the Air War College and the Air Command and Staff School conducted a combined graduation ceremony for 185 senior and field grade officers.

18 Sep 47 As a result of the National Security Act of 1947, the United States Air Force became a separate and independent branch of the US military.

13 Jan 48 In keeping with the Air Force’s new status, HQ USAF redesignated Maxwell Field as Maxwell Air Force Base. Gunter Field became Gunter Air Force Base on the same day.

12 Jul 49 HQ USAF established the Air University Human Resources Research Institute, one of three USAF field agencies created to conduct research on the human factor in Air Force planning and operations.

6 Sep 49 Air University established the 3894th AU School Squadron to provide administrative support to Air Force instructors and students at the various service schools operated by the Army, Navy, and Marine Corps.

12 Sep 49 With a mission to “preserve for those who come after us an accurate and objective account of our present experience,” the USAF Historical Division relocated from Washington, D.C., to Maxwell and became a part of the Air University Library.

- 24 Jan 50 The USAF Military Education Board (Fairchild Board) convened at Maxwell to review officer education programs and policy and to evaluate the adequacy of the current USAF educational system.
- 1 Apr 50 Activated in 1919 as the Air Service Engineering School, the Institute of Technology, located at Wright-Patterson AFB, Ohio, became an AU subordinate unit.
- 1 May 50 HQ USAF transferred the USAF Extension Course Program from Continental Air Command to Air University and redesignated the organization as the Extension Course Institute. Air University put the institute at Gunter AFB, Alabama.



Air Force Institute of Technology students performing in laboratory research.

- 25 Jun 50 Without warning, the Korean War broke out when North Korean troops cross the 38th parallel of latitude into South Korea.
- 1 Sep 50 After the invasion of South Korea, Air University suspended its educational programs at Tyndall AFB, Florida, and Craig AFB, Alabama, and transferred them to Air Training Command.
- 11 Oct 50 To free facilities to meet wartime requirements, the Air Force relocated medical service courses from Randolph AFB, Texas, to Gunter AFB.
- 23 Oct 50 In an effort to accommodate incoming reserve officers, Air University began an eight-week squadron officer course, a junior officer course similar to the Air Tactical School, at Maxwell for incoming reserve officers.
- 8 Jan 51 Because of a need for more graduates from the mid-level officer PME school, the Air Command and Staff School began a 15-week regular course at Maxwell.
- 9 Jan 51 In response to the Korean War, the Air War College began a short course of five and one-half months.
- 1 May 51 Air University established the 3870th USAF Special Activities Group to direct and coordinate the activities of the USAF Historical Division; the Arctic, Desert, and Tropic Information Center; and the Documentary Research Division.

25 May 51 3870th USAF Special Activities Group renamed as the Research Studies Institute to more clearly reflect its mission.

6 Jun 51 The Air War College returned to a 10-month academic schedule.

4 Sep 51 Air University renamed the Air Command and Staff School regular course as the Field Officer Course.

1 Aug 52 HQ USAF transferred the Air Force Reserve Officer Training Corps (ROTC) program from Continental Air Command to Air University to provide consolidated and centralized control over this important direct commissioning program.

1 Apr 53 After more than four years as an AU subordinate unit, HQ USAF transferred the Human Resources Research Institute from Air University to the Air Research and Development Command.

5 Feb 54 Start of \$5 million building project on the academic circle to provide facilities for the educational schools and activities moved to Maxwell during the Korean War.

1 Sep 54 Air University redesignated the 3800th Air University Wing, (base support at Maxwell) as the 3800th Air Base Wing.

1 Nov 54 As a result of a major reorganization, HQ USAF redesignated the Field Officer Course as the Command and Staff School, the Squadron Officer Course as the Squadron Officer School, and the Air Command and Staff School as the Air Command and Staff College.

27 Apr 55 Officials broke ground for the new Air University Library which would be located in the center of the new ACSC academic complex.

13 Mar 56 The Air Force Institute of Technology's School of Engineering awarded its first academic degrees, the Bachelor of Science.

18 Oct 56 The USAF Educational Board completed its review of the AU educational programs.

10 May 57 Air Force officials held the ground-breaking ceremony at Brooks AFB, Texas, for the new \$9 million facility that would house the School of Aviation Medicine.

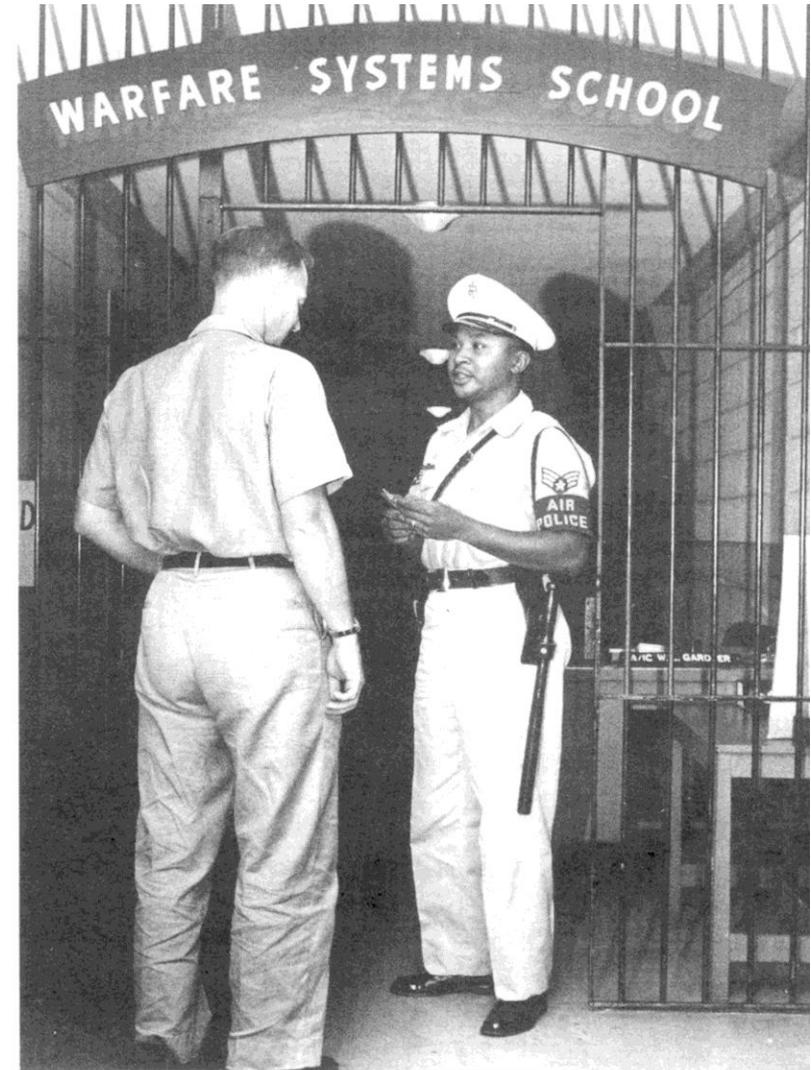
1 Apr 59 The Universal Automatic Computer (UNIVAC) made its official debut at Air University, used by the Extension Course Institute to manage the Air Force correspondence training and education program.

1 Jul 59 Air University separated the Academic Instructor School from the Air Command and Staff College and made it a separate AU subordinate unit.

The Squadron Officer School and the Warfare Systems School (previously, the ACSC Weapons Course) separated from Air Command and Staff College and began reporting directly to HQ AU.

Air University established a Deputy Chief of Staff, Education and designated it as a primary staff agency in the headquarters.

- 1 Oct 59 The School of Aviation Medicine transferred from Air University to Air Training Command.
- 11 Jan 60 Squadron Officer School Class 60-A had 971 USAF and Allied officers enrolled. At this point in time, it was the largest class in the school's history.
- 1 Oct 60 HQ USAF transferred operational control of the Air Force Museum at Wright-Patterson AFB, Ohio, to Air University.
- 8 Jan 61 Academic Instructor School redesignated as the Academic Instructor and Allied Officer School to reflect its secondary mission of providing orientation training to foreign officers.
- 1 Sep 61 George Washington University opened a resident center at Maxwell to provide Air War College students an opportunity to earn either a bachelor's or master's degree in international relations.



An air policeman at the Warfare System School checks a visitor's security clearance prior to permitting him entrance to the facility.

- 1 Oct 60 HQ USAF transferred operational control of the Air Force Museum at Wright-Patterson AFB, Ohio, to Air University.
- 8 Jan 61 Academic Instructor School redesignated as the Academic Instructor and Allied Officer School to reflect its secondary mission of providing orientation training to foreign officers.
- 1 Sep 61 George Washington University opened a resident center at Maxwell to provide Air War College students an opportunity to earn either a bachelor's or master's degree in international relations.
- 1 Jan 62 Air University redesignated the Institute of Technology at Wright-Patterson as the Air Force Institute of Technology (AFIT).
- 1 Oct 62 To provide academic support services for its schools, Air University activated HQ 3825th Support Group (Academic) at Maxwell.
- 8 Nov 62 Research Studies Institute redesignated as the Aerospace Studies Institute to reflect the new focus of the organization's mission.

To provide communication and command post services, Air University activated HQ 3825th Command and Control Group.
- 18 Dec 62 Ground-breaking ceremonies took place at Wright-Patterson for the new AFIT School of Engineering facility

- 11 Mar 63 The AU Warfare Systems School offered its first counter-insurgency course.
- 1 Nov 63 The Extension Course Institute completed its first career development course.
- 17 Jul 64 Air University's Squadron Officer School became the command's first recipient of the Air Force Outstanding Unit Award.



Graduation day for these international Air Command and Staff College students from the Philippines, Jordan, and Uruguay.

1 Oct 65 HQ USAF transferred field responsibility for the Air Force Museum from Air University to the Air Force Logistics Command.

1 Jul 66 The Air Force Chaplain School became a part of Air University when the Air Force transferred it from Air Training Command and Lackland AFB, Texas, to Maxwell AFB.

1 Sep 66 The Air Force initiated a Junior Reserve Officer Training Corps program in 20 high schools across the nation.

8 May 68 Air University redesignated the Warfare Systems School as the Air University Institute for Professional Development to more closely align its name to the types of courses it offered.

18 Jun 69 The Air Force Institute of Technology's School of Engineering awarded its first Doctor of Philosophy degree.

1 Sep 69 AFROTC expanded its two-year commissioning program to include women at Auburn, East Carolina, Ohio State, and Drake Universities.

15 Jan 70 Air University dedicated a new high-rise bachelor officers' quarters at Maxwell.

27 Mar 70 HQ USAF presented the Air Force Outstanding Unit Award to HQ Air Force Reserve Officer Training Corps at Maxwell and five of its detachments.

13 May 70 *The Air University Review* was judged the best US government technical magazine published in 1969.

15 May 70 In an unprecedented move, the AFROTC commandant announced that two- and four-year programs would become coeducational in the 1970-71 academic year.

30 Jun 71 Air University inactivated the Aerospace Studies Institute in response to a HQ USAF directive to save manpower.

1 Jul 72 In an effort to reorganize USAF enlisted PME, Air University established the Air Force Senior NCO Academy at Maxwell.

2 Nov 72 Air University moved the Air Force Senior NCO Academy from Maxwell to Building 1214 on Gunter AFB.

1 Jul 73 HQ USAF redesignated Gunter AFB as Gunter Air Force Station (AFS).

1 Oct 75 Air University activated the Air Force Logistics Management Center at Gunter AFS.

With the primary mission of operating traveling consultant teams, Air University activated the Leadership and Management Development Center at Maxwell as an AU subordinate unit.

1 May 76 The AU Institute of Professional Development was inactivated and its assets absorbed by merged the Leadership and Management Development Center (LMDC).

1 Jul 76 Following the inactivation of Headquarters Command, the Air Force assigned HQ Civil Air Patrol-USAF at Maxwell to Air University.

8 Jul 76 The Air Force Judge Advocate General School became a named activity assigned to the Leadership and Management Development Center.

15 May 78 For the first time in Air University's history, HQ USAF realigned the organization under Air Training Command. With this change, the Air Force had placed all of its education and training programs under a single command.

3 Jan 83 To assist the Air Force in conducting basic and applied aerospace research and doctrinal development, Air University established the College for Aerospace Doctrine, Research, and Education as a subordinate unit.

1 Jul 83 Air University returned to major command status, following over five years as a subordinate unit of Air Training Command.

HQ USAF transferred the Air Force Reserve Officer Training Corps from Air University to Air Training Command

15 Aug 83 To reflect the addition of its new educational television mission, Air University redesignated the Academic Instructor and Foreign Officer School as the Education Development Center.

1 Aug 86 To consolidate the command's professional continuing education programs, Air University merged the Leadership and Management Development Center and the Educational Development Center to form the AU Center for Professional Development.

8 Aug 87 HQ USAF directed Air University to begin Air War College and Air Command and Staff College programs that met "joint" education requirements of the newly mandated joint professional military education program.

12 Dec 87 HQ USAF re-designated the AU Center for Professional Development as the Ira C. Eaker Center for Professional Development. This was Air University's way of honoring General Eaker, an air power pioneer and an AAF commander in World War II.

25 Mar 88 Gunter Air Force Station was redesignated as "Gunter Air Force Base".

Feb 89 The USAF Chief of Staff approved in concept the establishment of the School of Advanced Airpower Studies aimed at developing strategic thinkers and strategists for the US Air Force.

1 Aug 91 Air University activated the Air Force Quality Center to assist the Air Force in inculcating total quality into all USAF units.

10 Mar 92 Gunter Air Force Base was redesignated "Maxwell Air Force Base-Gunter Annex".

1 Apr 93 The 54th Airlift Flight equipped with C-21 Aircraft was activated and assigned to the 502D L & O Group at Maxwell AFB.

1 Jul 93 AU was again subordinated to ATC. That same day, ATC was renamed Air Education and Training Command (AETC). Concurrently the AFROTC, Officer Training School, Air Force legal and chaplain training programs, the Community College of the Air Force, and the First Sergeants Academy became AU components.

1 Oct 93 HQ USAF redesignated the Ira C. Eaker Center for Professional Development as the Ira C. Eaker College for Professional Development.

15 Dec 93 College for Enlisted Professional Military Education (CEPME) activated as an AU subordinate unit. All USAF enlisted professional military education brought under CEPME. AF Senior NCO Academy and stateside NCO academies also brought under AU as subordinate units.

1 Oct 94 Air Education and Training Command inactivated the 502d Air Base Wing at Maxwell and activated the 42d Air Base Wing at the same location and assigned it to Air University.

15 Feb 95 HQ AETC inactivated the Extension Course Institute and assigned its mission to the College of Aerospace Doctrine, Research, and Education.

1 Oct 96 The Office of Academic Support stood up which consolidated all of AU's education support activities and realigned the Air University Library, the International Officer School, the Academic Instructor School, and some of the former ECI functions under the Academic Support Office.

14 Feb 97 HQ Air Force Officer Accession and Training School activated with HQ AFROTC and HQ OTS reassigned from Air University to the new unit.

1 Aug 97 Air Force Doctrine Center assigned to Maxwell AFB as a Tenant Unit

12 Sep 97 HQ AETC activated the Air and Space Basic Course (later redesignated the Aerospace Basic Course) and assigned to Air University.

15 Sep 99 The School of Advanced Airpower Studies activated as an independent unit to meet accreditation requirements of the Southern Association of Colleges and Schools.

1 Feb 00 The Air Force activated the Air Force Institute for Advanced Distributed Learning, a named unit reporting to HQ Air University.

1 Feb 00 The Office of Academic Support inactivated. The Academic Office formed earlier officially assumed many of the responsibilities of the Office along with numerous duties typically assigned to a chief of academics at a major university.



Outside the classroom, SOS students participate in a variety of exercises, such as “Project X,” designed to promote teamwork and give students a chance to display leadership and problem solving skills.

1 Feb 00 The Office of Academic Support inactivated. The Academic Office formed earlier officially assumed many of the responsibilities of the Office along with numerous duties typically assigned to a chief of academics at a major university.

The Air University Library reactivated as a named unit reporting to the AU Commander.

8 Feb 00 The Squadron Officer College composed of the Aerospace Basic Course and the Squadron Officer School stood up as AU’s newest unit, an advancement in professional military education for junior officers.



The commandant of the Air Force Chaplains School, Col Donald J. Harlan, inspects students attending the two-week Chaplain Candidates Course at Maxwell AFB

1 Oct 03 Academic Instructor School (AIS), a named activity was decentralized and reassigned from HQ AU to Eaker College for Professional Development (ECPD).

24 Jun 04 The Southern Association of Colleges and Schools awarded initial membership at Level III with the Commission on Colleges to Air University. Accreditation was awarded retroactive to 1 January 2004.

30 Sep 04 54th Airlift Flight re-designated as the 54th Airlift Squadron and reassigned to Wright-Patterson AFB, Ohio.

Aug 05 42nd ABW concluded a Memorandum of Understanding with FEMA to use Maxwell AFB as a staging area for emergency supplies.

12 Oct 05 Lt Gen Stephen R. Lorenz assumed command of Air University.

1 Oct 06 The Air Force Doctrine Center (AFDC), a tenant organization since May 1997, was reassigned to Air University. The AFDC Commander was assigned as Air University Vice Commander.

19 Jan 07 Air University Library was re-designated as the Muir S. Fairchild Research Information Center by order of the Secretary of the Air Force.

Mar 07 AFIT began to offer a masters degree in systems engineering as its first distance learning (DL) graduate degree program.

Jun 07 ACSC began to offer an on-line graduate degree program for eligible officers simultaneously fulfilling requirements for joint PME and AF intermediate development education

15 Jun 07 AU unveiled the Associate-to-Baccalaureate Program, an arrangement with civilian colleges and universities by which enlisted personnel could use distance-learning and tuition assistance funding to complete their four-year degrees.

23 Jun 07 After nearly almost a year of transition, the AF JAG School was formally reassigned 'in place' from AETC to AF Legal Operations Agency.

2 Aug 07 CADRE was inactivated; its personnel and assets were largely absorbed by the AF Doctrine Center, which was renamed the AF Doctrine Development and Education Center on the same day.

29 Feb 08 42nd Communications Squadron was re-designated as the 42nd Communications Flight.

19 Apr 08 The Air Force Institute for Advanced Distributed Learning was inactivated.

29 Apr 08 HQ, Carl A. Spaatz Center for Officer Education was activated and assigned to Air University. Air War College, Air Command and Staff College, Squadron Officer College and the School for Advanced Air and Space Studies were reassigned from HQ Air University to the Spaatz Center.

29 Apr 08 The Education Support Squadron was activated and assigned to HQ, Carl A. Spaatz Center for Officer Education.

20 May 08	The International Officer School was reassigned from Ira C. Eaker College for Professional Development to the Education Support Squadron.	10 Aug 09	HQ Ira C. Eaker College for Professional Development redesignated as HQ Ira C. Eaker Center for Professional Development.
1 Jun 08	The Air Force Doctrine Development and Education Center was re-designated as The Curtis E. LeMay Center for Doctrine Development and Education.	1 Oct 09	AFIT's Civil Engineering and Services School and ECPD's Air Force Human Resource Management School were consolidated to form the Force Support Professional Development School at ECPD .
1 Jun 08	Air Force Research Institute was activated and assigned to Air University.	23 Oct 09	Although it would remain stationed in Colorado Springs, Colorado, the National Space Security Institute (NSSI) was transferred from the AF Space Command to AETC and further reassigned to ECPD. As a Professional Continuing Education Center of Excellence, NSSI was responsible for operating two schools (the Space Professional School and the Space Operations School) with a combined annual output of about 1,500 students.
2 Jun 08	HQ Air Force Officer Accession and Training Schools re-designated as The Jeanne M. Holm Officer Accession and Citizen Development Center.	1 Dec 09	ACSC expanded the distance learning version of its Master's of Military Operational Arts and Sciences degree to include eligible mid-level captains.
7 Jun 08	The 18 students of USAF Test Pilot School Class 07B became first to earn Master of Science degree in Flight Test Engineering from AU.	1 Mar 10	The Ira C. Eaker Center for Professional Development held the first Wing Commander Spouses Seminar. The Center offered the course to help prepare wing and vice wing commander spouses for the key role as part of the wing leadership team.
16 Jun 08	Lt Gen Allen G. Peck assumed command of Air University.		
11 Jul 08	The College for Enlisted Professional Development was re-designated as the Thomas N. Barnes Center for Enlisted Education.		
11 Jul 08	The Community College of the Air Force was reassigned from HQ Air University to The Thomas N. Barnes Center for Enlisted Education.		
27 Oct 08	The Holm Center inaugurated its Civilian Acculturation and Leadership Training (CALT) course.		
14 Nov 08	AETC officials announced that the new Maxwell base operations support contract had been awarded to ITT Corporation's System Division.		

30 Apr 10 ECPD graduated the inaugural class of the Advanced Analyst Course. This was the first course for intelligence, surveillance, and reconnaissance individuals.

24 Jun 10 The Commission on Colleges, Southern Association of Colleges and Schools accredited Air University at degree level V, enabling the University to offer the Ph.D. in Military Strategy.

1 Oct 10 Education offices at 60 Air Force and Air National Guard bases around the world began testing Community College of the Air Force graduates to determine how they compared to counterparts in civilian institutions.

22 Oct 10 Air University marked the 100th Anniversary of the establishment of the Wright Brother's flying school in Montgomery with a Dining out celebration .

28 Oct 10 The Air Force Cyberspace Technical Center of Excellence, AFIT Wright Patterson AFB, Ohio conducted its first Cyber 200 and 300 course graduation .

5 Nov 10 The 42 Air Base Wing conducted a two day 70th Anniversary heritage celebration of its World War II activation as the 42nd Bomber Group Heavy, flying the B-26 bomber.

AU COMMANDERS

Maj Gen Muir S. Fairchild	6 Feb 46
Maj Gen Robert W. Harper	17 May 48
Gen George C. Kenney	1 Nov 48
Lt Gen Idwal H. Edwards	1 Aug 51
Lt Gen Laurence S. Kuter	15 Apr 53
Lt Gen Dean G. Strother	14 May 55
Lt Gen Walter E. Todd	25 Aug 58
Lt Gen Troup Miller, Jr.	1 Aug 61
Lt Gen Ralph Swofford, Jr.	1 Jan 64
Lt Gen John W. Carpenter III	1 Aug 65
Lt Gen Albert P. Clark	1 Aug 68
Lt Gen Alvan C. Gillem II	1 Aug 70
Lt Gen Felix M. Rogers	1 Nov 73
Lt Gen Raymond B. Furlong	15 Aug 75
Lt Gen Stanley M. Umstead Jr.	1 Jul 79
Lt Gen Charles G. Cleveland	1 Aug 81
Lt Gen Thomas C. Richards	1 Aug 84
Lt Gen Truman Spangrud	6 Nov 86
Lt Gen Ralph E. Havens	12 Jul 88
Maj Gen David C. Reed	7 Oct 89
Lt Gen Charles G. Boyd	4 Jan 90
Lt Gen Jay W. Kelley	29 Oct 92
Lt Gen Joseph R. Redden	1 Oct 96
Lt Gen Lance W. Lord	22 Jun 99
Lt Gen Donald A. Lamontagne	8 May 01
Lt Gen John R. Regni	8 Jul 04
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Lt Gen Stephen R. Lorenz 12 Oct 05
 Lt Gen Allen G. Peck 16 Jun 08

**AU SUBORDINATE UNITS CURRENTLY ASSIGNED
 (as of 1 Jan 2011)**

Lineage and Honors

Lineage. Authorized as the Air Service School by the War Department on 25 Feb 1920, and established that same year, exact date unknown. Redesignated as: Air Service Field Officers' School on 10 Feb 1921; Air Service Tactical School on 8 Nov 1922; Air Corps Tactical School on 18 Aug 1926. Discontinued on 9 Oct 1942. Consolidated (26 Apr 1944) with the Army Air Forces School of Applied Tactics, which was established on 16 Oct 1943. Activated on 1 Nov 1943. Redesignated as Army Air Forces School on 1 Jun 1945. Redesignated as Air University on 12 Mar 1946, as a major command. Lost major command status on 1 Jul 1978. Regained major command status on 1 Jul 1983. Lost major command status on 1 Jul 1993.

Assignments. Army Air Forces, 1920-9 Oct 1942. Army Air Forces Tactical Center (later, Army Air Forces Center), 1 Nov 1943; Army Air Forces, 29 Nov 1945; United States Air Force, 18 Sep 1947; Air Training Command, 15 May 1978; United States Air Force, 1 Jul 1983; Air Education and Training Command, 1 Jul 1993-.

Stations. Langley Field, VA, 1920; Maxwell Field, AL, 15 Jul 1931-9 Oct 1942. Orlando, FL, 1 Nov 1943; Maxwell Field (later, Maxwell AFB), AL, 29 Nov 1945.

Service Streamers. World War II American Theater.

Campaign Streamers. None.

Armed Forces Expeditionary Streamers. None.

Decorations. Air Force Organizational Excellence Awards: 1 Jul 1986-30 Jun 1988; 1 Jul 1990-30 Jun 1992; 1 Jul 1992-30 Jun 1993; 1 Jul 1993-30 Jun 1995; 18 Mar 1997-30 Jun 1998; 1 Jul 1998-30 Jun 2000; 1 Jul 2000-30 Jun 2002; 1 Jul 2002- 30 Jun 2004; 1 Jul 2004-30 Jun 2006; 1 Jul 2006-30 Jun 2008.

Lineage, Assignments, Stations, and Honors through 14 Jul 2009

Emblem. Approved on 9 Dec 1929. Modified on 2 May 1999.

Carl A. Spaatz Center for Officer Education
 Air War College
 Air Command and Staff College
 Squadron Officer College
 Education Support Squadron
 International Officer School

School of Advanced Airpower Studies (Aligned under HQ AU)

Curtis E. LeMay Center for Doctrine Development and Education

Ira C. Eaker College for Professional Development

Air Force Research Institute

Air Force Institute of Technology

Thomas N. Barnes Center for Enlisted Education
 Community College of the Air Force
 Air Force Staff Non-commissioned Officer Academy
 First Sergeants Academy

Jeanne M. Holm Officer Accession and Citizen Development Center
 Air Force Junior Reserve Officer Training Corps
 Officer Training School
 Civil Air Patrol-USAF
 Air Force Reserve Officer Training Corps

Fairchild Research Information Center

42d Air Base Wing
 42nd Medical Group
 42nd Mission Support Group

Air University Emblem

Adapted from the emblem of the Air corps Tactical School



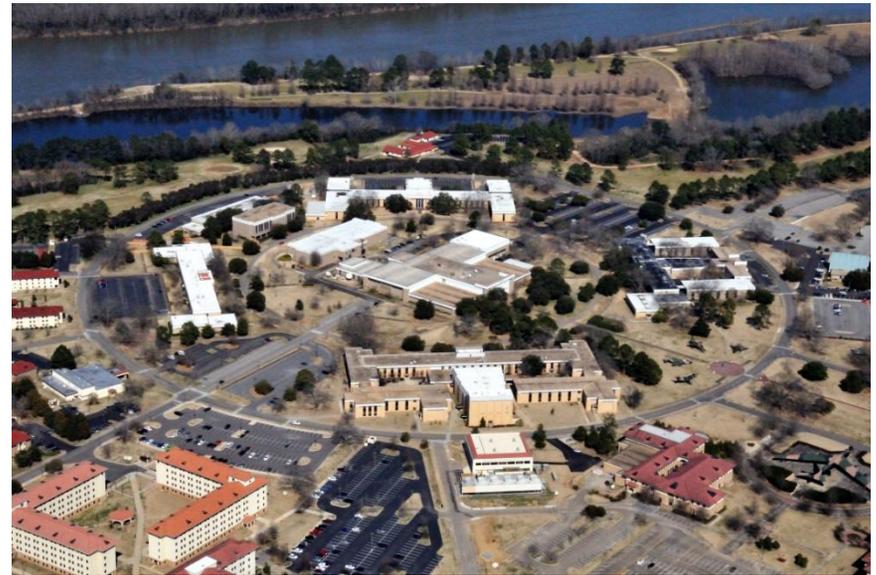
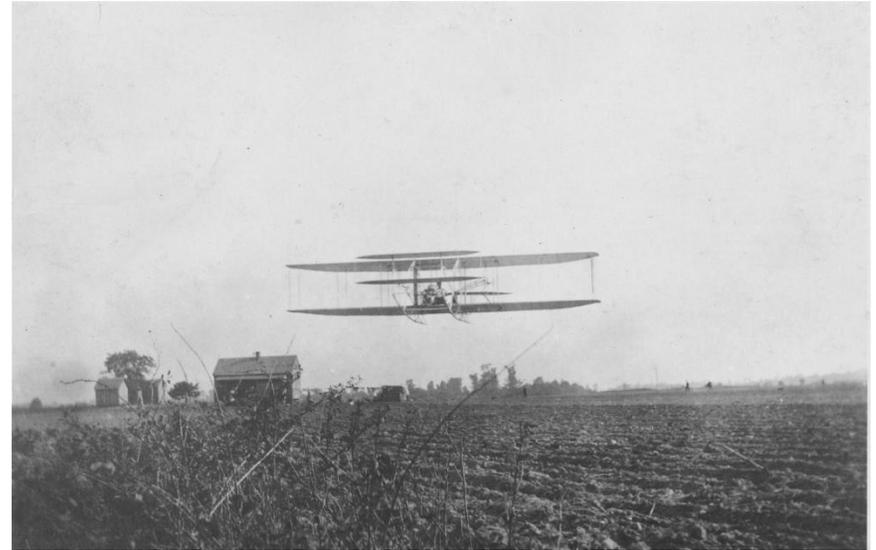
Per fess nebuly Celeste and Vert, issuing from dexter chief bendwise a mailed fist Proper, grasping four lightning bolts radiating from between fingers Or all within a diminished bordure Yellow.

Attached below the shield a White scroll inscribed "AIR UNIVERSITY" in Blue letters, border Yellow.

SIGNIFICANCE

Blue and yellow are the Air Force colors. Blue alludes to the sky, the primary theater of Air Force operations. Yellow refers to the sun and the excellence required of Air Force personnel. The blue and green of the shield divided per fess nebuly represents the sky and the earth. The mailed fist is that of war or of Mars. The four lightning streaks represent the four branches of the Air Corps, the one pointing horizontally into the sky is that of the Pursuit, whose mission is to fight against aircraft in the air, and the three pointing down into the green, those of Bombardment, Attack, and Observation, which carry destruction toward the earth.

Wright Flyer, Wright Brother flying School, circa 1910



Chennault Circle, Maxwell AFB, circa 2010