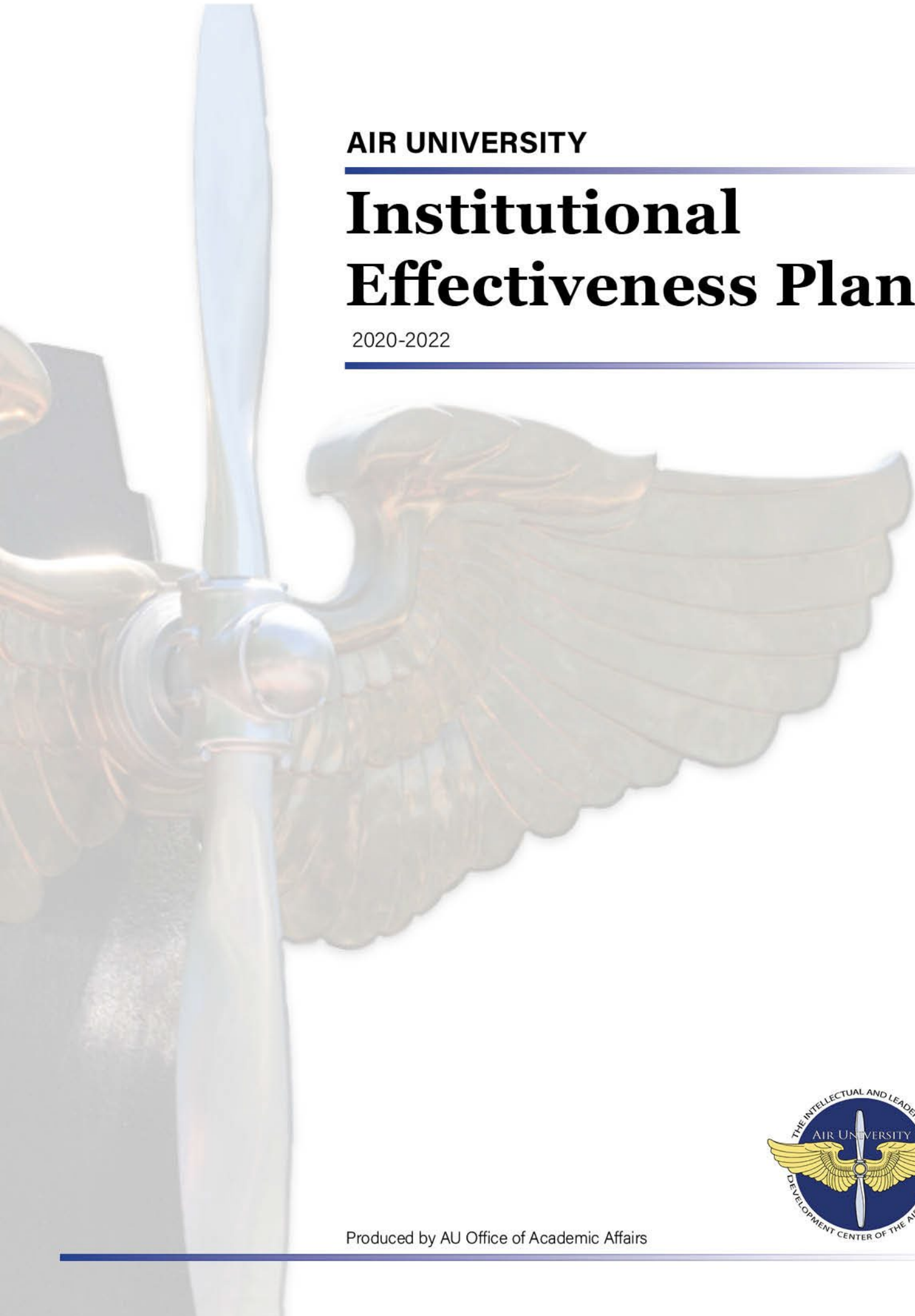


AIR UNIVERSITY

Institutional Effectiveness Plan

2020-2022



Produced by AU Office of Academic Affairs

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INSTITUTIONAL EFFECTIVENESS BACKGROUND

Overview

Planning for institutional effectiveness (IE) is a core task of any agency seeking to improve. For higher education, it is the deliberate means to plan and organize the institution's evaluation, assessment, and university-wide improvement initiatives. Institutional analytics supports IE to ensure that data derived from mission accomplishment accurately demonstrates how well the unit has fulfilled its mission—both academically and administratively.

Introduction

An “effective institution of higher learning” is one that has a clear purpose, vision, and mission; it measures the effectiveness of its programs and support units in achieving their purpose; it uses the information gathered to determine if outcome goals have been met; and it makes recommendations for improvement based on a thorough analysis of the evidence provided through assessments; conducts root cause analysis of the findings; and identifies resources needed to implement improvements.

According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Resource Manual, Institutional Effectiveness is a distinct definitive, based on evidence process of examining an institutions accomplishments to validate if the mission, strategic priorities, goals and objectives were attained. It is a universities process used to broach areas of weakness, uncover and determine exactly where there is a need for continuous improvement.

Department of Defense (DoD): Total Force Development (TFD)

Air University is committed to the concept of total force development established by the Department of Defense. TFD supports AU Commander's intent and strategic priorities. Specifically, Force Development (FD) is defined as a holistic, learner-centered approach that deliberately connects our Airmen's training, education and experiences throughout their careers to Develop the Airmen We Need to succeed in complex, multi-domain operational environments.

Force development is one dimension of many, provided in AU's academic and training preparation of its graduates. AU provides advancement for TFD, preparation for complex, multi-domain operative environments. TFD principles are incorporated into Air University's strategic priorities and infused throughout AU's academic curriculum. Assessment and evaluation of general principles (TFD and FD priorities) are found in the CMAR process and are conceptually inherent within the DOD Data Strategy plan. AUI 36-2602, 18 August 2021.

Air Education Training and Command (AETC), Air University and Education

Air University (AU), headquartered at Maxwell AFB, Alabama, is a major component of Air Education and Training Command (AETC) and is the lead agent for Air Force education. AU provides the full spectrum of Air Force education, encompassing precommissioning programs for new officers; graduate programs in specialized military disciplines; progressive, career-long professional military development for officer, enlisted, and civilian Airmen; and specialized programs for US cabinet appointees, senior executive service (SES) civilians, and general officers.

AU's professional military education (PME) programs educate Airmen to leverage air, space, and cyberspace power to achieve national security objectives. Specialized professional continuing educational programs provide scientific, technological, managerial, and other professional expertise to meet the needs of the Air Force. AU also conducts research on the evolving security environment; emerging threats; future uses for air, space, and cyberspace power; working in joint and coalition teams and multicultural environments; education; military leadership; management; and other topics that inform senior Air Force leaders and contribute to curriculum development. The university is engaged in community and public service, offering two citizenship programs: Junior Reserve Officer Training Corps and Civil Air Patrol–USAF. Currently, AU offers professional continuing education (PCE) as well as professional development opportunities (PDO). There are numerous education priorities that come with being the lead agent of Air Force education (AETC). In conjunction with the priorities set forth by the Department of Defense (DoD) leadership, every aspect of Air force education, irrespective of its complexity, must be assessed, measured, reported and evaluated by senior leadership.

Overview: Air Education and Training Command (AETC) Mission, Priorities and Goals

Maxwell AFB, Alabama along with Air University is one of AETC's 13 installation commands. The goals and priorities of AETC guides and shapes the strategic priorities of Air University's leadership, The Commander and President.

AETC Mission

Recruit, train and educate Exceptional Airmen.

Motto: We take America's sons and daughters – young men and women who have volunteered to serve their country in a time of war – and develop them into Airmen. Develop denotes more than educating or training them – it implies bringing them to embrace our culture, teaching them (by our example) our core values of integrity, service before self and excellence in all we do.

AETC Strategic Priorities

Advance Force Development

Enhance Lethality and Readiness

Transform the Way We Learn
Cultivate an Environment of Excellence

AETC STRATEGIC ACTION PLAN (SAP)

Current as of January 2021

Priority A: Advance Force Development (AETC/A3/6)

- Focus Area 1: Develop the Airmen We Need and Refine the Systems that Support Them
- Focus Area 2: Value and Prioritize Force Generators

Priority E: Enhance Lethality and Readiness (AETC/A5/8)

- Focus Area 1: Drive and Validate Resourcing Decisions to Support Strategic Priorities
- Focus Area 2: Adapt the Command for Resilient Ops in a Disrupted Environment

Priority T: Transform the Way we Learn (AETC/A9)

- Focus Area 1: Aggressively and Cost Effectively Modernize Education and Training. AU briefs three objectives as part of line of effort (LOE) T.1.3:
 - Innovative and Adaptive Education Adapting Content (GPC, Space, and JADO)
 - Faculty (A1 military faculty recruiting/retention initiatives)
 - Delivery options (Beta tests, Global College of PME-ASU partnership)
- Focus Area 2: Develop and Foster Strategic Relationships and Partnerships

Priority C: Cultivate an Environment of Excellence (AETC/A1)

- Focus Area 1: Drive a Culture of AF Core Values, Diversity, and Inclusion. AU briefs Diversity, Equity, and Inclusion – Unconscious Bias Mixed Reality Experience (DEI-UB MRX)
- Focus Area 2: Care for Airmen and their Families

AU: CONCEPTUALIZATION AND VISION FOR INSTITUTIONAL EFFECTIVENESS

AU Mission

Educate and develop Air, Space, and Cyberspace warrior-leaders in support of the National Defense Strategy (NDS).

AU Vision

The intellectual and leadership-development center of the Air and Space Forces.

AU Operational Definition of Institutional Effectiveness

For AU, IE is defined as a process whereby institutions engage in ongoing self-evaluation to measure achievements and outcomes related to the institution's mission. It is the complete process whereby an institution demonstrates its success in accomplishing its mission, strategic priorities and meeting university wide goals and objectives.

AUI, 36-2602 states the following concerning assessment. Assessment is described as the process of collecting and analyzing information to determine if progress is being made toward a desired end. While this broad definition is applicable to a range of goals and organizational contexts, AALHE focuses on the assessment of student learning and institutional effectiveness within the context of higher education. AUI 36-2602, 18 AUGUST 2021, Attachment 1 Glossary of References and Supporting Information.

AUI 36-2602 characterizes institutional effectiveness assessment as the focus on the extent to which an institution is making progress towards its mission and vision. When engaged in this process, members of the higher education community use the information collected to inform action taken for improvement. AUI 36-2602, 18 AUGUST 2021, Attachment 1 Glossary of References and Supporting Information.

In summation, AUI provides the framework and guidance for institutions and military education programs to determine their level of success and attainment of set goals, standards and priorities. AUI 36-2602, 18 AUGUST 2021.

IE is commonly thought of as a philosophy with a set of processes. It is a combination of the content from the following fields:

- Assessment
- Evaluation
- Quality Assurance
- Efficiency
- Organizational Development

It is very important to utilize your findings. Taking results and transforming them until they are incorporated and fully immersed into the institutions' framework serves as one of the driving forces behind institutional change. The continuous improvement process documents change and provides the evidence to assess if the change had the desired effect.

Assessment Commitments

To facilitate AU's assessment process, we are committed to three principles:

- 1. Completing full cycles of assessment.** The assessment process is not complete until measures of effectiveness are considered by leadership, discussions of options with

appropriate stakeholders take place, and decisions are made and implemented as appropriate. Following implementation, assessment continues with determining the effectiveness of changes.

2. **The iterative nature of assessment.** Institutional assessment is an iterative process requiring sustained energy and attention as the cycle repeats itself with necessary adjustments and monitoring before effectiveness is ascertained.
3. **Transparency of activities.** Communication of the activities, results and decisions to constituents is essential.

It is important to note that program assessment (Centers and Schools) is one part of the complete institutional assessment process. Institutional assessment integrates assessments from all areas to provide the big picture evaluation of the entire institution.

Process to Develop AU's IE Plan

In early 2022, the Office of Institutional Analytics started the development of Air University's Institutional Effectiveness Plan (IE). The first in twenty years, the goal was to bring together the Commander's Strategic Priorities and Academic Affairs evaluation, assessment, and measurement process to reveal accomplishments and the overall state of the university. To answer the call of prior Commanders, "How do we know that we are performing well and accomplishing our goals?" Institutional Analytics began compiling university-wide components, to measure, relay and determine our success level. The IE strategic planning process entailed four phases: (1) pre-planning, (2) identification of a framework for units, centers and all vital components necessary for a summative 'closed loop' evaluation process and development of the Strategic Plan, (3) gathering input from multiple policy documents and internal stakeholders representing each area of academic affairs, and last (4) drafting and publishing the tentative IE Plan.

The Commander's strategic priorities section of the IE Plan was developed with A3. The combined effort produced the goals and tasks to measure every component of the Commander's five priority areas for the university. In addition to defining measurements, the group established points of contact (POC) for each section as a means to track progress and make regular standup reports to the Commander.

The IE Plan is a work in progress under constant development designed to accommodate changing strategic priorities and goals from AU Commander and President, leadership and stakeholders. As leadership changes, and our new Commander joins AU, strategic priorities will be revised according to the new priorities set forth by the current AU Commander. The CMAR, education, program, unit, and center assessment expectations will not change. As the political landscape and environment changes, so will the curriculum, along with program outcomes and professional

continuing/ development /training courses. As these changes occur the evaluation process will change to reflect continuous improvements throughout the closed loop process. The evaluation of all components will determine the success and effectiveness of Air University on an annual basis.

AU INFRASTRUCTURE: THE DEVELOPMENT AND REFINEMENT PROCESS

Components of Institutional Effectiveness, Planning Cycle, and Closed Loop Process

Institutional planning is a strategic process. Along with Air University's vision and mission, the Commander and President's strategic plan provides the objectives and goals of the institution. Once realized, it serves as a measure to assess the institution's effectiveness. Informed by data, the strategic plan outlines the strategic priorities, tactics, and actions necessary to accomplish our mission in the most effective manner. Planning includes establishing metrics, measurable outputs, outcomes, and associated targets for success. Metrics help determine the criterion used to measure an institutions' success and establishes the benchmark to decide if goals were attained during that academic year.

One of the most important components of good institutional assessment is its capacity to inform and evaluate change. Information gleaned from AU's assessments will be used to improve programs and institutional processes using authentic integration to implement improvement changes.

The Office of Institutional Analytics [OAAI] is charged to collect, synthesize, and evaluate all documentation from educational programs, administrative support services, financial management, technological infrastructure, research including research conducted at the program level, and non-instructional programs (i.e., Library, Registrar, Facilities) that generate useful information for improvement. This information is used to determine the degree to which program-level outcomes, institutional goals, strategic priorities and continuous process improvement are met across the university. AUI36-2602 18 AUGUST 2021 accordance with joint, institutional, and/or specialized accreditation standards across AU enterprise. AUI 36-2602, Para. 9.2.3.5.

The Office of Institutional Effectiveness [OAIE] works in tandem with OAAI. OAIE performs assessments at the program, unit, center and noninstructional units and works with all units to ensure elements are assessed annually, reports completed and archived as data evidence. OAIE works with OAAI to synthesize, analyze and aggregate program, education and training findings (assessments) into an annual report. Crucial, is comparative analysis across units to determine collectively if goals, outcomes, priorities and all standards are met. Institutional effectiveness is comprised of academic and administrative evaluations within the university and across air force bases. AUI 36-2602, 18 August 2021, Para,10.2.14.

The Commander's strategic priorities address academic, administrative, quality of life issues, academic management, community involvement, partnerships, base management and any critical issue directly related, or indirectly related, to airmen's (and their families) education, training and opportunities. IE plan will report on the outcome evidence, and summative evaluations of all units, to gauge and determine annually Air University's progress towards achieving our goals and most importantly, our Commander's priorities.

Institutional Planning and Effectiveness Outline

The institution-wide planning model is a multi-faceted approach that utilizes external and internal inputs to assess the accomplishment of AU's mission, attainment of strategic goals, effectiveness of Centers/Schools assessment plans, relevance of operational plans, and sustaining the effort over time through the closed-loop process (See Figure 1).

AU COMMANDER'S INTENT: PRIOR TO 22 JUNE 2022

Strategic Priorities

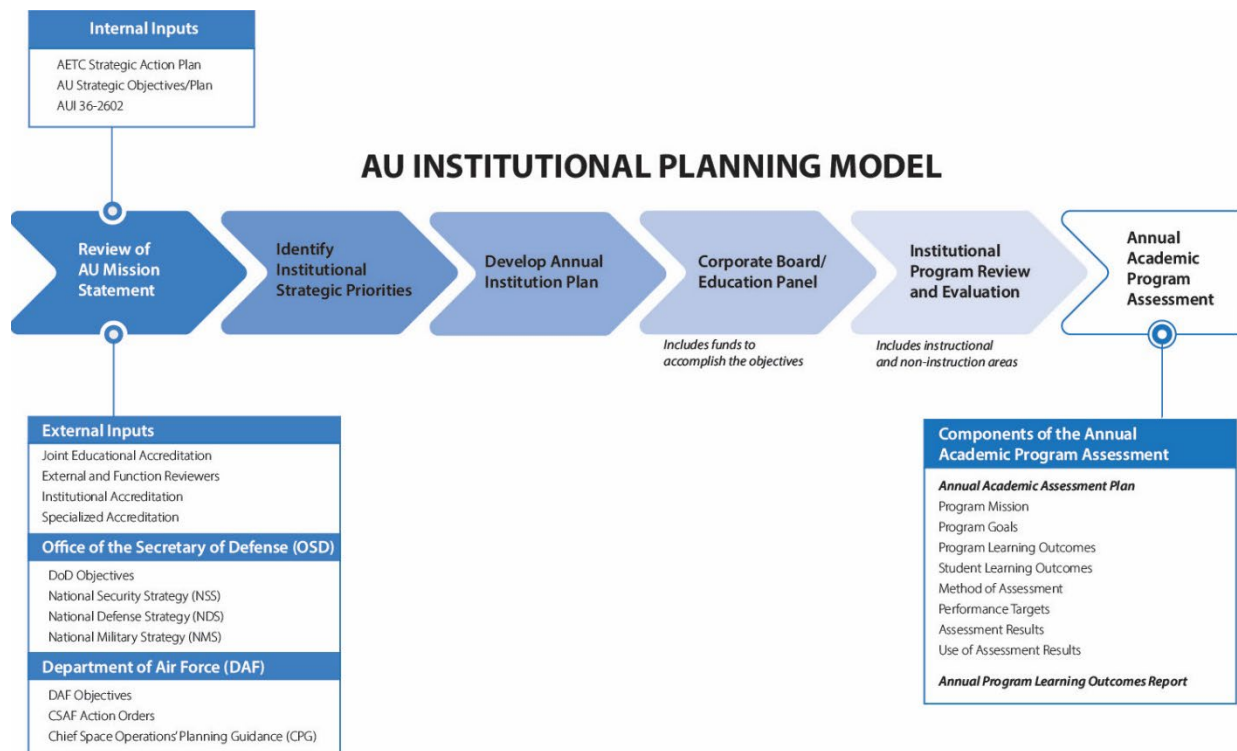
In 2021, the Air University Commander (AU/CC) identified five strategic priorities, for 2021 - 2022, to align performance missions critical to the success of Air Education and Training Command (AETC) and the Department of the Air Force (DAF): advancing doctrine and promulgating lessons learned; conducting officer accessions and citizenship development programs; and delivering technical and professional education essential for developing both Airmen and Guardians. To execute these missions, AU organizations will focus on the following five priorities:

- **Priority 1: People** - Attract, Develop, Assign, and Professionally Advance Faculty, Staff, and Students.
- **Priority 2: Production** - Access, Educate, Train, and Deliver Leaders that the DAF Needs.
- **Priority 3: Curriculum/Scholarship** - Be Agile, Relevant, and Responsive to National Defense and DAF priorities.
- **Priority 4: Quality of Life** - Make AU a Preferred Destination for Faculty, Staff, Students, and Families.
- **Priority 5: Infrastructure** - Update and Modernize the Physical and Virtual Workspace.

Critical Success Factors Measurement and Strategic Priorities

The following section lists each Strategic Priority [Goals] Objectives. Together, these combine as critical factors indicating institutional effectiveness success.

Figure 1. AU Institutional Planning Model



Priority 1: People - Attract, Develop, Assign, and Professionally Advance Faculty, Staff, and Students.

[Goal] Objective 1: Recruit and retain high-quality faculty, staff, and students. (AU/A1)

- Task 1: Incentivize AU Institutional Requirements.

[Goal] Objective 2: Foster an affirming culture through deliberate Diversity and Inclusion (D&I) efforts in accordance with (IAW) AU/CC D&I statement. (AU D&I and 42 ABW)

- Task 1: Gain AU-wide awareness of initiatives through AU D&I Council.
- Task 2: Share D&I initiatives and lessons learned across Schools/Centers.

[Goal] Objective 3: Increase sense of pride and ownership of AU across DAF - view as “My AU”. (AU/A3O/PA)

- Task 1: Conduct AU Orientations for General Officers, Wing Commanders, and Command Chiefs.
- Task 2: Demonstrate value of instructor time within AU as a career benefit.

- Task 3: Communicate value of AU to become preferred Professional Military Education (PME) choice for DAF personnel.
- Task 4: Demonstrate relevant/responsive DoD scholarship and research across the AU enterprise.
- Task 5: Highlight Maxwell-Gunter as a contender for an assignment location.

Priority 2: Production - Access, Educate, Train, and Deliver Leaders that the DAF Needs.

[Goal] Objective 1: Access, educate, and train sufficient numbers of graduates to meet demand. (AU/A3O)

- Task 1: Meet established production goals.

[Goal] Objective 2: Deliver educational outcomes at lower cost. (AU/A3D)

- Task 1: Test alternative delivery methods for TDY in-resident courses.

[Goal] Objective 3: Transition from contingency delivery methods (Virtual In-residence – Remote [VIR-R] and Virtual In-residence Local [VIR-L]). (AU/A3D)

- Task 1: Implement risk-mitigation methods to return to in-person instruction.

Priority 3: Curriculum/Scholarship - Be Agile, Relevant, and Responsive to National Defense and DAF Priorities.

[Goal] Objective 1: Address current DAF and DoD priorities IAW NSS, NDS, NMS, etc. (AU/CAO/OAA)

- Task 1: Assess curricular alignment to support priorities (Great Power Competition [GPC], Arctic, and D&I).
- Task 2: Assess faculty capacity (sufficiency and qualification) to support priorities.
- Task 3: Enhance curricular coverage of D&I.

[Goal] Objective 2: Advance the diverse mission of AU in support of the national defense strategy with the necessary tools and guidance for strengthening academic innovation, assessment, effectiveness, education, scholarship, services, development, and key stakeholder partnerships. (AU/IG and AU/OAA)

- Task 1: Through AU/OAA, drive awareness of initiatives.

[Goal] Objective 3: Address DAF and DOD priorities in Joint Warfare and Joint All-Domain Operations (JADO). (LeMay Center)

- Task 1: Create Forums for leading JADO Thinkers.

- Task 2: Support (WA) in execution of Wargames to experiment with, explore, and validate JADO concepts.

[Goal] Objective 4: Expand AU scholarship and problem-solving efforts in support of external stakeholders. (AU/AS)

- Task 1: Execute Research Task Forces (RTF) to address stakeholder issues.
- Task 2: Maintain AU Research Topic list and provide products to topic sponsors.
- Task 3: Connect AU scholarship with stakeholder issues.

[Goal] Objective 5: Promote innovation. (AU/A3D)

- Task 1: Encourage participation in AETC innovation activities.
- Task 2: Connect faculty/staff/student ideas with partners in DoD, academia, and industry.

Priority 4: Quality of Life - Make AU a Preferred Destination for Faculty, Staff, Students and Families.

[Goal] Objective 1: Mitigate impact of COVID-19. (42 ABW)

- Task 1: Assess case rate, capacity to treat and test, and travel criteria.
- Task 2: Administer COVID Vaccines.

[Goal] Objective 2: Improve public K-12 educational options for military-connected children. (AU/OAA and 42 ABW)

- Task 1: Increase eligibility for Maxwell Elementary/Middle School (MEMS).
- Task 2: Improve communication with Airmen and Spouses about public K-12 educational options.
- Task 3: Deepen collaborative relationships with key stakeholders and partners.
- Task 4: Expand off-base educational options for military-connected children.

Priority 5: Infrastructure - Update and Modernize the Physical and Virtual Workspace.

[Goal] Objective 1: Provide a secure, foundational enterprise IT environment employing commercial, and cloud-based services. (AU/A6)

- Task 1: Execute AU's Enterprise IT Transformation (ET21).

[Goal] Objective 2: Improve Maxwell-Gunter campus. (42 ABW).

- Task 1: Execute facilities projects IAW AU Campus Plan

INSTITUTION REPORTS

Annual Reports

Institution evaluation is comprised of several academic and administrative components. DoD and USAF strategic priorities are embedded in the final annual report and assessment of Air University. Mission First, aspects of Maxwell and Gunter Air Force Base are considered within the purview of academic affairs summative formal evaluation of the total experience of military education. Cultivation and refining operational endeavors, academic outcomes and structure, strategic goals, procedures and established academic outcomes are of great importance to Air University. Therefore, the results of implemented continuous improvement plans (CI) and status efforts will be reported (by unit and aggregated) to determine, and provide, overall assessment of institution-wide accomplishments for a specific period of time. The overall level of accomplishment will be reported in conjunction with continuous improvements (CI).

Publications, such as The Education Digest (Annual Fact Book) provide detailed information on the different components comprising Air University's comprehensive effectiveness evaluation. Documents that contain information on data collection and reporting plans coupled with DoD Data Strategy Plan alignment documents provide additional details on our methodology, proposed theoretical strategy to address specific challenges and tentative timeline for data collection, data synthesis and outcome analysis and our strategy for producing the final reports for administration.

In addition to all elements and sections discussed earlier, we acknowledge an additional measurement that is carefully embedded into Air University's strategic priorities, these are the Air Force's Airmen Leadership Qualities (ALQ) (See Appendix 3). These qualities are represented throughout every aspect of all airmen's career path. In summation, every annual report will include a myriad of academic assessments combined into one document to determine the overall success of Air University and provide an analysis of the Commander's strategic priorities.

APPENDIX 1: Program Review, Assessment, and Evaluation

Part of the IE evaluation process, the institution undergoes an ongoing self-evaluation of all units to measure benchmark achievements and outcomes. This planning document serves as the resource guide for planning institutional effectiveness, assessment, and evaluation of all applicable units.

Commander's Mission Analysis and Review (CMAR)

Program Review Institutional Process

The program review and evaluation process ensure IE, while engendering useful information for university-wide improvement. The essential elements of the program review and evaluation model include:

- Evaluating the quality, practicability, and productivity of each educational program in keeping with a set of criteria.
- Assessing data to support empirically derived programmatic strengths and weakness.
- Evaluating each program's linkage to AU's mission.
- Identifying priorities for the educational program improvement.

The process supports a collaborative relationship between the Inspector General (IG) inspections (internal program reviews), program review profiles, and DoD and J7 level guidance and reporting requirements to continuously measure and improve the quality of educational programs and services offered across the AU enterprise.

This approach addresses numerous directives, instructions, guidance, and policies published by higher headquarters (HHQ) that affect the AU enterprise and supports all process requirements. This effort complements and is aligned with the J7 and DoD requirements. The process creates a comprehensive approach linking strategy, planning, and programming to both internal and external stakeholders in accordance with the NDS.

CMAR Consists of two parts:

1. (1) Self-assessment conducted via Management Internal Control Toolkit (MICT), and
2. (2) Inspections are centered on four Major Graded Areas (MGAs): Strategic Planning and Governance; Organizational Management; Process Operations; and Resource Management, which focuses on executing the academic mission, continual internal evaluations, and improving the unit/program.

External Program Review and Evaluation

Several AU programs undergo reviews and evaluations from external stakeholders. The external reviewers are typically composed of subject matter experts (SMEs), senior decision-makers and leadership, faculty, and peers. This review involves the Joint Staff, HHQ, the Services, PME institutions, and other affected agencies. This review ensures that AU programs continue to meet the needs of the organizations that employ AU graduates.

Inspection Schedule and Areas

AU/CC must approve the inspection schedule. The inspection schedule will include a horizontal and vertical inspection. Horizontal inspections consist of AU/CC owned noninstructional programs and support services. Vertical inspection is a unit inspection similar to a joint, specialized, and institutional accreditation. The vertical inspection will validate and verify school/center compliance with the four MGAs. Every school at a minimum must be inspected every 24 months. Inspection consists of both instruction and the non-instructional areas (total of six areas) broken down into four quarterly checklists as shown below:

- Quarter 1: Faculty and Academic Support Services
- Quarter 2: General Administration and Non-Instructional Services
- Quarter 3: Student Achievement
- Quarter 4: Program Execution

Inspection Reporting Requirements

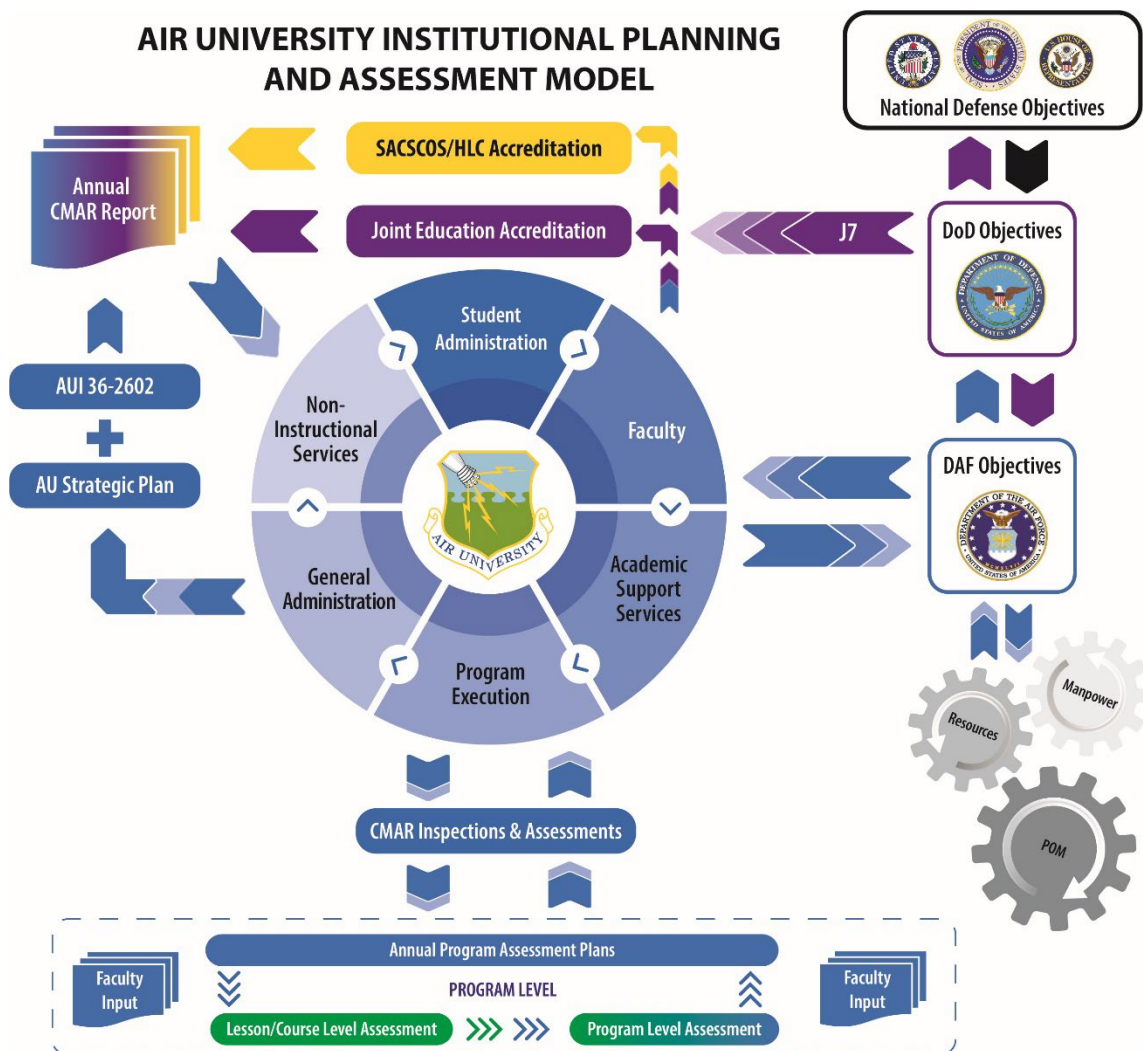
- In-brief and out-brief shall be conducted with School/Center's Commandant.
- All finalized deficiencies will be in the Inspector General Evaluation Management System (IGEMS).
- Hot wash with IG team and SMEs will be conducted prior to finalizing inspection report.
- Centers/Schools SMEs shall provide an inspection summary of their findings and inspected the program's disposition.
- Inspection report shall be completed within 30 days of out-brief.

At the program evaluation level four MGAs are assessed: Strategic Planning and Governance, Organizational Management, Process Operations and Resource Management. They focus on executing the academic mission, continual internal evaluations and improving academic and noninstructional units/programs. AUI 36-2602, 18 August 2021.

APPENDIX 2: Integrated Planning and Program Assessment Model

This model provides a graphic representation of the integration of the CMAR/Program Review process within the overall institutional assessment and planning model (see Figure 2). As illustrated in the diagram CMAR is the center of the model. Notation: the CMAR process is one facet of evidence collected for achieving institutional effectiveness. This model is NOT meant to be a single or isolated component of AU's effectiveness process. *Rather, this figure seeks to explicitly show aspects of how the annual program self-assessment process feeds into the larger institutional assessment cycle.* Noted in Figure 2, Program Review model assesses and evaluates the following: program execution; faculty, academic support services; student administration; general administration; and non-instructional services. These six areas comprise the core targets of the program level annual assessment plan. AUI 36-2602, 18 August 2021.

Figure 2. Integrated Planning Assessment Model Diagram



APPENDIX 3: **Air Force's Airman Leadership Qualities (ALQ) for 2022**

Carefully embedded into Air University's strategic priorities are the Air Force's Airmen Leadership Qualities (ALQ). These qualities are incorporated and embedded into every aspect of an airmen career path. These qualities are designed to adequately prepare airmen for their profession and align experience, training, and education with their levels of future responsibility and mission requirements. Established by Air Force these qualities enable and equip Air University to provide the Department of Defense the leadership needed and required to address the unique defense missions of 2022.

There are four major performance areas comprising (that make up the OR that constitute) the true leadership characteristics, necessary, to develop the airmen we need as officers and enlisted airmen in 2022. The four main areas are listed below and include the defining characteristics related to that leadership trait:

Executing the Mission

- **Job Proficiency:** Demonstrates knowledge and professional skill in assigned duties, achieving positive results and impact in support of the mission.
- **Initiative:** Assesses and takes independent or directed action to complete a task or mission that influences the mission or organization.
- **Adaptability:** Adjusts to changing conditions, to include plans, information, processes, requirements and obstacles in accomplishing the mission.

Leading People

- **Inclusion and Teamwork:** Collaborates effectively with others to achieve an inclusive climate in pursuit of a common goal or to complete a task or mission.
- **Emotional Intelligence:** Exercises self-awareness, manages their own emotions effectively; demonstrates an understanding of others' emotions, and appropriately manages relationships.
- **Communication:** Articulates information in a clear and timely manner, both verbally and non-verbally, through active listening and messaging tailored to the appropriate audience.

Managing Resources

- **Stewardship:** Demonstrates responsible management of assigned resources, which may include time, equipment, people, funds and/or facilities.
- **Accountability:** Takes responsibility for the actions and behaviors of self and/or team; demonstrates reliability and transparency.

Improving the Unit

- Decision Making: Makes well-informed, effective and timely decisions under one's control that weigh constraints, risks, and benefits.
- Innovation: Thinks creatively about different ways to solve problems, implements improvements and demonstrates calculated risk-taking.