

Air Force Culture and Language Center Charter Revision Executive Summary

1. Revised to reflect the term “Guardians.” Replaced term “USSF Personnel.”
2. Revised to reflect the term “Department of the Air Force Senior Language Authority.” Replaced term “Air Force Senior Language Authority.”
3. Updated to reflect 2022 National Defense Strategy and Agile Combat Employment doctrine.
4. Mission statement updated.
5. Updated paragraph 6.4 to reflect Ready Airman Training requirements.
6. Updated production information in Appendix A.
7. Updated Air Force Culture and Language Center Foundational Guidance in Appendix D.

CHARTER:
U.S. AIR FORCE CULTURE AND LANGUAGE CENTER (AFCLC)

1. Vision

The AFCLC, as a recognized leader for language, regional expertise, and culture (LREC) training and education, will lead the US Air Force (USAF) and support the US Space Force (USSF), the Department of Defense and Interagency, when needed or directed, in building a cross-culturally competent warfighting Total Force to meet current and future operational requirements across the full spectrum of military operations as prescribed in the 2022 National Defense Strategy to “strengthen alliances and attract new partners as well as enhancing lethality.”

2. Mission

To foster readiness for partner interoperability and adversary understanding through a career-spanning learning model and infrastructure that delivers language, regional expertise, and culture (LREC) education.

3. Air Force LREC Priority

The 2022 National Defense Strategy (NDS) priorities include “Building a resilient Joint Force and defense ecosystem.” The 2022 NDS establishes the need to cultivate the workforce we need and, along those lines, outlines the need for “fluency in critical languages and integration of insights from the social and behavioral sciences.” To this end, Air University (AU) incorporates cultural and foreign language instruction into professional military education programs. The AFCLC learning model provides LREC education while working around the primary mission. The outcomes of the educational programs are to deliberately develop Multi-Capable Airmen/Guardians ready to support: (1) known and emerging operational contingency requirements and global military operations, and to (2) develop warfighting leaders of all ranks who can succeed when operating with multinational forces where interoperability and partnership building are required skills. These outcomes strengthen alliances consistent with the Chief of Staff of the Air Force (CSAF) priority of developing joint warfighting leadership and interoperability by design with partners and allies.

4. Functions

AFCLC develops and sustains LREC skills requirements for the Total Force, General Purpose Force (GPF), in accordance with (IAW) Department of Defense (DoD) and DAF guidance (listed in Appendix D). AFCLC accomplishes its mission by equipping the force with competencies consistent with five primary functions.

4.1 Functions:

1. LREC education to develop Airmen and Guardians for known and emerging requirements
 - a. Develop and deliver Airman/Guardian-focused language, region, culture and emerging subject education

- b. Integrate cultural and regional knowledge through deliberate education and on-site immersions
 - c. Infuse academic rigor and educational best practice methodologies and trends into programs across the learning continuum
 - d. Conduct research and publish LREC topics of interest to USAF/USSF leaders
 - e. Schedule short, periodic sustainment education that flexes with the operational tempo of Airmen/Guardian
 - f. Infuse LREC education into leadership development
 - g. Connect Airmen and Guardians to organizations and events that require LREC capabilities (e.g., force managers, missions, mobile training teams, symposia, conferences, exercises, humanitarian relief, partnership building, security cooperation, state partnership program, etc.) via Training Partnership Request (TPR).
 - h. Identify, recruit, select, develop, and retain skilled Airmen from a highly competitive group of volunteer GPF Airmen and Guardians who demonstrate commitment, refined skills, and a willingness to engage
 - i. Preserve existing language capability identified through accession sources
 - j. Select program participants based on USAF/USSF requirements (e.g., Strategic Language List, Language-Designated Positions, etc.)
 - k. Deliberate development of Airmen/Guardians in four language modalities (e.g., Speaking, Listening, Reading, Writing) to a defined proficiency level
 - l. Sustain education for Airmen/Guardians who have reached a defined proficiency level
2. LREC Education for Global Operational Readiness
- a. Develop and sustain LREC skills for Airmen/Guardians
 - b. Design and deliver Airman/Guardians readiness educational programs and products
 - c. Plan, schedule, and oversee in-region training for Foreign Area Officers (FAO) in the qualification pipeline
 - d. Coordinate and track sustainment education for FAOs
 - e. Facilitate language learning to fill officer and enlisted language-designated positions
 - f. Deliver language education programs that support the USAF/USSF enterprise
 - g. Deliver distributed and online education for home station and deploying Airmen/Guardians
3. LREC Education for Leadership Development
- a. Develop and deliver customizable and responsive LREC education and training for select leaders in preparation for overseas assignments or deployments
 - b. Provide reach back academic expertise to key Department of the Air Force and joint service leaders
 - c. Conduct research on topics of impact for current and future strategic and operational leaders
 - d. Assemble and equip mobile training teams, as needed, to respond to unit-

- funded emerging requirements
 - e. Through Community College of the Air Force and Air War College, provide culture education at the undergraduate and graduate level
- 4. LREC Education for Continuum of Learning for the Total Force
 - a. Develop and maintain a career-spanning interactive platform to manage training (i.e. Language Enabled Airman Development Resource (LEADeR) platform)
 - b. Document educational events and course results
 - c. Track and analyze language skill progression/regression
 - d. Interface with USAF/USSF-level training and personnel databases
 - e. Partner with organizations to harness academic training tools for best LREC education management practices
 - f. Coordinate, when feasible, with private sector and governmental degree-granting institutions
 - g. Coordinate, when feasible, with private sector and governmental language training programs
 - h. Build and maintain partnerships with other LREC organizations
 - i. Maintain currency on best management tools and trends
 - j. Design accessible LREC education using mobile and other innovative technology
 - k. Adapt AFCLC learning model, to include processes and tools, for other language education efforts as directed or required
- 5. Key Stakeholder as part of the overall Air Force LREC Enterprise
 - a. Coordinates capabilities and requirements with Department of the Air Force Senior Language Authority (SLA)
 - b. Collaborates with AF/AIDG to develop LREC training and education policy
 - c. Integral member of Air Force Language, Regional Expertise, and Culture Action Panel (AFLRCAP)
 - d. Collaborates with DoD and sister service LREC partners to address national defense LREC education
 - e. Provide course and Special Experience Identifier (SEI) data to the Air Force Personnel Center (AFPC) and Career Field Managers (CFM) through systems of record
 - f. Advise AFPC, CFMs, and other force managers on the use of AFCLC-generated system data to enhance utilization

5. Infrastructure

To fulfill requirements, AFCLC requires organic infrastructure:

5.1 AFCLC relies upon support and service contracts to provide critical programs and manpower to execute the Center's mission. These contract vehicles must be as agile and flexible as possible to respond to the dynamic nature of the AFCLC's operational environment.

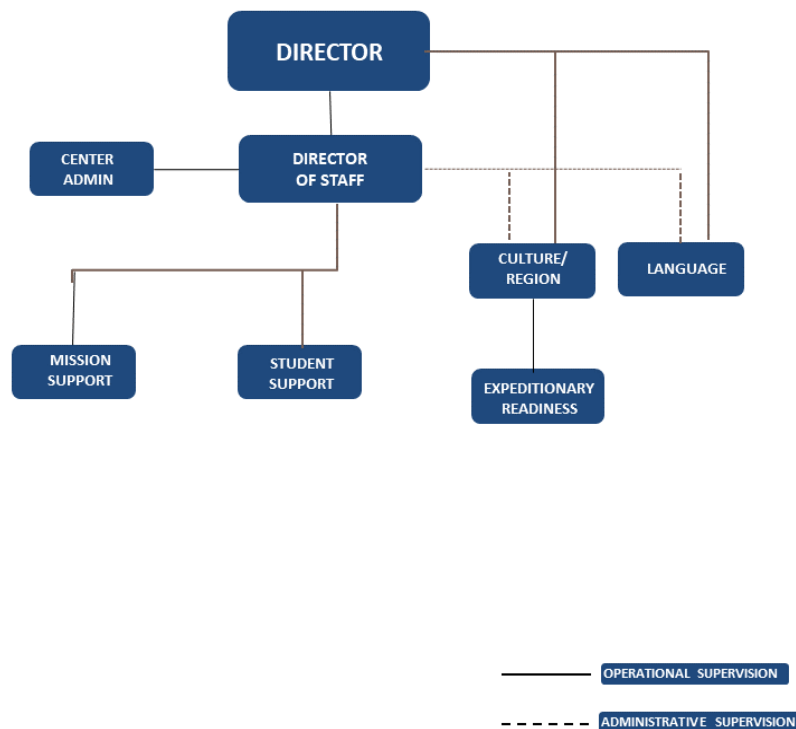
5.2 Training Management Systems (e.g. LEADeR) are vital to AFCLC mission success.

These systems must be locally developed, owned, and managed to enhance the responsiveness to stakeholders and respond to emerging mission requirements and make all force development efforts visible in MILPDS.

5.3 Per the Department of the Air Force Instruction (DAFI) 36-4005, AETC ensures AFCLC has sufficient facilities to meet the LREC education and training needs of the GPF. The acquisition of additional mission will require periodic space utilization review to ensure facilities are available to meet dynamic mission demand.

5.4 **Organization** (subject to change for mission purposes)

AFCLC ORGANIZATIONAL CHART



6 Requirements

Per DAFI 36-4005, *Total Force Language, Regional Expertise, and Culture Program*, and consistent with the functions laid out in paragraph 2.30, AFCLC is charged, at a minimum, with developing, delivering, and supporting LREC training and education across the Continuum of Learning. To accomplish this, AFCLC employs a multi-pronged approach to deliver LREC impact to the total force. The AFCLC will:

- 6.1 Execute the Language Enabled Airman Program (LEAP), using in-region and CONUS immersions (Language Intensive Training Events (LITE)) and online synchronous language training (eMentor) and other training methods to identify, sustain, track, and advise on utilization of LEAP scholars. AFCLC will identify and

select approximately 400 Airmen and Guardians annually with an ultimate goal of reaching 4,000 LEAP participants and then maintaining that number unless otherwise directed or resourced. AFCLC will work with the AF/A1D Program Element Manager (PEM) on resourcing to ensure a LEAP bench sufficient for high levels of FAO selection and Language Designated Position (LDP) matches from the GPF. Training requirement projections for up to 4000 LEAP participants are shown in Appendix A.

- 6.2 Develop and maintain an executable, responsive training management platform.
- 6.3 Design, develop, and produce five to seven Expeditionary Culture Field Guides in digital, mobile, and application formats annually.
- 6.4 Design, develop, and deliver LREC USAF/USSF readiness curriculum and courseware. As a minimum, AFCLC will develop and maintain a multi-use Ready Airman Training (RAT) culture general course to meet the Air Force requirement for contingency or expeditionary operations, as well as regionally-focused courses to deployed Areas of Responsibility (AOR). AFCLC will also produce educational content to prepare multi-capable Airmen (MCA) for Agile Combat Employment (ACE).
- 6.5 Design, develop, and deliver instruction, curriculum support and consultation services across all levels of Professional Military Education and Professional Continuing Education.
- 6.6 Design, develop, and deliver curriculum and instruction in-residence and virtually for selected Senior Leader and Particular Population executive education (i.e. Pre-assignment Acculturation Course (PAC)). AFCLC will prepare to deliver up to 15 of these courses per year, or more commensurate with resources at the discretion of the Director.
- 6.7 Design, develop, and deliver undergraduate college-level cultural education curriculum. Deliver up to four online credit-earning course offerings per year to the enlisted force participating in the Community College of the Air Force (CCAF) program.
- 6.8 Design, develop, and deliver LREC curriculum, certificate programs and modular courses to meet emerging DAF needs commensurate with resources at the discretion of the Director.
- 6.9 Develop and maintain an agile system for delivery of LREC content in the form of a multi-platform mobile application that operates on personal and government-issued devices.

7. Command Relationships

AFCLC receives policy, resource, and program requirements guidance and direction primarily from the Senior Language Authority administered through the Headquarters Air Force, LREC

Division (AF/A1DG). AFCLC's PEM resides at AF/A1DG and provides support and guidance on resource issues.

AFCLC's budget is administered through Air University/Financial Management via the Air War College. AFCLC receives personnel support through the Air War College. Personnel actions (hiring, dismissal, etc.), appraisals, and timekeeping are done through Air War College and Air University. Air University also provides adequate facilities for AFCLC to execute its mission.

8. Authorization

Wherefore, the undersigned charters the AFCLC for a period not to exceed three years, at which point this document will be reviewed and updated as necessary.

GLEND A H. SCHEINER, SES, DAF
DAF Senior Language Authority
DCS, Manpower, Personnel and Services

Appendix A

Language Enabled Airman Program Training Requirement Projections

Fiscal Year	eMentor Students (minimum)	Language Intensive Training Events *
2024	1050	825
2025	1100	850
2026	1100	875

*Includes a combination of CONUS and Overseas Traditional and Advanced events to include sponsor-funded TPRs.

Note: Requirement calculations based upon program growth to 4,000 as prescribed in paragraph 6.1 and an eMentor course or a LITE for half of the LEAP population every year or as prescribed in LEAP training policy

Appendix B

Air Force Culture and Language Center Historical Background

Background

In January 2006, the former Chief of Staff of the Air Force (CSAF) directed that Air University (AU) incorporate cultural and foreign language instruction into professional military education programs. This initiative was supported through a Special Interest Item, which accelerated efforts to obtain the human and financial resources necessary to establish an AU Culture and Language Center. The existing Negotiation Center of Excellence (NCE) was embedded in the new organization. In January 2007, the CSAF issued the *Global Cultural, Regional and Linguistic Competency Framework*, outlining a structure for developing Airmen who could communicate, build relations, and negotiate effectively across cultural differences in support of global expeditionary operations. In April 2007, AU selected cross-cultural competence as the topic of its Quality Enhancement Plan (QEP), a key component of academic re-affirmation of accreditation.

In December 2007, the former AU Commander and the former Air Force Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1) expanded the Culture and Language Center's responsibilities to include coordinating Service-wide language/culture Expeditionary Skills Training (EST). The newly named AFCLC then received additional resources to execute its expanded roles of language, region and culture training, education, research, and policy support. AU was selected to lead these initiatives due to its faculty expertise, strong curriculum, span of influence, international students, prior initiatives, assessment, and distance learning capabilities.

In May 2009, the former CSAF issued the *Culture, Region, and Language Flight Plan*, providing definitive guidance for AF efforts to develop cross-culturally competent (3C) Airmen. This clarified the AF's desired outcome, necessary 3C skills (communication, negotiation, and relations), and responsibilities of AFCLC.

In October 2009, the AF Senior Language Authority (SLA) directed AFCLC to initiate the Language Enabled Airman Program (LEAP), a career-spanning program to develop a cadre of Airmen across all specialties with working level foreign language proficiency. This reflected the AF's tiered system, with a middle level of force development between LREC Professionals (a small number of communities whose members require advanced abilities) and all Airmen (who are familiarized with LREC basics). After three years of resourcing LEAP through internal AFCLC and unfunded requirements, the program was integrated to the FY13 Air Force Program Objective Memorandum (POM) and subsequently the FY13 President's Budget.

In March 2012, AFCLC initiated an initial, rigorous review of current guidance, efforts, and organization, resulting in this document. Further reviews were completed in 2015 and 2018, effectively updating this document to respond to current and future demands. This Charter is the official statement of AFCLC's major organizational elements. This

document is consistent with guidance detailed in DAFPD 36-40 and DAFI 36-4005, and supersedes the December 2007 Memorandum of Agreement (MOA) between AF/A1 and AU/CC.

In June 2014, AFCLC entered into an agreement with Air Education and Training Command (AETC) and the Under Secretary of the Air Force for International Affairs (SAF/IA) to accept responsibility for planning and executing in-region immersions for Foreign Area Officers (FAO).

In May 2020, AFCLC began providing LREC support to USSF by selecting limited USSF personnel into LEAP.

In July 2020, the CSAF directed that the DAF must “Accelerate Change or Lose” to compete in the Great Power Competition defense environment. To this end, Air University (AU) incorporates cultural and foreign language instruction into professional military education programs.

Appendix C

Air Force Culture and Language Center Key Partnerships

Partnerships

AFCLC seeks to maximize efficiencies and avoid fragmentation, overlap, or duplication through collaborative relationships with other key stakeholders. To this end, AFCLC collaborates with the following organizations:

Department of the Air Force

- i. Air Education and Training Command/A3-Special Missions (AETC/A3Q)
- ii. Air Force Language, Regional Expertise, and Culture Division (AF/A1DG)
- iii. Under Secretary of the Air Force for International Affairs (SAF/IAPA)
- iv. United States Space Force

Department of Defense:

- v. Army Culture and Foreign Language Directorate (TRADOC G-3-5-7/ACFLD)
- vi. Army Research Institute for the Social and Behavioral Sciences (G1/ARI)
- vii. Army Training and Doctrine Command (TRADOC) Culture Center
- viii. Defense Language Institute Foreign Language Center (DLIFLC)
- ix. Defense Language and National Security Education Office (USD(P&R)/DLNSEO)
- x. Marine Corps University

Appendix D

Air Force Culture and Language Center Foundational Guidance

AFCLC's mission is informed by numerous guidance documents, including the following:

Department of Defense

National Defense Strategy, 2022

DoD Language, Region and Culture Strategic/Implementation Plan, January 2014

Defense Language Transformation Roadmap, 2005

DoDD 5160.41E, *Defense Language, Regional Expertise, and Culture (LREC) Program*, 21 August 2015

DoDI 5160.70, *Management of the Defense Language, Regional Expertise, and Culture (LREC) Program*, 30 December 2016

CJCSI 3126.01C, *Language, Regional Expertise, and Culture Capability Identification, Planning, and Sourcing*, 8 March 2023

U.S. Air Force

CSAF Culture, Region, and Language Flight Plan, 2017-2022

CSAF Global Cultural, Regional and Linguistic Competency Framework, 2007

DAFPD 36-40, *Language, Regional Expertise and Culture Program*, 3 November 2022

DAFPD 36-26, *Total Force Development and Management*, 15 Apr 2022

DAFI36-2670, *Total Force Development*, 15 Jun 2020

DAFI 36-4005, *Total Force Language, Regional Expertise, and Culture Program*, 2023

Department of the Air Force Strategic Language List, 2023

Program Objective Memorandum, 2013

Corona Top Tasker #18: *Language Proficient Airmen Next Steps*, 2010

Air Education and Training Command

USAF Language, Region, and Culture Master Plan

Air University

Air University Strategic Plan, 2018

Air University Continuum of Education Strategic Guidance, 2017

Air University Quality Enhancement Plan, 2009-2014