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This publication provides guidance for Air and Space Force Historians and augments Department of the Air Force Policy Directive (DAFPD) 84-1, *History and Heritage Management*, and Department of the Air Force Instruction (DAFI) 84-101, *Aerospace Historian Responsibilities and Management*. This publication provides information and instructional material for Air Force and Space Force Historians to produce their periodic history in support of the Air Force and Space Force missions. This publication applies to all civilian employees and uniformed members of the Regular Air Force, United States Space Force, Air Force Reserve, and Air National Guard. This DAF publication may be supplemented at any level; supplements must be reviewed by this publications office of primary responsibility (OPR) prior to a supplement's certification, approval and implementation. Refer recommend changes and questions about this publication to the OPR using the AF Form 847, *Recommendation for Change of Publication*; route AF Form 847 from the field through the appropriate functional chain of command. Ensure all information collected and maintained as a result of processes described in this publication protected by 5 USC 552a, The Privacy Act of 1974. Ensure all records generated as a result of processes prescribed in this publication adhere to Air Force Instruction 33-322, *Records Management and Information Governance Program*, and are disposed in accordance with the Air Force Records Disposition Schedule, which is in the Air Force Records Information Management System.

SUMMARY OF CHANGES

Section 2.11 Reorganized to follow the order of the history report. Document edited throughout for conciseness and clarity.

Chapter 1

THE HISTORIAN'S CRAFT

1.1. The Historian as a Function of Command. Historians at all levels reside on the commander's staff as a separate two-letter staff agency. As such, the historian has access to venues and perspectives that provide a holistic view of the spectrum of unit activities. In this sense, the historian exercises sound judgment when integrating within the staff and establishing trust among key stakeholders that provide important documentation and information.

1.2. Roles and Responsibilities. The historian is responsible for several important activities within the unit, all of which revolve around the unit mission. These include documenting the unit's activities, maintaining the unit's historical research collection, visualizing the unit's heritage, and providing responses to inform leadership or the public that relate to the unit's unique history.

1.2.1. Capturing Contemporary Activities. The historian's role within an organization focuses primarily on collecting information about the unit's current activities. The secondary effect of this effort is the creation of a robust collection of information that allows the historian to examine past events and analyze those events in light of current scholarship. Historians, as part of their units, focus on mission accomplishment and the myriad subjects that affect the mission. This may include, but is not limited to, manpower, weapon systems, and infrastructure issues, all of which are of concern to the unit's leadership and Airmen executing the mission. Documenting these events can be a challenging task, often requiring the historian's presence at various locations of interest to the unit, both at home station and deployed. The Wing/Delta history office is usually occupied by a single historian, and documenting these activities as soon as possible is the goal.

1.2.1.1. Instilling Historical Mindedness. The historian helps develop historical mindedness within the unit by building relationships throughout the organization. This is accomplished by collaborating with work centers, providing mission relevant and timely historical context and perspective, observing unit activities, and making appointments with key participants to discuss their work center's roles in mission accomplishment. Participation in exercises will also be critical to the historian for two reasons. First, the historian gains a better understanding of the nature and reasons for the exercise as it relates to the mission. Secondly, participating in the exercise exposes key participants to the historian's role in observing the exercise and documenting important activities as they relate to the scenario. Finally, instilling historical mindedness is an ongoing activity as new personnel arrive within the unit. However, this presents opportunities to share the unit's history or documentation with newly arrived Airmen and Guardians.

1.2.1.2. Building Relationships. The historian must build relationships within the unit. Trust is not automatic, nor can it be legislated by Air Force or Space Force Instructions. Further, as many new historians may incorrectly assume, documentation will not automatically arrive in the office. The historian must locate relevant source material as part of the research process. Accomplishing this task requires visiting the many work centers that constitute a large wing, numbered air force, or major command. Listening skills are one of the most important tenets for a new historian. Listening to a mission briefing, explanation of responsibilities by a shop chief, or speaking with key leadership helps the historian gain a deeper understanding of the dynamics of a unit mission.

Observing is another important tenet. Dialogue with personnel from all agencies or units within the organization develops the historian's network of sources. These relationships are reciprocal, so pushing information to personnel is as important as receiving information. Trust is often earned when the historian reciprocates with a professional demeanor, is courteous, responds to all inquiries regardless of how simple, and shows a genuine interest in the individuals being engaged. Simply stated, the more time the historian spends out of the office engaging with work centers or key participants the more the historian will understand the unit and develop the relationships necessary to be productive.

1.2.1.3. Building an operational office. Historians are one of the few personnel within the unit that have an opportunity to have a holistic view of the unit mission. This is by virtue an outgrowth of the historian's mission to document the unit's mission via access to many important meetings, observation of key events, and engagement with every organization or work center on the installation to collect information. This access—and trust—also brings with it significant responsibility in terms of operational support. The history office is not merely a repository. The historian holds the responsibility of documenting operational activities as they occur and providing data on contemporary events to assist key leaders as needed. For example, if the installation experienced a natural disaster in the past, the historian could highlight the most significant take-aways from those events in a background paper or concise e-mail. Include a note that specific documentation can be provided on demand, informing decision-makers on relevant issues is the goal. These may include preventive measures to ensure safety or damage control, timelines when leadership made decisions, or significant issues influencing the recovery efforts. The historian, in this case, sets aside all other projects and "operationalizes" the office by pushing information to or briefing decision makers. The best decisions are informed decisions, and the historian can have a key role in supporting their organizations by developing an operational office.

1.2.1.4. Awareness. The historian must be alert to ongoing issues or activities that affect the mission. Becoming immersed in the mission and networked within the unit leads to heightened awareness in the historian. For example, the historian may learn that an organization is experiencing a certain phenomenon. This may seem puzzling at first but by meeting with established points of contact or staff agencies the historian may learn that what may have seemed benign may in fact be a significant issue affecting several organizations.

1.2.1.5. Supporting the warfighter. The historian must always bear in mind that their primary purpose is supporting the warfighter by serving as an advisor and presenting critical documentation or assistance when needed. In that way, the historian's role in collecting, organizing, preserving, and disseminating documentation is key to the unit's success. As historians become familiar with their unit's mission, they gain the knowledge perspective of their units' past that will be useful to leaders in the present. But this can only happen if historians integrate themselves within their unit.

1.2.1.6. Training and education. The DAF offers opportunities to attend various types of courses that are applicable to the historian. Some courses, like the Air Operations Center (AOC) Course, can give the historian a greater understanding of the inner workings and complexities of AOC and mission activities. The Air Force Forces (AFFOR) or Joint Force Air Component Commander (JFACC) courses also provide orientation into how an AFFOR or JFACC staff operates. In addition to meeting new contacts, attendance at these courses also adds dimension to the historian's knowledge of tactical and operational levels of operations. The training likewise helps historians develop in their professional knowledge which makes them more effective in supporting the warfighter.

1.2.1.7. Air Force organization. AFI 38-101, *Manpower and Organization*, provides the basics of various levels and standard structures for organizations. This directive also provides the historian with an understanding of the basic building blocks of a wing and its units. For example, AFI 38-101 explains the function of an operations support squadron or a bomb squadron and their placement within an organization. A unit's organization can be somewhat dynamic as units are activated, inactivated, consolidated, redesignated, reorganized, and so forth. Each organizational action affects the mission up and down the chain of command. Units also differ depending on the mission. Each organization is unique and complex, and the historian's role is to collect information on why and how organizational changes are necessary or, in some cases, impractical based on information from previous historical reports.

1.2.2. Capturing activities of the past. Historical events are signposts that provide fundamental understandings of why and how existing processes endure, or actions occur. They also serve as a guide to help people reflect on their own importance or place within a specific mission set. The past also serves as a foundation for unit identity and esprit de corps. Documentation referring to who, what, when, where, why, and how assists decision makers as they seek to determine ways ahead for specific processes or projects.

1.2.2.1. Understand the unit's history and precedents. The members of a given unit or installation automatically connect the historian with past events. Many will be interested in the unit's wartime and peacetime missions, installation history, weapon systems employed, and key personnel or personalities assigned to the organization. For example, many existing wings and squadrons originated at the dawn of US Airpower, and many space organizations were active for decades prior to the creation of the US Space Force. Wartime accomplishments are prized by these organizations and the historian will have sundry opportunities to share that history in commander's calls, briefings, heritage pamphlets and projects, or an occasional newspaper or journal article. Commanders and leaders view history and heritage as a force multiplier and use that history to instill pride and professionalism within their organizations. In short, the more a historian becomes an expert on unit history the more value the historian provides the organization.

1.2.2.2. Understand the history of the installation. An installation is a dynamic artifact that often represents decades of change and its context is important for the historian. The origins of a particular base or site helps the historian understand the often-complex relationships between the military and local civilian community. Its initial planning and construction reflect architectural styles or operational considerations. Most installations may also have facilities or functions that represent decades of styles or design. For example, aircraft hangar styles change depending on weapon system transitions. Base

perimeters may expand or contract depending on military or community needs. Environmental considerations are given to disposal sites, aircraft mishaps, or logistical lines such as railways developed decades earlier. The historian would be mindful to collect and preserve copies of building blueprints, installation maps, images of facilities, facility sustainment programs, and demolition activities, all of which will be useful when determining future land utility or even congressional interest in installation dynamics.

1.2.2.3. Understand Air Force and Space Force history. The foundations of Air Force and Space Force history are critical for an understanding of the present. Further, perceptions of Department of the Air Force history are critical for the historian, especially when missions or organizations change over time. Air Force and Space Force history is replete with examples of dynamic changes based on innovation and ideas refined by operational necessity or through research and development.

1.2.2.4. Comprehension of lineage and honors data. Air Force and Space Force history is also one of continuity. Unit lineage and honors data provide a glimpse of a unit's mission and honors from multiple perspectives. Like a family tree, lineage traces the unit's unique designations over time, its parent organizations of assignment, stations and so forth. For example, today's Rapid Engineer Deployable Heavy Operational Repair Squadron Engineer (RED HORSE) squadrons draw their lineage from the Aviation Engineer Battalions during World War Two which represents a continuity of both mission and function. Many aviation units likewise draw their lineage from the wartime operational counterparts. Likewise, several Space Force units transferred into the new service with their Air Force lineage intact. Missions, however, change and the historian's duties encompass this important facet of unit history by including g-series orders, organizational change requests, and other documents that explain these changes and relate the context during the time in which the changes occurred.

1.2.3. Build the research collection. Historical research collections are a critical element of the unit history office. The collection is composed of several types of documentation that will assist historians in their mission to support their organization.

1.2.3.1. The unit history. The unit history is the most important facet of the collection. It provides a large part of the institutional memory of the unit authored by the historian. The history and its supporting documentation represent a special collection with provenance. That is, it represents a bounded study during a particular year or event that, when organized properly, may be used as a contextual document to reflect events within a specific spatial construct.

1.2.3.2. Document collections. Groupings of documents provided by unit members are important to understanding particular issues. Collections provided by key leaders lend insight into specific decisions or background on issues. It also provides an emphasis on issues central to the unit's mission and assists the historian with filling gaps in wartime history. Diaries, logbooks, journals, photo collections, and collections of files add to the story of unit and provide a tapestry of personnel recollections. These will help the historian depict unit history with the aim of assisting Airmen and Guardians in developing a contextual understanding of both the unit's past and help vector decisions and operations of the unit's leaders in the present.

1.2.3.3. Reference library. A rich and varied reference library is indispensable for the historian. At the knowledge level, the historian must become a generalist in the historical events associated with the units' past. For example, understanding the theory behind the daylight bombing campaign employed by the United States during World War II will help the historian understand the context behind unit losses during its involvement in the war. Likewise, understanding how the Cold War Space Race shaped military space history provides excellent context for modern space operations. Reference materials could include weapon system tactics techniques and procedures (TTPs) and the evolution of those materials over time. Local histories may also offer helpful guidance when assisting leadership with community relations issues. Volumes associated with heritage or heraldry may also be of use to the historian when seeking to understand subjects ranging from artifact conservation to the meaning of elements in official emblems. Keep in mind some of these materials may be classified, but retention of these materials is essential to understanding the unit's missions, functions, and capabilities.

1.2.3.4. Media. Photographs and other forms of media are a valuable resource for visualizing issues or events in the periodic history. They also depict details associated with, among others, infrastructure on installations, aircraft markings, or personnel involved in important activities. For example, historic photographs of aircraft markings may assist project officers when developing Color, Markings, and Insignia packages for display aircraft. Obtain files of digital images from the installation Public Affairs office. These images are used in the publication of newspapers or media support but will expand historical context in the visual domain when combined with well-written captions identifying the who, what, when, where, why, and how along with the provenance of the image, i.e., USAF Photo by SSgt John J. Doe, and if released to the public.

1.2.4. Heritage and historical property. Heritage, landscape history, and artifacts serve as learning tools. They provide contextual clues that allow viewers to bracket themselves into another time and space and understand the nature of the objects or sites in connection with their own time and space. Heritage and tradition, as presented through the modes of objects, also serve as an intermediary for interpretation. This idea may be especially helpful for historians as they seek to define past and current traditions or processes and assist Airmen with a greater understanding of Air Force history, missions, and accomplishments.

1.2.4.1. Objects and their meaning. Objects hold people's interests for any number of reasons. People use every day, ordinary objects such as pens, notebooks, automobiles, toothbrushes, or aircraft maintenance equipment without thinking twice about the "what" of the object. Groups of people will use objects in a collective context while many people tend to use a unique object to accomplish a specific task or goal. When the object is allocated to storage or becomes obsolete it is temporarily removed from its context. These objects, however, when rediscovered, serve as a memory-inducing medium. The same may be said about objects that a viewer may have no context with, such as uniforms or equipment used by military members decades earlier. Additionally, objects used by another group may motivate interest to develop perspective and provide a learning mode that may not commonly be associated with written materials alone. Ultimately, objects have the capacity to promote empathy and assist in the transportation of the viewer to a different learning mode in terms of time and space. The concept of "distance" is also considered. That is, the object gains importance as the viewer acknowledges the

importance with a particular group or mission through the years or decades. When collocated on an installation with an air park, heritage activity, or museum, the history office serves as a valuable resource for information and may assist with the interpretation of objects as they relate to the mission.

1.2.4.2. Sites can have the same impact on the viewer as artifacts. Walking into a historic building, standing on a disused runway, visiting a historic launch complex, or unearthing objects from a wartime disposal pit peak curiosity and provide opportunities for interpretation. In this way the installation itself becomes an artifact and may be used for educational opportunities in a myriad of ways. With minimal work historians my find themselves serving as a project committee consultant providing photos and other two-dimensional objects to help portray the history of a particular site on the installation. For example, Randolph AFB, TX, Barksdale AFB, LA, and Hickam AFB, HI, are all examples of interwar design and architectural styles that reflect the region. The same may be said for an installation undergoing modifications for various operational reasons. The historian, by documenting these changes in the periodic history, adds yet another element of understanding to newer generations of Airmen, Guardians, and their families. Sites and objects can also instill a sense of life-long learning among individuals, developing a deeper sense of pride in their installation and its role in educating the public about the USAF or USSF.

Chapter 2

THE COMMAND HISTORY REPORT

2.1. The Modular Command History Report. The modular command history report leverages the best historical-method practices and streamlines the collections and writing processes to improve quality and timeliness. While flexible, the report has a standardized format that contains both mandatory and optional sections to provide uniformity and consistency across the DAF enterprise. This provides an agile and scalable product designed and tested to help the DAF think, share, and learn so it can increase efficiency, capabilities, and warfighter effectiveness. The format is standardized to empower information fusion tools that layer historical content across all levels of warfare. This allows historians to focus their work effectively at the organization's level of warfare; and allows historians time to immerse themselves in the key aspects of the mission and gain access to information. The command history report is how the program preserves information for the future.

2.2. History Collection Plan. A command history report consists largely of an organized, annotated collection of primary source documents generated by the unit. A collection plan is the roadmap to topics the historian will cover each report period. Historians develop a collection plan locally, based upon the organization's mission and activities. Time spent working with the commander and Major Command (MAJCOM) or Field Command (FLDCOM) History Office (HO) on developing and refining a good collection plan will pay dividends as it guides ongoing and systematic research.

2.2.1. The collection plan lists the sources and points of contact and may include the frequency when certain data may be available for the historian to collect.   If you have to say something about the collection plan, you might consider, "Form follows function," and the historian will change the collection plan as they complete successive histories. This will occur as the historian learns from their processes and as the missions, functions, and capabilities of the unit change over time.

2.2.2. Become a good listener and note-taker, attend meetings to learn and share. Stay up to date on issues affecting the organization and make it a priority to conduct interviews with senior leadership, especially the commander. The historian cannot expect information to come to the history office of its own accord. Information must be retrieved. Questions must be asked, operations must be observed, and mission systems explored for the historian to fully understand the mission and integrate the material into the collection plan by transcribing the notes, interviews, and conversations. Achieving this level of access requires the historian to be adept at building relationships with the information "gatekeepers."   The effort to do this is worthwhile and makes the content searchable.

2.2.3. The collection plan will also be informed by the relationship the historian builds and maintains with senior leaders. Often the historian may be unaware of critical issues impacting the unit without understanding how leaders work together to develop solutions to those challenges. Information for understanding this framework include briefings, short-notice meetings, or simply scheduling a short five-to-ten-minute meeting with the senior leadership or project/action officers.

2.2.4. There are many ways to create a written collection plan, and no set format. The MAJCOM/FLDCOM history office can assist in the initial phases of the collection plan. Generally, it helps to start with reviewing the organization's mission statement, organizational structure, previous histories, and/or the histories of similar units.

2.2.5. Evaluate the collection plan and begin asking questions. The collection plan is not an outline of the history report. The historian writes and publishes on the most important items on the list throughout the year focusing on those items that have the biggest impact to the organization.   The report is just how the historian gets the writing to Air Force Historical Research Agency (AFHRA). Historians are trusted agents with significant discretion to select topics covered in the history report. The historian decides what is worthy enough to add. The MAJCOM/FLDCOM evaluates the historian on his or her choices, so rely on input and seek regular feedback from the MAJCOM/FLDCOM HO. A good collection plan:

2.2.5.1. Is focused on the unit's mission effectiveness, operations, and combat capabilities at the organization's level of warfare (tactical, operational, or strategic).

2.2.5.2. Aids in setting priorities and allocating critical research and writing time.

2.2.5.3. Is tailored to a single report period but follows historic trends from previous reports to ensure consistent coverage for multi-year topics. e.g., fielding a new mission system or mission change.

2.2.5.4. Is kept up to date with reference to sources, collection methods, and frequency.

2.2.5.5. Incorporates input from recent history critique(s) from the MAJCOM/FLDCOM.

2.2.5.6. Incorporates comments from the commander, staff, and others who have read or used the history.

2.2.5.7. Is responsive to current and future trending topics. Are there mission or organizational changes around the corner?

2.2.5.8. Seeks to answer the who, what, when, where, how, and why.

2.3. Topic Selection. The historian selects topics that are relevant to the unit's mission, functions, and capabilities.

2.3.1. The historian uses the unit mission as a framework for the entire history. This mission focus assists historians as they select topics. Some topics may be short term, such as special events while others may be of longer duration. These may include infrastructure challenges, aircraft transitions, supply-chain shortages, syllabi modifications, or environmental remediation. The historian should always frame questions around the unit's ability to conduct its assigned mission.

2.3.2. Historical proportionality is an important tenet for the historian when considering topics. What the historian may find interesting may not necessarily be of import to the unit. For example, security or anti-terror measures would receive historical coverage, while social events with little historical value would receive no historical coverage. Topics with second or third order effects could outweigh topics isolated to single event. Conversely, historians also need to be mindful that seemingly isolated events may contain trends requiring more analysis.

2.3.3. Historical topics selected for inclusion in the history must have mission relevance. Historians write from the command element point of view and should consider how the information may be used by future decision makers. The historian should consider causative factors, decision points, and courses of action considered and/or selected as part of this process. For example, what factors did the leadership take into consideration before evacuating aircraft preceding a major storm? What protective measures did leadership take to ensure aircraft fleet security? What factors drove a new training program for space personnel? What identifiable trends indicated a need for a new logistics program? The historian should be able to draw a line from the mission to each topic. Ask "what is the value of this topic to the unit's mission and to the mission of the Air Force or the Space Force? Will this information help leaders make better decisions in the future?" If the answer is no, move on to more critical topics. There will always be more topics than time, so the historian needs to make good choices.

2.3.3.1. Superficial coverage of key events will not meet the future needs of the unit. Studies sections of the command history report should include causative factors. For example, simply stating that the unit was short 100 crew chiefs does not suitably describe this important subject. The historian needs to consider how the shortage began, what determinants drove the shortage, how the shortage impacted the mission, and remediation efforts to support the unit's mission. What actions is the unit taking for short- or long-term fixes to the issue? This will require the historian's presence at meetings and visits to work centers to gain additional perspective into the issue.

2.3.3.2. Likewise, finding balance in the coverage of relevant topics is equally important. This requires determining what factors require narrative discussion and what material can remain accessed via the document collection. The historian should not omit pertinent facts or figures that help convey the relative importance of the event, but they should also not feel compelled to include all the facts or figures that might be available. Finding the right balance helps the historian provide the most coverage possible in the time allotted.

2.3.4. Topics within an organization will be driven by mission. For example, an air base wing mission will differ from an air mobility wing, a bomb wing, a cyber wing, or a launch delta. Common topic areas may include:

2.3.4.1. Operational activity

2.3.4.2. Mission systems

2.3.4.3. Flying hours and sortie data.

2.3.4.4. Readiness metrics.

2.3.4.5. Relationships with other organizations.

2.3.4.6. Planning.

2.3.4.7. Training.

2.3.4.8. Maintenance and Logistics metrics.

2.3.4.9. Communications and Information Technology.

2.3.4.10. Environment.

2.3.4.11. Facilities.

2.3.4.12. Community (and host nation, if applicable) relations.

2.3.4.13. Budget (funds availability, effect of shortfalls, etc.).

2.3.4.14. Personnel (authorized, assigned, career field or Force Specialty Code shortages, etc.).

2.3.4.15. Mission Support (Security Forces, Civil Engineers, Force Support, etc.).

2.3.5. One important subject the historian needs to be aware of is the commander's assessment of Major Graded Areas. Each year the Department of the Air Force Inspection System requires commanders to report on the unit's effectiveness at Managing Resources, Leading People, Improving the Unit, and Executing the Mission. These reports will illuminate potential issues or trends within the unit that are important to the commander and pose challenges to the unit's mission. Space Force historians must also be familiar with the Mission Thread Assessment (MTA) as outlined in DAFI 90-302, *The Inspection System of the Department of the Air Force*.

2.3.6. For wartime and contingency activities, expand on the commander's assessment of Operations Plan and Theater Campaign Plan mission accomplishment.

2.4. Working Files. Once a collection plan has been made, establish a systematic method of filing collected documents. Many historians use a topical filing system aligned with the overall report structure. Keep working files organized and maintain multiple backups in the event of data loss from computer or network drive issues. It bears mention that the final history report folder will not look like these working folders; the working folders are merely a method for organizing the data.

2.5. Privacy Act information. Information collected for the history report may include Privacy Act information or Personally Identifiable Information (PII). Do not redact PII from official documents. If working files are maintained on a shared drive or server, they must be protected in accordance with AFI 33-332, *Air Force Privacy and Civil Liberties Program*. The DAF has directed that all PII data and records stored in shared or Electronic Records Management drives be properly safeguarded (i.e., proper permission in place, only those personnel with the official need to know must have access, etc.). Administratively mark all supporting documents that contain PII with (CUI-PII) in the file name. Ensure the Controlled Unclassified Information (CUI) content is annotated in the command history report's Security Notice and Administrative Controls page and appropriately mark any optical media disc(s).

2.6. The Research Process. Sound historical research is timely, continuing, systematic, and thorough. It requires application of historical methodology and discipline to systematically preserve significant information for the future. As historians conduct research, they must remain on the alert for information that might have historical significance. This requires that the historian identify and gain access to critical nodes of information.

2.6.1. By becoming a visible and respected member of their unit, historians at all levels establish and maintain relationships that demonstrate their professional competence and the value of their work to the organization. Experience has shown that such face-to-face interaction can significantly enhance the ability of historians to accomplish their mission. A successful, continuing research effort in an organization is contingent upon the historian establishing relationships based on mutual trust and respect with the organization's leadership and those who generate and maintain the information the historian needs to build an accurate and comprehensive historical report.

2.6.1.1. Eyes-on familiarity with a unit is critical. During the first few months, scheduling visits to work centers and attending unit briefings and meetings with key leadership can provide context for the historian. Work centers may include manpower offices, life support, maintenance analysis, transportation scheduling, propulsion shops, tactics branches, deployment processing lines, and family readiness centers to name a few. Asking what programs personnel are responsible for will be important because those work centers, in all probability, produce documentation the historian may need to write sections of the history.

2.6.1.2. A historian must develop and show a keen interest in all aspects of the unit mission and personnel. Meeting with key leaders or project officers and asking open-ended questions focuses on the individuals and programs they develop to meet the mission. Critical to this effort is honing listening skills.

2.6.1.3. Meetings and briefings differ in content and relevance. For example, a wing staff meeting provides information on installation-wide issues or events but may not necessarily delve into the reasons for specific issues. Visits to group or squadron meetings will require the historian's presence, and increase the historian's awareness of policies, programs, or challenges influencing the unit mission.

2.6.1.4. Explaining the importance of the information or documentation is a key node in understanding. It helps a key participant comprehend why and how the information they are providing is critical to mission success. The historian can accomplish this in a variety of ways. Providing a copy of the previous unit history can explain how the documentation is being used in context with other documentation. Further, explaining that the periodic command history is the sole method for capturing events and emphasizing institutional memory will also underpin the relevance of the participant's perspective.

2.6.1.5. Before beginning the writing process, historians work to clarify, organize, and analyze data and information. Clarify by asking what the impact to the mission is. Determine the topic or key issue's historical significance—its importance relative to all the other topics and issues—to help set the writing priorities within time constraints. This critical analysis considers the long-term consequences to the organization's mission by understanding what does and what does not matter in today's data. Seek guidance from the commander, from subject matter experts, and the MAJCOM/FLDCOM HO until you can answer the 'So-What?' question. If it is on the commander's top 3-5 priority issues, consider it on the historian's top 3-5 priority issues. Generally, mission accomplishment and organizational changes are priorities. Each year will be different. Historical focus on major topics and issues with high historical significance are usually reserved for essay length writing. Start writing that top priority as soon as possible. Important topics the

historian does not have time to write an essay or study on, as well as lower importance topics, should be identified for case file collection. This document collection is vital to preserve the unit's institutional memory.

2.6.1.6. Remember, the historian is not writing for "history's sake." Write and publish papers, essays, and studies to improve the organization's effectiveness, efficiency, and improve capabilities. The historian is also a key "awareness" node for the organization which necessitates an operational mindset. Begin writing immediately. Do not wait for a "writing cycle" in which the historian is locked behind doors for several months. The "write-as-you-go" process should be a year-long process. Do not wait for the end of the report period to begin writing.

2.6.1.7. Stay focused. When conducting historical research, consider that the historian has a unique, leadership-level view of a broad range of unit activities. The historian also has the privilege to be familiar with the entirety of the unit's history. Use historical perspective to determine what information is worthy of preservation based on the organization's mission, the historian's professional judgment, and suggestions by the commander and staff.

2.6.1.8. Emphasize people. An organization's history reflects the activities of people working individually and collectively to accomplish the organization's mission. When writing, emphasize events affecting the people who make history. The history documents the mission and how the organization's people accomplished that mission. Also, avoid attributing human characteristics to mission systems. For example, aircraft do not fly missions. People fly aircraft to complete missions.

2.6.1.9. Remain impartial. Historians are impartial observers and must constantly strive for objectivity, critical evaluation, and full appreciation of the importance of factual data, as opposed to hearsay, prejudice, and propaganda. Historians document facts, even if those facts might not be favorable. Also, the mission drives what is important for the historian, not the historian's particular interest. Avoid research and analysis bias.

2.6.1.10. Master the facts. Be specific in presenting facts. Carefully and methodically collect, assemble, verify, and present factual data from primary sources as the basis for conclusions and interpretations.

2.6.1.11. Remain alert to gaps and inaccuracies in official documents and reports. If the historian notes a gap or a potential inaccuracy, they should begin asking questions to the originator of the material or schedule an interview to get the rest of the story. Give the office of primary responsibility a chance to explain the data or provide updated material before jumping to conclusions that may also not be accurate.

2.6.1.12. Pay particular attention to details on the organization's mission performance, leadership decisions and their impact, actions of outside agencies that influenced the organization's activities, and the organization's execution of higher headquarters policies and directives.

2.7. Historical Sources. Most information in a historical report comes from the historian's organization in a variety of source documents. These are augmented by research interviews. Documents and information are categorized as primary or secondary source material. Primary sources are original documents or first records of facts or events (e.g., after-action and trip reports). Secondary sources are other writers' discussions, interpretations, or analyses of primary material, such as articles or books about historical events. Historians use primary sources to establish historical facts and secondary sources for contextual information. Critically examine information and opinions contained in each primary source and corroborate details, whenever possible, by comparing it with other sources.

2.7.1. Information collected from multiple sources will present a more complete version of an event than data obtained from a single source. Look for documents that direct or require action, direct or discuss policy, addresses problems, documents observations, establishes procedures, or provides the unit's status or position on an issue. Potential documentary sources include:

2.7.1.1. Publications. Policy and mission directives, mission statements, strategic plans, instructions, doctrine documents, and other published material that affected the structure or mission of an organization. Review frequently for changes.

2.7.1.2. Orders. Military headquarters direct and authenticate changes, actions, or procedures through various types of orders. Look for orders issued by the unit and those from higher headquarters or other organizations that affect the unit. These include operations-related orders issued by the command section, operations group, or command post; movement orders and organizational orders, which generally originate at higher headquarters; technical orders available from the maintenance group; and general orders for unit awards and decorations and change of command orders available from the military personnel flight. G-series orders appoint unit commanders, alter organizational constructs, award honors and decorations.

2.7.1.3. Correspondence. Review correspondence, e-mails and attachments, and comparable communications within and between organizations and personnel. Historians require access to e-mail files, organizational shared drives, web sites, and other sources of information.

2.7.1.4. Reports and Studies. Staff studies (point papers, memoranda for the record, staff summary sheets, briefings, talking papers, etc.) are of special interest to historians because they often precede and form the basis for significant decisions. Include unit assessments and reports of inspections, tests, audits, exercises, operations, and trip reports. Unit weekly activity reports also provide visibility on some of the issues the unit is dealing with and methods for mitigating mission degradation. An end-of-tour report prepared by a departing commander, if available, may reveal important information. It relates a unique perspective on the commander's major challenges, issues, accomplishments, problems, and lessons learned.

2.7.1.5. Statistics and Graphics: Include organizational charts, station lists, order of-battle information, maps, manning documents, sortie data, air tasking orders, etc. These documents are indispensable components of historical reports.

2.7.1.6. Meetings. Attend staff meetings, briefings, planning sessions, and policy-making gatherings to gain familiarity with the organization's activities, increase the historian's visibility, establish contacts, and build relationships with unit members. Take good notes including the historian's personal observations and use them as supporting documents. For routine meetings, e.g., wing staff meeting, and consider keeping a running log of meeting notes. Do not include illegible notes as a supporting document. Re-type notes if necessary.

2.7.1.7. Research Interviews: Conduct numerous research interviews. Comments from a participant will supplement the documentary record, fill in gaps which commonly appear in the written record, reveal contradictions in perspective, and offer explanations of the factual material found in documents. Interviews are the best tool to gain important context and insight into the problems and the aims of the commander and other key personnel. Aside from historian notes, interviews provide a record of first-hand accounts and experiences not found in formal records. Conduct interviews as soon as possible after the event while the facts are still clear. Focus interview questions on the gaps in the records and not on material already known. This usually leads the historian to ask questions concerning the how and the why an event occurred, which is generally the material lacking in documentation. Another important component of an effective interview is asking relevant follow-up questions that provide additional details on the why and the how.

2.7.2. The historian will have access to far more information than needed to write historical products. Select, analyze, and evaluate documents with great care and do not waste time on documents with only marginal utility. For example, if a report prepared on the last day of the month contains information from the rest of the month, preserve only that last report, not the full set of 30 or 31 daily reports. However, review the daily reports to maintain situational awareness and to ensure that they do not contain detailed information absent from subsequent reports or summaries.

2.8. Analyzing Historical Source Documents. Historians must carefully analyze their sources. How does a reader know that the historian is telling the truth? DAF historians have a reputation for factual accuracy which is critical for future decision making. As the historian evaluates sources, look for conflicting statistics, stories or interpretations, and errors of fact or judgement. Select sources and emphasize evidence that provides a factual accounting of events at the time. People believe what they perceive to be happening—it is their truth in that moment. It is the historian's role to confirm and verify the facts without bias. Consider both causation and culture while remaining objective. Keeping a properly objective and critical attitude is essential in conducting effective analysis.

2.8.1. Methods of historical analysis.

2.8.1.1. Chronological history focuses on an event or sequence of events over time.

2.8.1.2. Multiple sources. This is critical for the historian. When viewing more than one source the historian is triangulating data and facts. Triangulating then allows the historian to scrutinize the information which may reveal gaps in information or necessitate additional research for a clear and lucid understanding of the event or issue. Source saturation should be the historian's main goal.

2.8.1.3. Multiple causation. Events and decisions do not occur in a vacuum but are driven by several factors. A failure on a particular satellite system may be driven by several interconnected reasons. Runway closures may require further research into environmental or operational factors.

2.8.1.4. Several considerations for document analysis are critical for the historian. The history of the document, its transferal, its context, author, and its relationship with other documents will help reveal aspects of a particular issue. Many of these questions will be answered depending on the type of document. For example, emails may be part of a lengthy string of comments from recipients or a draft plan may have several comments by planners that will help reveal thought processes or courses of action. Reliability and validity of the sources also need to be considered. Were the authors the key participants or did they receive second-hand information. Are the assumptions valid and what were the key tenets that led to those assumptions? What was the author's position when framing a background or position paper? What was the author's purpose?

2.8.1.5. Generalizing information. One of the things historians must consider when selecting topics or analyzing documentation is how the subject may be generalized to a larger audience. That is, can the information benefit other organizations? The historian can usually answer this by asking interviewees or key participants of what led them to make the decisions they did. Taking this mental template can assist other decision makers when facing a similar situation. For example, what actions did key participants take to mitigate flooding actions during a storm? When they convene a crisis action team and how did it affect the actions of first responders? This approach can be used for virtually all major events in which key participants played a significant role in mitigating or resolving issues.

2.9. Writing the History. The historian has one of the most critical tasks in the Air Force or Space Force: documenting and curating institutional knowledge. When combined with other unit histories, a historian's historical writings and document collection aid in the success of the Air Force and Space Force missions.

2.9.1. Write on topics that will help the organization accomplish its mission, make better decisions, and improve its effectiveness.

2.9.2. Go beyond simple narrative descriptions of how things happened by analyzing why things happened. A Command History Report consists of multiple products, with different audiences. Understand the audiences for each product, and tailor the writing appropriately. Is the historian writing for an audience with specialized knowledge of the topic or one with non-specialized knowledge? Avoid military jargon, excessive use of acronyms, clichés, and uncommon words. If these are used, explain what they mean in an explanatory footnote.

2.9.3. Style. Write clearly, concisely, and professionally, primarily in active voice, and strictly in past tense. The Air Force writing guide is DAFH 33-337, T*he Tongue and Quill*, which contains useful information about the Air Force's house style. Consult writing references like *Writing History* by Sherman Kent, *A Short Guide to Writing about History* by Richard Marius and Melvin Page, *The Elements of Style* by Strunk and White, or *A Writer's Reference* by Diana

Hacker and Nancy Sommers for in-depth information on writing and grammar. See the *Chicago Manual of Style* for more information on citations. Define or explain scientific and technical terms. Minimize the use of acronyms but, when used, spell out acronyms, abbreviations, and unit designations the first time used and include them in the report's glossary.

2.9.4. Quotations. The history should not be a collection of paraphrases and quotations. These and other sources provide the evidence to support the historian's central argument. Generally, paraphrasing is preferable to direct quotations unless the specific wording is essential. Place a quotation in context by explaining the significance of the quote to the main argument.

2.9.4.1. Avoid back-to-back quotations.

2.9.4.2. Place block quotations that lead a study or major section two lines below the byline or title using 12-point, italic font.

2.9.4.3. In inline text, quotations begin and end with quotation marks.

2.9.4.4. Indent all quotations of five or more typed lines one half inch from both margins. Use long quotations only when the meaning would be lost, or the value reduced significantly by paraphrasing or summarizing. Use a bracket to state or define when not clear in context (e.g., replace "Too much of it is aimed…" with "Too much [historical writing] is aimed at fellow specialists…"). Use an ellipsis (…) to indicate the omission of any words from a direct quotation. Use an ellipsis and a period (….) to indicate an omission at the end of a sentence. Omissions must not change the meaning of the passage.

2.9.4.5. Cite every direct quotation with a footnote reference at the end of the quotation. Cite paraphrased information at the end of the sentence.

2.9.5. All writing will be original and not copied from source documents or boilerplate copied from previous histories. Plagiarism will result in a failing assessment (see the rubric in AFI 84-101) and referral for disciplinary action.

2.9.6. Insert a byline immediately below the title for essays, papers, and studies.

2.9.7. Date & Time: Use military style dating (30 March 2019). Use the 24-hour clock and specify if times are local (L) or Zulu (Z).

2.9.8. Names: Spell out the full given name (first name, middle initial, and surname) when first mentioning a person in the narrative and in the roster of key personnel. Abbreviate military titles only when followed by initials or given names. Example: Brig Gen John J. Smith. In later references, omit the qualifying part of the military title, spell out the rank, and use only the last name. Example: General Smith. Use the full title of civilian office holders without abbreviation in the text. You may abbreviate titles in the footnotes. Do not substitute military pay grades (O-6) for rank or position titles.

2.9.9. Units: Spell out the designation during the first use. Use an abbreviated form in subsequent use. Example: 48th Fighter Wing and later 48 FW or Space Launch Delta 45 and later SLD 45.

2.9.10. Ordinals: Avoid using superscripted ordinals in the text. For example, if a text is reduced when being reproduced or when being microfilmed, a superscripted ordinal may be difficult to read. For example, "99" or "101" may be more difficult to read than "99th" or "101st." Lower case ordinals also tend to follow Air Force heraldic designation and instruction formatting protocols.

2.10. Formatting the Report. Proper formatting ensures standardization and readability. It also makes the historian's or researcher's tasks much easier by understanding the report's structure and guide to the documentation.

2.10.1. Page layout. Use 8.5- by 11-inch format. Use a 1- inch margin on all sides of the page with .5-inch gutter.

2.10.2. Font. Use black 12-point Times New Roman or Arial for Command History Report products.

2.10.3. Use a single column with full justification. Do not use multiple columns for normal text and do not use hyperlinks in the text.

2.10.4. Footnotes. Use the word processor function to create footnotes. Single-space the text of each footnote and include a blank space between footnotes. Do not indent the first line and do not hyperlink. Include explanatory notes after references in a single footnote. See **Attachment 2** for footnote examples.

2.10.5. Recommended Heading styles:

2.10.5.1. Page classification markings at header/footer – 18-pt bold, centered.

2.10.5.2. Use Heading 1 for titles in studies and case file abstracts – 16-pt bold, centered.

2.10.5.3. Use Heading 2 for major sections – 14-pt bold, centered.

2.10.5.4. Use Heading 3 for subheadings – 12-pt bold, centered. See **Attachment 3** for an example of headings.

2.10.6. Photographs and Multimedia. You may include digital photographs in the narrative. Inline photos must be captioned and footnoted, with a reference to the original photo, in the highest available resolution, included as a supporting document. Do not embed audio or visual multimedia but include them as supporting documents.

2.10.7. When saving digital photographs, video, and audio with historical significance use case files 9000-9199 and a naming convention, with identically named file that contains a full caption describing the significance of the image. Include as much information as possible considering who, what, when, where, and by whom the photograph was taken, any classification markings, downgrade and declassification instructions, and administrative or special handling caveats.

2.10.8. Tables and Charts. Place lengthy statistics in charts, tables, or appendices. Be sure to explain their significance and meaning in the narrative. Include source citation to permit use of the item as a stand-alone document. Refrain from restating statistical data in the narrative. Fully explain meanings behind the numbers or values. Explain all abbreviations and acronyms.

2.10.8.1. Ensure tables and charts are properly marked for classification. Include portion markings as appropriate.

2.10.8.2. When designing or reproducing graphs and charts, be cautious of colors. Reports are microfilmed in greyscale for long-term preservation, and data may be lost if encoded in colors that will not reproduce, or if insufficient contrast makes data unreadable. Consider adding data labels or including a data table showing the raw data.

2.10.9. Page numbering. Number pages at the bottom center when publishing as a stand-alone. Front matter is numbered with lower case Roman numerals (i, ii, iii, iv, etc.). The rest of the report uses Arabic numerals. Continue numbering throughout the report.

2.11. Report Elements. The Command History Report consists of a collection of essential information and data used to preserve the Air Force's and Space Force's institutional memory and improve decision-making, unit effectiveness, and combat capability. Mandatory report sections focus on the record of command and unit activities, operations at the organization's level of warfare at both home station and expeditionary locations, and organizational changes. All Command History Reports consist of four sections, front and back matter, and the file structure containing all the supporting documents. The sections are described below in greater detail, starting with the front matter.

2.11.1. Front Matter. Unless noted as optional, use all the following components in the command history report front matter. Front matter pages are numbered with lower case Roman numerals (i, ii, iii, iv, etc.) The rest of the report uses Arabic numerals for page numbers.

2.11.1.1. Title and Signature Page

2.11.1.2. Security Notice and Administrative Controls (SNAC) Page

2.11.1.3. Frontispiece (Optional)

2.11.1.4. Foreword (Written by the commander. Optional)

2.11.1.5. Preface (Written by the author. Optional)

2.11.1.6. Table of Contents

2.11.1.7. List of Figures and Tables

2.11.2. Section 1, Annual Review. Section 1 consists of two mandatory modules: The executive summary (also called a commander's summary) and the chronology.

2.11.2.1. The summary is a synopsis of the commander's assessment noting significant accomplishments, challenges, and organizational changes. The summary should succinctly describe the organization's conduct in accomplishing its mission. Write it from the commander's perspective for an executive-level audience at higher echelons to bring them up to speed quickly on what has occurred in the organization. It will include a brief discussion of roles and missions, organization and force structure changes, and present an analytical run down of key issues, challenges, and initiatives. It is not a summary of the report's contents.

2.11.2.2. Use oral history research interviews conducted with commanders and key participants, as well as emails, letters, policy statements and other primary source documents to complete this section. Strive to answer the 'how' and 'why' questions, while keeping background and repetitious writing to a minimum (i.e., do not regurgitate/repeat large amounts of data already included in appendices or source documents, just reference them in the footnotes). While the length of the narrative is not critical, content, focus, and relevance are very important. Telling a partial story can lead to faulty analyses and significant misunderstandings in the future. The historian's goal is to ensure the executive summary, in combination with the other components of the periodic history, presents a full and accurate history of the organization. Cite sources appropriately using a responsible and consistent citation style. See the essay/paper template for general guidance.

2.11.2.3. The summary will generally cover mission, significant mission changes, and mission accomplishment; discussion of commander's key issues; an expanded analysis of the unit's Major Graded Areas; and significant changes in Organization and Force Structure. Wartime reports will include commander's assessment of Theater Campaign Plan and higher-level commander intent accomplishments and challenges. The historian should consult, at a minimum, an up-to-date chronology and notes taken throughout the year, the current unit mission briefing, commander priority/focus lists, and the current Commander's Inspection Report. This details the wing/center commander's assessment of the unit's readiness and compliance in the four major graded areas.

2.11.2.4. The chronology. The chronology provides a detailed, narrative according to the timeline of events or incidents. Use professional judgement and historical significance analysis to determine what events, actions, or activities to include. Describe significant events (who, what, where, when, why, and how) in chronological order. In some cases where few documents exist and it is not otherwise covered in a study or case file, an event may be discussed in a longer, expanded chronology entry. Cite sources or case files appropriately in footnotes. The chronology should be written in plain English to describe events using short, descriptive entries of key events during the year to show vertical temporal relationships. Use a simple two-column format (date and entry) and footnote. See **Attachment 4** for an example of a chronology.

2.11.2.4.1. Omit low-value information from the chronology. Examples of low-value information include routine mission activities, routine changes of command, routine visits from low-level distinguished visitors, staff assistance visits, and minor social events. Too much low-value information conceals genuine high-value information from users.

2.11.3. Section 2: Historical Studies. Section 2 consolidates all studies written during the reporting period. Studies are written as stand-alone products, typically ranging between 3,500 to 20,000 words, but can occasionally include monographs that range up to 100,000 words. The length, scope, and writing style of each study will depend on the product's purpose and audience as well as the complexity of the subject. Studies provide analysis or extended narrative discussion. As with most scholarly and professional works, studies contain three parts: The introduction, the body, and the conclusion.

2.11.3.1. Organization. Within the Command History Report, all studies or papers should be organized within section 2 in a consistent manner, either alphabetically by title or by mission priority. Include titles in the history report's table of contents. Example templates are available on the DAFHMP Collaboration Teams site or from functional area managers.

2.11.3.2. When writing studies, write at the unit's level of warfare. Make the paper relevant and useful to the organization. Each study will examine an event, issue, challenge, or initiative important to the organization's operational or historic activities to a depth that provides useful insight to a specific community or decision makers while helping improve Air Force combat capabilities and organizational effectiveness. Resist the urge to re-tell stories that have no relation to the unit's current mission.   Work with the command historian to identify studies that may form the foundation of subsequent (or larger) special historical studies.

2.11.3.3. First Page. The first page of all studies longer than ten pages will include an abstract or summary of about 250 words and, if required, administrative and classification control boxes on the first page. The summary paragraph provides an overview and answers the bottom-line up-front question and easily understood by a wide audience. Do not introduce any information not contained in the paper and follow the organization of the paper. Historians may include a list of keywords. In many cases, this summary can then be easily extracted to develop a background or talking paper for the unit.

2.11.3.4. Introduction. Begin the introduction on page 2. Introductions comprise approximately 5 to 10 percent of the study. Include just enough information to lead up to the thesis or main point. The thesis/main point is generally the last sentence of the introduction. Avoid broad sweeping statements (e.g., "Since humankind first took to the sky…"), acronyms, definitions, or abstract ideas. Capture the reader's attention and present the argument that you will develop in the body of the paper.

2.11.3.5. Background. In the body of the paper, provide specific evidence and examples to support the thesis or main point. Synthesize information rather than just listing facts. Each paragraph contains only one key idea expressed in the topic sentence, highlights connections between that idea, evidence, and interpretation. Show the reader how each sentence in a paragraph is related to the next sentence and how each element of the thesis is related to the next element. Include a source citation (footnote) for every paragraph in the study. Cite all source material, whether paraphrased or quoted.

2.11.3.6. Conclusion: Approximately 5-10% of paper. Explain the importance and significance of what has been written. The conclusion should restate the thesis or main point as it has evolved throughout the paper, summarize the argument in the order presented in the body, and conclude something that answers the "So What?" question, providing closure for the reader. Go beyond simply restating the facts or interpreting and synthesizing main points. However, do not introduce any new information in the conclusion.

2.11.3.7. Proofread, edit, and revise. Writing is a process that involves multiple steps. The first draft will not be the last. Leave time to revise the draft several times. Drafts frequently have significant gaps in logic and analysis because the mind tends to fill in the missing pieces during the creative process. The reader will not have those missing pieces. Before submitting the writing, proofread the product work to see that it achieves its purpose. Do not rely on spelling and grammar checkers. As a minimum, use the rubric in AFI 84-101 to evaluate the text. If it does not demonstrate the level of critical thinking and analysis needed, edit and revise the work.

2.11.3.8. Note: Historians also function as staff officers and write short (1-3 page) papers on specific subjects to assist decision makers or answer inquiries. These are not historical studies but include memorandum, point papers, talking papers, bullet background papers, background papers, position papers, or other written product on specific issues but do not contain the scholarly and historiographical rigor needed in historical studies. Use the guidance in DAFH 33-337 for formatting and style instructions. Consolidate these in case files or assign supporting document numbers logically for future researchers.

2.11.4. Section 3: Case Files. The core of a Command History Report, and its most important component, is a collection of curated primary source documents. These documents are aggregated into topical groupings called *case files*. Some case files are standardized across the DAF enterprise, some are unique to operations or missions. See **Attachment 5** for more information on case file numbering.

2.11.4.1. Each case file is specific to origin, theme, issue, subject, or event. All documents in a case file share the same document number in the file structure. Subfolders are not used in a command history report file structure.

2.11.4.2. A case file is a curated collection of documents, judiciously chosen to provide comprehensive evidence on a discrete topic. It enables historians and researchers to quickly collect documents spanning multiple report periods to produce a study or other analytical work. While the case file is designed as a standardized and effective approach to document collection, it is still important to assess additions for their enduring historical value, to purge low-value and repetitive documents, and to carefully label, organize, and catalog files.

2.11.4.3. Organization. Each supporting document in a case file collection is assigned same four-digit number as the case file abstract. However, only the case file abstract is included in Section 3. Arrange abstracts within Section 3 in a consistent manner either alphabetically by title or by mission priority and include the title on the report's table of contents.

2.11.4.4. Case File Abstract. Each case file will have an abstract that describes the scope and content of the collection. A typical abstract consists of three paragraphs. The first two paragraphs create a smart card on the topic followed by a very brief guide to the documents giving the future historian or researcher the benefit of what you know as to the relative importance and context of the documents. Case file abstracts that contain CUI or classified information will include an administrative/classification control box located between the end of **paragraph 3** and the document list.

2.11.4.5. The first paragraph is an encyclopedia-like description of the issue, subject, or event that factually addresses the questions who, what, where, when, and how. The second paragraph briefly sets the topic in context specific to the organization and its level of warfare, focusing on the impact to the historian's unit. The final paragraph describes the case file's document collection with specific bibliographic direction on where to find the important data or key information in a way that will prove useful to future researchers. The abstract paragraphs are followed by a complete bibliography of documents in the case file. The abstract will be the first document in the case file. **Attachment 6** provides an example of a case file abstract. Example templates are available on the DAFHMP Collaboration Teams site.

2.11.4.5.1. After coordination with appropriate subject matter experts, you may distribute abstracts as stand-alone products to inform action officers and decision makers.

2.11.4.6. Do not analyze, assess, or evaluate in an abstract. Simply summarize the issue, facts, and outcome. Analysis belongs in special studies and essays. When writing abstracts, be concise. If the topic is a big issue over time, use multiple case files collected over years as a research tool when writing a study.

2.11.4.7. Keep the file structure flat. A history report and all source documents are saved in a single folder to speed data transmission and create efficiencies in organization, archiving, search, and microfilming.

2.11.4.8. All files in a Case File will share a single file number (CF#). For example, if the historian uses case file 0412 for an environmental cleanup issue and lists 37 documents in the abstract, then all 37 documents will be numbered 0412. 2.11.3.9. Proper file naming is essential -- All file names will be formatted as ####, yyyymmdd, (classification and administrative control marking), and 60-character maximum description to stay below the Microsoft file path limit of 255 total characters. Do not place classified information in a file name or citation.

2.11.4.9. Numbering supporting documents and case files. The historian uses four digits at the start of the filename to identify case files or individual supporting documents. Use the numbering allocation table in **Attachment 7** for reference. Not all supporting documents must be placed in a case file, and some supporting documents cited in the section one, section two, and appendices will receive a unique number. All documents in a single case file will all use the same number. To balance keeping the process flexible in practice yet standardized across the enterprise, certain numbers are reserved for specific documents or collections. G-series orders, for example, are saved in case file 0002. All oral history interviews (audio and transcripts) are saved in case file 0246. Security Classification Guides and related derivative classification guidance is saved in case file 0299.

2.11.4.10. Documents that are routine in nature and common across all organizations are collected in standardized "common core" case file numbers year after year. For example, these may include a case file for staff meeting slides, commander's update brief, monthly maintenance summaries, or other documentation produced by agencies or units. AF/HO and command historians may establish mandatory case files where specific research topics, events, or issues will be covered by all organizations to provide consistent and systematic

collection at all levels of warfare. Additionally, specific case file numbers are reserved for wartime research topics at the Commander, Air Force Forces (COMAFFOR) or air operations center level as directed by AF/HOX. Historians may use any file number 1000-8999 for individual documents (SD #) or case files (CF s). Consecutive file numbers are not required. See **Attachment 7** for a breakout of reserved numbers. It bears mention that all numbers essentially correlate to documents. The only difference between supporting documents (SDs in the chronology or study footnotes) and Case Files relates to numbering sequences.   Supporting documents in the chronology and studies are numbered sequentially, i.e., 4021, 4022, 4033, etc., whereas Case Files all contain the same document number.

2.11.5. Section 4: Appendices. Appendices at wing level are lettered. Appendices at major commands may be numbered. With any appendix, consistency over time is key. AF/HO and command historians may direct additional mandatory appendices. Historians may add additional appendices as needed. There are four required appendices for all unit histories:

2.11.5.1. Appendix A – Lineage and Honors

2.11.5.2. Appendix B – Key Personnel

2.11.5.3. Appendix C – Personnel Statistics

2.11.5.4. Appendix D – Organization Chart

2.11.6. Back Matter. Unless noted as optional, use all the following components in order to complete the periodic history back matter:

2.11.6.1. Glossary. A list of acronyms and unfamiliar words used in the report. Glossaries must be updated for each history and may not contain entries that are not used in the report.

2.11.6.2. Gazetteer List, in alphabetical order, geographical place names used in the report with their locations. (Mandatory for overseas wartime and named contingency operations; optional otherwise).

2.11.6.3. Consolidated List of Supporting Documents.

2.11.6.4. Distribution List. Complete copies (front cover to distribution page and all supporting documents) are distributed to the Air Force Historical Research Agency, the supported Command History Office, and retained in the reporting history office's research collection.

2.11.6.5. Read Me File. Include a standalone document in the file structure that provides guidance to the archivist at AFHRA. The first file in the root folder will be a Microsoft Word document named 0000 Readme.docx and it will contain information necessary for the archivist to accession the report. AFHRA personnel will use the readme file to verify the contents of the report and to create metadata essential to identifying the document and its contents once uploaded to the digital archive system. The following information is required:

2.11.6.5.1. Title and coverage period.

2.11.6.5.2. Publication Date.

2.11.6.5.3. Author.

2.11.6.5.4. Number of files that comprise the history.

2.11.6.5.5. A description of the software and operating system used to create the report.

2.11.6.5.6. The type of disc, removable media used (e.g., DVD-R), or system used to transmit the report and supporting documents.

2.11.6.5.7. A short narrative abstract (100-250 words) describing the contents of the report.

2.11.6.5.8. A list of key words that identify the most important topics in the narrative. Use the keywords from paper/essay summaries and case file titles from table of contents. The historian may include notes or explain any administrative nuances (i.e., file numbering or the like) that would aid the archivist or future researcher.

2.11.7. Finalizing the Report. All components of the history report will be published (title page to distribution page) in one PDF document. Save the file with the name formatted as 0001, unit, year, History, (classification). Place the entire report and all source documents into a single root folder and name the folder to identify the unit, report period, and overall classification.

2.11.7.1. Historian signature on the title page is required. A digital signature is preferred using the certificates tool in Adobe Pro.

2.11.7.2. Do not hyperlink files.

2.11.7.3. Historians may use Adobe software to bookmark the table of contents internally to the history report PDF document.

2.11.7.4. Combining the components. All the components, front matter, sections 1-4, and back matter are combined into one single document.   All the case file abstracts, when combined, become Section 3 of the history report. This method allows researchers to review the table of contents before locating and opening the supporting documents. **Attachment 8** provides an example of a table of contents.

2.11.7.5. Page numbering. Number pages at the bottom center.   Front matter is numbered with lower case Roman numerals (i, ii, iii, iv, etc.) while the rest of the report uses Arabic numerals. All the sections are then combined into one Adobe document.

2.11.7.6. Document formatting. In general, convert supporting documents to PDF format. E-mails, and Word documents should be converted. PowerPoint documents should be converted, taking care to preserve valuable presentation notes. Excel spreadsheets generally should not be converted to PDF, as the conversion destroys valuable equation data and usually disrupts document formatting. Photos should be retained in their original formats and are not converted to PDF.

2.11.8. Derivative Classification Marking. Historians will strictly follow approved processes and methods to identify authorized sources and derivatively classify information. This includes derivatively classifying information based on the concepts of "contained in," "revealed by," and compilation.

2.11.8.1. For a report containing both SECRET (not caveated in any other way) and REL TO (specific country(ies)) information, the entire report will be classified SECRET. Do not place REL TO on the cover or on the disc and the jewel case jacket.

2.11.8.2. For reports originating in organizations not affiliated with the intelligence community, containing both SECRET (i.e., not caveated in any other way) and REL TO (specific countries), the entire report should then be marked as SECRET. The absence of NOFORN does not mean dissemination to foreigners is authorized.

2.11.8.3. There are many other caveats the historians may encounter, and they must become familiar with the publications controlling the marking of classified products. The historian must not sidestep documenting the history of an event, issue, etc. due to unfamiliar markings.

2.11.9. Footnotes. Footnotes provide the primary means of identifying sources of information. Because the subject matter is frequently classified or has administratively controlled data, they must contain all the data needed to identify the source and provide essential information on source's classification. 2.11.11.1. File names and footnotes have similarities, but each has unique rules. Refer to **Attachment 2**.

2.11.9.1. Use footnotes, not endnotes. Number them consecutively through each section of the command history report.

2.11.9.2. Insert a footnote in the text immediately following the appropriate quotation, clause, phrase, or sentence, without spacing. If a particular document within a case file is used, cite the case file number first and then cite the document. See **Attachment 2** for footnote examples.

2.11.9.3. Keep note citations brief, generally using the standard formats in this attachment. It is not necessary to reproduce source document titles verbatim. You may use abbreviations, acronyms, and office symbols to shorten citations; however, do not be so brief that researchers will have trouble identifying the sources of information. Use a responsible and consistent citation style.

2.11.9.4. Use information or explanatory footnotes sparingly if needed for background information not required to understand the narrative or organization that would clutter up the text.

2.11.9.5. Sources not included in the supporting document collection or case files (*e.g.,* newspaper articles) will not have supporting document numbers in their citations.

2.11.9.6. Single-space the text of each footnote. Double-space between footnotes. Use the same font and size as body text, preferably Times New Roman, 12pt.

2.11.9.7. Document citations will generally be in this sequence: Portion mark, type of document, document classification and/or administrative caveats/declassification instructions, originator, recipient(s), "title portion mark, subject," date, paragraph or page number (in lengthy documents), and supporting document or case file abstract number as appropriate. After the document number, if the classification of the information extracted is differs from the overall document classification, include (**Information used is _____**).

2.11.9.8. In a classified product, strictly follow all the standard rules for derivative classification marking. Footnotes require portion marking, just like a paragraph. The same rules apply to explanatory footnotes. See **Attachment 2** for examples for classification markings.

2.11.10. Special Circumstances. Typical special circumstances include activation, transfer, and inactivation of reporting organizations. Contact the MAJCOM/HO for specific instructions.

2.11.10.1. Starting and Ending Periodic Histories. The periodic history of an activating unit begins on the effective date of activation. The final periodic history of an inactivating unit covers activities through the inactivation date.

2.11.10.2. Ending Reports. MAJCOM/FLDCOM HO determines the due date of the final (close-out) home station history reports and ensures funding for completion of the close-out history is a top priority. AF/HO determines dates for ending reports at wartime expeditionary units.

2.11.10.3. AF/HO and MAJCOM/FLDCOM HOs ensure historical reporting procedures are included in planning and programming documents.

2.11.10.4. Unit Redesignation. Upon redesignation, do not break the periodic history reporting cycle. Maintain a normal publication schedule. Submit the history for the period in which the redesignation occurred under the unit's new designation. Refer to the earlier designation on the title page. Example: 999th Wing, formerly 999th Tactical Fighter Wing. Ensure the action is a redesignation and not the consolidation of two units or the organization of an entirely new unit.

2.11.10.5. Unit Transfers. When a unit is transferred from one command to another, send completed periodic histories to the former command until the effective date of transfer. Send completed periodic histories to the new MAJCOM/FLDCOM HO after the effective date of transfer. Send copies of periodic histories on the transition period to the former MAJCOM/FLDCOM HO if requested.

2.11.11. Review and Submission. Follow local procedures in coordinating each component of the command history report as they are completed with appropriate individuals or offices. Coordinating offices ensure accuracy and completeness of the information and the security markings and handling instructions. Coordinating offices do not approve or disapprove topic selection or extent of coverage of specific topics in the narrative.

2.11.12. Publishing DVD/CD-R Histories.

2.11.12.1. Ensure file names for all documents are 60 characters or fewer.

2.11.12.2. Use the highest quality optical media available.

2.11.12.3. Fully identify contents on the outer disc cover, i.e., History, 379th Air Expeditionary Wing, 1 30 July 2004, classification levels, caveats, declassification instructions, etc. Do not apply any labels to the disc. Instead, use a permanent, black ink, fine-tip marker.

2.11.12.4. Use standard software to create discs. Review application instructions on burning discs to ensure maximum compatibility. Follow software instructions to close the session and finalize the disc.

2.11.12.5. Follow instructions in DAFI 84-101 for submitting the Command History Report.

2.11.13. Assessing the Command History Report. The DAF continually assesses history programs to ensure historians are providing relevant and timely products and services to their organizations that deliver long-term value to enhance combat capabilities of the organization and the Air Force and Space Force. This process was developed to foster continuous process improvement through feedback, open communication, and mentorship. Under DAFI 84-101, paragraph 6, every command history report is evaluated against a rubric with four criteria to determine a score that equates to a 3-tier rating system used to measure performance. See DAFI 84-101, paragraph 6 and Attachment 3.

2.11.13.1. History assessments are tracked within and across MAJCOMs and FLDCOMs as part of their management responsibilities.

2.11.13.2. Assessments provides a measurable quality score program-wide that AF/HO reports to senior Air Force and Space Force leadership every quarter.

2.11.13.3. DAFI 84-101 describes assessment timelines. The approved rubric for assessing histories is provided in DAFI 84-101, Attachment 3.

2.11.13.4. Wing/Delta/Center/NAF/ peacetime reports. The MAJCOM/FLDCOM HO completes an assessment within 14 business days from receipt to facilitate timely feedback and mentoring to the authoring historian. A short memo to the commander by 31 March that summarizes the report assessment provides leadership a holistic portrait of the historian's effectiveness in capturing and disseminating institutional knowledge. A copy of the assessment is then provided to the commander. A copy is also sent to the AF/HO organizational email box. The assessment is then added to the history status database for tracking timeliness metrics.

2.11.13.5. Direct Reporting Units/Field Operating Agencies (DRU/FOA) reports. AF/HO completes an assessment within 14 business days from receipt to facilitate timely feedback. Assessments will also be added to the history status database for tracking timeliness metrics.

2.11.13.6. Wartime report assessments. Refer to Chapter Five for wartime history report assessments.

2.11.13.7. Assessment criteria. DAFI 84-101, Attachment 3 contains the rubric. History reports are assessed in four areas: Administrative, Critical Thinking and Content, Supporting Document Collection and Research, and Organization, Writing style, Format, and Mechanics.

2.11.13.8. Any assessment receiving either an unsatisfactory or outstanding rating should have another rater also assess the report. Scores should be within a reasonable range of each other to prove consistency.

2.11.13.9. AF/HO tracks and publishes trends on timeliness, report quality, and consistency DAFHMP-wide as part of the Secretary of the Air Force's performance management program. History reports assessed as outstanding will be automatically considered for program awards. It bears mentioning that the focus of the 3-tier grading process is on the tier and not the points. A history may be assessed with 62 points and meet the "fully successful" tier.

Chapter 3

HISTORICAL OPERATIONS IN CONTINGENCIES AND WAR

3.1. Introduction. Military historians specialize in the recording and interpretation of armed conflict across multiple warfighting domains. Air Force historians further specialize in aerospace operations to collect, preserve, interpret, and disseminate Air Force institutional memory to improve combat capability. Aerospace historians deploy to combat and contingency locations to fully document operations, conduct interviews, and provide limited historical services for Joint Warfighter and Air and Space Service-component specific taskings across the full spectrum of conflict. This includes conventional campaigns, contingencies, humanitarian assistance/disaster recovery, and steady-state deployments. Once in the field, the aerospace historian's most critical task is collecting and organizing historical materials used in planning, resourcing, and conducting operations in support of theater campaign plans at tactical and operational levels of warfare.

3.2. Organization. Enclosure 6, paragraph 6 of DoD Instruction 5100.01, *Functions of the Department of Defense and Its Major Components*, notes the Department of the Air Force is composed of air, space, and cyberspace forces, both combat and support. The specific functions of the Department and its two Services are worth repeating here: "The Department of the Air Force shall organize, train, equip, and provide air, space, and cyberspace forces for the conduct of prompt and sustained combat operations, military engagement, and security cooperation in defense of the Nation, and to support the other Military Services and joint forces." The Air Force and Space Force, in the form of in-place, forward based, and expeditionary forces, support U.S. national interests within their assigned functions.

3.2.1. US Air Force. The Air Force is administratively organized into a hierarchy of organizations from the Headquarters to wings, groups, and squadrons to perform eight specific functions: nuclear operations in support of strategic deterrence; offensive and defensive air operations; global precision attack; global intelligence, surveillance, and reconnaissance (ISR); rapid global mobility; agile combat support; global personnel recovery; global command; and control for air and space ops.

3.2.2. US Space Force. The Space Force is administratively organized into a hierarchy of organizations from the Headquarters to Deltas and squadrons to perform five specific functions: provide freedom of operation for the United States in, from, and to space; provide prompt and sustained space operations; protect the interests of the United States in space; deter aggression in, from, and to space; and conduct space operations.

3.2.3. Wartime and Contingency Operations. The Air Force and Space Force provide forces as part of the Joint Force team. Combatant Command commanders employ assigned and apportioned joint forces to carry out missions assigned to the command. Just like Service Component history operations, Joint Force history operations are the responsibility of commanders. The Joint Staff History and Research Office (JS/HO) provides historical services to the Chairman of the Joint Chiefs of Staff, advises and provides guidance to combatant command history offices, and works with the Service history programs to build unity of effort

3.3. Levels of Warfare. Warfare is typically divided into three levels: strategic, operational, and tactical.

3.3.1. Strategic Level. Effects at the strategic level of warfare impair an adversary's ability to carry out war or hostilities—activities that neutralize the adversary's centers of gravity.

3.3.2. Operational Level. At the operational level of warfare, campaigns and major operations are designed, planned, conducted, sustained, assessed, and adapted to accomplish strategic goals within theaters or areas of operations. Operational effects include air, space, and cyberspace superiority, defeat of enemy surface forces, isolation of enemy forces in the battlespace, and disruption or destruction of enemy command and control functions. Planning at this level concentrates on Ends, Ways, and Means: what we will affect, our courses of action, order and duration of operations, and resources required.

3.3.3. Tactical Level. The tactical level of warfare is where and how individual battles and engagements are fought. Both airpower and spacepower have the ability to create effects across an entire theater and the entire globe. This multidimensional nature means that a unit could conduct a single mission with "tactical," "operational," and "strategic" implications based on the desired results. Ultimately, all military actions occur at the tactical level.

3.3.4. Historians write at the level of warfare appropriate to their assigned organization. Wing/Delta and Joint/Combined Air Operations Center historians describe how the Airmen and Guardians execute the mission. Component historians describe operations, activities and investments related to campaign plan objectives. Combatant Command historians describe the planning and conduct of operations to tie campaign objectives and theater strategy to national security goals. Together, they comprise an accurate and complete picture of joint operations in war and contingency operations.

3.4. Overview of Joint History Operations.

3.4.1. Joint Force History. Joint and Combatant Command historians rely on Service historians from the various military departments to document tactical and operational activities. The Department of the Air Force provides trained historians when tasked to support combatant commands, Joint Task Force (JTF), or Theater Senior Historian functions. AF/HO works closely with the Joint Staff to coordinate and implement wartime and contingency historian planning, capabilities, requirements, and the employment of trained operational historian forces and other agencies, the Joint Staff, unified combatant commands, other Services, and Air Force agencies.

3.4.1.1. Combatant Command Historian. The combatant command (CCMD) historian is the senior joint historian with overall staff responsibility for developing historical policy and plans for the combatant command and executing joint historical operations within the combatant command's geographic or functional area of responsibility, and for developing manning requirements for joint force history offices. When appropriate, the combatant command historian is the joint operations area senior historian for the theater. However, this responsibility is typically delegated to the JTF historian of the force engaged in operations.

3.4.1.2. Joint Force Historians. The responsibilities and operations of joint force historians are distinct from those of the service-specific historians. Joint force historians collect and report joint operations and actions. They are not responsible for documenting the operations of the service components, which remains a Service responsibility. In all cases, close coordination of joint and service component military history operations is important to prevent duplication and provide the widest historical coverage. The joint force historian serves as a special staff officer on the joint force staff with direct access to the chief of staff. The chief of staff will issue a letter of instruction outlining the JTF historian's mission, authorities, and collection requirements. Completed history reports are classified according to content, up to and including TS/Code Word and are submitted to the Combatant Command historian.

3.4.2. Service Responsibilities in Joint Operations. Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 5320.01, *Guidance for the Joint History Program,* requires each Service to mandate timely collection and preservation of historical data, information, and documentation in periodic history reports in times of peace and war. The Department of the Air Force History and Museums Policies and Programs office (AF/HO) develops, implements, and oversees contingency and war-planning policy and history operations for all Air Force and Space Force History Offices, including those functioning in a component role under a unified combatant Command. Commanders and aerospace historians assigned at the air or space component headquarters level and below follow guidance in DAFI 84-101, *Aerospace Historian Responsibilities and Management*, and this handbook for Service-specific history operations.

3.5. Overview of Air and Space Component History Operations. Personnel in the Department of the Air Force History and Museums Program (DAFHMP) participate in support of all types of Air Force and Space Force operations across the full spectrum of conflict, including conventional wartime campaigns, contingencies, humanitarian assistance/disaster recovery, and steady-state rotational deployments. Many United States Air Force (USAF) and Space Force (USSF) organizations cooperate with history offices to develop plans for historian participation. More than half of the GS-11/12 field historians are designated as Emergency-Essential Deployable employees and participate in the 24-month Air Force Force Generation cycle (AFFORGEN) cycle. There are also several GS-13/14 positions at major commands and AF/HO MAJCOM/HOs and AF/HO identified for support of high-level joint taskings and CHECO teams. The Space Force utilizes the Space Forces Generation (SPAFORGEN) concept to present forces to combatant commands.

3.5.1. Wartime and Rotational Deployments. Aerospace historians deploy to and in support of combat and contingency locations to fully document operations, conduct interviews, and provide historical services for decision makers. This includes conventional campaigns, contingencies, humanitarian assistance/disaster recovery, and steady-state deployments. The AF/HO Functional Area Manager assists the DAFHMP Director with functional management for all historian deployments. In coordination with the AF/A3O, the Air Force Personnel Center (AFPC) Force Generation Scheduling Branch, and command historians, the deployment manager implements DAFHMP participation in deployments and global force management (GFM) rotational taskings.

3.5.2. Coordinates sourcing with AF/HO Director, the AEF center, and supported and supporting history offices to ensure the validity of all historian GFM taskings.

3.5.3. Manages historian Unit Type Codes (UTCs) and coordinates with AF/A3O and command Functional Area Managers (FAMs) on deployment readiness of assigned historians.

3.5.4. Coordinates the nomination and selection of historians for specific GFM rotational taskings with AF/HO Director, History Integration and Studies Division (AF/HOX), the force provider command history office, and the AEF directorate. When historians are sourced for deployment, notifies the respective command FAM, who in turn validates the tasking with the unit.

3.5.5. Acts as the focal point for the DAFHMP leadership on all policy directives and guidance issued by A3O and the AEF directorate.

3.5.6. Consults with the Air Force Reserve Command (AFRC) history office FAM to determine when AFRC uniformed historians are available to support GFM requirements in accordance with AFRC policies and procedures.

3.5.7. History Integration and Studies Division (AF/HOX). HOX leads integrated, cross-organizational / cross-domain efforts to complete time-sensitive historical services for HAF senior leaders and warfighters, supports rapid responses to emerging opportunities or crisis events, and works to improve historical coverage of operations, activities, and investments spanning the Department of the Air Force through integration, close coordination, and synchronization with historians, action officers, and staffs across the enterprise.

3.5.7.1. Provides direct reachback support to air and space component history offices during wartime and named contingency operations to integrate and synchronize official contingency and wartime history operations from the tactical edge to the archive to accomplish responsibilities listed in DAFI 84-101, paragraphs 2.1.1.7-9.

3.5.7.2. Exercises coordinating authority with units involved in wartime and contingency operations or activities to rapidly, assess, organize, analyze, and ensure preservation of current operational data and information with historic value both in the near term (operationally relevant) and long term (institutionally relevant).

3.5.7.3. Identifies gaps in data and information and takes immediate action to close them to provide the most complete historical coverage.

3.5.7.4. Conducts continuous assessment, performance improvement, and provides feedback on wartime and contingency history operations, including recommending changes to historian training courses.

3.5.7.5. Serves as the Department of the Air Force focal point for Joint unity of effort in documenting military aerospace history of wartime and contingency planning and operations through deliberate integration and coordination with the Joint Staff History and Research Office, the Center of Military History, Combatant Command History Offices, the Air Staff History Division (HOH), the Space Staff History Division (HOS), Major Commands, Air and Space Component History Offices, the Air Force Expeditionary Center, theater historians, and other organizations.

3.5.8. Air Component History Offices. Air Component historians operate at the junction of Joint Force operations and Service administrative control (ADCON). The history office of the supported Air Force Forces Commander (COMAFFOR) accomplishes history operations outlined in DAFI 84-101 and AFI 10-403, *Deployment Planning and Execution*. Completed history reports are classified according to content, and are submitted to the Air Force Historical Research Agency.

3.5.8.1. Consult with AF/HO to determine rotational historian scheduling as part of the contingency planning process. For planning purposes, a 2-historian rotational team augments support to a component HO staff at a campaign headquarters. A 3-historian rotational team augments the component HO and provides coverage of the Combined/Joint Air Operations Center (C/JAOC).

3.5.8.2. Work closely with AF/HOX to refine campaign plan and theater specific historical collection requirements.

3.5.8.3. Follow the reporting cycle in DAFI 84-101 unless exempted in writing by the AF/HO Director.

3.5.8.4. Advise and assist the combined/joint force air component commander and staff throughout the decision cycle to improve operational effectiveness through timely historical services.

3.5.8.5. Combined/Joint Air Operations Center (C/JAOC) History Coverage. The Air Component history office is responsible for historical coverage and support to all aspects of the AFFOR leadership and staff including the C/JAOC. If used, a dedicated C/JAOC historian is assigned on the C/JAOC commander's personal staff and focuses on planning, tasking, control, and execution of the joint air and space operations in the the Air Tasking Order (ATO) process as well as activities within the AOC's divisions.

3.5.8.5.1. Contemporary Historical Examination of Current Operations (CHECO). Originally established in 1962 to focus on the war in Southeast Asia, CHECO teams provide time-responsive capability to deploy into wartime and contingency areas of operation to conduct targeted data collection and historical analysis at the operational level. The primary focus CHECO teams is to collect, analyze, interpret, write and disseminate time-sensitive, operationally-focused Contemporary Historical Examinations of Current Operations (CHECO) studies on specific operations, activities, or investments deemed critical by senior leadership.

3.5.8.5.2. CHECO teams are comprised of small, tailored teams of historians, archivists, or curators who deploy for short durations at the request of the Air and Space staff, Air and Space Component Commanders to document air and space operations, activities, or investments commensurate with the scope of activities. CHECO members are selected from experienced DAFHMP personnel and may include volunteers with specific skill sets or experience.

3.5.8.5.3. CHECO teams operate forward, frequently independent of theater historians, but may augment component historians with targeted collection and oral history interviews.

3.5.8.5.4. CHECO teams consult with AF/HOX frequently before, during, and post-deployment.

3.5.8.5.5. The CHECO Team Lead ensures reports and studies are completed within 90-days following termination of activity or return from travel and that all collected information, studies, and reports are sent to the Air Force Historical Research Agency for accessioning.

3.5.8.5.6. AFFOR/HO Augmentation Team. The component command historian serves as the Air-Component senior theater historian and is assigned on the commander's special staff to provide historical support to the commander and Air Force Forces (AFFOR) staff. Air component command historians may submit a Request for Forces through the GFM process. Augmentation is selectable from 1-3 historians depending on the supported command's needs. Typically, a 2-historian team augments the AFFOR staff to provide 24/hour operations capability. A 3-historian team provides additional capability which may be used to cover Air Operation Center (AOC) operations.

3.5.8.5.7. Combined/Joint Air Operations Center (C/JAOC) Historian. The Component history office is responsible for historical coverage and support to all aspects of the AFFOR leadership and staff including the C/JAOC. When required, the C/JAOC historian is assigned to the combined/joint forces air component commander's (C/JFACC) personal staff and focuses on planning, tasking, control, and execution of the joint air operation as well as activities within the AOC's divisions.

3.5.8.5.8. Deployed historians assist the assigned history team in systematic collection, organization, and analysis of data. The historians will attend staff meetings, conduct research interviews, and participate in other activities as necessary to document activities.

3.5.8.5.9. Wing Historian.

3.6. Documenting Wartime History.

3.6.1. The process of collecting and documenting wartime history is the same as used at home station. Historians may deploy to joint historian positions, including as the Joint Task Force historian, or to Air Force taskings as part of a 3-person AFFOR history augmentation team, a CHECO team, or to wing historian positions based on the specific Unit Type Code (UTC) and requirement tasked. Once in the field, the aerospace historian's most critical task is collecting and organizing historical materials, including oral history interviews, related to planning, resourcing, and conducting operations in support of theater campaign plans at the tactical and operational level of warfare. The tempo of work intensifies greatly. A typical workweek will consist of 6-7 days of 10-12 hours in an austere environment. Historians will work in locations subject to hostile fire and airbase attacks.

3.6.2. The variety and the complexity of multi-domain joint operations require historians with deep knowledge of how the Air Force and Space Force contribute to joint and multinational warfare at all three levels of warfare to be able to link actions to achievement of national objectives. Historians must have a solid grasp of military strategy and understand the relation between airpower and national strategy. To be effective, historians build a working knowledge of armed conflict. This includes training, education, and self-directed learning throughout their

career to build a working knowledge of the tenets of airpower; the theory and nature of war; principles of joint operations; the Unified Command Plan and responsibilities of the combatant commands; centralized command and control of joint air operations; the joint planning process and operational art; interagency operations and processes; capabilities and complexities of air, land, and sea power in joint, coalition, and multinational operations; airpower employment under joint doctrine for deterrence, coercive and cooperative strategies, and hybrid or non-traditional problem sets; and how to apply history into a broader strategic context.

3.6.3. Wartime History Reports. The dynamic nature of combat and contingency operations requires the historian to research, collect and organize documents, and write in challenging conditions.   History Reports for component headquarters and combat wings conducting wartime or named contingency operations are completed on an accelerated schedule and format. Generally, the bulk of these reports fall into section 3 and 4.

   3.6.3.1. Section 1: Commander's summary of operations and chronology.

   3.6.3.2. Section 2: Not Used.

   3.6.3.3. Section 3: Case Files specific to the historian's unity type, mission, and location.

   3.6.3.4. Section 4: Appendices specific to the established historical collection plan.

   3.6.3.5. Historians upload the report and supporting documents to the component HO not later than the 10th of each calendar month.

3.6.4. Historians assigned to employed-in-place combat wings follow the reporting cycle and requirements in DAFI 84-101 and guidance from the supported component history office.

3.6.5. Historians at home station force generation wings and organizations providing squadrons or a significant number of personnel to wartime or named contingency operations, including any expeditionary organizations formed from personnel and equipment from the parent organization (e.g., an expeditionary fighter squadron or expeditionary security forces squadron), should capture that operational history in a short study or case file(s). Include all available supporting documents and information returned from the Area of Operations (AOR) with a focus on after action reports, weekly activity updates and emails, and research interviews conducted with the Airmen who deployed. Provide copies to AF/HOX as soon as possible and include historical studies and case files in the next history report.

3.7. Deployments. This section provides general guidance to all Emergency Essential deployable historians postured in the AFFORGEN. These historians train, prepare, and deploy across the globe in support of wartime and contingency taskings. Deploying as a civilian is sometimes complicated. Often, historians may be the only deployable civilian employee on the installation. As a result, they often must explain the process to the Unit Deployment Manager (UDM), civilian personnel office (CPO), and installation deployment officer (IDO). Due to the infrequency of deployment and the frequency of personnel changes, the historian may have to educate each of the above for every deployment. This means that the historian must understand the process enough to accomplish the necessary tasks. Historians and their MAJCOM Functional Area Managers (FAM) also need to communicate frequently to avoid any issues during the pre- and post-deployment process. Those non-EE personnel wishing to volunteer for deployments also need to be aware of these processes. Note: The US Space Force does not deploy historians within its SPAFORGEN force presentation structure.

3.7.1. Pre-Deployment Phase. Historians need to consider many requirements prior to deployment. The list below, while not all-inclusive, can help the historian prepare for a successful deployment.

3.7.1.1. Medical. The medical clearance process evaluates health status and assures the combatant command that deploying historians are medically fit to do their job in a contingency environment. Being physically and mentally fit to perform assigned duties is a job requirement. The Combatant Command surgeon general sets reporting instructions unique to the deployed location. The IDO or MAJCOM/FAM will provide a list of these requirements.

3.7.1.2. Equipment and Clothing. Published reporting instructions should identify clothing and equipment requirements but may not be complete or accurate in emerging contingencies. Close coordination between the deploying historian, MAJCOM FAM, and current deployed historian (if any) is necessary to determine appropriate attire and equipment.

3.7.1.3. Passports. DoD personnel are eligible for a no-fee passport when traveling internationally. Paperwork should be submitted as soon as possible to avoid delays in deployment processing.

3.7.1.4. Mobility Folder. Unit Deployment Managers should establish mobility folders for newly assigned historians postured for deployment. The mobility folder contains immunization records, line remarks, emergency notification data, and other information pertinent to the deployment. This will be maintained with the UDM and carried by the historian to the deployed location.

3.7.1.5. Deployment Orders. Once all pre-deployment processing is complete through the civilian personnel office and UDM, the Installation Personnel Readiness Office (IPR) or IDO will issue the requisite Contingency, Exercise and Deployment (CED) Orders. Communicate with the UDM frequently to determine what paperwork is needed. Provide copies of the CED orders to the UDM, CPO, and historian's supervisor.

3.7.1.6. Pay Cap Waivers and Salary. Before departing notify Civilian Pay of the request to waive the bi-weekly pay and annual salary cap memorandum to the home chain of command for signature if necessary. The signed pay cap waiver goes to the home station servicing CPO for their action in the Defense Civilian Personnel Data System (DCPDS). The home station servicing CPO is responsible for updating the AGLI (Aggregate Limit Indicator), PPLI (Premium Pay Limit Indicator), and updating the pay system to waive the pay cap. The historian is considered on Temporary Duty (TDY) during the duration of the deployment and home station is responsible for the employee's salary. The historian needs to communicate with the home station supervisor and/or timekeeper to ensure pay requirements are maintained including timecards and authorization and certification of overtime.

3.7.2. Historians are encouraged to conduct a significant number of research interviews.

3.7.3. Post-Deployment Phase. The completion of AF Form 2131, *History Operation After-Action Report*, provides the historian an opportunity to share best practices and lessons learned for other historians. Email a copy to the MAJCOM/HO FAM and a copy directly to AF/HO. Contact the MAJCOM/HO FAM for instructions on submitting classified comments. AF/HO leadership reviews all AARs and uses the data for trend analysis.

DR. BILL K. HARRIS
Director, Air Force History and Museums
Policy and Programs

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

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Chicago *Manual of Style*, University of Chicago

DoDI 5100.01, *Functions of the Department of Defense and Its Major Components*, 17 September 2020

CJCSI 5320.01D, *Guidance for the Joint History Program*, 27 April 2023

DAFI 84-105, *Organizational Lineage, Honors, and Heraldry*, 17 June 2021

DAFI 90-302, *The Inspection System of the Department of the Air Force*, 15 March 2023

DAFI 10-401, *Operations Planning and Execution*, 13 January 2021

AFI 10-403, *Deployment Planning and Execution*, 17 April 2020

DODM 5200.01, Vol 2, *DoD Information Security Program: Marking of Information*,

24 February 2012 Incorporating Change 3 Effective 14 May 2019.

DoDM 5200.01, Vol 2, AFMAN 16-1404, Vol 2, *Information Security Program: Marking of Information*, 7 January 2021

Prescribed Forms

AF Form 2131, *History Operation After-Action Report*

Adopted Forms

AF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

AEF—Air Expeditionary Force

AF/HO—Headquarters, Air Force History and Museums Program

AFHMP—Air Force History and Museums Program

AFHRA—Air Force Historical Research Agency

AFI—Air Force Instruction

AFFOR—Air Force Forces

AFRC—Air Force Reserve Command

AOC—Air Operations Center

CED—Contingency, Exercise and Deployment

CF—Case File

CFA—Case File Abstract

COMAFFOR—Commander, Air Force Forces

CPO—Civilian Personnel Office

FAM—Functional Area Manager

FLDCOM—Field Command

JAOC—Joint Air Operations Center

JFACC—Joint Force Air Component Commander

MAJCOM—Major Command

PDF—Portable Document Format

PII—Personally Identifiable Information

RED HORSE—Rapid Engineer Deployable Heavy Operational Repair Squadron Engineer

SD—Supporting Document

SPAFORGEN—Space Forces Generation

UDM—Unit Deployment Manager

UTC—Unit Type Codes

Terms

Action or Project Officers—Those personnel assigned with the responsibility of developing, coordinating, and executing a particular project.

Bracket—A term historians and anthropologists use when people study and understand the context of a particular historical period or connect an artifact to a context.

Case File—A collection process historians use to file documents related to a specific issue. Also, a collection of documents on a specific topic.

Causation—Events, human actions, and environmental considerations that cause something to happen or exist. Normally referred to as "cause and effect" in history. Historical events are normally the result of more than one causal factor.

Command History Report—Often referred to as the unit periodic history. The Command History Report is the product historians produce to document the activities of their unit for a given time period. The Modular History is comprised of modules that are easily extractable for use as special studies, talking papers, and case files of documents.

Foreword—An introduction to a unit history and its contents written by the commander.

Frontispiece—An illustration or photo that precedes the title page or narrative.

Heritage—Object, ideas, and documented events handed down from generation to generation.

Historical Proportionality—The process of determining the level of importance and priority of specific historical events and documents.

Honors—An official award or recognition of achievement. In the DAF, normally associated with the term Lineage and Honors and often refers to those units with wartime achievements or notable accomplishments recognized by U.S. or foreign governments.

Lineage—The unique, official, traceable record of organization actions peculiar to each Air Force organization.

Preface—An introduction to a history written by the author.

Research or Analysis Bias—The activity to explore or analyze something the researcher finds interesting rather than its importance to the organization. This can also include the activity of placing personal, subjective comments within a historical narrative rather than allowing the objective research results to speak for itself.

Rubric—A document that describes the expectations of a particular document by listing the criteria and defines quality levels. Command history offices use rubrics as a training tool to help historians develop their craft and improve future historical reports.

Source Saturation—The process and goal of researchers to collect numerous sources to document a particular issue. Source saturation on a specific subject is realized when interviewees and documentation saturate the subject and new sources offer little new information on the subject.

Triangulation—A method historians and other qualitative researchers use to determine if they have achieved source saturation during their research phase. Normally, this is achieved by collecting documentation, observation of events, and oral history interviews. Triangulation helps to reveal gaps in information, prompting the researcher to look for additional information.

Attachment 2

FOOTNOTE EXAMPLES

Figure A2.1. Footnote Examples.

When preparing footnotes, use the following example which corresponds with the security markings in DODM 5200.1, Vol 2, *DoD Information Security Program: Marking of Information*.

(Portion marking), type of document, (classification, warning notices and special notations, declassification instructions), originator to recipient(s), "(Portion marking) subject," date, paragraph or page number (in lengthy documents), and supporting document or case file number as appropriate.

NOTE: All footnotes are unclassified and are for instructional purposes only.

Using scaffolding to illustrate this process, the historian applies the above format to develop footnotes:

(U)

(U) Memo

(U) Memo (U)

(U) Memo (U), 123 CES, to 123 AMW/CC,

(U) Memo (U), 123 CES, to 123 AMW/CC, "(U) Locust Swarm,"

(U) Memo (U), 123 CES, to 123 AMW/CC, "(U) Locust Swarm," 15 Apr 17,

(U) Memo (U), 123 CES, to 123 AMW/CC, "(U) Locust Swarm," 15 Apr 17, SD 0339.

Examples using an unclassified document:

[16] (U) Memo (U), HQ ABC/CC, to 123 AW/CC, "(U) Operation LOBSTER BOIL," 30 Mar 2019, SD 4066.

Example of an email using names and office symbols and attachments:

[17] (U) Email (U), Lt Gen Mary Whomever, 123 AF/CC, to Dr. John Whatshisname, 123 CES/CR, "(U) LOBSTER BOIL," 4 Apr 2019, SD 4067, w/2 atchs; Rpt (U) Col Dudley Outtaspace, 123 SG/CC, to Col Margaret Doe, 123 MG/CC, "(U) Safe to Eat Boiled Lobsters?" 22 Mar 2019, SD 4068; OPREP (U), 123 AW/CP, "(U) Lobster Herds Crawling on Base Beach," 21 Mar 2019, SD 4069.

Example of a document with attachments:

17 (U) eSSS (U), Lt Gen Gretchen Whomever, 123 AF/CC, to See Distribution, "(U) LOBSTER BOIL," 4 Apr 2019, SD 4067, w/2 atchs: Rpt (U) Col Dudley Whatshisname, 123 SG/CC, to Col Margaret Doe, 123 MG/CC, "(U) Safe to Eat Boiled Lobsters?" 22 Mar 2019, SD 4068; OPREP (U), 123 AW/CP, "(U) Lobster Herds Crawling on Base Beach," 21 Mar 2019, SD 4069.

Note: Staff Summary Sheets, reports, background papers, taskers, emails, and many other documents may have documents attached to them. Keep the documents together in sequence to maintain context of the original document.

Example using a classified document:

[16] (U) Memo (S//DECL 20290330), HQ ABC/CC, to 123 AW/CC, "(U) [LOBSTER BOIL]," 30 Mar 2019, SD 4066.

Note: Citing a classified document does not automatically make the footnote classified. All footnotes will be unclassified. The historian is simply citing a document with a specific classification. What does make a footnote entry classified is using a classified title. In this example, the document's author included a security marking of (U) on the subject and the historian used an unclassified title in brackets to keep the footnote unclassified.

Multiple source example:

(U) Memo (S//DECL 20151013), HQ 123 AF/CC, to 123 BW/CC, "(U) Operations," 20 Mar 2009, SD 1066; Memo (S//DECL 20151012), HQ 123 BW/CC to 123AF/CC, "(U) Operations," 25 Mar 2010, SD 1067.

Example using a classified document and the information used differs from the document classification:

[16] (U) Memo (S//DECL 20290330), HQ ABC/CC, to 123 ABC/CC, "(U) LOBSTER BOIL," 30 Mar 2019, SD 4066. Info used is CONFIDENTIAL.

Citing a case file abstract to direct a researcher to the entire case file:

[16] (U) CFA (S//DECL 20290330), HQ ABC, "(U) WHALE LIFT," 15 Apr 2019, CF 4066.

Citing a document within a case file:

[16] (U) Msg (S//DECL 20290330), 123 ABC/CC to 123 ABC/CC, "(U) Whales,", 14 Apr 2019 in CF 4066, Whale Lift.

[47] (U) Interview (U), Dr. Sam Carter, 123AW/HO with Lt Col Paul G. Whomever, ABC/CC, 17 Jan 2016 in CF 0246, Interviews.

Multiple sources in the same case file example:

¹⁰¹ (U) Msg (CUI), 123 AW/CC to 123 AW/HO, "(U) Dignified Transfer Event," 31 Dec 2016, in CF 3400; G-Series Order GX-33 (CUI//PII), Major Ian Flightline 234FS/CC," HQ ABC, 12 Apr 2016, in CF 0002.

¹⁰² (U) Speech (U), Honorable Frank Kendal, Secretary of the Air Force, "(U) Keynote Address: Air, Space & Cyber Conference," 11 September 2023, CF 0301. Related photographs SD 9031 & SD 9032

Multiple sources with both supporting documents and case files example:

¹⁸² (U) Email (U), SES Nancy Brian, HQ ABC/DS, "(U) Results of Background Brainstorming Day 1 – Strategic Environment," 18 October 2023, in CF 0371, Offsite Results; Chat Note (U), SES Nancy Brian, HQ ABC/DS, [Chat Extract Teams Discussion Threads-Posts], 18 September 2023, SD 0251; Chart (U), ABC/DS Background Brainstorming GPC - Strategic Environment - 18 Sept 2023; Briefing (CUI), SES Nancy Brian, HQ ABC/DS, "(U) Reoptimizing for Great Power Competition," 19 September 2023, SD 0253. Note: For guidance to tiger team leaders, see Chat Extract (U), Lt Gen Robin Spring, AF/A17, "(U) Previous Guidance," 2 October 2023, SD 0249.

Citing a classified title will make a footnote a classified paragraph.   Footnotes are to remain unclassified. The example below shows how to use an unclassified title.
Replace classified titles with "[classified subject]" in brackets:

¹⁶ (U) Memo (S//DECL 20290330), HQ ABC/CC to 123 ABC/CC, "(U) [classified subject]," 30 Mar 2019, SD 4066.

Refer to DoD 5200R Vol 2 for additional information on security markings. For additional footnote examples (i.e., citing books, journals, etc.) refer to the Chicago Manual of Style.

Attachment 3

HEADING EXAMPLE

Figure A3.1. Heading Example.

(Heading 1. Centered. This will be the header in 18 point bold)
UNCLASSIFIED

(Heading 2. Centered. This will be the study/case file title in 16 point bold)
(U) Operation Whale Lift

(Heading 3 Italicize. Centered in 14 point bold.)
Summary

(Heading 3. Centered. This will be the major sections in 14 point bold)
Introduction
Background
Conclusion

(Heading 4. Left justified. This will be the sub-sections in 12 point bold)
Whale Relocation Requirements

Whale Weight Balances Before Flight

Enroute Whale Food

(Heading 1. Centered. This will be the footer at 18 point bold)
UNCLASSIFIED

(Page number is centered in 12 point, chapter-page, e.g., 3-31)
XX

Attachment 4

CHRONOLOGY EXAMPLE

Figure A4.1. Chronology Example.

Date	Event
November	
1-14	(U) The 123rd Airlift Wing utilized seven C-175 airlift aircraft based at Riprock AFB to transport several whales from Texas to Timbuktu.1
4	(U) The president of Shambala visited Riprock AFB to pay respects to the Airmen of the installation who provided humanitarian support during Shambala's prolonged period of Category 8 tornadoes.2
22	(CUI) An infestation of desert locusts (Schistocerca Gregaria) invaded Riprock AFB, resulting in the grounding the 123 AW's fleet of C-175 "Superlifter" aircraft. They also saturated facilities and created hazardous driving conditions for commuters. As a result, Colonel Doe, 123 AW Commander, closed the installation and informed HQ ABC that the cloud of locusts was expected to remain over the area for up to 24 hours.3
December	
3	(U) Airmen of Riprock AFB commenced the final stage of removing the dead locusts to a central burial pit on the eastern side of the base. The effort, under the oversight of the Environmental Protection Agency and other federal entities with equities, proved to be a significant remediation activity after several military members were diagnosed with high fever caused by Locusti Inflammati, also known as "Locust Fever."4

_____

[1](U) CFA (U), HQ ABC, "(U) Operation WHALE LIFT," 15 Apr 2019, CF 4066.
[2](U) Msg (U), Colonel John Doe, 123 AW/CC, to Gen Max Misnomer, HQ ABC/CC, "(U) Shambala President Visit," 12 Apr 2018, SD 0443.
[3](U) Historian Notes (CUI), 123 AW/HO, "(U) Battle Staff Meeting," 22 Nov 2018, SD 0444. Note: This supporting document contains all the battle staff meeting notes between 20-25 November documented by the author as part of the battle staff team.
[4](U) Report (U), 123 CES/CC to HQ ABC/A47, "(U) Locust Disposition," 10 December 2018, SD 0445.

Attachment 5

SUPPORTING DOCUMENTS AND CASE FILE NUMBERING EXAMPLE

Figure A5.1. Supporting Documents and Case File Numbering Example.

In a flat file structure, the history will be a collection of documents. Sections one, two, and four will include individual supporting documents that will be numbered sequentially. Documents used in case files, on the other hand, will all contain the same number. The example below includes both types of documents. For example, document 2100 is a single supporting document while documents 2120 and 2200 represent case files. Also, note the types of classification in each example. This numbering and naming nomenclature standardizes document sequencing for researchers across the enterprise. Note that the Case File Abstract will contain the same case file number and eight zeros, or "00000000" as it will be the first file in the case file number. The computer will automatically make the case file abstract the first in the sequence. The example below is how the historian's files will look in the root directory. Avoid using a classified subject or title in the document description. This prevents inadvertent disclosure of classified information. All examples are unclassified and for instructive purposes use only. Note: G-Series orders will always be document number 0002. This conforms with previous history formats which placed g-series orders as the first supporting document and facilitates standardization for archivists at the Air Force Historical Research Agency. All notes are unclassified and for instructional purposes only.

0001 123AW 2018 History (S//Rel)

0002 G Series Orders (CUI//PII)

0100 20181231 (CUI) Rpt123AW Manning Document

2100 20180731 (U) Rpt 123 AW C-175 Airlift Report

2101 20180804 (CUI) Rpt 123 AW C-175 Aircrew Training Summary July 2018

2102 20180804 (U) Rpt 123 AW Airlift Summary 1 Jan-30 Jun 2018

2120 00000000 (U) CFA 123 AW Locust Swarm on Riprock AFB

2120 20181111 (U) OPREP 123 AW_CP Locust Swarm

2120 20181115 (U) Email Chain 123 AW-CC, et.al., Locust Events

2120 20181116 (C) Email 123 CES-CC to 123 AW-CC Riprock Locusts

2120 20181117 (U) Email 123 CES-CC to HQ ABC-A47 Riprock Recovery

2120 20181121 (S) Rpt CDC to 123 AW-CV Locust Cloud

2120 20181122 (U) Rpt 123 AW/OG to 123 AW-CC Locust Swarm

2200 00000000 (S) CFA 123AW Readiness

2200 20170930 (S) Rpt 123 OG to 123 AS-CC Readiness

2200 20171128 (U) Email 123 AW-OG to 123 AW-CC Aircrew Training

2200 20180322 (U) Rpt 123 AS to 123 OG Squadron Manpower

2220 00000000 (CUI) CFA 123 WG Community Relations

2220 20180310 (U) Email 123 WG to 123 WG PA Comm Rel Program

2220 20180520 (U) Memo HQ ABC-PA to 123 WG-CV Com Rel Program

2220 20180912 (U) Email 123 WG-CV to 123 WG-CC Community Program

2220 20181015 (U) Email 123 WG-PA to HQ ABC-PA Com Rel Update

2220 20181031 (CUI) Rpt 123 WG-PA to HQ ABC-PA CRA Report

Etc…

Attachment 6

CASE FILE EXAMPLE

Figure A6.1. Case File Example.

(U) RIPROCK LOCUST CLOUD

(U) On 11 November 2018 a swarm of locusts 50 miles long and 10 miles wide swept across the southwest part of Boondoggle County, an area that included Riprock AFB. The lead edge of the locust swarm arrived at 0700 and remained over the base for 22 hours, resulting in significant impact to the installation and its immediate environs. The U.S. Department of Agriculture estimated that the swarm consisted of more than 50 million locust insects with millions landing on the base and infiltrating buildings, power systems, and food stores. By 0600 on 12 November the command post signaled an "all clear" through the base intercom system and provided reporting instructions for base personnel to begin recovery efforts.

(U) The 22-hour ordeal impacted the base in myriad ways. The cloud struck commuters inbound to work, causing confusion and visibility problems. First responders reported that more than 100 base personnel were involved in as many accidents both on and off base, several of which were serious. Colonel Whomever, 544 AW Commander, closed the base and informed that all personnel should remain indoors to avoid the insects. The commander also grounded the aircraft fleet and ordered all facilities closed to prevent insect infiltration to critical water and food supplies. First responders attended to numerous fires caused when insects swarmed electrical equipment and clogged the base heating plant. The hospital treated more than 500 military members, DoD civilians, and family members with cases ranging from insect bites, cuts and bruises from flying insects, or from members diagnosed with the rare "Locust Fever." By 16 November civil engineers and local power company technicians reestablished power to the last portion of the base. Colonel Whomever also initiated a cleanup of the installation with a task force of 800-plus Riprock personnel who disposed of the dead insects in large pits dug near the eastern perimeter.

(U) Documents in this case file include three emails describing events from the commander's and civil engineer commander's perspectives. The wing commander's after-action report also provides a broad overview of events and impact on base operations and the command post log gives a detailed account of events as they occurred. Two medical reports, one from the 544th Medical Group and the other by the Center for Disease Control describe the ramifications of the "plague" to create a plague of Locust Fever, etc. etc.

Classification Control Box (Fill out or delete)	Controlled by: Department of the Air Force Controlled by: ABC/HO CUI Category: OPSEC Limited Dissemination Control: FEDCON POC: Dr. Ira Kermit, abc.ho.workflow@us.af.mil

(U) **Supporting Documents.** This case file contains 19 documents located in the 544 AW 2018 history report.	
CF 2120	Abstract (U), "Riprock Locust Cloud," 10 December 2018
	Email, (U), 123 AW/CC, to HQ ABC/CV, "(U) Locust Events" 15 Nov 2018.
	Email, (C//DECL 20291116), 123 CES/CC, to 123 AW/CC, "(U) Biblical Plague Lands on Riprock," 16 Nov 2019. Info used is UNCLASSIFIED.
	Email, (U), 123 CES/CC, to HQ ABC/A47, "(U) Recovery Efforts at Riprock," 17 Nov 2018.
	Rpt, (S//DECL 20431121), Center for Disease Control to 123 AW/CV, "(U) Report of Locust Cloud on Riprock AFB," 21 Nov 2018. Info used is UNCLASSIFIED.
	OPREP, (U), 123 OG/CP, to HQ AF/CP, "(U) Locust Cloud Over Riprock AFB," 111355Z Nov 18.
	Rpt, (U), 123 AW/OG, to 123 AW/CC, "(U) Locust Swarm," 22 Nov 2018.
	Etc
	Etc
	Etc

NOTE: Together, the first two paragraphs create a smart card on the topic followed by a very brief guide to the documents giving the future historian or researcher the benefit of what the historian knows as to the relative importance and context of the documents (where to start for general info, etc.). After coordination with appropriate subject matter experts, the historian may distribute abstracts as stand-alone products to inform action officers and decision makers. The data can also be easily extracted to prepare a background or talking paper.

Note that the documents cited in the supporting documents section are somewhat similar to a footnote, only without SD XXX numbers.

All entries are unclassified and for instructional purposes only.

Note: Space Force historians may use the alternate Case File Abstract template.

Attachment 7

NUMBERING ALLOCATION TABLE

Table A7.1. Numbering Allocation Table.

Reserved File Numbers		
Number	Description	Type (Authority)
0000	Readme file (Single Word document)	Mandatory (AFHRA)
0001	History Report (front cover to distribution page in a single PDF document)	Mandatory (AFHRA)
0002	G-Series Orders	Mandatory (AF/HO)
0003-0009	Administrative file numbers	Optional Generally not used (AFHRA)
0010-0099	Wartime Case Files	Mandatory (AF/HO)
0100-0200	Common Core Case Files	Mandatory (AF/HO)
0246	Interviews (All Oral History or Research Interviews audio & transcript)	Mandatory (AF/HO)
0299	Security Classification Guide(s) used in the report	Mandatory (AF/HO)
0201-0400	Reserved (Enterprise-Level)	Mandatory (AF/HO)
0401-0999	Reserved (Command Level)	Mandatory (MAJCOM-FLDCOM/HO)
1000-8999	Supporting Documents or Case Files	Mandatory (Historian)
9000	Multimedia (Other than weapon system video and interviews. May use for case files and supporting documents)	Mandatory (Historian)

Attachment 8

SAMPLE TABLE OF CONTENTS

Figure A8.1. Sample Table of Contents.

UNCLASSIFIED
Table of Contents

Attachment 9

SAMPLE SECURITY NOTICE AND ADMINISTRATIVE CONTROLS PAGE

Figure A9.1. Sample Security Notice and Administrative Controls Page.

(U) SECURITY NOTICE AND ADMINISTRATIVE CONTROLS

(U) The overall classification of this report and its accompanying source documents is {insert appropriate classification and dissemination controls} and derived from multiple sources. Information was derivatively classified in accordance with DoDM 5200.01 V2/AFMAN 16-1404, *DoD Information Security Program: Marking of Information,* based on security classification guides or source documents as noted below. The content of this report will not be used as a source of further derivative classification; refer instead to the source citations in footnotes and case file abstracts for the source document itself. This report may contain elements of controlled unclassified information (CUI), unclassified, or information classified at a lower level than the overall classification displayed. The information contained in this report and its accompanying source documents require protection against unauthorized disclosure in the interest of National Security. 32 CFR § 2001, *Classified National Security Information,* prohibits transmitting or disclosing the contents of this report to an unauthorized person in any manner. Information in this report must be reviewed for both Classified National Security Information (CNSI), Controlled Unclassified Information (CUI), and privileged internal information in accordance with DoDI 5230.09, *Clearance of DoD Information for Public Release*, prior to public release.

(U) **Security Classification Guide(s).** See case file 0299 for information on security classification guides used to determine appropriate classification and declassification dates or otherwise referenced in this report.

(U) Documents used in this report contain the following classification markings:
{Use the following entries as appropriate – include only markings that apply to the report}

(U) **TOP SECRET** information appears on the following pages: 2-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX.

(U) **Secret** information appears on the following pages: 1-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX.

(U) **Confidential** information appears on the following pages: 2-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX.

(U) **Secret information releasable to USA, NATO** (S//REL TO USA, NATO) appears on the following pages: 2-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX.

(U) **Secret information releasable to USA, Australia, Canada, United Kingdom, and New Zealand** "FIVE EYES" NATO (S//REL TO FVEY appears on the following pages: 2-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX.

(U) The following special notations, caveats, and dissemination control markings appear in this report:

(U) **Limited Distribution** (LIMDIS) information appears on the following pages: 2-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX.

(U) **Not Releasable to Foreign Nationals** (NOFORN or NF). Intelligence information identified with NOFORN dissemination controls appears on the following pages: 2-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX.

(U) **Formerly Restricted Data** (FRD). Information identified under the Atomic Energy Act of 1954, as amended, appears on the following pages: 2-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX.

(U) **Controlled Unclassified Information** (CUI). Information protected by dissemination control under Executive Order 13556 and DoDI 5200.48, *Controlled Unclassified Information,* appears on the following pages: 2-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX. See specific CUI markings for dissemination restrictions.
{Examples of other specific types of CUI used}

(U) **Restricted Technical Data (CUI//SP-CTI).** Information restricted by the Arms Export Control Act (22 USC § 2751 et seq) or the Export Administration Act of 1979, as amended (50 USC § 2401 et seq) appears on the following pages: 2-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX.

(U) **Inspector General Protected (CUI//PRIIG).** Inspector General information on internal matters that are deliberative in nature, are part of the agency decision-making process, and/or are otherwise legally privileged, each of which are protected from disclosure under the Freedom of Information Act, 5 USC § 552, appears on the following pages: 2-X, 2-X, 3-XX, and 4-XX; and supporting documents XXXX, XXXX, XXXX, and XXXX. *Do not release in whole or part to persons or agencies outside of official DoD channels without express approval of the Director, SAF/IGI.*