

17 APRIL 2020



History

**AEROSPACE HISTORIAN
OPERATIONS IN PEACE AND WAR**

ACCESSIBILITY: Publications and forms are available on the e-Publishing website at www.e-Publishing.af.mil for downloading or ordering

RELEASABILITY: There are no releasability restrictions on this publication

OPR: AF/HO

Certified by: AF/HO
(Mr. Walter A. Grudzinskas)

Supersedes: AFH84-106, 2 April 2020

Pages: 54

This publication provides guidance for Air Force Historians and augments Air Force Policy Directive (AFPD) 84-1, History and Heritage Management, and Air Force Instruction (AFI) 84-101, Aerospace Historian Responsibilities and Management. This publication provides information and instructional material for Air Force Historians to produce their periodic history in support of the Air Force mission. This publication applies to all civilian employees and uniformed members of the Regular Air Force, Air Force Reserve, and Air National Guard. This Air Force publication may be supplemented at any level; supplements must be reviewed by this publications office of primary responsibility (OPR) prior to a supplements 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 located in the Air Force Records Information Management System.

SUMMARY OF CHANGES

Paragraph 3.1.2. was updated to reflect current information.

Chapter 1—THE HISTORIAN’S CRAFT	4
1.1. The Historian as a Function of Command.	4
1.2. Roles and Responsibilities.	4
Chapter 2—THE COMMAND HISTORY REPORT	10
2.1. The Modular Command History Report.	10
2.2. History Collection Plan.	10
2.3. Topic Selection.	11
2.4. Working Files.	13
2.5. Privacy Act information.	13
2.6. The Research Process.	14
2.7. Historical Sources.	16
2.8. Analyzing Historical Sources.	17
2.9. Writing the History.	19
2.10. Formatting the Report.	20
2.11. Report Anatomy.	22
Chapter 3—HISTORICAL OPERATIONS IN CONTINGENCIES AND WAR	33
3.1. Air Force History Operations.	33
3.2. Operational History Team.	34
3.3. Historians and Echelon Documentation.	35
3.4. Wartime History Reports.	36
3.5. Levels of Warfare.	37
3.6. Deployments.	37
Attachment 1—GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION	40
Attachment 2—FOOTNOTE EXAMPLES	44
Attachment 3—HEADING EXAMPLE	47
Attachment 4—CHRONOLOGY EXAMPLE	48
Attachment 5—SUPPORTING DOCUMENTS AND CASE FILE NUMBERING EXAMPLE	49
Attachment 6—CASE FILE EXAMPLE	50

Attachment 7—NUMBERING ALLOCATION TABLE

52

Attachment 8—SAMPLE TABLE OF CONTENTS

53

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 a number of important activities within the unit, all of which revolve around the unit mission. These include documenting the unit's activities, maintaining the unit's archives, visualizing the unit's heritage, and providing responses to inform leadership or the general public that relate to the unit's unique history.

1.2.1. Capturing Activities of the Present. The Air Force historian's role within an organization focuses on harvesting information on the unit's current activities. This differs from what many perceive as a traditional historian who focuses on past events and interpreting or reinterpreting those events in light of current scholarship. Air Force historians, as part of their units, focus on mission accomplishment and the myriad subjects that affect the mission. This may include manpower, weapon systems, or infrastructure issues, all of which will be 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 locations scattered across the installation. The history office is usually occupied by a single historian, and these activities must be documented within a given workday. The challenge, then, is to ensure the installation and its units are aware of the historian's role in documenting daily operations.

1.2.1.1. Instilling Historical Mindedness. The historian helps develop historical mindedness within the unit by becoming visible. This is accomplished by visiting work centers, 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.

1.2.1.2. Building Relationships. The historian must build relationships within the unit. Trust will not be automatic. Further, as many new historians may incorrectly assume, documentation will not automatically arrive in the office. The historian must seek it and this can only be accomplished by 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. Building bridges within the unit is dynamic unto itself and requires constant dialogue with personnel from all agencies or units within the organization. The historian must also

remember that relationships are reciprocal. Pushing information to personnel is as important as receiving the information. Informing personnel of why their perspectives are important is key to building relationships within the unit. Trust is developed 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.

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 chronicle 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. This access—and trust—also brings with it significant responsibility in terms of operational support. The history office is not merely a repository. It holds the responsibility of chronicling operational activities as they occur or providing data on contemporary events that may be of assistance when key leaders are in a certain decision loop. For example, if the installation experienced a natural disaster in the past, the historian can provide documents or lessons learned running the spectrum of issues. Planning documents or oral histories conducted with participants may enlighten decision makers on issues they had not considered. These may include preventive measures to ensure safety or damage control, decision triggers and timelines, or 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. Some will be obvious but most often issues within an organization may not be so obvious. 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 mission of United States Air Force is to fly, fight, and win in the spectrum of Air Force missions. The historian must always bear in mind that the whole purpose of the history office is to help the warfighter by serving as an advisor and presenting critical documentation when needed. The historian's role in collecting and disseminating documentation is key to the unit's success. As the historian becomes familiar with the unit mission, the historian gains the ability to predict what the unit may need for many situations. But this can only happen if historians integrate themselves within the unit and understands the undercurrents of unit operations.

1.2.1.6. Training and education. The Air Force 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 Organizations, 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 84-101 explains the function of an operations support squadron or a bombardment squadron and their placement within an organization. A unit's organization can be somewhat dynamic as units are activated, inactivated, redesignated, reorganized, and so forth. Each organizational action reflects the needs of the chief organization and its mission. 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 can also assist 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 populace of a given unit or installation automatically connect the historian with past events. Many will be curious about the unit's wartime and peacetime missions, installation history, weapon systems utilized, and key personnel or luminaries assigned to the organization. For example, many existing wings and squadrons grew from units activated during the Second World War. 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 civic organizations. Its initial planning and construction reflects 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. Social constructs may also be determined based on military family housing or developments of child development or youth centers. The historian would be mindful to collect and archive copies of building blueprints, installation maps, 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 history. The foundations of Air Force history are critical for an understanding of the present. Further, perceptions of Air Force history are critical for the historian, especially when missions or organizations change because of world or national events. Air Force history is one of dynamic change based on innovation and ideas refined by operational necessity.

1.2.2.4. Comprehension of lineage and honors data. Air Force history is also one of continuity. Air Force lineage and honors data provide a glimpse of a unit's mission and honors from a time and spatial perspective. Like a family tree, lineage traces the unit's unique ancestry over the decades and the myriad names, missions, and parental organizations it was assigned. For example, today's 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. 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 expound upon these changes.

1.2.3. Build the archive. The history office archives is the most critical element of the unit history office. The archive 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 archives. 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 offices, personnel, or the historian are important to understand a particular issue. Collections provided by key leaders provide a key to specific decisions or background on issues or can reflect a particular geopolitical emphasis, such as procurement strategies. They may also assist the historian with filling gaps in wartime history. Diaries, logbooks, journals, photo collections, and collections of papers add to a growing story of unit history and provide a rich tapestry of personnel recollections and reflections. These will help the historian depict unit history with the aim of assisting Airmen reflect on a contextual understanding of both past and current history.

1.2.3.3. Reference library. A rich and varied reference library is indispensable for the historian. At the knowledge level, history is crucial for helping the historian understand the connections between ideas, events, and concepts. At the analysis level, a reference library saturated with reference materials such as weapon system technical guides, help the historian understand complexities of the system. For example, the multi volume aircraft technical guides help unit historians understand their respective weapon systems. Local histories are also helpful 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.

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. The installation Public Affairs office maintains files of digital images used for producing newspapers or media support which may be accessed and stored as historical files.

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, 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 may 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 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 United States Air Force.

Chapter 2

THE COMMAND HISTORY REPORT

2.1. The Modular Command History Report. The modular command history report leverages the best historical-method practices with those found in operations research and business analysis, along with continuous process improvement techniques and measurements 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 Air Force enterprise. This provides an agile and scalable product designed and tested to help the Air Force think, share, and learn so it can increase efficiency, capabilities, and warfighter lethality. 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 history report is how the program saves its writing for the future.

2.1.2. As with all historian products, the Command History Report begins with proper use of the historical method. The historical method consists of techniques and guidelines historians use to research and write history products. These require primary sources and other evidence in the form of accounts that reconstruct the past.

2.2. History Collection Plan. Historians develop a collection plan based upon the organization's mission and activities. The collection plan is the roadmap to topics the historian will cover each report period. Time spent working with the commander and MAJCOM/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 provides essential information and data to collect, lists sources and points of contact, and notes the frequency certain data will be available for collection. Importantly, it provides insight into Air Force and organizational priorities at the tactical level. It predicts topical coverage on operations and activities related to mission accomplishment and challenges to give the historian the flexibility and time to get out of the office to conduct research, observe day-to-day operations, and contact other Airmen in the organization.

2.2.2. Developing contacts and sources within the organization is critical to the collections plan. Familiarization with the unit's mission and the historian's integration within the unit helps inform research processes. To a large extent, the collections plan is informed by the frequency of visits within the unit. These visits also improve historian access and visibility throughout the organization. By learning about the organization, the historian assists the organization. Being integrated within the organization is critical if the historian is to become part of the decision-making loop.

2.2.3. Become a good listener and note-taker, attend meetings to learn and also to 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 should not expect information to come to the history office of its own accord. The information must be retrieved. Questions must be asked, operations must be observed, and mission systems explored for the historian to fully understand the mission.

2.2.4. The collections plan will also be informed by the relationship the historian builds—and maintains—with senior leadership. Oftentimes the historian may be unaware of critical issues impacting the unit without understanding how leadership works 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.

2.2.5. There is no set format for a collection plan. There are many ways to create a written collection plan. The MAJCOM history office will assist in the initial phases of the collection plan. Generally, it helps to start with reviewing the organization's mission statement. Another method is to review the table of contents from previous histories.

2.2.6. 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 evaluates the historian on choices so rely on input and seek regular feedback from the MAJCOM/HO. A good collection plan:

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

2.2.6.2. Shows the historical significance of contemporary events.

2.2.6.3. Aids in setting priorities and allocating critical writing time.

2.2.6.4. Is unique 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.

2.2.6.5. When combined with similar coverage at all levels of command from wings to the Air Staff, it helps tell the Air Force story.

2.2.6.6. Eliminate topics you know are out of date or irrelevant.

2.2.6.7. Review recent history critique(s) from the MAJCOM.

2.2.6.8. Consider comments from the commander, staff, and others who have read or used the history.

2.2.6.9. Add sections the historian understands that are new and will be important in the next history. Are there mission or organizational changes around the corner?

2.3. Topic Selection. The historian selects topics that are important to or affect the unit's mission. Previously mentioned, the historian's involvement and visibility within the unit will inform topic selection. Some topics are set by AF/HO or the MAJCOM/HO, others are topics routinely covered from year to year. Additionally, there are mandatory topics that will be covered by all wings, centers, and numbered air forces.

2.3.1. The historian uses the unit mission as a framework for the entire history. This mission state of mind then assists historians as they begin selecting topics. Some topics may be short term, such as personnel shortages while others may be of longer duration. These may include infrastructure challenges, aircraft transitions, curricular modifications, or environmental remediation. The historian should always frame questions around the unit's ability to meet the mission with existing resources.

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, an increase in aircraft not mission capable rates should take precedence over expansive coverage of paint schemes for base dormitories. Similarly, security or anti-terror measures would receive greater scrutiny over social events.

2.3.3. The relevance of topics will largely be informed by how the information may be used for future decision making. The historian should consider causative factors, decision points, and courses of action considered and/or selected as part of this process. For example, what considerations and guidance 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 the value of this topic is to the unit's mission and to the mission of the Air 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. Surface coverage of an event will not meet the future needs of the unit. Causative factors need to be considered. For example, simply stating that the unit was short of 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 a number of meetings and visits to work centers to gain additional insight into the issue.

2.3.3.2. Information will not always flow to the historian. The historian must take the initiative to meet with key participants or action officers to determine the extent of the issue. This will enable to the historian to explore causative factors in all issues. The historian's engagement within the unit will have a direct influence on the depth and usefulness of the history.

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. Similarly, a bombardment wing mission will require different discussion than that of a historian documenting a cyber mission. Subjects, among others, 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. Defense Readiness Reporting System (DRRS).
- 2.3.4.5. Status of Resources and Training System (SORTS).
- 2.3.4.6. Relationships with other organizations.
- 2.3.4.7. Planning.
- 2.3.4.8. Training.
- 2.3.4.9. Maintenance and Logistics.
- 2.3.4.10. Communications and Information Technology.
- 2.3.4.11. Environment.
- 2.3.4.12. Facilities.
- 2.3.4.13. Community (and host nation, if applicable) relations.
- 2.3.4.14. Budget (funds availability, effect of shortfalls, etc.).
- 2.3.4.15. Personnel (authorized, assigned, career field or Force Specialty Code shortages, etc.).
- 2.3.4.16. Mission Support (Security Forces, Civil Engineers, Force Support, etc.).

2.3.5. One major area the historian needs to be aware of is the commander's assessment of Major Graded Areas. Each year the Air Force Inspection System requires a number of reports from the unit that include Managing Resources, Leading People, Improving the Unit, and Executing the Mission. These reports will also illuminate potential issues or trends within the unit that are important to the commander and pose challenges to the unit's mission.

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. The document collection plan is not static, but rather a continuous process. Develop it in a way that is easily adaptable to the changing dynamics of the organization's mission. Once a plan has been made, establish a systematic method of filing data and information and referencing research material. Many historians use a topical filing system and this supports the case file structure. Some historians keep working files on their desktop. Some use a complicated set of folders and drives. Each is unique to the historian and the office. Keep the working files organized and maintain at least one good backup in the event of data loss from computer or shared drive issues. It bears mention that the final history report folder will not look like the working folders. The working folders are merely a method for data collection.

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 Air Force 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 (FOUO-PII) in the file name. Ensure the document is annotated on the Security Notice and Administrative Controls page and appropriately mark the DVD-R disk.

2.6. The Research Process. History is a disciplined and collaborative 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. The historian's interaction with information owners ensures that, as new sources of information are found, access to the material is given which allows the historian to identify additional leads that may open up even more sources of information. 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. For new historians, a tour through the unit is critical. During the first few months scheduling visits to work centers, attend 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 require to write sections of the history.

2.6.1.2. Understanding mission means asking key questions and developing a keen interest in all aspects of the unit mission. 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. Attending to important issues raises awareness of important topics.

2.6.1.3. Meetings and briefings differ in content and relevance. For example, the unit 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 increases the historian's awareness of specific policies, programs, or challenges influencing the unit mission.

2.6.1.4. Cordiality and sincere interest in an individual's or group's efforts to work an issue results in huge dividends for the historian. A good way to stem the flow of information is to believe support is only a one-way endeavor.

2.6.1.5. 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.

2.6.1.6. 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 of 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/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 build the archive and preserve the Air Force's institutional memory.

2.6.1.7. 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 archive. 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.

2.6.1.8. 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

2.6.1.9. 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.

2.6.1.10. 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.

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

2.6.1.12. Remain alert to gaps and inaccuracies in official documents and reports. 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 a number of sources will present a more accurate version of an event than data obtained from a single source. Source saturation, or triangulation, is a sound method for ensuring an effective set of supporting documents. Look for any document (in any format) that direct or requires action, directs or discusses policy, or discusses problems, procedures, or the unit's status or position on an issue. Potential documentary sources include:

2.7.1.1. Publications. Policy and mission directives, instructions, doctrine documents, and other published material that impacted 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 the MAJCOM or Headquarters, Air Force; technical orders and Time Compliance 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 are included as the first supporting document in the history as supporting document 0002.

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, will also 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. Again, this list is not all-inclusive. 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. These documents, which are searchable, allow the historian to keep track of activities and serve as benchmarks for events or planning.

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. Use the interview transcript template on the AF/HO SharePoint site.

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. Use historical proportionality to guide the level of effort. Focus on topics and materials with high utility and select only the most relevant documents and information. 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 Sources. Writing should always be analytic moving beyond simple narrative description of how and why things happened. How does a reader know that the historian is telling the truth? Air Force historians have a reputation for factual accuracy which is critical for future decision making. As the historian evaluates sources, look for conflicting stories or interpretations, 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 capture those perceptions and 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 analysis.

2.8.1. Methods of historical analysis.

2.8.1.1. Chronological history focuses on an event that is connected to another within the time scale. Viewing a chronology helps the historian understand relationships over time and distance.

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.

2.8.1.3. Source saturation. The historian will know they have achieved source saturation on a specific subject when interviewees and documentation saturate the subject and new sources offer little new information on the subject. Source saturation helps historians as they internalize the information which in turn helps inform new questions or relationships between issues. A continuing effort to compare documentation also increases the likelihood of identifying additional sources or themes not immediately obvious during preliminary research.

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

2.8.1.5. Purposeful sampling. Purposeful sampling, largely conducted in qualitative research, will be an approach taken when interviews, surveys, or observations with a number of key participants will help provide details and insight into the event. Narrative analysis and coding of this information can also be a helpful approach for the historian to use when large amounts of information are being extracted. Listening for key points, which are often expanded during questioning, can assist with the formulation of a basic outline of the subject. Coding the information can also help reveal primary and secondary themes or even themes that are not obvious.

2.8.1.6. Data mining from documents. 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?

2.8.1.7. 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: documenting and curating the institutional knowledge of the unit to which they are assigned. In turn, when combined with other unit histories, a historian's historical narrative and collection of documents aid in the success of the Air Force mission.

2.9.1. Write on topics that will help the organization accomplish its mission, make better decisions, and improve its effectiveness. It is also one of the main elements of the Air Force's institutional memory. Writing includes descriptive narrative writing, analytical writing, and technical writing styles. Write in a clear and readily understandable and authoritative tone using past tense and active voice.

2.9.2. Go beyond simple narrative descriptions of how things happened by analyzing the why things happened. Understand the audience. Is the historian writing for an audience with specialized knowledge of the topic or one with non-specialized knowledge? Tailor writing to the audience. Avoid military jargon, excessive use of acronyms, clichés, and words not commonly known. If these are used, explain what they mean in an explanatory footnote.

2.9.3. With any writing, it is best to start with an outline. The process on building an outline allows you to organize the product's structure logically building from general to specific. It will help sort sources, reveal gaps, and start detailed analysis. Devoting time and effort in writing and improving the outline will result in a better product. Begin with a topic, develop the thesis or main point, and build each paragraph around a key idea. Write out a complete and strong topic sentence for each paragraph. Does every point or idea support that topic sentence in a logical order? Is there an appropriate mix of source-based evidence (with citations) and commentary or analysis? Does each paragraph link to the next logically advancing the argument?

2.9.4. Style. Write clearly and concisely in active voice, past tense typical for all writing in the Humanities. 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.

2.9.5. 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 the quotation in context by explaining the significance of the quote to the main argument.

2.9.5.1. Avoid back-to-back quotations.

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

2.9.5.3. In text, quotations begin and end with quotation marks.

2.9.5.4. 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.

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

2.9.6. 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).

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

2.9.8. Date & Time: Use military style dating (30 March 2019) and April 2010. Use 24-hour clock and specify if times are local (L) or Greenwich (Z).

2.9.9. 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.

2.9.10. Units: Spell out the designation during the first use. Use an abbreviated form in subsequent use. Example: 48th Fighter Wing and later 48 FW.

2.9.11. Ordinals: Try to 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, “99th” or “101st” 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. The historian can reset the superscript default in the Microsoft suite by going to options, proofing, auto correct options, auto format as you type, and “unclick” ordinals with superscript. It is important to note that this action will not change the ordinals in footnotes. Ultimately, standardization assists researchers and archivists and avoids confusion for multi-person offices contributing to a single history report.

2.10. Formatting the Report. Formatting the report 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. Set line spacing for narrative and footnote text at exactly 14 points.

2.10.2. Font. Use 12-point Times New Roman or Arial for all Air Force History and Museums Program (AFHMP) products. Body text and footnotes will be in black font color for ease of reading after transfer to microfilm.

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

2.10.4. Footnotes. Use the word processor function to create footnotes. Single-space the text of each footnote and single-space between footnotes. Do not indent the first line and do not hyperlink. Footnote order is reference footnotes then explanatory footnotes. Use the following format which corresponds with the security marking requirements in DODI 5200.01 Volume 2, DoD Information Security Program: Marking of Information: (Portion marking), type of document, (classification, warning notices and special notations (caveats)), (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. 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

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

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

2.10.5.4. Use Heading 3 for subheadings – 12-pt bold. See [Attachment 3](#) for an example of headings.

2.10.6. Photographs and Multimedia. You may include digital photographs in the narrative. Generally, size photographs as about a third of the page (approximately 3.25” high and 5: wide) and centered. One of the best techniques is to create a one-column, 3-row table centered on the page. Title the photo in the top row and, in classified products, add the appropriate portion mark for the photograph. Place the photograph in the center row and the caption and source file in the bottom row. Do not allow the photograph to break across pages.

2.10.7. Make sure to include a high-resolution (600 dpi JPG, PNG, or TIFF file) copy. When saving digital photographs, video, and audio with historical significance use case files 9000-9199 and create an identically named text file that contains a full caption that fully describes the importance 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. Include portion markings as appropriate. When using a chart, be cautious of how colors are microfilmed. Use distinctive colors or grey scale. Consider adding data labels or including a data table below it showing the raw data. Ensure tables and charts are clear, readable, and understandable. Beware of color in a black and white document (especially for the microfilm). Explain all abbreviations and acronyms. Ensure they are properly marked for classification. Highlight trends and exceptions to trends. Refrain from restating statistical data in the narrative. Fully explain meaning behind the numbers or values.

2.10.9. Page numbering. Number pages at the bottom center when publishing as a stand-alone. When compiling sections 1-4 and backmatter into a single Portable Document Format (PDF) document it may be easier to use the footer feature in Adobe to apply page numbers. 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. Note: It may be easier to develop the front matter into one document and number the pages using lower case Roman numerals before converting to Adobe.

2.11. Report Anatomy. The Modular History Report. The History Report differs from the narrative style format previously used. It consists of a collection of essential information and data used to preserve the Air 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 include all organizational changes. All history reports consist of four sections, front and back matter, and the file structure. The sections consist of an annual review, special studies and papers, case file abstracts, and appendices.

2.11.1. Section 1, Annual Review. Section 1 consists of two mandatory modules: The executive summary and the chronology.

2.11.1.1. The Executive Summary. The executive summary is a broad review of organizational activity during the report period. 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, which should be included in the preface.

2.11.1.2. Use descriptive writing style and cover the most important activities, issues, decisions, actions, and events. Each topic covered will directly relate to the organization's ability to accomplish its primary mission, deploy expeditionary Airmen, and make decisions. As a minimum, expand on the commander's assessment of Major Graded Areas identified in AFI 90-201, The Air Force Inspection System, and describe significant mission or organizational changes. For wartime and contingency activities, expand on the commander's assessment of higher-level commander guidance, and operations plan or Theater Campaign Plan mission accomplishment. MAJCOM/HOs and commanders may direct additional topic coverage. After coordination with the offices that provided the documentation, provide copies of the final product to new commanders, action officers and staff organizations, and others with a need to know. The executive summary is typically the last major component part of the history report historians will write.

2.11.1.3. Use oral history research interviews conducted with commanders and key participants, as well as emails, letters, policy statements and other historical sources 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.

2.11.1.4. The executive 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.

2.11.1.5. The chronology. The chronology is a living document that provides a detailed, vertical-history 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.

2.11.1.6. Year in Review. Historians may include this optional unclassified year-in-review section that provides an overall picture of the people, organization, and events during the report period. As a stand-alone, horizontal history that follows each organization, this product is well suited to civic leader and congressional engagement as well as updating the organization’s heritage pamphlet. Use descriptive writing style in plain English that provides an overall picture of the people, organization, and events during the report period. Information is primarily from subordinate units and edited for readability and space. As a stand-alone, this product is well suited for civic leader and congressional engagement as well as updating the organization’s heritage pamphlet. The Year in Review will be unclassified and intended for public release. Use footnotes in the version included in the periodic history report. Footnotes are not required for the public release (stand-alone) version.

2.11.2. Section 2: Studies and Papers. Studies differ from case files. They are narrative products usually three or more pages in length that require some analysis or extended discussion. Most studies contain three parts: The introduction, the background or body, and the conclusion. The length and scope of each part will depend on the product's purpose and audience as well as the complexity of the subject. Papers, on the other hand, are products prepared by the historian on specific subjects to assist decision makers. For example, if the historian prepared a background paper, talking paper, or other written product on how the unit dealt with a specific issue, it will likewise be placed in Section 2. This allows other researchers or historians to extract and use the product to inform decision making within their units.

2.11.2.1. Organization. All studies or papers should be organized alphabetically and their titles reflected in the table of contents.

2.11.2.2. There are several methods to organize the paper. Cause and effect indicates causal relationships between people, things, and events. Compare and contrast details account of similarities and differences in related ideas. The historian may also consider the increasing importance format, arranging key points so the most important point come last. Finally, a chronological approach arranges key points using a time scale.

2.11.2.3. When writing studies, write at the unit's level of warfare. Make the paper relevant and useful to the organization. Resist the urge to tell stories left best to history books (e.g., do not start with tactics or technology introduced during the Peloponnesian War). Work with the MAJCOM/HO to identify studies that may form the foundation of subsequent (or larger) special historical studies. Each paper will examine an 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.

2.11.2.4. Summary: Studies or papers longer than five pages will include an abstract or summary of about 100-250 words 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. Include a list of keywords at the end to help readers identify the main points of the paper. This summary can then be easily extracted to develop a background or talking paper for the unit.

2.11.2.5. Introduction. Approximately 5 to 10 percent of the paper. 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.

2.11.2.6. 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. Cite all source material, whether paraphrased or quoted.

2.11.2.7. 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 interpretation and synthesize main points and analysis to come to a conclusion. Do not introduce any new information in the conclusion.

2.11.2.8. Proofread, edit, and revise. Writing is a process that involves multiple steps. The first draft will not be the last. Leave time to proofread the draft. Drafts frequently have significant gaps in logic and analysis because during the creative process the mind tends to fill in the missing pieces. 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, historians will need to edit and revise their work.

2.11.3. Section 3: Case Files. Historians collect and organize information that spans the breadth and depth of organizational activities, operations, and command decisions to provide a complete resource for the future while events are still unfolding. Historians use their historical collection plan, professional training, and judgment to identify topics and evaluate sources quickly. The result is a multitude of source documents organized into a collection—a case file. In most instances, every topic will start with ‘case file’ collection just because it organizes the documents. **Attachment 5** provides an example of case file numbering.

2.11.3.1. Each case file is specific to origin, theme, issue, subject, or event. All documents in a case file share the same document number. Previously, historians dropped documents into subfolders. Subfolders will no longer be used. All documents with the same source document number now constitute the case file in the file structure.

2.11.3.2. When time allows, a study may be written from half-a-dozen different case files collected over time. Instead of duplicating work to rewrite footnotes, recreating supporting document lists, or changing document numbers, simply reference the case file abstract when citing information in the footnote. It is critical to choose documents for the case file. The case file is not an accumulation effort to collect and forget. The information placed in case files builds the archive and helps tell a complete story when time is of the essence. Simply stated, case files reduce cognitive overload and create time for the historian to move on to other projects. Case files are not to be viewed as a “collect everything” activity. They are about evaluating the material, determining its potential historical value, and choosing to save or not save the files.

2.11.3.3. Organization. Case files will be organized alphabetically and, similar to studies and papers, also listed in the table of contents alphabetically.

2.11.3.4. The Case File Abstract. To help create this curated collection, each case file will have a Case File Abstract (CFA) that describes the scope and content of the case file. A typical abstract consist of three paragraphs. The first paragraph is an encyclopedia-like description or summary of the issue, subject, or event (factually addressing 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—it focuses 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 CFA will be the first document in the case file. [Attachment 6](#) provides an example of a case file abstract.

2.11.3.5. 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 (where to start for general info, etc.). After coordination with appropriate subject matter experts, you may distribute abstracts as stand-alone products to inform action officers and decision makers.

2.11.3.6. Do not analyze, assess, or evaluate in an abstract. Summarize the issue and outcome. Analysis belongs in special studies and essays. When writing, think concision: remove everything between a problem and its solution. Consider historical proportionality—its significance to the mission and organization. If it is a big issue over time, use multiple case files collected over years as a research tool when writing the study.

2.11.3.7. Keep the files structure as flat as possible to speed data transmission and create efficiencies in organization, archiving, and microfilming.

2.11.3.8. 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 cites 37 documents in the case file abstract, then all 37 will be numbered 0412. The Case File Abstract will be the first document in the case file and use an eight zero numbering nomenclature, or 00000000. The computer will automatically place the abstract as the first document in the case file.

2.11.3.9. Proper file naming is essential -- All file names will be formatted as #####, yyyymmdd, (classification and administrative control marking), Type, Office of Origin, and 60-character maximum description to stay below the Microsoft file path limit of 255 total characters. Avoid using a classified subject or title to prevent inadvertent release of classified information.

2.11.3.10. File names will be unclassified.

2.11.3.11. Numbering supporting documents and case files. The historian uses four digits to provide an efficient way of finding the information after the report is completed. Some file numbers will refer to an individual document. Use the numbering allocation table in [Attachment 7](#) for reference. Supporting documents cited in the section one, section two, and appendices will receive an individual number. Discussed earlier, a case file collection will all contain the same supporting document 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 will always be supporting document 0002.

2.11.3.12. 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 MAJCOM/HOs 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 the AF/HO Operational History Team. Historians may use any file number 1000-8999 for individual documents (SD #) or case files (CFA #). 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 and are only differentiated by the document type.

2.11.4. Section 4: Appendices. There are four required appendices for all Air Force unit histories. These are lettered A-D at organizations below the MAJCOM and generally numbered 1-4 at MAJCOMs and above. AF/HO and MAJCOM/HOs may direct additional mandatory appendices. Historians may add additional appendices as needed. With any appendix, consistency over time is key.

2.11.4.1. Appendix A – Lineage and Honors

2.11.4.2. Appendix B – Key Personnel

2.11.4.3. Appendix C – Personnel Statistics

2.11.4.4. Appendix D – Organization Chart

2.11.5. Front Matter. The component parts of front and back matter are largely unchanged from previous history formats. Unless a part is noted as optional, use all of the following components in the periodic history report front matter. Front matter is numbered with lower case Roman numerals (i, ii, iii, iv, etc.) The rest of the report uses Arabic numerals.

2.11.5.1. Title and Signature Page

2.11.5.2. Security Notice and Administrative Controls Page

2.11.5.3. Frontispiece (Optional)

2.11.5.4. Foreword (Written by the commander. Optional)

2.11.5.5. Preface (Written by the historian. Optional)

2.11.5.6. Table of Contents

2.11.5.7. List of Figures and Tables

2.11.6. Back Matter. Use all of the following components in order to complete the periodic history back matter:

2.11.6.1. Glossary

2.11.6.2. Gazetteer (Optional)

2.11.6.3. Consolidated List of Supporting Documents (optional). A supporting document list may assist the historian when the product is printed and filed within the office. In electronic form, the documents are numbered sequentially and case files contain their own lists of supporting documents.

2.11.6.4. Distribution List. Include the total number of discs. Send one complete copy (narrative, appendices, and case files) to the Air Force Historical Research Agency, the Command History Office, and the NAF-C (if the NAF has a historian).

2.11.7. Read Me File. Include a separate 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:

2.11.7.1. Title and coverage period

2.11.7.2. Publication Date

2.11.7.3. Author

2.11.7.4. Number of files that comprise the history

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

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

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

2.11.7.8. 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.

2.11.8. Completing the Report. All components of the history report will be published (front matter to back matter -- 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 into a single root folder and name the folder to identify the unit, report period, and overall classification

2.11.8.1. Historian signature on the title page is required. A digital signature is preferred using the certificates tool in Adobe Pro. The commander's signature is not required.

2.11.8.2. Do not hyperlink files.

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

2.11.8.4. Combining the components. All of the components, front matter, sections 1-4, and back matter, are combined into one single document. This is necessary if the historian prints a copy of the history as all of the components will be present. This means that the case file abstracts will be in two separate locations: as a supporting document and in the narrative. For example, the case file abstract with supporting document number 2120 in [Attachment 5](#) will also be listed alphabetically in the table of contents. All of 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.

2.11.8.5. 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.) while the rest of the report uses Arabic numerals. The historian may find it easier to develop the front matter into one document and number the pages using lower case Roman numerals before converting to Adobe. Similarly, when compiling sections 1-4 and backmatter into a single PDF document it may be easier to use the footer feature in Adobe to apply page numbers. All of the sections are then combined into one Adobe document.

2.11.9. Numbering Documents and Case Files. Number each supporting document (SD#) or case file abstract (CF#) sequentially using four digits. Remember, some numbers are reserved for specific purposes and consecutive file numbers are not required. All file names will be unclassified and formatted as ####, yyymmdd, (classification and administrative control marking), Type, Office of Origin, and 60-character maximum description to stay below the Microsoft file path limit of 255 total characters. File names will be unclassified. Historians may use an underscore instead of spaces as long as it is consistent throughout the report. Remember, the Case File Abstract will always have the number and "00000000" which places it as the first document in the case file.

2.11.10. 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. Refresher training on derivative classification is required every two years. Contact the security manager or MAJCOM/HO FAM for more information.

2.11.10.1. If the report contains both SECRET and REL TO (specific country(ies)) information, the entire report increases to SECRET//NOFORN. Do not place REL TO on the cover or on the disc and the jewel case jacket.

2.11.11. 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. Use the word processor's footnote function to number footnotes consecutively through each module (essay/paper).

2.11.11.1. There is a difference between file naming and footnotes. Each has unique rules. Refer to Attachments

2.11.11.2. Use footnotes without exception and number them consecutively through each individual chronological entry, paper or study.

2.11.11.3. Insert a footnote in the text immediately following the appropriate quotation, clause, or phrase, without spacing. Add a four-digit source document (SD #) or case file abstract (CFA #) number at the end of the citation. If a particular document within a case file is used, cite the case file abstract first and then cite the document. See [Attachment 2](#) for footnote examples.

2.11.11.4. Keep note citations brief, generally using the standard formats in this attachment. 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.

2.11.11.5. 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.

2.11.11.6. Footnote citations indicate if the source has been included as a supporting document by the addition of a four-digit number at the end of the citation.

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

2.11.11.8. Document citations will generally be in this sequence: Type of document, administrative caveats, originator, recipient(s), "subject," date, paragraph or page number (in lengthy documents), and supporting document or case file abstract number as appropriate.

2.11.11.9. In a classified product, strictly follow all the standard rules for derivative classification marking. Footnotes require portion marking, just like a paragraph, and must provide declassification information. The same rules apply to explanatory footnotes. See [Attachment 2](#) for examples for classification markings.

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

2.11.12.1. 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.

2.11.12.2. Ending Reports. MAJCOM/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.

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

2.11.12.4. 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.

2.11.12.5. 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/HO after the effective date of transfer. Send copies of periodic histories on the transition period to the former MAJCOM/HO if requested.

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

2.11.14. Publishing DVD/CD-R Histories.

2.11.14.1. Ensure file names for all documents are less than 106 characters. This will make creating the discs much easier and improve the reliability of the final product.

2.11.14.2. Use the highest quality “DVD-R” media available.

2.11.14.3. 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.

2.11.14.4. Use standard software to create discs. Review application instructions on burning discs to ensure the disc can be read by all machines. Follow software instructions to close the session and finalize the disc.

2.11.14.5. Follow instructions in AFI 84-101 for submitting the Command History Report.

2.11.15. Assessing the Command History Report. The Air Force 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. This process was developed to foster continuous process improvement through feedback, open communication, and mentorship. Under AFI 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 AFI 84-101, paragraph 6 and Attachment 3.

2.11.15.1. A rubric is a coherent set of criteria for assessing written work that includes descriptions of levels of performance quality based on a set criterion.

2.11.15.2. Analytic rubrics describe work on each criterion separately Rubrics make assessing reports efficient, consistent across multiple evaluators, and reduce subjectivity.

2.11.15.3. Rubrics are a standard method of establishing expectations and assessing performance.

2.11.15.4. Rubrics measure performance. Products cannot be improved that are not measured.

2.11.15.5. Tracked within and across MAJCOMs as part of their management responsibilities.

- 2.11.15.6. Provides a measurable quality score program-wide that AF/HO reports to senior Air Force leadership every quarter.
- 2.11.15.7. AFI 84-101 describes assessment timelines. The approved rubric for assessing histories is provided in AFI 84-101, Attachment 3.
- 2.11.15.8. Wing/center/NAF reports. The MAJCOM/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.
- 2.11.15.9. Direct Reporting Units/Field Operating Agencies (DRU/FOA) and MAJCOM 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.
- 2.11.15.10. Wartime report assessments. Refer to chapter five for wartime history report assessments.
- 2.11.15.11. Assessment criteria. AFI 84-101, Attachment 3 contains the rubric. History reports are assessed in four areas. These include Administrative, Critical Thinking and Content, Supporting Document Collection and Research, and Organization, Writing style, Format, and Mechanics.
- 2.11.15.12. 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.
- 2.11.15.13. AF/HO will review approximately 6% of all assessments and all outlying assessments. It is not a "verification" for individual assessment grades but a process of evaluating overall MAJCOM program management and grading consistency across MAJCOMs. AF/HO may track and publish trends on timeliness, report quality, and consistency AFHMP-wide. History reports assessed as outstanding will be automatically considered for program awards. It bears mention that the focus of the 3-tier grading process focus on the tier and not necessarily the points, even though a history may be assessed with 62 points it meets the "fully successful" tier.

Chapter 3

HISTORICAL OPERATIONS IN CONTINGENCIES AND WAR

3.1. Air Force History Operations. Personnel in the Air Force History and Museums Program (AFHMP) participate in support of all types of Air Force operations across the full spectrum of conflict, including conventional campaigns, contingencies, humanitarian assistance/disaster recovery, and steady-state deployments. Many United States Air Force (USAF) organizations cooperate with history offices to develop plans for this AFHMP participation.

3.1.1. The Air Force History and Museums Policies and Programs (AF/HO) office develops and implements contingency and war-planning policy for all Air Force History Offices, including those functioning in a component role under a unified combatant command.

3.1.2. AF/HO manages Unit Type Code (UTC) RFGAE. This UTC covers all Air Force historians, civilian, officer and enlisted.

3.1.3. The AF/HO Director serves as the Career Field Manager (CFM) and Functional Manager (FAM) for all civilian historians as identified in AFI 10-401, Air Force Operations Planning and Execution. Coordinates contingency historical tasks with DoD, JCS, unified combatant commands, Chief of Staff of the United States Air Force (CSAF)-directed analysis teams, and USAF staff agencies.

3.1.3.1. The AF/HO Director assists with fostering unity of effort with the joint history office by supporting historical collection activities Air Force-wide and, when requested, aerospace topics identified by the Joint Staff History Office and Combatant Commanders.

3.1.3.2. Working closely with the Joint Staff to coordinate and implement wartime and contingency historian planning the employment of Air Force historians with the Department of Defense (DoD).

3.1.4. The AF/HO Deputy Director for Field Programs assists the Director with Functional Manager activities for all civilian historian deployments. In coordination with the Air Force Personnel Center (AFPC), Directorate of Air and Space Expeditionary Force (AEF) and Personnel Operations, implements AFHMP participation in deployments.

3.1.4.1. Coordinates with AF/HO Director and the C-MAJCOM/C-NAF to ensure the validity of all historian AEF taskings.

3.1.4.2. Maintains the AEF Library for all postured historians and coordinates with the MAJCOM Functional Area Managers (FAMs) on the training and deployment eligibility of their respective assigned historians.

3.1.4.3. Coordinates the nomination and selection of historians for specific AEF taskings with AF/HO Director, the historian's parent MAJCOM, and the AEF directorate. When historians are sourced for deployment, the AF/HO FAM notifies the respective MAJCOM FAM, who in turn validates the tasking.

3.1.4.4. Acts as the focal point for the AFHMP leadership on all policy directives and guidance issued by the AEF directorate.

3.1.4.5. Consults with the Air Force Reserve Command (AFRC) FAM to determine if and when AFRC historians are available to support AEF requirements in accordance with AFRC policies and procedures.

3.1.4.6. Coordinates deployed historical documentation efforts with the Operational History Team (OHT), Historian Training Course (HTC) Instructor, and MAJCOM FAMs.

3.2. Operational History Team. The Operational History Team (OHT), a new and innovative concept for the AFHMP, communicates on a daily basis with deployed historians in all areas of operations and acts to fuse data and information into a holistic summary of global Air Force combat and contingency operations. The team provides reach-back historical services and guidance for wartime history reporting. It also coordinates historical coverage requirements in close and ongoing consultation with the supported commander, the Combatant Command history office, the component history office (C-MAJCOM/HO), and AF/HO to prevent duplication and provide the most complete historical coverage. This relationship provides the COMAFFOR robust historical support with a smaller deployed footprint in meeting requirements of AFI 84-101.

3.2.1. The OHT works to improve historical coverage of Air Force combat operations.

3.2.2. Provides responsive research and reference services for AFFOR senior leaders when inquiries are beyond the capability of the deployed historian.

3.2.3. Provides support to collect historical information from geographically separated units and forward operating locations regularly to ensure complete coverage of operational activities.

3.2.4. Provides guidance concerning material historical property in accordance with AFI 84-103, U.S. Air Force Heritage Program.

3.2.5. Coordinates expeditionary heritage information, including lineage, honors, heraldry, organization actions, and aerial victory credit in accordance with AFI 84-105, Organizational Lineage, Honors, and Heraldry.

3.2.6. Historians deployed as part of a 3-person historian team. Assignments may be to joint historian positions including as the Joint Task Force historian, or to Air Force taskings as the AFFOR historian, Joint Air Operations Center (JAOC) historian, or OHT and at one or more locations depending on the specific Unit Type Code (UTC) requirement.

3.2.7. In conjunction with senior historians from AF/HO and AFHRA, the team produces written comprehensive operational summaries of the full range of global Air Force operations. Additionally, the team provides ongoing guidance and reachback support for wartime historical reporting, including reviewing and assessing wartime history reports written by historians tasked to expeditionary units at the COMAFFOR level and below, provides feedback on the historian's performance to the supporting MAJCOM/HO and the historian's parent unit, and assists deployed historians with routine administrative matters.

3.3. Historians and Echelon Documentation. Air Force historians specialize in the recording and interpretation of aerospace operations 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 historical services for decision makers. 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 the tactical and operational level of warfare.

3.3.1. Component MAJCOM/Component Numbered Air Force. Component MAJCOM/Component Numbered Air Force (C-MAJCOM/C-NAF) responsibilities are outlined in AFI 10-403, Deployment Planning and Execution. These history offices consult with AF/HO to determine wartime historian requirements as part of the contingency planning process.

3.3.1.1. The C-MAJCOM/HO Functional Area Manager (FAM) assists in generating historian requirements through Global Force Management processes in coordination with the AF/HO Deputy Director for Field Programs.

3.3.1.2. C-MAJCOM/HO assists the OHT and AF/HO define theater campaign plan specific historical collection requirements.

3.3.1.3. During wartime and contingency operations, C-MAJCOM/C-NAFs follow a monthly history report cycle instead of an annual history cycle. The monthly reports are forwarded to the OHT in accordance with AFI 84-101 unless exempted in writing by the AF/HO Director.

3.3.1.4. When the C-MAJCOM/HO functions as part of the Air Force forces (AFFOR) staff, rotational historians are assigned to the supported history office.

3.3.2. AFFOR Historian. AF/HO and the supported C-MAJCOM FAM review reporting requirements and coordinate the selection of one historian of each 3-person rotational history team as the AFFOR historian. The AFFOR historian is assigned to the COMAFFOR's personal staff.

3.3.2.1. The AFFOR historian advises and assists the combined/joint force air component commander and staff throughout the decision cycle to improve operational effectiveness through timely historical services.

3.3.2.2. AFFOR historians systematically collect, organize, and analyze data. They also attend staff meetings, conduct research interviews, and advise staff on critical issues of import.

3.3.2.3. Complete and submit timely and accurate the AFFOR monthly command history report focused at the operational level of warfare and on the theater campaign plan.

3.3.3. Combined/Joint Air Operations Center (C/JAOC) Historian. 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. The location may be collocated with the AFFOR historian if the COMAFFOR is also designated as the (JFACC), however, historian duties remain separate and distinct.

3.3.3.1. The JAOC historian will routinely advise and assist the JFACC and staff throughout the decision cycle to improve operational effectiveness through timely historical services at forward JAOC locations.

3.3.3.2. Systematically collect, organize, and analyze data. The historians also attend staff meetings, conduct research interviews, and participate in other activities as necessary to document activities.

3.3.3.3. Complete and submit the JAOC portion of the monthly command history report focused at the tactical level of warfare and on accomplishment of theater campaign plan tasks.

3.4. Wartime History Reports. The dynamic nature of combat and contingency operations requires the historian to conduct accelerated research, document collection, and writing. A typical workweek will consist of 6-7 days of 10-12 hours in an austere environment. Historians complete the required command history report monthly for contingency operations. Complete all requirements directed in AFI 84-101 (described in Chapter 3) and those directed by the commander or the OHT.

3.4.1. History Reports at Deployed Locations.

3.4.1.1. Section 1: executive summary and chronology.

3.4.1.2. Section 2: collection of all papers written by the historian to inform leadership and action officers (e.g., background, talking points, and other papers).

3.4.1.3. Section 3: case files specific to the historian's location.

3.4.1.4. Section 4: appendices specific to the established historical collection plan.

3.4.1.5. Historians send the full report and supporting documents to the OHT and component by the 10th of each calendar month.

3.4.2. Historians deployed-in-place or documenting operations from home station follow a monthly history reporting cycle, similar to those at deployed locations.

3.4.2.1. Historians send monthly reports to the OHT in accordance with wartime directives in AFI 84-101 unless exempted in writing by the AF/HO Director.

3.4.2.2. Historians continue submitting annual command history reports to the parent MAJCOM/HO or AF/HO as appropriate.

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

3.5.1. Effects at the strategic level of warfare impair an adversary's ability to carry out war or hostilities—effects that neutralize the adversary's centers of gravity. Historians that normally document these activities are the Joint Staff History Office, Air Force History and Museums Program, the Air Force History Support Office, and the Air Force Historical Research Agency.

3.5.2. 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. Documenting this level of warfare normally includes historians within the Joint Task Force, Air Force Forces, Component Numbered Air Force, Component Major Command, and Combatant Command History offices.

3.5.3. The tactical level of warfare is where and how individual battles and engagements are fought. While their outcome may be described as operational or strategic, all military actions occur at the tactical level. Historians write at the level of warfare appropriate to their assigned organization. Historians at the Wing and Air Operations Center offices typically document tactical level operations.

3.6. Deployments. This section provides general guidance to all Emergency Essential (EE) historians postured as deployable. These historians train, prepare, and deploy across the globe in support of combatant commander wartime and contingency taskings. Deploying as the only civilian from a wing is often complicated. Generally, historians may be the only deployable civilian employee on the installation. As a result, they often have to explain the process to the Unit Deployment Manager (UDM), civilian personnel office (CPO), and installation deployment officer (IDO) on the process. Due to the infrequency of deployment and the frequency of personnel changes, the historian may have to provide orientation to each of the above for each deployment. This means that the historian must understand the process enough to accomplish the myriad of tasks and arrange transport to the deployed location. Historians and their MAJCOM FAM also need to communicate frequently to avoid any issues during the pre- and post-deployment process.

3.6.1. Pre-Deployment Phase. Historians need to consider a number of requirements prior to deployment. The list below, while not all inclusive, can assist the historian prepare for a successful deployment.

3.6.1.1. 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 (CCMD) surgeon general updates reporting instructions based on a number of factors including medical support at the deployed location. The IDO or MAJCOM/FAM will provide a list of these requirements.

3.6.1.2. Equipment and Clothing. Close coordination between the deploying historian, MAJCOM FAM, and current deployed historian is necessary to determine appropriate attire (uniforms if being issued to DoD civilians) and equipment. When processing, reporting instructions may provide additional guidelines on types of equipment the historian needs to take with them to meet theater requirements.

3.6.1.3. Passports. DoD deployable civilians are eligible for a no-fee passport for deployments. Paperwork should be submitted as soon as possible to avoid delays in deployment processing.

3.6.1.4. Mobility Folder. This will be developed by UDM and contain immunization records, line remarks, emergency notification data, and other information pertinent to the deployment. This will be kept with the UDM and sent with the historian to the deployed location.

3.6.1.5. 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.

3.6.1.6. 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. 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 time cards and certification of overtime if authorized.

3.6.2. Deployment Phase. During the deployment, historians work with numerous stakeholders to accomplish administrative tasks. These include the deployed supervisor, the home station commander and supervisor, the time keeper, the home station CPO, and the home station civilian payroll/finance office. If issues arise, the OHT and FAM can assist deployed historians with finding the right answer. Once historians are in place they work for the commander and communicates directly with the OHT.

3.6.2.1. Guidance in AFI 84-101 prescribes guidance on completing and transmitting contingency history reports.

3.6.2.2. Coordination between the OHT and deployed historian on a daily basis increases the effectiveness of historical documentation and synergizes information across organizations.

3.6.2.3. Efforts to integrate into the organization results in access to key personnel, data, and improves organizational effectiveness. Integration and familiarization with the organization is critical.

3.6.2.4. Historians may find it necessary and are encouraged to conduct a significant number of research interviews. These interviews are encouraged and can be used to focus on mission challenges and accomplishments, fill gaps in documentation, or capture personal recollections soon after an action or event and at the end of a tour.

3.6.3. 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.

WALTER A. GRUDZINSKAS
Director, Air Force History and Museums
Policy and Programs

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

5 USC 552a, The Privacy Act of 1974
AFPD 84-1, History and Heritage Management, 6 Jul 2018
AFI 84-101, Aerospace Historian Responsibilities and Management, 13 December 2018
AFI 33-322, Records Management and Information Governance Program, 23 Mar 2020
USAF Strategic Master Plan, May 2015
AFI 38-101, Manpower and Organization, 29 August 2019
AFI 33-332, Air Force Privacy and Civil Liberties Program, 10 March 2020
Writing History, Sherman Kent
A Short Guide to Writing about History, Richard Marius and Melvin Page
The Elements of Style, Oliver Strunk and E.B. White
A Writer's Reference, Diana Hacker and Nancy Sommers
Chicago Manual of Style, University of Chicago
AFI 84-105, Organizational Lineage, Honors, and Heraldry, 19 July 2019
AFI 90-201, The Air Force Inspection System, 20 November 2018
AFI 10-401, Air Force Operations Planning and Execution, 7 December 2006
AFI 10-403, Deployment Planning and Execution, 20 September 2012
DODM 5200.01, Vol 2, DoD Information Security Program: Marking of Information, 24 February 2012 Incorporating Change 3 Effective 14 May 2019.

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

AOC—Air Operations Center

AFFOR—Air Force Forces

AFRC—Air Force Reserve Command

CED—Contingency, Exercise and Deployment

CF—Case File

CFA—Case File Abstract

COMAFFOR—Commander, Air Force Forces

CPO—Civilian Personnel Office

DVD-R—Digital Versatile Disk - Recordable

FAM—Functional Area Manager

JAOC—Joint Air Operations Center

JFACC—Joint Force Air Component Commander

MAJCOM—Major Command

OHT—Operational History Team

PDF—Portable Document Format

PII—Personally Identifiable Information

RED HORSE—Rapid Engineer Deployable Heavy Operational Repair Squadron Engineer

SD—Supporting Document

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.

Archives—A collection of historical documents pertaining to a specific location, organization, or person.

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. Previously, historians cited documents in sequence. Under the new modular history report concept, historians document issues using like-numbered documents when developing a case file abstract.

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 Modular History Report—Often referred to as the unit periodic history, the Command

Modular History Report—Is the product historians produce annually to document the activities of their unit. Previously, historians produced a narrative style, multi-chapter report. The **Modular History** - is comprised of modules that are easily extractable for use as special studies, talking papers, and case files of documents.

Distance—A metaphor historians use to describe past historical forms and intellectually create an image of the past.

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 Air Force, 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.

Interwar—The period of history between the First and Second World Wars, approximately 1918 and 1939.

Landscape History—The study of the way in which people or the environment have changed the physical appearance of a particular site.

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

Operational History Team—Commonly referred to as the “History Fusion Cell,” the OHT is a small group of historians located in the Air Force Historical Research Agency at Maxwell AFB, Alabama, who collect and assimilate data from contingency histories to develop statistical summaries or other products for distribution.

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

Purposeful Sampling—A technique used in qualitative research when historians purposefully select interview candidates, survey instruments, or observation protocols to help provide details and insight into an event.

RED HORSE—A unit that provides a highly mobile civil engineering response force to support contingency and special operations worldwide. Units are self-sufficient with rapid response capabilities conducting independent operations in remote, high-threat environments. They provide heavy repair capability and construction support to recover critical facilities, utility systems including airfield runways.

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.

Two-Dimensional Objects—Items such as paper and photographs rather than artifacts which are consider three-dimensional objects.

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, “LOBSTER BOIL,” 4 Apr 2019, SD 4067, w/2 atch; Rpt (U) Col Dudley Outtaspace, 123 SG/CC to Col Margaret Doe, 123 MG/CC, “Safe to Eat Boiled Lobsters?” 22 Mar 2019, SD 4068; OPREP (U), 123 AW/CP, “Lobster Herds Crawling on Base Beach,” 21 Mar 2019, SD 4069.

Example of a document with attachments:

17 (U) SSS (U), Lt Gen Gretchen Whomever, 123 AF/CC to See Distribution, "LOBSTER BOIL," 4 Apr 2019, SD 4067, w/2 atch; Rpt (U) Col Dudley Whatshisname, 123 SG/CC to Col Margaret Doe, 123 MG/CC, "Safe to Eat Boiled Lobsters?" 22 Mar 2019, SD 4068; OPREP (U), 123 AW/CP, "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. 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 the unclassified title 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) CFA (S/DECL 20290330), HQ ABC, "(U) WHALE LIFT," CF 4066, see Msg (U), 123 ABC/CC to 123 ABC/CC, "Whales," 14 Apr 2019.

⁴⁷ (U) CFA (U//FOUO//PII), 123 AW/HO, "(U) Dignified Transfer," 31 Dec 2016, CF 3400, see Interview (U), Lt Col Whomever, 17 Jan 2016.

¹⁰¹ (U) CFA (U//FOUO//PII), 123 AW/HO, “(U) Dignified Transfer,” 31 Dec 2016, CF 3400, see G-Series Order GX-33 (U), HQ ABC, 12 Apr 2016, SD 0002.

Citing a document within a case file and the classification of information used differs from the document classification:

¹⁶ (U) CFA (S/DECL 20290330), HQ ABC, “(U) WHALE LIFT,” 15 Apr 2019, CF 4066, see Email (S/DECL 20430330), Lt Col John Doe to Maj Gen Mary Whomever, 30 Mar 2019. Info used is UNCLASSIFIED.

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.

UNCLASSIFIED
(This will be the header/footer at 18 point bold)

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

Summary

Introduction

Background

Conclusion
(This will be the major sections in 14 point bold)

Whale Relocation Requirements

Whale Weight Balances Before Flight

Enroute Whale Food
(This will be used for subheadings in 12 point bold)

UNCLASSIFIED
(This will be the header/footer at 18 point bold)

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	(U//FOUO) Hoards of locust 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 <i>Locusti Inflammati</i> , also known as “Locust Fever.” ⁴
<hr style="width: 25%; margin-left: 0;"/> <p>¹(U) CFA (U), HQ ABC, “(U) Operation WHALE LIFT,” 15 Apr 2019, CF 4066. ²(U) Email (U), Colonel John Doe, 123 AW/CC to Gen Max Misnomer, HQ ABC/CC, “Shambala President Visit,” 12 Apr 2018, SD 0443. ³(U) Notes (U//FOUO), 123 AW Battle Staff Meeting, 22 Nov 2018, SD 0444. This supporting document contains all of the battle staff meeting notes between 20-25 November documented by the author as part of the battle staff team. ⁴(U) Rpt (U), 123 CES/CC to HQ ABC/A47, “Locust Disposition,” 10 December 2018, SD 0445.</p>	

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 (S) 123AW 2018 History
 0002 (U/FOUO/PII) G Series Orders
 0100 20181231 (U/FOUO/PII) 123AW Manning Document
 2100 20180731 (U) C-175 Airlift Report
 2101 20180804 (U/FOUO) C-175 Aircrew Training Summary 1-31 July 2018
 2102 20180804 (U) 123 AW Airlift Summary 1 Jan-30 Jun 2018
 2120 00000000 (U) CFA Locust Swarm on Riprock AFB
 2120 20181111 (U) OPREP 123 AW/CP Locust Swarm
 2120 20181115 (U) Email 123 AW/CC to HQ ABC/CV 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 (U/FOUO) 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 (U/FOUO) 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.

(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
<p>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.</p> <p>Note that the documents cited in the supporting documents section are somewhat similar to a footnote, only without SD XXX numbers.</p> <p>All entries are unclassified and for instructional purposes only.</p>	

Attachment 7

NUMBERING ALLOCATION TABLE

Table A7.1. Numbering Allocation Table.

Reserved Case 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)
0201- 0400	Reserved (Enterprise-Level)	Mandatory (AF/HO)
0401- 0999	Reserved (MAJCOM-Level)	Mandatory (MAJCOM/HO)
1000- 8999	Historian Use For Supporting Documents or Case Files	Mandatory (Historian)
9000	Multimedia (other than weapon system video and recorded interviews)	Mandatory (AF/HO)

Attachment 8
SAMPLE TABLE OF CONTENTS

Figure A8.1. Sample Table of Contents.

UNCLASSIFIED	
Table of Contents	
Title Page.....	i
Security Notice and Administrative Controls.....	ii
Frontispiece.....	iii
Foreword.....	iv
Preface.....	v
Table of Contents.....	vi
Section 1 – Executive Summary and Chronology	
Executive Summary.....	1
Chronology.....	6
Section 2 – Studies and Papers (Note: studies and papers are alphabetically listed)	
Aircraft Issues.....	24
Base Environmental Review.....	34
Humanitarian Flooding Assistance	51
Ice Storm Response.....	59
Uniform Code of Military Justice Trends.....	71
Year of Training Emphasis.....	72
Section 3 – Case Files (Note: case files are alphabetically listed)	
Ants in Base Housing.....	82
Deployment Activity.....	85
Engineering Issues.....	89
Locust Swarms.....	93
Manpower Issues.....	97
Organizational Changes.....	100
Section 4 – Appendices	
APPENDIX A – Lineage and Honors.....	103
APPENDIX B – Key Personnel.....	105
APPENDIX C – Personnel Statistics.....	108

APPENDIX D – Organizational Chart.....	110
APPENDIX E, etc., etc....	
Glossary.....	133
Gazetteer (optional).....	144
Consolidated List of Supporting Documents (optional).....	148
Distribution List.....	161