

AFROTC DETACHMENT 465

Home of 2023 #1 Small Detachment in the Nation



UNL_AFROTC_DET465

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EXPERIENCE

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Commander's Corner

Written By: Lt Col Garito



Flying Husker Family,

Welcome to the start of a new Academic Year! I'm excited to continue our journey as we welcome nearly 30 new students and all the returning students from their summer adventures. Of which, I've enjoyed hearing stories of the many journeys that included internships with Congressman Bacon, Cyber Camps, and traveling tours of multiple Air Force bases around the world.

Included in that are the 2,150 students that traveled from across the nation this summer to Maxwell AFB for field training to experience expeditionary operations and complete the numerous team challenges presented. This year ROTC took a new approach to this phase of officer development. They redefined how ROTC evaluates and develops our future leaders at field training to focus more on advancing their decision-making through a less controlling, more autonomous environment, charging each trainee and their team with the responsibility of upholding standards, meeting timelines, and executing the assigned training without being under the constant watchful eye of a cadet training assistant, or CTA. Overall, this new approach developed the critical thinking skills of attendees as they worked through their daily challenges.

Ten of our students were among those 2,150 that completed this milestone and now they will continue as Det 465's next generation of leaders. Their feedback has been largely positive, but not without critique and the critical report they provided will help ROTC continue to refine our process to make the best leaders we can. Now, I challenge them to continue this refinement at our detachment and use critical thought and timely decisions to develop the best organization possible, staying in tune with changes and advancements in the environment to continue to build the best 2nd Lieutenants the Air Force and Space Force will see. Also, to those graduates of Field Training, "Congratulations, and welcome to the Professional Officer Course!"

Go Big Red!!

Field Training Experience

Written By: Cadet Joshua Blazek

As Lt Col Garito mentioned, Field Training (FT) underwent a significant change this year. The autonomy given to the cadets and their flights was a double-edged sword. While they didn't have Cadet Training Assistants (CTAs) constantly evaluating and critiquing them, it meant there wasn't an ever-present source of feedback for their decisions. The flight itself, especially the flight commander, shouldered a much larger responsibility, which was the true challenge of FT this year. More than just memorizing drill and academics, the cadets were expected to function as true leaders in every sense of the word.



Cadet Blazek was assigned as Flight Commander for Training Days (TDs) zero and one, which was a difficult process. Decisions needed to be made without a CTA: wake-up times, time allotted for transit, scheduling when and what for physical training, standardization for uniforms, dorm rooms, and much more. Delegating authority to make those decisions in the peer environment was difficult, as everyone was equally qualified, and they faced issues overstepping each other's authority when it came to their flight positions. Fortunately, his flight learned quickly to respect their roles and prioritize open communication to resolve any conflicts.



Apart from that, some of the Dining Facility (DFAC) food, and getting poured on by rain at 0430 in Reveille formation, FT was largely enjoyable. The cadets trained in Combatives, which taught hand-to-hand grappling and emphasized “concepts, not equations” to solve problems. They completed many Group Leadership Projects (GLP) and Combat Arms Training Maintenance (CATM), where they learned how to fire and maintain the M18 pistol, and several training scenarios, such as setting up and maintaining a Forward Operating Base, to prepare them to serve in and lead large-scale missions in the operational Air Force.

Some cadets were even selected for incentive flights in helicopters or jets, or for capstone events where they traveled to an operational Air Force base and experienced day-to-day activities for several days.

FT was a great eye-opening experience. One quote resonated with Cadet Blazek throughout – “Fail frequently, learn always”. Especially on TD-1, where they failed a lot, it helped to remember that everyone was in the same boat trying to figure things out. Failing, learning, and adapting – without an omniscient supervisor – was the name of the game this year.

Cadet Cadre

Written By: Cadet Eddie Morrissette

This summer Cadet Eddie Morrissette, a senior with UNL’s Air Force ROTC Detachment 465, was selected to attend Max 3 and Max 4 of Field Training as a Cadet Cadre. A Cadet Cadre is a member of Student leadership who helps train the rising 300-years during their time at Maxwell Air Force Base, located in Montgomery, Alabama. Field training structure is set up to mirror an Air Force Wing structure, where the Cadets take on roles such as Squadron Commander, Group Commander, Deputy Wing Commander, Public Affairs, etc, and is one of the most developmental and fulfilling opportunities a cadet has throughout their time in the Detachment.

Cadet Morrissette filled the roles of both Squadron Commander and Group Commander during his time at Field Training.

Being a member of the Cadet Cadre, this summer was one of the biggest challenges he faced in his Air Force ROTC career, especially since he was nearly 1,000 miles away from his home for six weeks. During his busiest period, he had worked several 20-hour days. To top things off, his uniform was often damp by the time he was able to go to bed, not from rain (which there was plenty of), but from sweat from the hot, humid environment of the Southeast United States. Despite all of this, he never forgot that he volunteered to be there, nor did he ever regret his decision. He was constantly surrounded by a network of peers and Cadre, where his respect for and knowledge of the Air Force had grown more in six weeks than some will experience over several years.

Sometimes, the trainees he was responsible for would come to him struggling with homesickness, feeling beat down, or an intense fear of failing. He was able to have an impact on the cadets and watch them succeed, which reminded him exactly why Air Force ROTC is worth the extra effort. The pressure applied on him forced him to fail forward, recognize his weaknesses, and confront them with an urgency he has not found in many other places.



Project Global Officer (Project GO)

Written By: Cadet Amber Ward

Cadet Amber Ward is a Junior studying with UNL's Air Force ROTC Detachment 465, majoring in Global Studies with a Minor in Arabic. She was recently selected to be part of the Project GO program, where she competed and earned a scholarship to travel abroad to Morocco for an immersive Arabic language and cultural learning experience. This past summer, Cadet Ward was awarded her second Project GO scholarship while in Air Force ROTC, and attended the American Institute in Fes, located in Fes, Morocco.

Initially she was very nervous about studying abroad, as she had never been out of the country. However, in the weeks leading up to their departure they had various discussions about safety, living with a local host family, and background knowledge of the location and culture that eased her mind. Cadet Ward arrived in Morocco with 19 other cadets from various universities, all of them jet lagged from a 7 hour+ time difference. For their first couple of days, they were introduced to the city life, Moroccan food, and local families. Monday through Friday they had four hours of language classes in the morning, focusing on Modern Standard Arabic, and typically would go home to eat with their home stay families. In Morocco, lunch is the most important, and biggest, meal of the day. Cadet Ward's host parents, Najeeq and Hanan, both worked, but would make it a point to come home for lunch each day. After lunch, the cadets would return to school for a Duriija lesson, the Moroccan dialect of Arabic, followed by a history of Morocco class.

Cadet Ward's host family was very different from many of her classmate's home stay families as both host parents worked, had no children, and had a pet cat named Putin. Ward found herself deeply immersed in everything Morocco had to offer, and she loved every small interaction she had. Whether it be a small conversation in a taxi, or successfully haggling over a price in the Medina (old city). Her time in Morocco not only taught her a language, but a rich culture that welcomed her with open arms. Ward often found herself in distant host family member's homes being told to eat another pastry or drink more peppermint tea. She was even fortunate enough to celebrate Eid with her host family and help her host grandma prepare the sheep

On the weekends, the cadets went on excursions to different cities in Morocco. Her favorite excursion, among the 8-mile hike in the mountains and trips to various historical sites, was the weekend in Merzouga. Here, they rode camels, watched the sunset in the Sahara Desert, danced and played traditional desert music, and learned how to tie desert scarves.

Overall, Cadet Ward is thankful for the UNL Project GO program and her time in Morocco. Not only did she continue to refine her Arabic skills, but she gained a new understanding of North African culture that cannot be taught in a UNL classroom.



US Air Force Academy Cadet Exchange Program (USAFACEP)

Written By: Cadet Joshua Blazek

This Fall semester Cadet Joshua Blazek has the incredible opportunity of participating in an exchange program at the United States Air Force Academy (USAFA) in Colorado Springs. The program sends Air Force ROTC cadets to USAFA, and vice versa, to broaden the development in a different environment. He is extremely excited to experience this opportunity, especially as an upperclassman (He can bring his car!).

There are also extracurricular activities at the USAFA such as Freefall Parachuting, Powered Flight, and Soar, where you learn to fly gliders. The most difficult application requirement was writing a memorandum to the then-commander of Air Force ROTC, Col Ramsby, as to why he should be selected. However, the experience gained from working with cadre to create and submit a package for opportunities like this has been invaluable. For anyone on the fence about applying for these opportunities when they come up, do it! There is nothing to lose by applying and you could end up with an amazing experience.

Deterrence Symposium

Written By: Cadet Josie Hartley

On August 13th and 14th three cadets had the opportunity to attend the 2024 United States Strategic Command (USSTRATCOM) Deterrence Symposium in Omaha, Nebraska. The symposium was attended by military members, government employees, and civilians. Representatives from 15 countries attended the event. Over the course of two days the cadets heard panels and guest speakers on a wide variety of topics involving Strategic Deterrence. These panels included discussions on international laws and norms, the role of non-nuclear weapons, assurance, and defense industrial base challenges. One of the main highlights of the event was hearing from the Chairman of the Joint Chiefs of Staff, General Charles Q. Brown. On August 15th, eight cadets from the University of Nebraska Lincoln & Omaha Air Force ROTC attended USSTRATCOM Experience Day at Offutt Air Force Base.

At the event, they learned about the structure and history of USSTRATCOM and heard from the commander, General Anthony Cotton. The cadets also had the chance to see various assets including the B-1, B-2, B-52, E-4B, E-6B, KC-135, RC-135, and F-35. In addition to getting an up-close look at these aircraft, the cadets spoke to the pilots and crews and got to learn about their missions and roles in strategic deterrence.

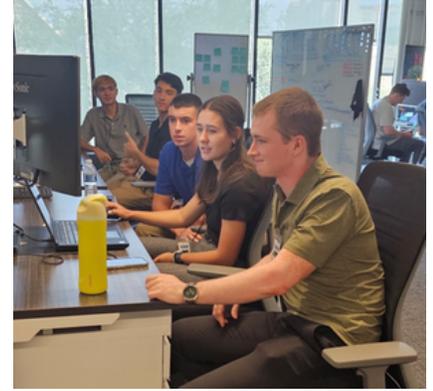
With rising tensions and conflicts across the globe, both events were a valuable opportunity for cadets to become informed about the status of United States Strategic Deterrence and begin understanding what role they may play in deterrence during their future Air Force careers.



Cyber Camp Internship at Shadow's Edge (SHED)

Written By: Cadet Shelby Stevens

This summer Cadet Shelby Stevens was selected for a week-long Cyber Camp Internship at Shadow's Edge (SHED) with the 90th Cyberspace Operations Squadron in downtown San Antonio, TX. During the internship, four other cadets and her were given a project to repurpose legitimate malware for Defensive Cyber Operations (DCO) training. Over three days they analyzed and documented network protocols of malware and created a command and control (C2) server able to respond to the malware's custom protocol. The group then integrated the repurposed C2 server with the standardized malware platform (MAPL) by calling the appropriate Application Programming Interfaces (APIs), or commands to communicate between their malware and the target. Their project will allow DCO operators a new type of malware to train and qualify against, improving the DoDs ability to detect and react to the ever-evolving cyber threats.



When not in the office, her group went out and explored San Antonio. They went to the Alamo and the Tower of the Americas and spent hours walking the Riverwalk and the Historic Pearl District. There were a ton of amazing Mexican and BBQ restaurants to eat at and the lights at night were beautiful.

The best part of this trip was getting to experience the professional side of cyber defense and witness how a real-world development team works. Prior to participating in this internship, it was difficult to see how the Computer Science curriculum would apply in a professional setting. However, through this internship she was able to apply what she learned during her classes, have fun while doing it, and recognize that there is more to the cyber field than coding. Cadet Stevens had many chances to speak with people in different careers, including Offensive Cyber Operators, DCOs, Networking, Expeditionary Communications, Acquisitions officers and even a helicopter pilot. The Computer Science major has been very challenging at times but knowing there are great opportunities within the cyber domain will help her push through school to her future career.



New Student Orientation (NSO)

Written By: Cadet Jared Gallub

New Student Orientation (NSO) 2024 featured the welcoming of 27 new cadets into the detachment 465 family. Led by Senior Cadet Jared Gallub, NSO exhibited the many facets of the Air Force Reserve Officer Training Corps lifestyle. First, all present listened to detachment 465's Commanding Officer Lt Col Philip N. Garito, Cadet Wing Commander Edward Morrissette, and Recruiting Officer Captain Nicholas Fisher. All three stressed the importance of teamwork, communication, and pushing yourself to reach your goals. Next, cadets visited the important facilities used at Detachment 465, escorted by Cadets Hartley, Alkinani, Christensen, and Dailey. These tours included a walk through the Joint Base ROTC Detachment (JBRD) building, Cook Pavilion, and College of Business. Finally, NSO wrapped up with a Q&A with panelist Cadets Burgwald, Hartley, Leslie, and Stevens. Overall, NSO drove home the mission and culture of the University of Nebraska's Flying Huskers.

Capstone

Written By: Cadet Elena Burgwald

This summer, Cadet Elena Burgwald attended a Capstone at Joint Base Andrews, Maryland, after graduating from Field Training (FT) at Maxwell AFB, Alabama. A capstone is meant to enhance cadets' knowledge of the Air Force and allows cadets to see the work of different jobs around the Air Force. She stayed on base for four days with 13 other recent FT graduates, many of whom she had never met before. Each day, they toured different squadrons on base to get a better understanding of their missions and what a typical day looks like for them. Some of these squadrons included the 89th Aerial Port Squadron, 316th Security Forces Squadron, 1st Helicopter Squadron, 316th Logistics Readiness Squadron, and the 316th Medical Group. These tours opened her eyes to many of the career options in the Air Force.

Cadet Burgwald's favorite tour was the 1st Helicopter Squadron, where they learned about their unique mission and used helicopter training simulations. There were several officers with Air Force Specialty Codes (AFSCs) that she had never considered pursuing, so she took the opportunity to ask them questions about their day-to-day life and why they chose their respective paths. In addition to the tours, the group attended several panels hosted by officers and senior enlisted members. During these panels, they had the chance to ask a multitude of questions about anything related to active-duty life and their experiences in the Air Force. She found the senior NCO panel particularly interesting, as they provided an enlisted perspective on the Air Force that they hadn't heard much about. Additionally, she learned more about how they actively work with our joint partners, a topic that was frequently discussed during her time at FT. Their day on base typically ended at 1530, and they were encouraged to sightsee around the area. None of the cadets were from the DC area, so it was enjoyable to become more familiar with a location where they might be stationed soon.

Overall, she was very grateful to be selected to attend a Capstone, as it allowed her to become more comfortable in an operational environment, better understand what is expected of her as a 2nd Lt and become more exposed to various AFSCs. The experience also made her more excited and confident in her decision to join the U.S. Air Force.



AFROTC Lingo

Written By: Cadet Madison Pozzi

One of the hardest parts of Air Force Reserve Officer Training, is learning all of the acronyms. Below is a cheat sheet of some of our common acronyms to help understand your cadet.

- Air Force Officer Qualifying Test (AFOQT) - A standardized test that measures a cadet's verbal, math, and academic aptitudes. The test is used to select applicants for commissioning, as well as specific jobs, including Pilot. This test takes approximately five hours, and is similar to other standardized testing
- Air Force Reserve Officer Training Corps (AFROTC) - An educational program that allows college students to receive officer training while also earning their degree, then commissioning into the Air Force as a Second Lieutenant (O-1) following graduation.
- Air Force Specialty Code (AFSC) - An alphanumeric code that is used by the U.S. Air Force to identify a specific job.
- AS100 - First-year cadets, usually freshmen.
- AS200 - Second-year cadets, usually sophomores.
- AS300 - Third-year cadets, usually juniors.
- AS400 - Fourth-year cadets, usually seniors.
- Cadre - Active-duty commissioned officers and enlisted that lead the AFROTC program. They also teach aerospace classes.
- Dress Blues - Dress uniform consisting of a short or long-sleeve blue shirt, navy blue slacks, belt, black shined low-quarters and flight cap.
- Enrollment Allocation (EA) - Earned by cadets their AS200 year; this provides the cadet with a spot in the Air Force, with their job to be determined later.
- Extended Cadet Leader (ECL) - Cadets that have completed Field Training as well as at least two years of LLAB, but still have one or two academic terms left; Usually fifth years.
- Field Training - Typically two weeks over the summer between AS200 and AS300. This is a leadership evaluation at Maxwell Air Force Base. Completing this allows a cadet to move into the POC.
- Field Training Preparation (FTP) - Cadets training to attend Field Training during the upcoming summer; Usually sophomores.
- Flight Time - An allotted time for a flight to complete extra training. This time is not mandatory and is held by the flight trainer.
- General Military Course (GMC) - The category of cadets that have not attended Field Training. This consists of IMTs and FTPs.
- Initial Military Training (IMT) - Cadets in their first year of training who are not scheduled to attend Field Training; Usually freshmen.
- Intermediate Cadet Leader (ICL) - Cadets returning from Field Training; Usually juniors.
- Leadership Laboratory (LLAB) - An allotted time period used for military training. For GMC cadets, this time is used to train, including, but not limited to, marching and drill, tactics, and procedures. POC cadets learn leadership skills by leading the GMC cadets.
- Non-Commissioned Officer (NCO) - Enlisted officers that have not commissioned. In the U.S. Air Force staff sergeant (E-5) and technical sergeant (E-6) are considered NCOs.

- Operational Camouflage Pattern (OCP) - Camouflage uniform currently utilized by both the U.S. Air Force and U.S. Army.
- Physical Fitness Assessment (PFA) - A fitness test consisting of a minute of push-ups, a minute of sit-ups, and a mile and a half run. Each component has an associated number of points related to the number of repetitions completed.
- Physical Fitness Diagnostic (PFD) - Physical fitness assessment that is practice for the PFA. Used to see where the cadet is at with physical fitness.
- Physical Training (PT) - An allotted amount of time dedicated to performing physical activity.
- Physical Training Gear (PTG) - Uniform worn when completing PT.
- Professional Military Training (PMT) - An allotted time to complete training. This includes PT and LLAB.
- Professional Officer Course (POC) - The category of cadets that have completed Field Training. This consists of ICLs, SCLs, and ECLs.
- Senior Cadet Leader (SCL) - Cadets scheduled to commission in the upcoming year; Usually seniors.
- Service Dress - Long-sleeve dress blues with the navy-blue service coat. Service coat displays ribbons and, a silver name tag, if the cadet has completed Field Training.
- Uniform of Day (UOD) - The uniform that will be worn during the day.
- Warrior Knowledge - Specific statements that are to be learned verbatim by cadets. This includes but is not limited to the Air Force Song, the Chain of Command, and a series of quotes and mission statements.

