Serving Our Student Veterans:
Identifying Best Practices

Workshop Facilitator's Guide

Developed by Aimee D. Neal
Contributing Editor, Leah Simpson Ed. D.
Kentucky Community & Technical College System

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ABOUT THIS WORKSHOP

Serving Our Student Veterans: Identifying Best Practices was developed to provide community and technical college staff in a state system with a basic overview of military culture and an increased awareness of resources used in serving their military populations. Content is to be delivered in a face-to-face collaborative environment and presented as an opportunity to encourage regular communication and resource sharing among staff so they can better serve their student veteran populations. In this guide, all servicemembers and veterans attending college will be referred to as "student veterans."

Workshop activities include learning to use Microsoft Teams (or another institutional cloud storage and meeting space) to communicate and share resources, analyzing student veteran case studies to identify best practices, and the creation of customized resource guides for their institutions.

Research shows that community and technical colleges are less likely than four-year institutions to offer adequate services for this population, often due to lack of funding. Therefore, sharing resources with other staff and faculty on college campuses will encourage a broader support network for student veterans.

CHARACTERISTICS OF THE FACILITATOR

The most effective facilitator for this workshop will possess knowledge of military culture and best practices for serving student veterans; a sense of timing; the ability to provide clear objectives and goals, listen, be tactful, allow participants to learn from one another, provide encouragement, and be committed to collaboration. The facilitator should also effectively communicate the value of the workshop and the benefits for staff in their daily work.

TIPS FOR SUCCESS

For civilians with little to no experience in working with veterans, start by watching the video Fifteen Things Veterans Want You to Know for the basics. Also, be sure to register for a free account at PsychArmor.org to access many more military culture courses. Additional resources will be shared later in this guide. Above all else, reject stereotypes, make no assumptions, and be respectful of veterans at all times while leading this workshop.

KNOW YOUR AUDIENCE

Participants in this workshop will be community and technical college staff currently providing some level of support services to active servicemembers and/or student veterans. Attendance should be limited to 25 participants or less in order to preserve the proposed timing and activities (see the proposed workshop schedule). This workshop is appropriate for staff with different levels of knowledge and experience. These differences will encourage participants to get to know one another and begin to share resources. The facilitator should be aware that workshop participants may be veterans themselves. For that reason, it is vital that a facilitator be knowledgeable of military culture prior to leading this workshop. This guide provides links to useful websites and recent academic research.

OBJECTIVES

In this workshop, participants will accomplish the following:

1. Develop a basic understanding of military culture
2. Collectively identify best practices for serving student veterans and common challenges faced in serving student veterans
3. Create veteran services resource guides customized for their colleges
4. Participate in an online support community of veteran services coordinators across their system of colleges

LOGISTICS

The classroom should be set up with an adequate number of tables and chairs in rows at the beginning of the workshop; tables and chairs should be easy to move by participants in order to arrange themselves into groups of 4-6 and allow room for easels and power supplies for laptops. If two or more staff members from the same institution attend the workshop, encourage them to sit separately so they can interact with other participants.

WHY MICROSOFT TEAMS?

In a community and technical college system, staff who provide veteran services to students tend to work in silos at their respective colleges. They seldom communicate with one another or share resources. Technology can now be utilized to bring staff together without needing to travel to a central location. The Microsoft Teams tool brings together services of Office 365 to one interface providing a modern chat-based hub for teamwork. An open, fluid, and dynamic digital environment can be created for teams to share and collaborate. Teams is made up of channels, which are conversations between teammates. Each channel is dedicated to a specific topic, department, or project and contains an ongoing chat that keeps conversations organized. Each team gets a SharePoint site for document storage. Documents are automatically loaded to the library and shared with the team, which can easily be accessed through the files tab. Teams provides the collaborative platform college staff need to reach the common goal of strengthening the support network for student veterans.

SUGGESTED WORKSHOP SCHEDULE

The workshop consists of four and a half hours of instructional time. The start time could be later in the morning to accommodate individuals required to travel to the event (as organized in the example below), or the workshop could potentially be held as a morning or an afternoon session. It could also be expanded into a full day event with additional participants.

Start Time	Activity
10:00 a.m.	Introduction to the Workshop
10:05 a.m.	Staff Introductions/Icebreaker
10:15 a.m.	Microsoft Teams as a Resource for Veteran Services
10:25 a.m.	Military Culture

- Overview of the Military
- Structure of the Military
- Military Collectivist Culture
- Uniqueness of Military Culture
- Individual Experiences Can Vary

10:45 a.m.	Essential Needs of the Student Veteran

- The Transition from the Military to College
- Challenges of Interacting with Others on Campus
- Emotional and Physical Limitations
- Difficulties Due to Lack of Faculty and Staff Training

11:15 a.m.	**15 Minute Break**
11:30 a.m.	

- Case Study # 1 – Corporal Solak
- Case Study # 2 – Sergeant Blevins
- Case Study # 3 – Petty Officer 2nd Class Perez

1:00 p.m.	**Meal Break**
2:00 p.m.	*Know Your College Resources for Student Veterans* Template
3:00 p.m.	Questions
3:15 p.m.	Closing Remarks

RESOURCES AND SUPPLIES

- ✓ Meeting room/classroom with projector and screen
- ✓ PowerPoint presentation
- ✓ Access to computers for participants to complete the resource guide template; consider obtaining access to a few loaner computers
- ✓ Access to MS Teams or other institutional cloud storage and meeting space
- ✓ **Facilitator's Guide:** This facilitator's guide will help the facilitator prepare and lead the workshop, *Serving Our Student Veterans: Identifying Best Practices.*
- ✓ **Resource Folder:** The folder will contain the following documents, which will also be uploaded to MS Teams (or other institutional cloud storage) so participants can download them after the workshop. The PowerPoint and notes should also be made available online after the workshop.
    - Instructional handout for MS Teams (or other institutional cloud storage and meeting space)
    - Case studies
    - *Know Your College Resources for Student Veterans* template.
- ✓ **Classroom Supplies:**
    - Name tent cards for each participant (preprinted or blank)
    - Easel pads with stands
    - Power supplies for laptops
    - Markers and pens

TIPS FOR SUCCESS

Send an email reminder to participants one week prior to the workshop to suggest they bring their own fully-charged laptops; send follow-up emails the day prior to the workshop. Familiarize yourself with the computer, projector, and screen setup where the workshop is to be held if possible. Ensure the PowerPoint can be accessed on the computer and viewed on the screen. You may be required to provide your own computer, or you may need to access the presentation on a flash drive or from your institution's cloud (refer to your employer regarding their policies). Practice switching views from PowerPoint to Teams (or other cloud/meeting site) to be ready for the demonstration. If using loaner computers, make sure they are charged and connected to Wi-Fi before the workshop begins.

BEFORE THE WORKSHOP

Prior to the delivery of the workshop the facilitator will:

- ✓ Read the Facilitator's Guide
- ✓ Supplement knowledge of military culture and best practices for serving student veterans using resources provided in this guide
- ✓ Download PowerPoint presentation, MS Teams instructional handout (or handout for other institutional cloud storage and meeting space), student veteran case studies, and the *Know Your College Resources for Student Veterans* template by clicking on Staff Training Resources at https://kctcs.edu/education-training/military-veterans/. The resources template will need to be updated to reflect resources available locally.
- ✓ Practice workshop delivery for timing and familiarity with material
- ✓ Reserve room and request appropriate configuration of tables and chairs
- ✓ Create an MS Teams site or other online platform to be used by all staff attending the workshop; provide access to all invited staff and introduce yourself/greet everyone online prior to the workshop
- ✓ Make copies and assemble Resource Folders
- ✓ Request loaner computers if needed
- ✓ Create an agenda to distribute to staff at the start of the workshop

FOLLOW UP ACTIVITIES

- ✓ If resource guide templates are not completed within the time allowed during the workshop, provide a deadline for participants to complete and submit their templates to you. One week from the date of the workshop is recommended.
- ✓ Resource guides will be uploaded to an online access point for faculty and staff.
- ✓ Create a follow-up survey and send it to the participants no later than one week from the date the workshop.

FACILITATOR NOTES

Before the workshop begins, arrive early that day to ensure that the room is set up properly and to familiarize yourself with the computer and equipment. Have contact information for technical support staff readily available in case you should encounter any issues. Be prepared to personally welcome participants and provide a copy of the agenda as they arrive. Use whatever method you wish to keep track of the time in order to stay on schedule.

Activities of Instruction

1. Provide a live demonstration of the MS Teams site (or other institutional storage cloud and meeting space)
2. Lead the PowerPoint session
3. Lead group activities

Session Notes

1. **Slide 1** – Introduction
   a. Welcome the participants and let them know you are happy to have them attend the workshop. Distribute the agenda and Resource Folders. Let them know the location of restrooms and drinks/snacks or any other relevant information for the facility.
   b. Introduce yourself. They may be aware of who you are if you sent out invitations to the workshop but remind them of your name and your role in facilitating this workshop. If you are a veteran, share what you are comfortable sharing about your service and background. If you are a civilian, share a little about your background, especially experience you have working with veterans and/or have family members who are veterans. Finally, provide a fun fact about yourself that is unique and makes you more memorable to the group.
   c. Acknowledge the possible differences in participants' experiences and knowledge of military-connected students; give a brief explanation of the need for the workshop (research, strategic plans, state and federal initiatives, importance of retaining veterans, etc.).
   d. Ask participants to introduce themselves by providing their names, colleges, and job titles. They should also write their names and schools on their tent cards. As an icebreaker, ask that they also share one goal they have for the day and one concern they have about working with student veterans.

2. **Slide 2** – Review the day's agenda.

3. Before proceeding to Slide 3, switch views from the PowerPoint to the MS Teams site (or other institutional cloud storage and meeting space). Explain to the participants that you will be providing a demonstration of the site. As previously noted, the site will be set up prior to the workshop and staff will already be added as members. Give a brief demonstration of how to post, chat, and upload files to share with the team. Finally, allow workshop participants to post comments. Answer any questions and tell them they can find more detailed information on the Teams (or other institutional cloud storage and meeting space) handout in the Resource Folder.

4. **Slide 3** – Return to the PowerPoint and review the Workshop Objectives.

5. **Slide 4** – Military Culture

   Each bulleted topic will come up one at a time as they are discussed on this slide just by pressing the space bar. The information in the outline that follows is also located within the notes section of this slide. Depending on your preference, you can read from the slide or read the notes from here.

   a. Overview of the Military

      I. The military emphasizes discipline and hierarchy, prioritizes the group over the individual, and uses specific rituals and symbols to convey important meanings and transitions

      II. Each branch of service has its own mission

      III. Military values define how service members live their lives, make decisions both on and off the battlefield, and overcome adversity

      IV. Values promote strong character and increase the morale and welfare of the force

   b. Structure of the Military

      I. Chain of Command

         i. Determines who may speak to whom and when

         ii. Determines who lives where

         iii. Defines social and economic status

         iv. Defines and shapes roles and responsibilities

         v. Jumping CoC (Chain of Command) is not permitted

II. Military Ranks

    i. Enlisted service members have specialties within the military; they perform specific job functions and have the knowledge, skills, and abilities to ensure success of their unit's mission

    ii. Officers manage enlisted personnel, plan missions, provide orders and assign tasks; they are problem-solvers, influencers, and planners

c. Military Collectivist Culture

    I. Selflessness – the state of being more concerned with the needs of others than one's self

    II. Group cohesion – the strength and extent of interpersonal connection existing among the members of a group

    III. Camaraderie – mutual trust and close friendship among military personnel; camaraderie is what is missed most by those transitioning out of the military

    IV. Deep sense of commitment to unit and mission at any cost

d. Uniqueness of Military Culture

    I. Beliefs, values, and attitudes are instilled from day one (basic training)

    II. All-or-nothing thinking taught to improve chances of service member's survival in combat

    III. Military Occupational Specialty (MOS) or Area of Concentration (AOC) deeply defines person; subcultures exist based on occupation

    IV. The demands of military life create a unique set of pressures

    V. Rewarded for physical fitness and emotional stoicism

    VI. Directed where to live, when they can travel, and with whom they can socialize

    VII. Required to be on duty at a moment's notice during 24-hour day

    VIII. Permission required to do anything beyond normal duties

    IX. Maintenance of good order and discipline requires leadership to resolve any conflict with the service member to protect the mission and unit integrity (i.e. financial difficulties, child misbehaving in school, conflict with spouse)

    X. Unique language (acronyms, slang, jargon)

    e. Individual Experiences in the Military Can Vary

        I. Military branch

        II. Time and place of service

        III. Military occupation

        IV. Deployed vs. non-deployed

        V. Single vs. multiple deployments

        VI. Level of combat exposure

        VII. Gender

        VIII. Ethnic background

        IX. Type of military discharge

6. Prior to beginning Slide 5, explain that this is not necessarily every student veteran's experience but are issues frequently reported.

7. **Slide 5** – Essential Needs of the Student Veteran

As with slide 4, each bulleted topic will come up one at a time as they are discussed by pressing the space bar. The information in the outline that follows is located within the notes section of this slide. Depending on your preference, you can read from the slide or read the notes from here.

    a. The Transition from the Military to College

        I. Inability to navigate the bureaucracy of a college campus – student veterans may be referred to multiple departments all over campus and are unable to get answers about VA benefits from staff who have little to no knowledge of this population

        II. Disconnected from the campus community – student veterans may have too many obligations to spend time on campus and interact with other students, staff, and faculty; they are not comfortable with their civilian peers who lack life experience

        III. Sense of camaraderie replaced by feelings of isolation – student veterans' ties to their military "brothers" have been severed

        IV. Balancing demands of marriage, parenthood, working and school

        V. Decision to disclose veteran status – student veterans may not disclose their status due to fear of being stereotyped and possibly embarrassed or targeted in class

        VI. Reluctance or inability to ask for help – military culture absolutely does not encourage asking for help

    b. Challenges of Interacting with Others on Campus

        I. Frustration with civilian peers who seem unworldly and self-centered – student veterans are older and have more life experience than traditional students and often cannot relate to students just out of high school who are always on their phones and ready for the next party

        II. Perception of negative feelings from faculty and classmates – student veterans often encounter negative stereotypes, such as being considered mentally unstable, combative, aggressive, less-skilled than their civilian counterparts, unable to think for themselves, etc. Women are not considered veterans at all, or it is believed they do less in the military than their male counterparts.

        III. Inability to connect with other veterans on campus – if there is no student lounge, meeting place or club for students veterans, they may be unable to meet and network with other veterans; student veterans may want to connect with other veterans to talk about the GI Bill and their experiences at school or they may just need to talk to someone who has had experiences similar to their own

    c. Physical and Emotional Limitations

        I. Reluctance to disclose service-connected disabilities

        II. Lack understanding of how their disability may impact their learning

        III. Resistance to appearing weak or being a burden to others

        IV. Unaware of how academic accommodations might help or how to request them

    d. Difficulties Due to Lack of Faculty and Staff Training

        I. Lack of understanding or appreciation of the student veteran's previous level of responsibility, training, discipline, and competence in the military

        II. Unwillingness to overcome stereotypes held about student veterans

        III. Unfamiliarity with services available to student veterans on campus

        IV. Lack of knowledge about accommodations student veterans may require in the classroom

8. **Slide 6** – Allow participants to take a fifteen minute break.

9. **Slide 7** – Student Veteran Case Studies

    a. Student Veteran Case Study # 1 – Corporal Solak, U.S. Marine Corps

        I. Start this activity by explaining that the entire group will be working with the first case study. Have participants read Case Study # 1 silently from the Resource Folder or ask a participant to read it aloud to the group.

II. Once the group has read/heard the case study, give them 2-3 minutes to consider these questions: What processes does your college have in place that might prevent student veterans from feeling frustrated like Corporal Solak? What services do you feel would improve the overall experience of new student veterans? Are these services available at your college?

III. Ask for a volunteer to explain to the group how they would address Corporal Solak's needs at their colleges. It is helpful to learn each participant's first name before calling on individuals. Take additional volunteers.

IV. Suggest any of the following that were not provided as answers by the volunteers.

    i. Student veteran orientation, preferably in-person to allow veterans to network with one another

    ii. Student veteran website

    iii. Referrals to community veterans' organizations

    iv. Availability of personal counseling on campus

    v. Campaigning for disclosure of veteran status and overcoming the stigma of asking for help

10. **Slide 8** – Before continuing with the next case study, read the following instructions (items a-d) from the slide:

    a. Divide up into teams of about 4-6 and move chairs/tables to each corner of the room (or spaced out as much as possible).

    b. Choose a team member with <u>legible</u> handwriting to record answers on the easel pad.

    c. As a group, take 5 minutes to read Case Study # 2 (located in your Resource Folder).

    d. Make two columns on your easel pad to record your answers: *What would you do for this student?* and *What resources would you use?*

    e. Let participants know that a representative from each team will share their responses with the entire group, and photos will be taken of all teams' written responses and uploaded to the online site.

11. **Slide 9** – Student Veteran Case Study # 2 – Sergeant Blevins, U.S. Army Special Forces

    a. Allow the teams to work together for about fifteen minutes; walk around the room to observe progress and answer questions as needed

    b. Make sure teams do not become larger than 6 individuals once the activity begins.

    c. Let the participants know when the fifteen minutes are up; expect that you may need to quiet the conversations down before you start again; begin calling on teams around the room until each has shared their responses

    d. Be sure to monitor time so that each team has an opportunity to present

    e. Take photos of each easel pad while teams present their responses, if possible, or retain the sheet for later

    f. You should discuss the following services if not brought up by any of the groups:

        I. Referrals to campus activities and organizations

        II. Veteran lounge and/or veteran organizations and activities

        III. Statement on class syllabus encouraging student veterans to reach out to faculty for support

12. **Slide 10** – Student Veteran Case Study # 3 – Petty Officer 2nd Class Perez, U.S. Navy

    a. Before beginning the final case study, ask participants to rearrange themselves at different tables in order to make new teams and interact with as many other participants as possible

    b. Follow the same process as outlined above with case study # 2

    c. You should discuss the following services if not brought up by any of the groups:

        I. Creating and promoting a Veteran Services SharePoint (or other intranet site) to faculty and staff; this site would house resources specific to working with student veterans

        II. Arranging training sessions for faculty and staff

        III. Creating and maintaining a list of resources for faculty and staff to share with student veterans

13. **Slide 11** – Refer to agenda with completed items crossed out.

14. **Slides 12 & 13** – The final PowerPoint slides are a list of references. Remind participants that the PowerPoint presentation with all notes will be uploaded after the workshop. The projector can be turned off at this point.

15. Dismiss participants for a meal break and provide a time they must return if you are following the suggested schedule.

16. Be sure to take photos of the easel pad responses or retain the sheets to take photos later.

17. Participants will begin work on *the Know Your College Resources for Student Veterans* template on their computers after the meal break. While the template is fairly self-explanatory, explain that this resource guide will be for staff and faculty at their colleges who are frequently in contact with student veterans. It will be made available on each college's intranet site (such as SharePoint), preferably on a page dedicated to resources that staff and faculty may find helpful in working with student veterans. It is recommended that you email the template out to all participants shortly before the day of the workshop. However, it is likely that one or more participants will indicate they have not received it. If you do not have loaner computers for everyone, suggest they take the hardcopy of the template from the Resource Folder and complete the information by hand to the best of their abilities. Ask that they complete the electronic version of the form after they return to their offices. All participants will email you the completed versions of their templates today if possible or no later than one week from the day of the workshop.

18. Take questions from the participants. It is suggested that this activity be completed in Teams chat (or other meeting space) if possible so request that participants post questions online. This will require you to turn the projector back on. You can then post answers in Teams, which will be good practice for the group. Should you not have an answer to a particular question during this session, please let the participant know you will get the answer and post it when it is available.

19. Make closing remarks. Remind participants that all workshop materials will be uploaded to the Teams site (or other institutional cloud site). Also encourage participants to begin sharing their own resources online when they return to their colleges and reinforce that veteran services staff are the most important part of the support network for student veterans. Reveal your next step in the plan to further expand and strengthen the support network for student veterans (such as providing training for faculty or updating student veteran information on all colleges' website). Let them know that you will be sending out a survey to learn more about what they felt was beneficial in the workshop and how the feedback will be used to develop additional workshops.

LEARN MORE ABOUT THE STUDENT VETERAN

PsychArmor® Institute provides critical resources to Americans so they can effectively engage with and better support military service members, Veterans and their families across our nation. Register for a free account to take online courses.

From Combat to Classroom: Understanding Student-Veterans and Servicemembers This training guide provides the knowledge and resources needed to serve student veterans with confidence and respect.

Make the Connection Watch Veterans and their family members share real stories of strength and recovery, find useful information and local mental health resources, and explore ways to show your support.

ACADEMIC RESEARCH TO CONSIDER

Evans, J.J., Pellegrino, L., & Hoggan, C. (2015). Supporting veterans at the community college: A review of the literature. *Community College Enterprise*, 21(1), 47-65.

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Kirchner, M. J. (2015). Supporting student veteran transition to college and academic success. Adult Learning, 26(3), 116–123.

McBain, L., Kim, Y., Cook, B., & Snead, K. (2012). *From soldier to student II: Assessing campus programs for veterans and service members.* Washington, DC: American Council on Education.

Miles, R.A. (2014). Career and life transitions of veterans enrolled in community colleges. *Career Planning and Adult Development Journal*, 30(3), 172-181.

Osborne, N.J. (2014). Veteran ally: Practical strategies for closing the military-civilian gap on campus. *Innovative Higher Education*, 39, 247-260.

Rumann, C., Rivera, M., & Hernandez, I. (2011). Student veterans and community college. *New Directions for Student Services*, 155, 51-58.

Walburn, H. L. (2017). The act of becoming a college student: A case study of student veterans' experiences pre-during-post military service [Doctoral dissertation]. Retrieved from https://tamuccir.tdl.org/bitstream/handle/1969.6/1172/walburn%2C%20H.%20Lincoln%20dissertation.pdf?sequence=1&isAllowed=y.

OVERVIEW OF MILITARY DEPARTMENTS

Branch	Service Members	Mission
ARMY	Soldiers	Fight and win our Nation's war by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders
AIRFORCE	Airmen	Fly, fight, and win. . . in air, space, and cyberspace
NAVY	Sailors	Maintain, train and equip combat ready Naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas
MARINE CORPS	Marines	Train, organize, and equip Marines for offensive amphibious employment and as a force in readiness
COAST GUARD	Coast Guardsmen	Safeguard the Nation's maritime interests

GLOSSARY OF MILITARY TERMS

Adapted from *Today's Military* online guide by the U.S. Department of Defense.

Active Duty: Continuous duty on a daily basis. Comparable to "full time" as used in reference to a civilian job.

Allowances: Money, other than basic pay, to compensate in certain situations for expenses, such as meals, rent, clothing, and travel. Usually given for maintaining proficiency in a specific skill area, such as flying or parachuting.

ASVAB: Armed Services Vocational Aptitude Battery. A test that assists students in career exploration and decision-making. Used by the military services to determine enlistment eligibility and to assign occupational specialties.

Base: A location of an installation on which a military force relies for supplies or from where it initiates operations.

Basic Pay: The pay a military member receives, as determined by pay grade and length of service. Does not include other benefits such as allowance or bonuses.

Civilian: Anyone not on active duty in the military.

Commissioned Officer: A member of the military with the rank of second lieutenant or ensign or above. This role in the military is similar to that of a manager or executive.

DEP: Delayed Entry Program. Allows an applicant to delay entry into active duty for up to one year for such things as finishing school.

Drill: To train or exercise in military operations.

Duty: Assigned task or occupation.

Enlisted Member: Military personnel below the rank of warrant or commissioned officers. This role is similar to that of a company employee or supervisor.

Enlistee: A service member, not a warrant officer or commissioned officer, who has been accepted by the military and has taken the Oath of Enlistment.

Enlistment Agreement/Contract: A legal contract between the military and an enlistment applicant. Includes information on enlistment date, term of enlistment, and other options such as a training program guarantee or a cash bonus.

GI Bill Benefits: A program of education benefits for individuals entering the military. Allows service persons to set aside money to be used later for educational purposes.

Inactive Reserve Duty: Affiliation with the military in a non-training, non-paying status after completing minimum obligation off active duty service.

Infantry: Units of men trained, armed, and equipped to fight on foot.

Job Specialty: A specific job or occupation in one of the five services.

MEPS: Military Entrance Processing Station. The enlistment process occurs at stations located around the country.

National Guard: May be called on to assist in community support, disaster relief, and other local emergencies in state or federal capacities. During national emergencies, units are called on to support their active counterparts in the Army and Air Force.

NCO: Non-commissioned Officer. An enlisted member in pay grades E-4 or higher.

Obligation: The period of time one agrees to serve on active duty, in the reserve, or a combination of both.

OCS: Officer Candidate School. For college graduates with no prior military training who wish to become military officers. Qualified enlisted members may also attend. After successful completion, candidates are commissioned as military officers.

OTS (OTG): Officer Training School (Group). See OCS, Officer Candidate School.

Officer: See commissioned officer.

Pay Grade: A level of employment designated by the military. There are nine enlisted pay grades and 10 officers pay grades through which they can progress during their career. Pay grade and length of service determine a service member's pay.

Quarters: Living accommodations or housing.

Recruit: See enlistee.

Regular Military Compensation: Total value of basic pay, allowances, and tax savings. The amount of pay a civilian worker would need to earn to receive the same take home "pay" as a services member.

Reserves: People in the military who are not on full-time, active duty. May be called up in a national emergency to serve on active duty. During peacetime, they support the active duty forces in our country's defense. Reservists are also entitled to some of the employment benefits available to active military personnel.

ROTC: Reserve Officers' Training Corps. Training given to undergraduate college students who plan to become military officers. Often, they receive scholarships for tuition, books, fees, uniforms, and a monthly allowance.

Service or Services: A branch or multiple branches of the United States Armed Forces. There are five in all, the Army, the Air Force, the Coast Guard, the Marine Corps (or Marines) and the Navy.

Services Classifier: A military information specialist who helps applicants select a military occupational field.

Service Obligation: The amount of time an enlisted member agrees to serve in the military as stated in the enlistment agreement.

Station: A place of assigned duty.

Tour of Duty: A period of obligated service. Also used to describe a type of duty tour, such as a "Mediterranean tour."

Warrant Officer: A member of the Army, Navy, or Marines who is a technical specialist or pilot. These members are generally appointed from the enlisted, noncommissioned officer ranks.

CASE STUDY # 1 – CORPORAL SOLAK, U. S. MARINE CORPS

Corporal Solak is a Marine Corps veteran who served honorably from 2011 to 2015, with the Second Marine Logistics Group (2MLG) at Camp Lejeune, North Carolina. Solak's decision to go to college happened about six months before the end of her contract. Once she decided to attend college, she had to contend with all the paperwork. First, she had to ensure she went through the right channels to ensure her education benefits were approved for her first semester. Not everyone she dealt with knew what the G.I. Bill was and she struggled to explain it to everyone. With all the struggles she faced, her biggest concern was not knowing who to go to for anything as she could not find good contact information online. She spent two to three months trying to figure out how the university worked to just be able to attend her first semester.

Even though she had planned carefully to ensure her G.I Bill benefits would apply her first semester she kept getting email notifications from the university finance office that her tuition was due and she needed to pay it. Solak felt frustrated because "The first time through [first semester], the administration doesn't tell you that you have to call the government to confirm you're taking classes." While not being told about confirming enrollment for the G.I. Bill, the person she worked with was not someone who knew the complicated aspects of being a student veteran. "The advisor I was in contact with wasn't affiliated with the veterans. They were someone who dealt with transfer students for the college."

This case study is an adaptation from The act of becoming a college student: A case study of student veterans' experiences pre-during-post military service by H. L. Walburn, and is used by permission of the author.

CASE STUDY # 2 – SERGEANT BLEVINS, U. S. ARMY SPECIAL

Sergeant Blevins is an Army veteran who served honorably from 2007 to 2011 with his home base being Fort Bragg, NC. Unfortunately for Blevins, his deployment to Afghanistan ended sooner than that of his unit. He was shot while on patrol with the unit and received a Purple Heart; a medal that is awarded for being wounded or killed in action against an enemy of the United States. However, due to the location of the bullet, he was informed that he would not be able to serve any longer and was medically discharged.

He took a year and a half off between his medical discharge and his first semester in college. While he decided what he wanted to major in, he sought some help from some doctors in the area. Blevins was struggling with anxiety and stress, so as he was talking about his plans for his education, the doctor was not supportive of his plans.

For Blevins, moving on from a group of military people, who will always have your back, to students, who walk around with blinders on and only think of themselves, has been difficult to get used to. The environment is always changing with various student organizations and events going on around the campus. As a veteran who has served overseas and with the duties of being vigilant about watching for things that are out of place, not knowing how the campus will be setup could cause some difficulties as he walks through campus.

This case study is an adaptation from The act of becoming a college student: A case study of student veterans' experiences pre-during-post military service by H. L. Walburn, and is used by permission of the author.

CASE STUDY # 3 – PETTY OFFICER 2ND CLASS PEREZ, U.S. NAVY

At the time of the interviews, Perez was a Navy veteran who spent eight years (from 2007 to 2015) as a Hospital Corpsman attached to a Marine Corps unit. He [is] a full-time student, majoring in nursing, and a member of the military reserve force. His school-military-work rhythm allows him to organize his daily and weekly routine to successfully meet deadlines, especially with schoolwork. However, where his school-military-work rhythm differs from battle rhythm is while at school he keeps to himself for the most part. "I just keep to myself to be honest. I mean most of my friends are regular students, but on campus I just try to go to classes and take care of my responsibilities."

Just as he was working to get used to life as a civilian and student, he had to return to his reserve unit for mandatory service. The reservist is a service member who serves in a branch of the military in a part-time capacity (minimum one weekend a month, two full weeks a year). As a reservist, Perez found that it was hard for him to fully integrate back into civilian life. It wasn't so much the challenge of fitting in but recognizing that old habits learned while on active duty die hard. He shared that "every ten words or so" he cusses. This particular habit, along with speaking before thinking almost got him kicked out of his calculus class. Rather than making an appointment to meet with his professor about a concern regarding a particular teaching method the professor used, Perez, blurted out "God, you piece of [expletive] lady. I don't know why you erase that [expletive]. Nobody can understand your writing," disrespecting the professor in front of the class.

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KNOW YOUR COLLEGE RESOURCES FOR STUDENT VETERANS

Faculty and Staff Can Support Student Veterans

Our college needs your assistance in developing a broader support system for student veterans. The following contacts are not an exhaustive list of resources but do include many initial points of contact you can provide to student veterans seeking assistance. Many additional resources for faculty and staff working with student veterans can be accessed at the Veteran Services SharePoint [or other online access point for faculty and staff].

Veteran Services

Staff are ready to help student veterans with their educational needs and transition and are specially trained to help with government processes and enrolling in college.

Website and/or Social Media Site(s):
Name(s):
Phone:
Location:
Hours:

School Certifying Official(s)

SCOs are responsible for certifying a student veteran's enrollment to the VA. GI Bill payments are issued based on this information.

Name(s):
Phone:
Email:
Location(s):
Hours:

Personal Counseling

Counseling services are available to assist student veterans in handling a variety of issues including depression, anxiety, anger, and adjusting to a new culture.

Website:
Name(s):
Phone:
Location:
Hours:

Accessibility Services

Veterans can acquire accommodations for learning, physical or mental health challenges.

Website:
Name(s):
Phone:
Location:
Hours:

Financial Aid

Veterans may be eligible for federal, state and/or institutional loans and scholarships in addition to VA educational benefits.

Website:
Name(s):

Phone:
Location:
Hours:

Tutoring

Student veterans can obtain assistance with improving their math, writing, computer, and study skills.

Website:
Name(s):
Phone:
Location:
Hours:

Career Counseling

The Career Center can assist student veterans with career assessments, improving interview skills, and resume writing.

Website:
Name(s):
Phone:
Location:
Hours:

Additional Resources [Example]

Consumer Financial Protection Bureau

CFPB's Office of Servicemember Affairs (OSA) works to help military families overcome unique financial challenges by providing educational resources, monitoring complaints, and working with other agencies to solve problems faced by servicemembers.

https://www.consumerfinance.gov/practitioner-resources/servicemembers/

Education and Training Services

Many benefits are available to advance the education and skills of Veterans and

https://www.benefits.va.gov/gibill/education_programs.asp

Homeless Veterans in Kentucky

Click a county to find housing and supportive services. Contact the HUD Kentucky Field Office at 502-582-5251 and press "0" with questions about any resources.

https://www.hud.gov/sites/documents/HOMELESS-VETERAN-RESOURCES.PDF

Kentucky Career Center – Veterans Express

Kentucky Career Centers have local veterans employment representatives and disabled veteran outreach program specialists trained specifically to assist veterans with their employment and training needs.

https://kcc.ky.gov/veterans/Pages/default.aspx

Kentucky Veterans Employment, Training and Support Program (KyVETS)

KyVets provides resources and support to assist veterans across the Commonwealth in

https://veterans.ky.gov/employmentinfo/Pages/default.aspx

Medical and Mental Health Services

VA health care covers regular checkups with a primary care provider and appointments with specialists (including mental health providers).

https://www.va.gov/health-care/

Veteran Crisis Line

Concerned that a Veteran you know is in crisis? Call 1–800–273–TALK(8255) Press 1, chat online at https://www.veteranscrisisline.net/get-help/chat, or send a text message to 838255 to receive confidential support every day, 24/7. Support for deaf and hard of hearing, call 1-800-799-4889.

Veterans Affairs Facility Locator

Search for nearest VA medical center as well as other health facilities, benefit offices, cemeteries, community care providers and Vet Centers.

https://www.va.gov/find-locations

SURVEY EXAMPLE

1. The training content met my expectations.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

2. The training was of high quality.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

3. I learned something new during this training.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

4. I can easily apply the training content to my work.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

5. There was sufficient interaction and activity during the training.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

6. There should be a peer team for staff who work with military students and student veterans.

     ☐ Strongly Agree

     ☐ Agree

     ☐ Disagree

     ☐ Strongly Disagree

7. Please provide your thoughts on the training that was presented on [*date*].

8. What other types of training would be helpful to you in the future?