

Enhancing Your Classroom & Campus by Utilizing Veteran Student's Specialized Skills & Training

Overcoming failure and utilizing teamwork

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Objectives:

Understand our student population
Veterans in Higher Ed
Utilizing Veterans Skills

- What we look like
 - Service Members
 - Veterans
- Veterans in Higher Ed
 - Barriers
 - Difficulties
 - Identity
- Utilizing Veteran and Service Member Strengths
 - What are they
 - How to use them

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What we look like

Service Members

Veterans

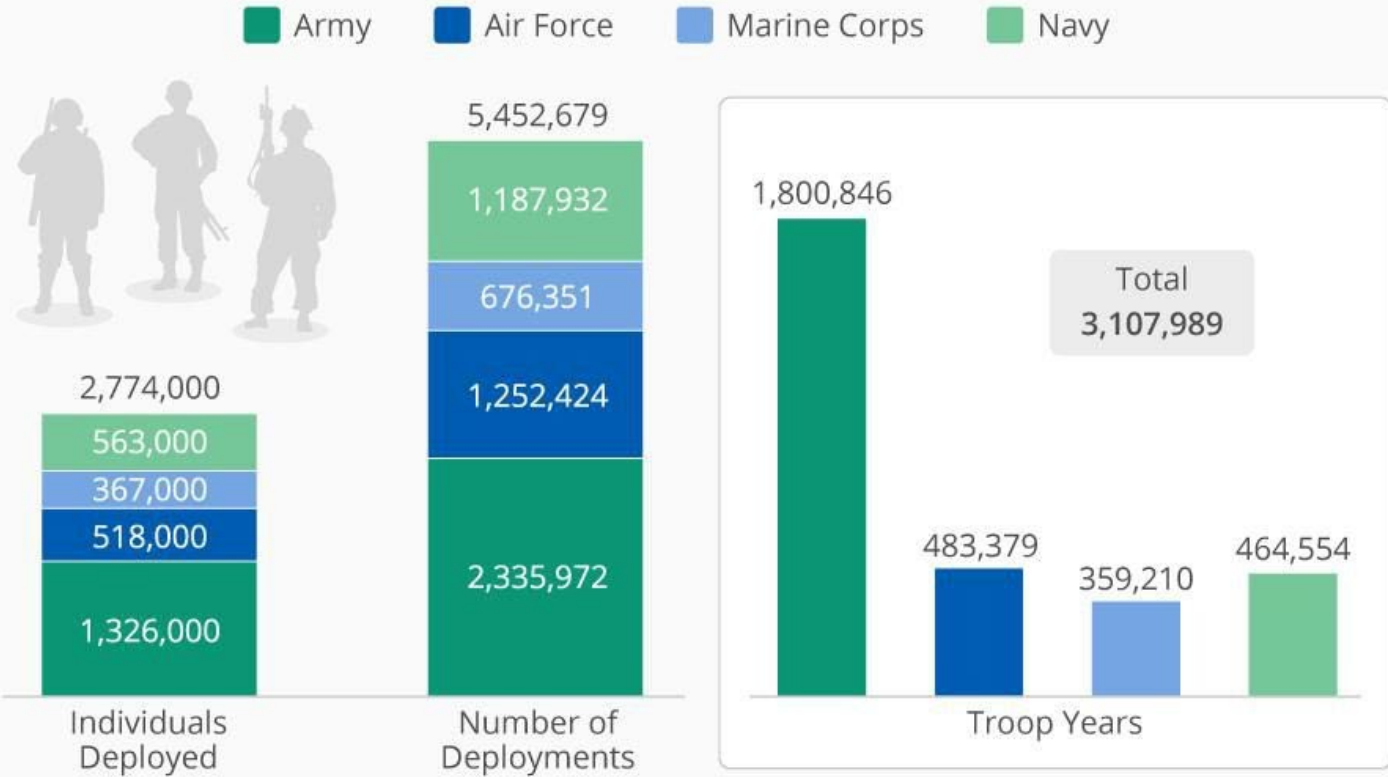
- Service Members
 - Generic term which encompasses Active Duty, National Guard and Reserve personnel from all branches of the military
 - Specific Branches
 - Army – Soldier
 - Navy – Sailor
 - Marine Corp – Marine
 - Air Force – Airman
 - Coast Guard - Coastie
- Veteran
 - Any individual who served in the U.S. Military and was honorably or generally discharged

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What we look like
Service Members
Veterans

2.77 Million Service Members Have Deployed Since 9/11

U.S. troop deployments between 9/11 and September 2015



@StatistaCharts Source: Rand Corporation

Forbes **statista**

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What we look like
Service Members
Veterans

- Service Members and Veterans (MAS)
 - Since 2015
 - Troops in Afghanistan declined to 9,800
 - After the Obama administration decided security in Afghanistan remained precarious troop levels remained at approximately 8,400
 - As of September 2017
 - Troops totals have risen to more than 15,000 in Afghanistan and over 8,800 in Iraq (which does not include service members deployed in surrounding areas)
- Casualty Totals
 - Military deaths 6951 wia 52,769
 - DOD Civilian deaths 21

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What we look like

Service Members

Veterans

- Service Members and Veterans (Military Affiliated Students/MAS)
 - As of January 2015, 2.7 million service members have been deployed to Iraq and Afghanistan. Of these:
 - Over half have deployed multiple times
 - 970,000 veterans have some degree of officially recognized disability
 - 225,00 Army personnel have deployed at least three times or more
 - 20,000 have been deployed more than FIVE times
 - 30,000 are single mothers
 - 86% know a comrade who was injured or killed
 - 69% encountered injured civilian women or children and were unable to help

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Veterans in Higher Ed

Barriers

Difficulties

Strengths

- Potential Barriers for MAS
 - Academic deficiencies
 - Non-academic
 - Visual impairments
 - Non-visual impairments

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Veterans in Higher Ed

Barriers

Difficulties

Strengths

- Potential Difficulties MAS
 - Academic learning v military learning
 - Translation of military skills to academic credit
 - Transition from military bureaucracy to academic bureaucracy
 - Being older
 - Actual/perceived Insensitivity of classmates, faculty, and others in regard to military and war

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Veterans in Higher Ed

Barriers

Difficulties

Identity

- Who we are
 - Highly trained
 - Life experience
 - A strong work ethic and self-discipline
 - Critical thinking skills
 - Motivation to learn and put education into practice
 - Self-reliance and resourcefulness
 - Leadership skills
 - Selfless service

(Donovan, 2014)

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Utilizing Veteran and Service Member Strengths

Common Strengths

how to use them

- Common Strengths of MAS
 - Skills taught/stressed in military
 - Experience over coming difficulties/failure
 - Goal-focused approach
 - Global perspective—an understanding of global conflict and issues around the world, perspectives on, and experiences with diverse cultures
 - Ability to confront complex and difficult challenges
 - Critical thinking and decision making
 - Motivation to learn and put education into practice
 - Maturity and sense of purpose
 - Project management experience, depth of character, honor, and integrity
 - Teamwork

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Utilizing Veteran and Service Member Strengths

Common Strengths

How to use them

- How to use them
 - Utilize MAS friendly language in your syllabus
 - "Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor."
 - This will let them know that you are supportive of veterans and service members in your classroom
 - Express appreciation for their service (lets talk about this)
 - Ask sincere questions about their service
 - How long did you serve
 - What was your job (MOS – Military Occupational Specialty)
 - What was your rank/responsibilities
 - **BE SINCERE – if you don't want to know don't ask**
 - **'Thanks you for your service' is cliché – It is like asking 'How are you?' in the morning**
 - **DO NOT ASK IF THEY HAVE KILLED SOMEONE**
 - **DO NOT ASK HOW THEY WERE INJURED** (They will decide if they want to share)

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Utilizing Veteran and Service Member Strengths

Common Strengths

How to use them

- How to use them cont.
 - What student MAS want you to know
 - We are having normal reactions to an abnormal experience
 - No two veterans are alike
 - Each of us has had different experiences
 - Do not assume that you know my politics or beliefs just because I was in the military
 - I may or may not be ready to talk about my experiences
 - Trust can be an issue for me
 - Being friendly and listening can go a long way toward building trust
 - Do not be afraid of me
 - We are accustomed to being successful and may be too proud to ask for help
 - Ask them direct questions in the classroom
 - Ensure that you are clarifying you want their opinion – MAS do not like to feel they are being asked to speak for all MAS students
 - If you have group projects ask them if they are willing to take a leadership role
 - Veterans are at their best when delegating work and will ensure the group makes deadlines

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Case Studies

Case Studies

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Scenario

- Scenario 1
 - A military affiliated student in your class has an unique perspective and experience with course content. Sometimes they share things that may make traditional students uncomfortable, extremely direct (combative), seem overly graphic, or may be perceived as inappropriate in an academic setting
 - How do you address this with the student?

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Discussion

- Discussion 1
 - Take the time to visit with the student outside of the classroom
 - Discuss your concerns with the student and discuss classroom expectations of civility
 - MAS tend to be pretty direct communicators this at times may seem insensitive or combative
 - This is reflective of our training – direct/concise communication can be the difference between life and death
 - Often it is not intended to be insensitive or rude
 - Most MAS will conform to expectations if they are valid and explained
 - While it may be uncomfortable is it really inappropriate
 - MAS often have a strong understanding of their Constitutional Rights and will defend an individuals free speech protections
 - Discuss with them where boundaries have been crossed
 - Explain to them what an appropriate response or sharing might be and reinforce to respect their perspective

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Scenario

- Scenario 2
 - A military affiliated student in your class has an unique perspective and experience with course content. He has shared some perspective early in the semester, but tends not to participate regularly and/or seems disengaged.
 - How do you utilize this potential resource?

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Discussion

- Discussion 2
 - Take the opportunity to find out their level of expertise and knowledge, while most military credit does not transfer to specific credit many times MAS receive specialized training
 - Ask them if they are willing to share more in class or if you can call of them. MAS often try to blend in or try to avoid monopolizing class time feeling that they are taking away from their fellow students
 - MAS are often willing to share if they feel that the instructor is interested in their knowledge

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Resources

Sources

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