

Moving off the Radar:
What's Next for Student Veterans?

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Unfinished business

1. Adequately addressing the needs of student veterans in terms of manpower
2. Faculty and staff training
3. Fair evaluation of military schooling for college credit
4. Address workforce preparedness for undergraduates
5. Reach out to related subpopulations
6. Wake up call re: mental health & substance abuse
7. Put policies in place before the issues fade out
8. Educational Inequity

Unfinished Business #1: Adequately addressing the needs of student veterans in terms of manpower

Smaller campuses where student veteran enrollment is “low”?
Example: 50+ using benefits = One (1) FT coordinator certifying official (Ideally, without additional/multiple duties and assignments (too many “hats”) + VA work study

Larger campuses

ACE “Tipping Point” (2% to 3% of total student enrollment)
100 to 199 using benefits = One (1) FT staff + 1-2 VA work study
200 to 399 using benefits = Two (2) FT staff + 2-3 VA work study
400 to 599 using benefits = Three (3) FT staff + 3-4 VA work study
600 or more using benefits = Four (4) FT staff + 5-6 VA work study

Calculations based on ACE’s (2012) *From Soldier to Student II: Assessing Campus Programs*

Unfinished Business #2: Faculty and staff training

Don’t have to reinvent the wheel!

Others strategies: Kognito

Example of a the basis for a simple workshop to be led by a faculty member at your own campus (preferable a veteran)

Unfinished Business #2: Faculty and staff training

Strategies, Guidelines, and Best Practices for Faculty: Student Veterans in the Classroom

Idea to Remember #1: Personal Reflection

- What are my personal opinions attitudes, images, thoughts, emotions... about the military and war?
- Self-awareness of your own predispositions and possible biases
- How comfortable are you with people who have physical and behavioral health issues as a result of war trauma?
- Student veterans are a highly diverse group

Unfinished Business #2: Faculty and staff training

Strategies, Guidelines, and Best Practices for Faculty: Student Veterans in the Classroom

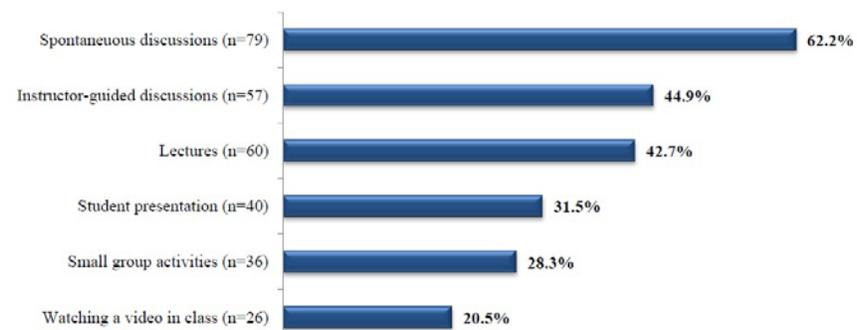
Idea #1: Personal reflection (cont'd)

- Closely associated with non-traditional, adult learners (same strategies may apply)
- Do I know who to go to if I have questions about a veteran(s)?
- Acknowledge the many positive attributes that student veterans bring to campus

Unfinished Business #2: Faculty and staff training

- Academic freedom → course content → opinions in class

UNR study asked 157 faculty “In what context do military-related issues come up in class?” (Gonzalez & Elliott, 2013)



Unfinished Business #2: Faculty and staff training

Strategies, Guidelines, and Best Practices for Faculty: *Student Veterans in the Classroom*

- Serious about college: Limited time to use educational benefits
- Long awaited VA appointments
- If you observe problems that are distracting to the veteran, talk with him or her when not in front of classmates
- “Thank you for your service”
- Insensitive questions: Did you kill anyone? Ever see a dead body?
- Severely depressed, suicidal, or other significant problems? Consult with staff at the Veterans Resource Center

Unfinished Business #2: Faculty and staff training

Strategies, Guidelines, and Best Practices for Faculty: *Student Veterans in the Classroom*

Good ways to start a conversation include:

What did you do and where did you go while you were in the military? (Don't assume all veterans served in Iraq/Afghanistan)

How are you and your family doing?

Welcome home and I appreciate your service. What branch did you serve in?

How are you today? (Student veterans are human beings like everybody else!)

Unfinished Business #2: Faculty and staff training

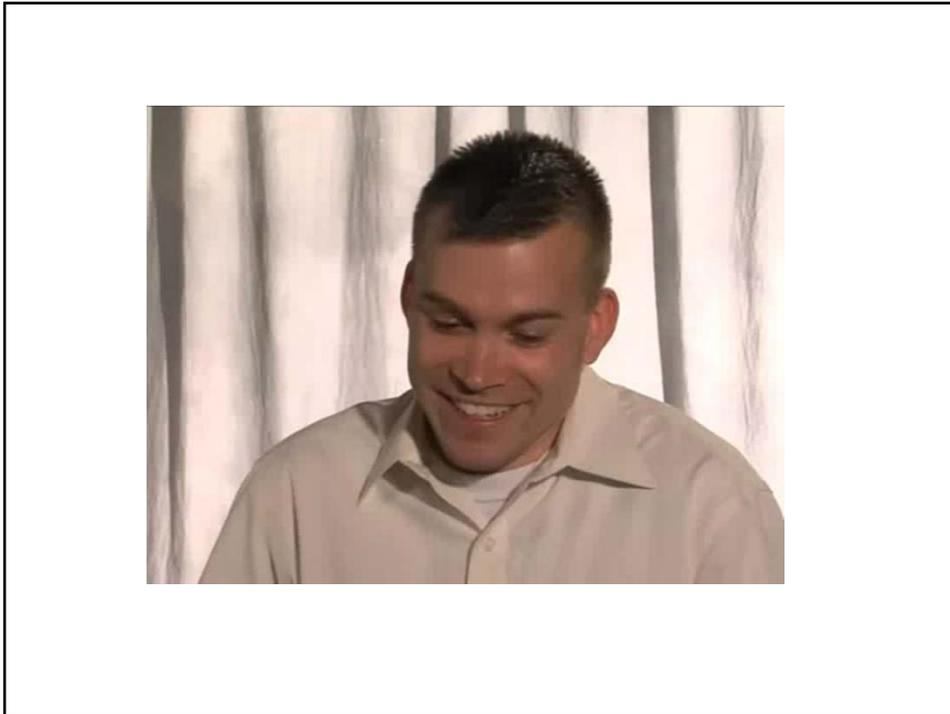
Another Idea to Remember from this Seminar...

Idea #2

If you want to reach student veterans about why they may have to experience some frustrating changes and accept their transition...

Reference "What Employers Want"

(a.k.a "It's what employers want from you")



Unfinished Business #2: Faculty and staff training

Idea #3 to Remember from this Seminar...

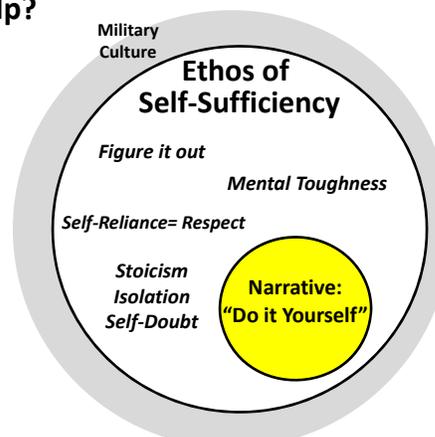
What may on the surface appear as a confrontational disposition from a student veteran may actually be a signal that he/she is asking for your help?

Because...

**In the military, generally,
you don't ask for help!**

This comes from...

Ethos of Self Sufficiency



Unfinished Business #3: Fair evaluation of military schooling for college credit

VA & Fed legislators have a real problem with paying for remedial and/or duplicative classes and training!

Veterans have a real problem with not receiving a good faith and fair evaluation of their service transcripts or JST (so does DOD)

Faculty members at 4-year universities are unlikely to cooperate. They control curriculum and admissions decisions. Individual colleges don't adhere to university's campus-wide "edicts"

Realistic focus on state 2-year technical and community colleges evaluations of JST and ACE recommendations for credit, strengthen articulation agreements with the state 4-year university sector, and transfer in.



THE PLAINSMAN.COM

AUBURN'S STUDENT NEWS SOURCE • A SPIRIT THAT IS NOT AFRAID

By Maria McIlwain | Copy Editor | 05/19/15 5:16pm

A more detailed policy concerning military credit was proposed at the University senate meeting Monday, May 19.

The policy was proposed to be compliant with state laws, according to Xing Fang, chair of academic standards, who proposed the policies.

The policy limits the number of hours people can receive for military service is 10 semester hours.

Up to four hours of physical education credit can be awarded, two hours for basic training and two hours for advanced individual training.

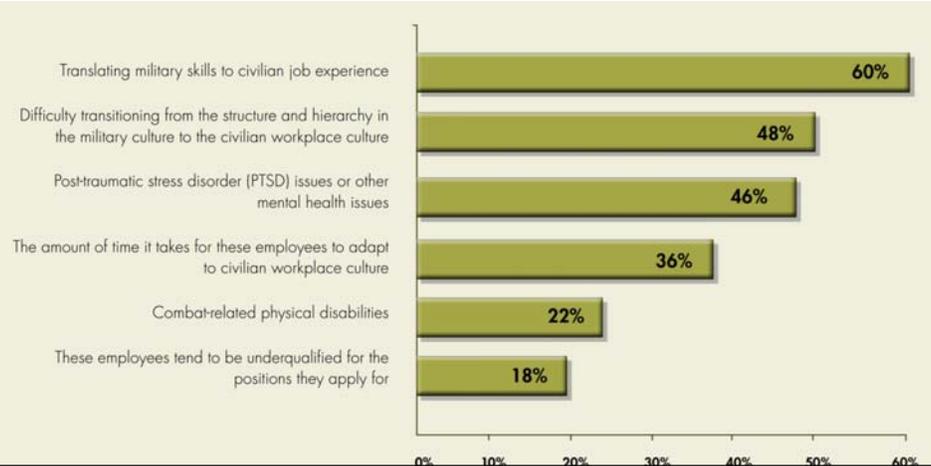
Up to six hours of military science elective or general elective hours can be awarded.

According to the policy changes, Auburn does not award credit the American Council of Education (ACE) classifies as low level, vocational or technical. Duplicate credit will not be awarded.

The proposal will come to a vote at the senate's next meeting in June.

Unfinished Business #4: Address workforce preparedness for undergraduates

SHRM report
 "Employment Military Personnel and Recruiting Veterans-Attitudes and Practice" (2010)
 429 hiring professionals surveyed



Unfinished Business #4: Address workforce preparedness for undergraduates

Are student veterans (designated as "adult learners") exempt from the co-curriculum and student development opportunities in college?

Lower division undergraduates and transfer students (many in their early twenties) are not as cognitively developed in critical thinking as their civilian peers

If a service member exits the military, enters college, isolates from the college experience, stays in a veteran-only unit mentality mode, finishes coursework, graduates, and pursues a job, has he or she **actually transitioned from military service to a emerging civilian identity?**

Unfinished Business #5: Reach out to related subpopulations

Female Student Veterans



Dependent Children Using Benefits



Unfinished Business #6: Wake up call about mental health & substance abuse

PAVE survey of 276 participants at four universities (2013-14 AY)

Mental Health

- 30% reported at least one MH issue (not including hazardous drinking)
 - 18% had positive PTSD screen
 - 26% had significant depressive symptoms
 - 21% had significant anxiety symptoms
 - 52% reported hazardous drinking behavior (≥ 3 for women; ≥ 4 for men on AUDIT-C)

Suicide

- 11% reported thoughts of suicide
- 3% reported a plan in the past year
- 1% attempting suicide in the past year
- 7% have attempted suicide in their lifetime

Unfinished Business #6: Wake up call about mental health & substance abuse

PAVE survey of 276 participants at four universities (2013-14 AY)

Treatment

- 37% used the VA for healthcare needs
- 34% reported a need for help for mental health problems in the past year
- 24% reported receiving mental health treatment in the past 12 months
- Among those with current MH symptoms, 59% have received treatment in the past year

Barriers

- Don't want it to appear in my medical records (50%)
- People might treat me differently (40%)
- MH treatment costs too much (38%)
- People might have less confidence in me (34%)
- It might harm my career (33%)

Unfinished Business #7: Put policies in place before the issues fade out

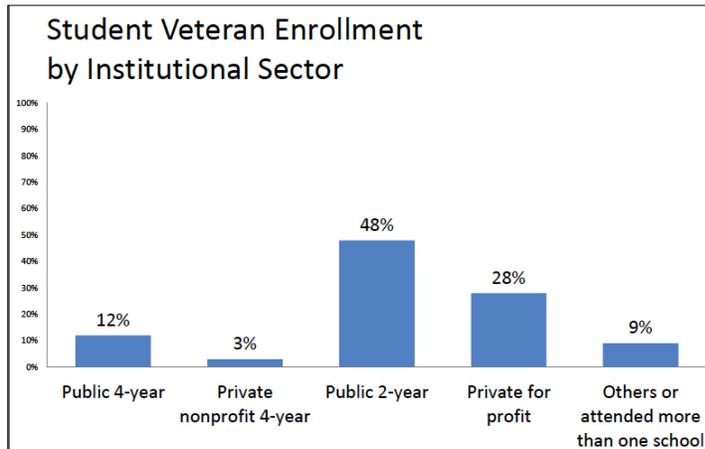
Reach out to senior administrators and policy makers regarding

Student veterans as their own best advocates

Use data to support policy making

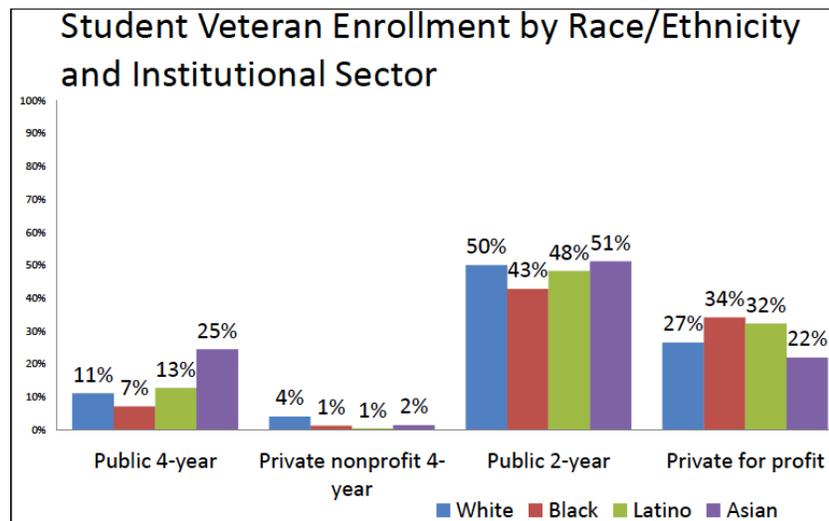
Unfinished Business #8: Educational Inequity

College going rates / College choice profile for student veterans looks like those of minority students and underserved populations



From ACE and NASPA (2015): *Post-9/11 Student Veterans: An Exploratory Examination of Racial/Ethnic and Gender Differences Using National-Level Data*

Unfinished Business #8: Educational Inequity



From ACE and NASPA (2015): *Post-9/11 Student Veterans: An Exploratory Examination of Racial/Ethnic and Gender Differences Using National-Level Data*

Questions? Comments?

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Thank You!