

The Institute for Learning and Teaching

Student Veterans

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Student Veterans Task Force



Executive Summary of Taskforce recommendations:

1. Offer through the Office of Adult Learner and Veteran Services (ALVS) and the Department of English a pilot for Fall 2010, opening a section of a required course (CO150) for student veterans only. Based on the success of this pilot course, expand this cohort model to other classes on campus, taught by faculty/instructors trained in student veteran issues.
2. Conduct a Needs Assessment through ALVS to determine whether a veterans' living-learning community, or space in on-campus housing, is attractive to student veterans.
3. Conduct a Needs Assessment through ALVS to determine if student veterans are interested in attending Academic Skills workshops for student veterans specifically, through TILT Learning Programs.
4. Develop and offer widespread faculty and staff training on working with student veterans, focusing on how faculty might utilize student veteran experience and leadership in the classroom. Faculty and staff who attend training, are veterans themselves, or have other military connections, are identified and listed as "Veteran-certified."
5. Explore the creation of a Veteran Scholars Program. Program goals include the creation of an academic community among veterans, and providing opportunities for mentoring and sharing skills with groups such as ROTC, university classes with relevant curriculum, and Poudre School District (K-12). Work with faculty and CSU's Veteran Advisory Committee to brainstorm bringing the pieces of the program together.

Diagram of Taskforce recommendations:

For Students:	For Faculty:	Cost:
Veteran-specific course sections		\$1,000
Potential Living-Learning community		Needs assessment conducted by ALVS
	Professional Development on working with student veterans in the classroom	Developed by ALVS and TILT staff
Academic/Study Skills Workshops		Developed by TILT Learning Programs in collaboration with ALVS
Academic Planning and Program Development for Veterans Scholar Program		\$10,000
College-specific social event related to career-planning		\$800 (\$100 per college for one event/academic year)
TOTAL		\$11,800

Student Veterans Task Force



1. What are the ranges of learning and teaching challenges and opportunities associated with students who are military veterans?

There are a number of learning and teaching challenges associated with students who are military veterans. A large challenge is simply the diversity of student veterans—from Vietnam-era vets returning to college, to veterans of Iraq and Afghanistan who are closer to “traditional” college age, there is no snapshot view that would give clarity to faculty and staff in terms of teaching and academic support strategies that would be useful to any one student veteran. With this in mind, however, we put forth a number of teaching and learning challenges, as well as opportunities that may be associated with student veterans in relation to their “traditional” college student counterparts:

Challenges

- Adjustment to civilian life in general, and university life in particular:
 - “Unstructured” nature of higher education; amount of choice which may be a contrast from military life which is highly structured
 - Time management in the movement from a structured military schedule to a college schedule with only 15 or so hours of scheduled class time per week
 - Not a clear understanding of the university system, particularly for veterans who are first generation college students
 - Many student veterans choose to live off-campus because of their age or other personal factors (families, etc.) and so they are harder to reach with CSU program information and are more likely to not feel as connected to campus as do first-year students living in the residence halls.
- Veterans may be averse to seeking help, as the military tends to focus on self-reliance. Student veterans may desire to “figure it out themselves” rather than seeking academic or student support services.
 - Wanting to “blend in,” and purposefully distancing themselves from their military experience.
- Student veterans may be older and have more life experience than traditional college students and feel isolated in the campus environment. Student veterans may find it difficult to initiate and negotiate personal relationships with other students. Some comments from a Spring 2008 study conducted by the Office of Adult Learners and Veteran Services at Colorado State which illustrate this idea:
 - “With prior service, veterans are almost always older and more experienced and often times have a hard time finding people they can easily relate to”
 - “Dealing with younger people with very little life experience [is a challenge]...Coming from Iraq to campus life you have to learn to take things seriously that don’t really seem as important as life and death situations.”
 - Establishing study groups may be a challenge for students who do not have personal relationships with other students in their classes.
- Many student veterans enter college without having been in a school environment since high school. Relearning study strategies is a challenge for many student veterans
 - Math, writing, and public speaking have been identified as core areas where veterans may need academic support.
- Student-veteran Advising and Career decisions: in the military, veterans may have been put into a specific field or line of work that they come to identify with, and believe that they should pursue a similar career path when they get to college. Although the field may not be the “best fit” for him/her, the student feels she/he should continue in that field of work because of his/her experience.

- Train and develop advisors at the academic unit level (College/Department) who can assist student-veterans with degree program selection and courses
- Although this taskforce recognizes the danger in pathologizing veterans, we also recognize that some student veterans may be coming to campus with various health issues, including traumatic brain injury and post-traumatic stress disorder (PTSD). The U.S. Department of Veterans Affairs estimates that PTSD occurs in about 11-20% of Veterans of the Iraq and Afghanistan wars. These health issues could pose a challenge to persistence in higher education, if the student veteran does not seek out resources.
- Veterans may also feel isolated in a university setting or a classroom environment that they consider “anti-military.” Several students in the Spring 2008 survey commented on feeling uncomfortable with anti-war sentiments:
 - “Many times when talking about the military or politics I got so upset about the ignorance of some students and staff. I would have to leave school for a week or so which meant a drop in grades...”
 - “Dealing with the anti-war activists [was a challenge]. They think it was my idea to invade Iraq, like I wanted to be there. I went so that they have the freedom to stand in the plaza and protest the war...”
 - “I have had students call me harsh nicknames because of it. Such as Baby Killer, War Monger, Nazi, and so on.”
 - “I have had many teachers that still do not accept the fact that I served in Iraq and they display their negative views of the war towards me. I feel as if I have to agree with them so my grades don’t suffer.”

Opportunities

Many of the traits fostered through military service are valuable assets that student- veterans possess. Some of these traits include:

- A strong work ethic and self-discipline—many student veterans are passionate about producing quality work, which assists them in their coursework
- Teamwork
- Establishing goals
- Project management
- Career/job experience
- A global perspective
- Leadership skills
- The ability to confront complex and difficult challenges that may have matured them
- An understanding of global conflict and issues that many people at the university could benefit from learning about.

There are numerous ways a campus might tap the resources these students bring to campus, many of which the Office of Adult Learner & Veteran Services are already doing. Some program ideas capitalizing on the unique assets veterans bring to their college experience include:

- A mentoring program capitalizing on the leadership skills many student veterans honed while serving. New student vets could learn from an experienced student vet in terms of making the transition from the military to student/campus life, navigating the higher education system, as well as offer social and academic support.
- Connection to ROTC students—somehow working to foster those relationships.
- Panels or other educational opportunities for veterans to share their experiences with others on campus.
- Course development: student veterans could provide input into what is and what is not working in classrooms across campus when it comes to serving the academic needs of student veterans. Have student veterans involved in course design/redesign efforts, such as creating an Orientation program specifically for incoming student veterans and in the creation of some veteran-specific sections of core academic classes. Student veterans could provide input into how the campus decides to provide information to faculty and staff on working with veterans in appropriate and productive ways and in coming up with academic policies that make sense in terms of military deployment.

2. What are the ideal elements of a program for addressing these challenges and opportunities?

- Building on and incorporating the strengths veterans bring to the table is key. If these strengths are maximized, programs will be built that students want to be a part of, and their experience will enrich the campus community.
- Recognition by those in the campus community who implement Student Veteran programs that there is no one program that will work for every student. Since Student Veterans are diverse in terms of demographics, background, and experiences, the ideal program would have a “mix and match” approach, where student veterans are offered opportunities to get involved and seek support in various ways. This also means that an ideal program would include a central hub of information, such as the Adult Learner and Veteran Services website, where student veterans are easily able to access information about campus programs that may be geared toward, or of interest to them
- Collaboration among campus partners so that the system is navigable for student veterans who may not have experience in institutions of higher education.
- Another ideal element is to have as many veteran faculty/staff/students involved in implementing the various programs as possible.

3. What is being done now at CSU to support the learning and teaching of student veterans?
[Appendix A—**CSU Programs addressing Student veterans**]

4. What is being done elsewhere to support the learning and teaching of student veterans?
[Appendix B—**Research on support for student veterans**]

5. What isn't being done (that should be)?

- Faculty and staff who are veterans or who have shown a specific interest in supporting student veterans have not been identified. If we created a list of faculty/staff who are either veterans themselves, who serve on a veterans-interest advisory board on campus, or who have been involved in professional development opportunities on working with student veterans by the Office of Adult Learners and Veteran Services should be identified and be placed on a list, accessible online to student veterans of “Veteran-certified” faculty and staff. This list might help student veterans have a better idea of where to seek assistance at the university.
- Expanded orientation to the university for veterans. For Fall 2010, the Office of Adult Learner & Veteran Services is working with Orientation & Transition programs in holding a half-day orientation, which is expanded from what is being done currently. The Orientation will include voluntary registration for a workshop by TILT Learning Programs on study and academic skills for student veterans.
- Opening a section of a required course(s) that many students take (such as CO150 or other introductory courses—SP200, Math 117-124 are ideas) that are part of the “core” to student veterans is also an important step currently being explored on campus. This would facilitate the type of “community” that some student veterans feel is lacking in the classroom environment.
- College-specific career panels. The Warner College of Natural Resources held a social/career panel in April 2010 where two vets employed in the college area spoke about their successful careers. Approximately 10 student veterans in WCNR and their families attended the event.
- Veteran Scholars program—student veterans who are involved with a determined number of teaching/ mentoring activities, register for specifically designed courses, maintain a certain GPA, and potentially other criteria, are designated as “Veteran Scholars.” [Appendix C—**Veterans Scholar Program proposal**]

6. What activities should TILT and the Office of Adult Learner and Veteran Services support to enhance the learning and teaching of student veterans?

TILT:

- Support for faculty quasi-redesign of course sections opened to student veterans, so that faculty have the resources and incentive to become familiar with the current literature on supporting student veterans in the classroom, as well as making necessary changes to curriculum to support the learning environment for student veterans.
- Development of the curriculum for a study and academic skills workshop for student veterans.

- Strategic marketing of the Learning Programs, Undergraduate Research & Artistry, and other TILT programs toward student veterans—awareness of student veterans as a student audience. Meet with Directors of these programs to brainstorm ideas.
- Support for the training of faculty in supporting student veterans in the classroom. This might include:
 - Teaching Tips on the TILT website
 - Support in developing clear policy on classroom absences related to mid-semester military deployment (especially short-term deployment)
 - Work with the Professional Advisors group on campus to set up training
 - Faculty Professional Development—PDI, Master Teacher Initiative, Teaching Tips, etc.

Office of Adult Learners and Veteran Services:

- Continue the development of the mentoring program for new student veterans--*underway*
 - Expanded orientation--*underway*
 - Maintaining website as the “central hub” of information about programs and services available to student veterans at CSU
 - After pilot veteran-only section of CO150 in Fall 2010, continue to explore courses for which it might be appropriate to continue, and work with colleges in determining which courses might fit.
 - Continue to provide training and other educational opportunities for faculty, staff, and other students on student veteran issues, and continue involving current student veterans in these efforts.
 - Maintaining list of faculty/staff who are veterans, have ties to the military, or attend training related to working with student veterans.
 - Needs assessment: living-learning community, academic/study skills workshops
7. Should TILT and the Office of Adult Learners and Veteran Services coordinate their efforts in this area with other university units? If so, which units?
- Registrar—Glen Vances’ office—continue this relationship
 - Admissions—Tracking of student veterans
 - CSU Colleges – to coordinate potential student veteran-only courses, as well as potential social/career development opportunities
 - ROTC—pair student veterans up with students who anticipate a career in the military. As part of the Veteran’s Scholars program, vets with experience could teach within ROTC’s Leadership Lab course, among other opportunities for partnering, including working with “Green to Gold” students.
 - Center for Community Partnerships—work with Cathy Schelly (who regularly works with the VA Office)
 - Orientation & Transition Programs—any sort of transition curriculum should be created and implemented in partnership with CASA’s OTP. New students need a consistent message about coming to CSU, and their incoming information comes out of Orientation & Transition Programs, so any type of transitional course needs to be worked through OTP so it’s not confusing for students.

APPENDIX A: What's being done at CSU for Student Veterans

Adult Learner & Veteran Services Office –

Mission Statement: Adult Learner and Veteran Services will assist the transition of veterans and adult students to campus life and facilitate academic success through services and programs designed to support adult learners and veterans through graduation at Colorado State University.

Vision Statement: Adult Learner and Veteran Services will:

- facilitate the matriculation of incoming adult learners and veterans;
- provide support and education through-out the transition of adult learners and veterans to campus life, and;
- make referrals to resources that academically support the persistence and graduation of adult learners and veterans.

Veteran's Advisory Committee – started Jan 2008 by Dean of Students. Chaired by Ann Ingala; membership includes Dean of Students, Director of ALVS, Rep from CSU Health Network, Glen Vance from Registrar's office, President of Student Veterans Organization, RDS, Admissions, SFS, ROTC, Chief of Staff, TILT, Housing & Dining, Occupational Therapy/Center for Community Partnerships, Transfer Center, and CSU PD. Meet at least once a semester. Ann maintains a veteran advisory committee listserv to contact members.

Early description of advisory committee: To create a comprehensive program for returning war veterans that simplifies the process of gaining access to Colorado State University; coordinate financial, academic and career assistance; identify services available to veterans/families in the community; appropriately bridge gaps in services, and create a place of safety and identity on campus.

Coalition for Proactive Strategies to Support Student Success –

Mission:

Strengthen active intervention and collaboration in support of student development, persistence and graduation by identifying strategies, coordinating efforts, and promoting professional development of practitioners.

Objectives:

- Foster the growth, development, and learning of students
- Create effective partnerships on behalf of students between and within Student Affairs, Academic units, and off-campus resources
- Generate awareness and understanding of efforts across the institution
- Identify effective intervention strategies
- Share knowledge, information, and best practices
- Coordinate intervention/support efforts through connections among people doing similar work
- Understand resources, policies, research, and practices important to student success
- Gain knowledge of useful data and reports including those generated by membership initiatives as well as those currently existing
- Apply information and knowledge in devising strategies for implementation
- Review available assessment data relevant to proactive intervention strategies and outcomes

Veterans Green Jobs: MOU between VGJ and CSU

To establish a formal relationship between Colorado State University and the non-profit organization, Veterans Green Jobs (VGJ), for the purpose of encouraging and enhancing opportunities for military veterans to attend CSU,

at both the undergraduate and graduate levels, in academic disciplines that would promote post-educational career opportunities for them in the “green jobs sector”, both in Colorado and nationally. These disciplines would include, but are not limited to: natural resources management, forestry and military lands management (Warner College of Natural Resources), green/sustainable construction management (College of Applied Human Sciences), renewable energy technology (College of Engineering, College of Natural Sciences), and sustainable business development (College of Business).

ROTC Advisory Committee –

Chaired by Mark Gill, Chief of Staff, membership by invitation. Assist in governing and providing direction for and input to the Army & Air Force ROTC programs at CSU. Meet once a semester.

Student Veteran Organization – SVA/CSU Chapter:

Purpose - To orient and assist other student veterans with the transition to college life and experience. To give student veterans a voice at CSU. To provide a social network for student veterans at CSU.

Other informal smaller “groups” working on various issues related to student veterans: ALVS & VA working on spring workshop and other cooperative efforts; ALVS & Housing working on on-campus housing options for student veterans/military/ - can expand to include ROTC; ALVS & OGC & Health Network working on referral options; ALVS & Vice Provost & CASA & catalogue working on deployment procedures

APPENDIX B: Info on what other Colleges & Universities are doing for Veterans—Focus on Academics and Learning

Portland State University

<http://www.pdx.edu/uasc/veterans-services>

Advocacy-focused—homelessness, legislation involving veterans issues, etc.

An academic advisor specifically for veterans

Student Veteran Alliance Retreat

Retreat—centered on wilderness survival training, team building, etc/

Veterans Resource Center

Website—interactive with a big “Get Involved” link

Performance of “The Telling Project”—<http://thetellingproject.org/>

University of Minnesota—Twin Cities—http://onestop.umn.edu/veterans/news_and_events/index.html

Veterans Transition Center

The student-led organization for veterans at the University

The Veterans Transition Center (VTC) is a non-partisan student-led Veterans group at the University of MN-Twin Cities started by Comfort for Courage (C4C). We exist to support the veterans of our country’s Armed Forces and our main goal is to help student veterans smoothly make the transition from military to civilian life. We provide student veterans with a place where they can meet other student veterans in a friendly atmosphere. Stop by and share your story if you’d like, or hear another veteran’s story. The VTC is open to and encourages participation of non-veterans, all students, staff and faculty of the University, as well as neighbors in the community. Veterans do a great job of supporting each other, but it is important to note the support veterans receive from non-veterans and the importance of that support. We want to build an environment on campus that is supportive of and friendly to veterans and making the VTC open to non-veterans is an important part in achieving that goal.

Friday—Free pizza lunches

Spelled out policy for short-term military leave: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Student Veterans Orientation—3 times per semester

Veterans Newsletter

Park University

<http://military.park.edu/success.shtml>

All online courses

Transition Courses—specifically for veterans, taught by veteran professors

Transition Series of 5 Courses Begins Online August 17, 2009

Course Title	Maximum Credit Award
CDL 100 Orientation to Learning & Life Skills	Non-Credit
CA 105 Introductions to Human Communication	3 Credit Hours

FI 201 Personal Financial Management	3 Credit Hours
En105 First Year Writing Seminar	3 Credit Hours
Selected Topics in Humanities: Critical Thinking	3 Credit Hours

California State University—Long Beach

Have a student org called Vet Net

Post from a student who attended the Student Veterans of America Conference in San Francisco in April 2009. Here are some of the issues they discussed as needing to be addressed by universities:

“San Diego State is leading the way in SVO participation from student veterans. Ideas we shared were SVO community service in terms of providing services to campus community and building relationships with other organizations on and off campus, publicity and promoting our organizations to motivate veterans to participate in SVOs, veteran housing, first response to mental health issues of veterans, study skills, and peer mentorship.”

San Diego State University

<http://arweb.sdsu.edu/es/veterans/students.html>

Idea: pics and bio info about student veterans

Student Org has free dinner for each meeting

Indiana University of Purdue

Have a Veterans Liaison Office

The Veterans Student Liaison Office will provide direct services for:

- Peer Mentoring and extended orientation
- Individual consultation
- Guidance and referrals for academic services
- Coordinate and promote workshops which are pertinent to veterans
- Assistance with semester course scheduling processes and course schedule adjustments
- Provide information sharing for university events, academic policy changes, university news

The George Washington University

Held a conference called “Welcome Home to Washington” in October 2009: “GW is proud to host this symposium which will bring together student veterans, higher education leaders and practitioners, and public sector researchers and policy makers to share perspectives on how we can foster success for our nation’s next generation of student veterans. The conference will focus on four themes: **student veteran support and transition, creative solutions in systems and institutional change, mental health and disability services, and educating the campus community**, to actively promote a culture of inclusion.”

Veteran Orientation

Arizona State University

Veterans Upward Bound: <http://www.asu.edu/studentaffairs/trio/vub/vub.html>

Kansas University

— Academic programs specifically aimed at military personnel and veterans, such as the School of Business’ supply chain management and logistics program and petroleum management program; an interagency studies master’s program; an interdisciplinary doctorate in special studies for military officers; and a training program in strategic communications for officers at Fort Leavenworth through KU’s journalism school. There also are many seminars, lectures and other events of interest to military-related students. Among events this fall were the Peace, War and Global Change Seminar series, a women’s leadership in the military panel discussion and programming sponsored by the Dole Institute of Politics.

Student org: Collegiate Veterans Association

Has a student blog with info related to student veterans

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Student veteran Org—listserv, social events, volunteer

Auburn University—Auburn, AL

Veterans Learning Community

This is a unique opportunity for Auburn students who are active duty, prior service veterans, National Guard, or reserves to take classes with others who share similar interest and experiences. The Veterans Learning Community is comprised of 20-25 students who will take an orientation class surrounding the theme of transition from the military service to the college classroom. VLC students attend the university in a positive environment, including peer support and classes with professors who have expressed interest in teaching a cohort of students with military experience.

Fall 2010	Spring 2011
UNIV 1100: Special Topics Seminar Veterans	UNIV 1150: Special Topics Seminar Veterans
ECON 2020: Principles of Microeconomics	ENGL 1120: English Composition II
MUSI 2730: Appreciation of Music	HIST 1020: World History II

Sierra College—Northern CA

<http://veteranstudentalliance.net/default.aspx>

Boots to Books—Clustered courses that students take together—tying together required courses with supplemental courses focusing on the transition from military to college life.

Boots-to-Books Recommended Courses:

Personal Development 1, College Success, 3 units (Learning Community Course - Linked Course to English A)
 Instructor: Catherine Morris, former Marine, CA ARNG, CA ANG, Advisor, Student veteran Alliance

Class meets Tuesdays 6:30 – 9:35 p.m. August 31- December 19, 2009
 College Success, PD1 is designed with veterans and dependents in mind. The goal is to assist veterans in the transition from military to college life and beyond. The subject of our class is SUCCESS...what success is for you personally and how you can achieve it. In this class, you will learn many proven strategies for creating greater academic, professional, and personal success. We’ll have many opportunities to address unique issues veterans and their families face, especially OIF/OEF.

English A, Mechanics & Basic Composition, 3 units (Learning Community Course – Linked to Personal Development 1)
 Instructor: Michelle Johnson, Mentor, Student veteran Alliance

Class meets Thursdays 6:30 – 9:35 p.m. August 31 – December 19, 2009
 This specific English course offers students the opportunity to develop their writing and critical thinking skills with an emphasis on veteran issues.

History 22, Military History, 3 units

Instructor: Paul Cooper, Mentor, Student veteran Alliance

Class meets Thursdays 6:30 – 9:35 p.m.

Study of American Military History, from 1774 to present, covering the American War of Independence, War of 1812, the Barbary Wars, Mexican American War, Civil War, Native American Wars, Spanish American War, Boxer Rebellion, World War I, World War II, Korea, Vietnam, Gulf War of 1991, Afghanistan 2002, and Iraqi Freedom 2003. Includes the reading of historical works, literature, and historical documents. Examines the Powell Doctrine, the Principles of War, and the reasons and causes of war

Third-Party and Institutional Veterans Education Support Programs: Examples Across the Higher Education Spectrum

As institutions and their surrounding communities recognize their growing student veteran populations, solutions and support programs for those students have sprung up at colleges, universities and associations across the nation to augment those already in existence (e.g., the Servicemembers Opportunity Colleges program, which has operated since its joint establishment by civilian and military educators in 197224). The programs noted here are far from being an exhaustive listing, but provide insights into creative programs facilitating student veterans' enrollment and success.

American Council on Education

Severely Injured Military Veterans: Fulfilling Their Dreams Project—

This program, sponsored by the American Council on Education and funded by private donations, is limited to veterans who have suffered severe injuries and are returning to civilian life. It is open to veterans as soon as they begin recovering from injuries at one of four military hospitals: Bethesda Naval Hospital (Md.); Walter Reed Army Hospital (D.C.);

Boots to Books

The Boots to Books program at Citrus College in Glendora, California combines both a credit-bearing course for the student veteran and a noncredit course (with materials available on CD-ROM and an online bulletin board, as well as access to a counselor)²⁶ for their family, friends and other supporters. Both courses are intended to help student veterans and significant people in their lives make the transition from the military to college studies. The program is specifically designed for veterans—in particular, Operation Enduring Freedom (OEF) and Operation Iraqi Freedom (OIF) veterans—and covers material on interpersonal and coping skills, managing the transfer to civilian life, and other areas affecting returning veterans.

Combat2College

The Combat2College program, located at Montgomery College in Maryland, pairs a Department of Veterans Affairs Medical Center and a community college to enhance and adapt existing campus resources to help OEF/OIF veterans through college. The program focuses on viewing military training and experience as positive assets that can help students develop behaviors and attitudes necessary for academic success.

Other online resources:

"Half of Us"—a website focused on the idea that *half* of college students today say they have had trouble managing their emotional health in some way. Great videos, testimonials—several good videos on being a student veteran.

<http://www.halfofus.com/video/?videoID=77&chapterID=1>

"The Arsenal"—educational resources for military students. A blog with updates on policy, the GI Bill, etc.

<http://militarystudents.wordpress.com/>

From the **American Council on Education**: "Serving Those Who Serve: Making Your Institution Veteran-Friendly." This report goes over seven "best practices" efforts toward making a veteran-friendly campus should incorporate, based on surveys of student veterans.

1. **Publish concise information on transfer credit for military experience**

How's CSU doing?

The Registrar's site has clear, concise information:

<http://registrar.colostate.edu/students/veterans/militarycourses.aspx>

How could we make it even better?

Include links to an explanation of DD-214, SMART, and ACE transcripts to make it easier for students to navigate the application process and figure out what paperwork they need from the military.

2. **Take a community-based approach.**

"Community-based approaches that address issues such as housing, health care, and employment help student veterans stay in college and fulfill their educational goals."

The Adult Learner and Veterans Services homepage includes links to community resources, including employment and some housing. Health care information, and possibly more information on housing in the broader Fort Collins community (not just campus housing) might be helpful.

<http://www.veterans.colostate.edu/employment.aspx>

3. **Give your veterans a voice.**

CSU has completed the first step in this process by including student veterans in the Office of Adult Learner & Veteran Services, by creating a physical location on campus dedicated to student veterans, by starting a mentoring program, and the first honor society (Salute) for student veterans.

<http://veterans.colostate.edu/>

The other opportunities we envision for giving student veterans a voice include opportunities for course sections dedicated to veterans; teaching and mentoring opportunities through our Veterans Scholar Program, and leadership opportunities through a partnership with ROTC.

4. **Build a strong web presence.**

Recommend having a welcome page that is easily navigable from the institution's homepage. A quick Google search on CSU's homepage goes right to "Veterans at Colorado State University," which is the main portal to information for veterans (through the Office of Adult Learners and Veteran Services).

<http://veterans.colostate.edu/>

5. **Establish specific points of contact.**

<http://veterans.colostate.edu/contacts.aspx>

6. **Expand housing options**

Creating a living-learning community for student veterans is one way CSU could demonstrate its commitment to student veterans. Again, more information on housing in the broader Fort Collins community (not just campus housing) might be helpful.

7. **Implement a tuition deferment plan.**

Not sure if this is necessary at CSU, since the Veteran's Educational Benefits coordinator, Glen Vance, has been able to process veteran's benefits and get them to students in a timely manner.

APPENDIX C

A Veterans Scholars Program at Colorado State University

Dr. Troy Lepper
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The Veterans Scholars Program (VSP) would be an interdisciplinary program designed to help veterans transition from the armed services into academic life. This academic program would involve a mix of existing and new courses and would be designed to attract faculty participants with experience and/or interest in student veterans.

The goals of the program include:

1. Developing academic skills for veterans that will help them succeed in the university setting.
2. Examining the impact of the military socialization process on learning and explore ways to enhance the socialization of the VSP student into the civilian academic world.
3. Creating a learning cohort of veterans.
4. Developing networking and social skills for transitioning veterans.
5. Connecting veterans with other campus organizations and Veterans Administration services.
6. Capitalizing on strengths veterans bring to the classroom, and connecting student veterans with leadership opportunities that focus on sharing their expertise with the University, and wider, community.

VSP would be a program designed to build off an already developed network of veterans programs and services in the Colorado State University system. VSP will be designed for the potential dissemination to other universities and colleges.

