

The Veteran-Friendly Campus

Providing Student
Veterans with
Programs and
Support Services

**PAPERCLIP
COMMUNICATIONS**

www.paper-clip.com • info@paper-clip.com • 973-256-1333

Copyright 2022

Executive Editor: Sarah E. Minnis, PhD, CEO and Principal Consultant, Anthology Consulting LLC,
Promoting sustainable employment for veterans

Written and Edited by Julie Phillips
Designed by Amy Oliveira

PaperClip Communications and its contributors do NOT provide legal advice, and this document should be considered general information only. The answers to legal questions generally hinge upon the specific facts and circumstances. Individuals with specific legal questions at a specific institution should contact that institution's legal counsel.

The Veteran-Friendly Campus

Providing Student Veterans with Programs
and Support Services

Table of Contents

Introduction

The Value of Veterans	1
Who They Are & How They Serve	2

Transition Issues

A Series of Transitions	4
Going Beyond the Initial Culture Shock	7
Challenges They Face	8

Engagement

Encouraging Military Cultural Competence	9
The Green Zone on Campus: Some Examples	10
Engaging Faculty and Staff	12
Quality Engagement Opportunities	13
Ways to Ask Student Veterans about Their Experiences	16
Student Veterans Organizations	17

Coordinators, Offices & Resource Centers

Not Reinventing the Wheel	18
Veterans Coordinators	19
Where Offices are Located	20
Veterans Resource Centers	21
Low-Budget, High-Value Initiatives within Veterans Resource Centers – and Beyond	23

Orientation Programs for Veterans

Difficulties That May Arise	24
Best Practices	25

Academics

Academic Struggles	28
Behaviors in the Classroom	29
Strategies for Educators	32
Course Credit for Military Training and Experience	34
Best Practices	35

The Veteran-Friendly Campus

Providing Student Veterans with Programs
and Support Services

Table of Contents *(continued)*

Community and Alumni Support

Ideas to Try	38
Veterans Day Programming	40
Recognition Initiatives.	41
Engaging Alumni	42

Career Services

A Q&A with Sarah E. Minnis, PhD, CEO/Consultant with Anthology Consulting LLC	44
Campus Programs.	50

Housing Issues

A Designated Liaison	52
A Housing Guarantee.	52
Rooming with Another Veteran	52
Deployment & Returning after Active Military Duty.	53
Off-Campus Housing	53
Special Veterans Housing	54

Physical and Emotional Concerns Impacting Student Veterans 55

Traumatic Brain Injuries (TBIs)	56
Post-Traumatic Stress Disorder (PTSD)	59
Depression.	60
Moral Injury	62
Military Sexual Trauma (MST)	64
Common Reactions to Trauma	66

Handouts, Worksheets & Posters 68

25 Challenges Student Veterans Face	69
The Career Search for Student Veterans: Choosing a Career Path	71
The Career Search for Student Veterans: Transferable Skills	73
Common Reactions to Trauma	74
Days of Remembrance and Honor	75
Days of Remembrance and Honor: Online PDFs to Use	77
Glossary of Terminology	85
Healthy Coping.	88

The Veteran-Friendly Campus

Providing Student Veterans with Programs
and Support Services

Table of Contents *(continued)*

Low-Budget, High-Value Initiatives within Veterans Resource Centers – and Beyond	89
Military Sexual Trauma (MST)	90
Moral Injury	91
Post-Traumatic Stress Disorder (PTSD)	93
Professional Development Discussion	95
Providing Support for Deployed Student Veterans	98
Resource Listing	99
Seeking Help	100
Strategies for Educators: Understanding Behaviors in the Classroom	101
Strategies for Educators: Working Well with Student Veterans	103
Traumatic Brain Injuries (TBIs)	105
Traumatic Brain Injuries: Possible Academic Strategies for Students with TBIs	108
The Value of Veterans	109
Veterans Day: 11 Ways to Honor 11/11	110
Ways to Ask Student Veterans about Their Experiences	112
When You Hire a Student Veteran: For Recruiters	113
Who Are Today’s Student Veterans?	114
Your Campus Team	115
Case Studies	117
A Hard Time Meeting People	118
Struggling with a TBI	120
What Kind of RA Would He Be?	122
Professor Problems	124
References	125
Executive Editor	136

The Veteran-Friendly Campus

Providing Student Veterans with Programs and Support Services

Introduction

When student veterans choose to join our campus communities, they are taking a *significant* step. It's often easier for them to consider staying in the military, where things are familiar and relationships are set, than to risk the new scene higher education provides.

Yet, many take this brave step to pursue higher education. That's why it's so important to take a good, hard look at how our colleges and universities can be more "veteran-friendly." How can we create environments that welcome and value student veterans rather than discouraging and pitying them? What myths can we dispel? What programs and support services can we put in place? This resource aims to help you answer these questions and more, as we learn to better embrace student veterans and *all* their possibilities.

What "Veteran-Friendly" Means

Fostering an institutional culture toward student veterans that is:

- ◆ Supportive
- ◆ Appreciative
- ◆ Respectful
- ◆ Embracing
- ◆ Inclusive
- ◆ Welcoming

It's also about building "a campus climate geared toward supporting veterans' holistic success in higher education and engaging veterans in their education and growth toward a new career in civilian life," wrote Dr. Sarah E. Minnis, CEO/Consultant with Anthology Consulting LLC, in a NASPA blog post (6/10/14).

The Value of Veterans

There is much to value among our student veterans – and it's important to emphasize this value to others within the campus community. Rather than solely focusing on a "deficit model" that lists problems and challenges they face, we can readily balance the view of student veterans. They are so often capable, motivated, self-disciplined, resilient, resourceful individuals who bring a variety of skills, knowledge, experience and perspectives to campus.

"Student veterans are one of America's greatest untapped human resources," wrote Alison Lighthall, RN, BSN, MSN, a military behavioral health consultant, in *The NEA Higher Education Journal* (Fall 2012). "They are emotionally mature, goal-oriented, mission-driven, experienced leaders. They work tirelessly to achieve their objectives and look for ways to make meaningful contributions. They are self-sufficient; they will only ask questions when they cannot find the answers themselves. They not only understand the concept of sacrifice for the greater good, they've lived it. They are respectful and protective of those around them. They think globally and bypass most things trivial or trendy."

"In short," she continued, "they are the kind of role models we need on our campuses, and graduating to lives of fulfillment in our workplaces."

The Veteran-Friendly Campus

Providing Student Veterans with Programs
and Support Services

Transition Issues *(continued)*

Challenges They Face

Student veterans often face other challenges – some of which are visible while others are hidden. They may include...

- Cognitive difficulties due to service-related injuries
- Missing the closeness they had with others in the military
- Having a real sense of purpose
- The fear of being singled out by fellow students, faculty or staff because they were part of an unpopular conflict
- Discomfort when a well-meaning faculty member puts them on the spot
- Wading through bureaucratic paperwork to obtain educational benefits, healthcare and more that is due to them
- Facing unprepared or under-prepared university systems and programs
- Having difficulty overcoming social barriers due to age, experience and more
- Blast-related reading and hearing impairments
- Needing to drop everything to attend VA appointments that are scheduled for the VA's convenience, not necessarily the student veteran's
- Managing their memories of deployment
- Handling mental and physical health issues such as depression, suicidality, Post-Traumatic Stress Disorder, military sexual trauma, traumatic brain injury and more
- Feeling guilty about surviving if they have friends who did not
- Facing moral injury due to their involvement in the military (see Handout on this topic)
- Missing having a job they are trained for and feel competent at
- Trying to maintain a “bullet-proof” persona by resisting asking for help

It's important to raise awareness of these challenges – and more – among the campus community so faculty, staff and students can be better-prepared to provide support to student veterans. We'll address many of these challenges within the pages of this binder.

Sources: *The NEA Higher Education Journal*, Fall 2012; “Soldier to Student” webinar, PaperClip Communications, 2/25/15

Veterans' Developmental Experiences within Higher Ed

- ◆ Gaining/regaining a sense of self
- ◆ Ability to bounce back from adversity
- ◆ Making new friends/social systems
- ◆ Adjusting to environmental changes
- ◆ Managing emotions

Source: “Veterans on Campus” webinar, PaperClip Communications, 8/5/14

The Veteran-Friendly Campus

Providing Student Veterans with Programs
and Support Services

Coordinators, Offices & Resource Centers *(continued)*

Low-Budget, High-Value Initiatives within Veterans Resource Centers – and Beyond

There are many opportunities available by tapping into the wealth of resources and knowledge on campus and within your community...

- Career services reps available once a week
- Computer/tablet/other device workshops to get students up to speed technologically
- Waiving student fees for military personnel
- Panels featuring advisors from various educational departments
- Dental, mental health or medical screenings provided by students within dentistry, psychology or medical programs
- Massages provided by students at a local massage school
- A community garden where student veterans and their families can work and access fresh food
- Legal assistance through your campus law school
- Free passes to campus recreational facilities and/or the local YMCA
- Financial literacy workshops
- Parenting and partnering programs
- Peer-to-peer tutoring
- A free lending library of DVDs, books, used textbooks, current veteran-related magazines and more
- Guest speakers during a brown bag lunch series to introduce other offices, organizations and departments to student veterans
- Nutritional counseling through campus dining services or the wellness center
- Blood pressure and cholesterol screenings
- Ping pong, foosball and pool tables
- Discounted or free passes to local golf courses and bowling alleys
- Family-oriented programs like field days, potluck picnics, outdoor movies, holiday parties sponsored by different student organizations and sports clinics with campus athletes

The Veteran-Friendly Campus

Providing Student Veterans with Programs and Support Services

Academics

A major part of being a veteran-friendly campus is providing a positive, targeted academic experience for student veterans. Many of them come to campus with different experiences that impact their learning, such as possibly having lived abroad, immersed in another culture during their time in the military. Some have completed schooling within the military that makes them quite prepared for college academics while others may still have some remedial needs. And others come to the classroom with maturity, perspective, direction and a global sensibility that can enhance class dialogue and the academic experience for all.

“Having veterans in the classroom makes us a better university,” said Pete Hoffman, director of the Armstrong Liberty Center at Armstrong State University (GA), in a campus spotlight article. “They come to us with experience that we want to capture.”

Academic Struggles

It’s certainly not always an easy road for student veterans, however. According to Lighthall (2012) and Kirchner, Coryell & Biniecki (2014), many struggle with academically-oriented issues that include:

- Academic preparedness
- Learning disabilities
- Work/life balance
- Social integration
- Needing accommodations for service-related injuries
- Memory troubles
- Attention and concentration
- Abstract reasoning
- Mental processing
- Executive functioning
- Non-military people not understanding the context of their experiences

Common Strategies to Assist Student Veterans

To help student veterans in the classroom, as well as other students, consider...

- ◆ Making and sharing recordings of classroom lectures and discussions
- ◆ Allowing note taking on laptops so students can review notes later in a less sensory-stimulating environment
- ◆ Wearing a microphone to enhance auditory clarity
- ◆ Making sure that class videos are captioned
- ◆ Trying to use texts that can be obtained electronically in case the student needs the text read aloud
- ◆ Posting notes ahead of time to help students prepare
- ◆ Allowing students to use a ruler during exams to help keep their place
- ◆ Giving those who are highly anxious during exams a separate time and place for test-taking
- ◆ Making yourself available for out-of-class office hours

Source: Lighthall, Fall 2012

The Veteran-Friendly Campus

Providing Student Veterans with Programs
and Support Services

Community and Alumni Support *(continued)*

Recognition Initiatives

Recognition efforts are an important part of the military culture, as evidenced by the presence of ceremonies, awards, challenge coins and more. Creating individual and group-specific recognition initiatives on campus is another way to support our student veterans and celebrate their military background.

Here are some initiatives to consider...

Red, White and Blue Honor Cords. More and more schools, such as the University of North Carolina Asheville, are honoring their graduating veterans at Commencement by providing them with red, white and blue honor cords to wear around their shoulders during the ceremony. These cords “signify UNC Asheville’s appreciation for our military and veteran students, as well as for their service and sacrifice.”

Challenge Coin Ceremony. At the University of Arkansas, they tapped into the military-affiliated challenge coin tradition – thought to originate during World War I – where military commanders used these coins to improve morale and honor the hard work of service members, reported the UA News (5/8/13). The institution honored their graduating student veterans with a Challenge Coin Ceremony as part of the annual Graduating Student Leaders Breakfast.

*“How important it is for us
to recognize and celebrate
our heroes and she-roes!”*

— Maya Angelou

Military Appreciation Tree

You can create a campus tree of recognition, using different colored ribbons...

Yellow – to support and thank all service members and veterans

Red – for student or community members serving or who have served the U.S.

White – in memory of a family member or friend who gave their life in the line of duty

Blue – in honor of a family member or friend who is currently serving

Black – in recognition of a family member or friend who was or is a POW or MIA

Source: Inver Hills Community College

Award Coins. Challenge coins are also used as individual awards at various institutions. At Northern Essex Community College (MA), a student veteran was presented with a challenge coin in recognition of his outstanding achievement. And the Student Veterans Group at John Carroll University (OH) awards special challenge coins to those who have made significant contributions to their group and its mission.

Veterans Appreciation Week. A simple, yet effective, recognition tool is the appreciation week. Schools like Loyola Marymount University (CA) often host these around Veterans Day. At LMU, activities have included a candlelight vigil to pay tribute to veterans, a luncheon, a clothing and food drive, a flag ceremony and more.

The Veteran-Friendly Campus

Providing Student Veterans with Programs
and Support Services

Housing Issues *(continued)*

Special Veterans Housing

At New Mexico State University

Several years ago, New Mexico State University said that they became the first university in the U.S. to offer on-campus housing specifically designated for student veterans and their families transitioning from the military to campus life. Working with the Student Veterans Association of NMSU, the Department of Housing & Residential Life designated a portion of their Tom Fort Village Student Family Housing as a student veteran community.

According to NPR (2/19/13), the single-family homes are 900 square feet with driveways and backyards. This can help accommodate student veterans, their families and even their service dogs, all within close proximity of other student veterans. The units are also one-story to accommodate veterans who may have service-related injuries, reported *Inside Higher Ed* (1/13/13). The no-pets policy has been lifted, too, and student resident assistants are trained on veterans' issues.

"We wanted veterans to feel like they had a place on campus to live that wasn't a dorm, a frat house – they could be able to have their own privacy," Tony Cano, then-president of New Mexico State's Student Veterans of America chapter, told Inside Higher Ed in 2013. "It's going to give us that sense of community again, because veterans tend to stay together.... We can draw from each other again, get that support we need."

At The Ohio State University

The Veterans House at The Ohio State University is three blocks from campus, offering 10- and 12-month contracts for furnished single and double occupancy rooms. It offers "a homelike housing option for students who are veterans, active duty, reserves, and National Guard," according to its website.

At San Diego State University

The Veterans House on Fraternity Row at San Diego State University is a co-ed complex filled with apartments for students who are members of the campus Student Veterans Organization. All residents have access to laundry facilities, a grill, a large screen TV, a pool table and game room, and more. The apartments feature appliances, telephone, cable, high-speed Internet, a balcony/patio, central air and heat, and secured access doors. Covered parking with a security gate is also available.

A YouTube video about the San Diego State University Veterans House is available at:
www.youtube.com/watch?v=nDsdpYEjpSM.

The Career Search for Student Veterans: Transferable Skills

In today's tight job market, be assured that the skills and experiences you have gained as a member of the military are in HIGH DEMAND! However, you can't just let people guess what you have to offer...you need to share it.

Market Yourself

Your name is a brand, telling people what they're going to get when they hire you. Are you trustworthy? Responsible? A hard worker? Smart? Innovative? Someone with a good attitude?

Branding is about emphasizing what makes you stand out. What would you say about yourself? What would others say? Ask a few trusted friends and mentors. Then think about how your special features benefit others. Now communicate those benefits.

As you "brand" yourself for the job search, think about a few things:

- ◆ How do I add value to the things I'm involved with?
- ◆ What are some characteristics that I'm proud of?
- ◆ What are my interests and passions?
- ◆ How do I make myself visible to others?
- ◆ What makes me stand out?

Let potential employers know who you are, what you stand for and what would make you an asset to their organization!

Some information adapted from the "Transitions: A Veteran's Guide to Campus Success" brochure, PaperClip Communications, 2009

Speaking a Second Language

Being able to speak a second language can be a *big* selling point for many organizations.

Translation and Transferability

Part of branding yourself effectively is focusing on transferable skills rather than just what you know or have learned.

What is a transferable skill? It is a core skill that most employers value and it can be taken with you and applied to a new professional role.

Your military experience has provided you with many transferable skills! You have more than likely demonstrated the following:

- ▶ Leadership – as a squadron leader, platoon captain, officer, etc.
- ▶ Trainability – able to take direction and open to learning
- ▶ Reliability – punctual, meets deadlines, manages time effectively
- ▶ Management – administration, supervision, training
- ▶ Trustworthiness – security clearance, confidential information
- ▶ Teamwork – collaboration, common vision, mutual goals
- ▶ Diversity – travels, immersion into diverse cultures, a second language

Military Sexual Trauma (MST)

Sexual assault or harassment that occurs among service members in the military is known as military sexual trauma (MST). It is not connected to combat and can happen to women or men during peacetime, training or war. And although there are many more male veterans than female veterans, MST is more common among female veterans. Victims of MST have reported being raped, coerced into sexual relations by a superior and repeatedly harassed with abusive comments and materials.

Symptoms of MST

- ◆ Flashbacks, disturbing memories or nightmares
- ◆ Depression or numbness
- ◆ Excessive use of alcohol or other drugs
- ◆ Feeling isolated from other people
- ◆ Anger and irritability
- ◆ Feeling unsafe, sometimes even with trusted others
- ◆ Inability to sleep, disruptive sleep patterns
- ◆ Other health problems

The VA provides treatment for MST and accommodates victims of MST with specialized healthcare services. It also offers separate waiting areas and care providers for victims seeking treatment.

Veterans who have experienced MST can be helped through treatment for their physical and mental health injuries. The VA will also provide disability payments for MST as part of veterans' overall service-connected disability claim. And much like treatment for other mental illness, therapy and connecting with others with a similar experience may be most effective to help veterans recover from MST.

More information can be found at: <http://maketheconnection.net/conditions/military-sexual-trauma>.

For student veterans in crisis, please contact the Veterans Crisis Line immediately

- ▶▶ Dial 1-800-273-8255 and Press 1 to talk to someone
- ▶▶ Start a confidential online chat session at www.VeteransCrisisLine.net/chat
- ▶▶ Send a text message to 838255 to connect to a VA responder
- ▶▶ Take a self-check quiz at www.VeteransCrisisLine.net/quiz
- ▶▶ If you or a Veteran you know is in crisis, find a facility near you
- ▶▶ Visit www.MilitaryCrisisLine.net to access help for Active Duty, Reserve or Guard
- ▶▶ Connect through chat, text or TTY if you are deaf or hard of hearing

Source: *Serving Student Veterans: Policy and Compliance Concerns*, PaperClip Communications, 2015

Strategies for Educators: Understanding Behaviors in the Classroom

(page 1 of 2)

In order to understand and support student veterans in the classroom, you may need help deciphering certain behaviors, some of which include....

Carefully Choosing a Seat. To reduce the sense of physical threat, some student veterans may arrive early to choose a seat that gives them a full view of the room. This may mean they sit in the back. You can talk privately about what seating arrangements will work best for them.

Showing Up Late or Missing Class. Anxiety or injury-related disorganization may contribute to this concern.

Difficulty Staying Still. For those with military training who are used to quick reactions and being on the move fairly constantly, sitting still in a classroom and staying focused may be difficult. Some may also have injury-related discomfort. They may need to leave the room at times to take breaks. Recognize that this isn't meant to be inattentive or disrespectful behavior.

Exhibiting Sleepiness in Class. Student veterans who are having difficulty sleeping due to nightmares, anxiety, symptoms of traumatic brain injuries and other service-related disorders may be drowsy in class. Consider talking privately with them about what you've noticed and working together to come up with ways to help them stay engaged, such as using their names when speaking, asking questions and more. Touching a sleeping student isn't necessarily a good idea, though, as he/she may react quickly and defensively.

Being Silent or Stoic. Even if a student veteran should be reaching out for guidance and support after class, he/she may come across as silent or stoic instead as he/she struggles to process the information and skills being taught.

Reacting to Loud Noises or Certain Trigger Images. Hyper-arousal is one component of Post-Traumatic Stress Disorder (PTSD), which can make some student veterans feel like they're constantly on guard. Even if they're not struggling with PTSD, noise from classmates, cell phones, dropped items and more can put them on high alert. Also, consider offering trigger warnings before the presentation of potentially distressing visual materials and giving student veterans alternatives to fulfill their requirements.

Potential Triggers

Within the classroom, certain topics may trigger strong emotions and, possibly, rhetoric. Don't steer clear of these topics – just be aware of this possibility. Trigger topics may include:

- ▶▶ Protests
- ▶▶ Politics
- ▶▶ Elections
- ▶▶ Hostage situations
- ▶▶ Public anniversary dates such as 9/11, Veterans Day and others
- ▶▶ Assumptions about war
- ▶▶ The role of the military

Strategies for Educators: Understanding Behaviors in the Classroom

(page 2 of 2)

Struggling with a Lack of Structure. Coming from the disciplined, structured setting of the military to a more autonomous campus climate can be a shock to some student veterans' systems. Plus, some may be impacted by symptoms of traumatic brain injuries. They may not fully know what to do with small group assignments where a leader hasn't been assigned, open-ended tasks and the need to communicate during class discussions. So, consider communicating expectations clearly from the get-go, within the syllabus and verbally, so all students know the role that is expected of them. And talk with student veterans who may be struggling with this less structured environment to see how you can help.

Denigrating Younger Classmates. Due to their military experience and upbringing, some student veterans may view their younger peers as lazy, naïve, immature or unable to handle more worldly views. They may also get a bit fed up by what constitutes a "crisis" in a younger classmate's view. This can manifest by the student veterans holding back their own viewpoints and/or displaying outright contempt for their younger peers.

Handling Clashing Viewpoints. The above point can be one reason that students' viewpoints may clash in class. Such clashes can also be the result of differing opinions, emotional topics that push students' buttons and more. Perhaps this will happen in the larger class or during small group meetings. Whatever the case may be, sending a consistent message of respect and the expectation that students will agree to disagree civilly can help proactively and reactively address such issues. Consider including this expectation in the syllabus, emphasizing it on the first day of class and reiterating the point occasionally during the term, too.

Refusing to Disagree with an Instructor. Even though classrooms are often the sites of lively debate, some student veterans may be hesitant to disagree with you as their instructor due to the hierarchical military structure they've just come from. They may be showing respect by not expressing their true opinion to an authority figure, yet this can hold them back from actively participating in classroom learning. Conversely, student veterans may be prone to arguing a point if they strongly believe they are right due to their experience or knowledge.

Sources: Lighthall, 2012; Kreuter, 11/2/12; Green Zone ECU Student Veteran Services Manual; "Teaching Student Veterans" page, San Jose State University, prepared by the Maryland Veterans Resilience Initiative, Spring 2014

When You Hire a Student Veteran: For Recruiters

Military-affiliated personnel are often in high demand on the job market. Their experiences within the military – and then their resilience in transitioning to the very different higher education setting and making it over the college completion finish line – make them quite worthy of a good, hard look.

When you consider hiring a student veteran, you're likely to find an individual who is...

- Capable
- Responsible
- Motivated
- Self-Disciplined
- Respectful
- Resilient
- Hard-Working
- Resourceful
- Decisive
- Knowledgeable
- Globally Sensitive
- Mature
- Self-Sufficient
- Goal-Oriented
- Mission-Driven
- An Experienced Leader
- A Role Model
- A Person of Character

Thanks for considering our student veterans!

The Veteran-Friendly Campus

Providing Student Veterans with Programs
and Support Services

Case Studies *(continued)*

Professor Problems

Tracey is a veteran of the war in Iraq who has returned to school. She is several years older than the traditional-aged college students on campus and having a difficult time finding people to connect with. As a result, she turns to the adult student organization on campus, hoping to find older students with whom she might have more in common.

“He found out that I’m a vet and is now using that against me.”

Tracey attends a mixer where she talks to a few folks and has some pleasant conversation. As the director of the adult students’ office, you introduce yourself and ask about the experiences that led her to college. Tracey seems very willing to talk and you enjoy getting to know her better.

A few weeks later, Tracey stops by the adult students’ office, looking for you. She tells you that she’s been having problems with a professor and could really use your advice. It seems that her political science professor has definitive opinions about the Iraq war – all negative – and Tracey feels persecuted by some of the things this professor says in front of the whole class. “He found out that I’m a vet and is now using that against me,” Tracey says. In addition, a few classmates have made comments about her being a “killer” and you can tell that Tracey is feeling incredibly angry that her service to the U.S. is being questioned. She tells you that she’s afraid that she’s going to blow up in class one day and that it could negatively impact her grades as well as her academic career. Tracey is wondering where she should go from here.

You want to help her handle this delicate situation, plus you can tell that Tracey is on edge about whether to stay in school or not. She is discouraged, hurt and feeling like she doesn’t belong. How can you help?

Discussion Questions

- » When students have difficulty with their professors, what resources do they have on campus?
- » What overall resources are available to support veterans on your campus?
- » What are your feelings about the war in Iraq? Do you feel it would impact how you reacted to someone who was a veteran of that war? Why or why not?
- » How can student veterans find support on your campus?