



**CENTER OF EXCELLENCE FOR VETERAN STUDENT SUCCESS
(CEVSS)**

GREEN ZONE TRAINING



**DEAN OF
STUDENTS OFFICE**

STUDENT LIFE | UNIVERSITY OF FLORIDA



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AGENDA





Agenda

- Objectives
- Military Experience
- Military Culture
- Military Transition
- Transitions & Communications
- Supporting our UF Students
- Scenarios
- Closing



GREEN ZONE OBJECTIVES

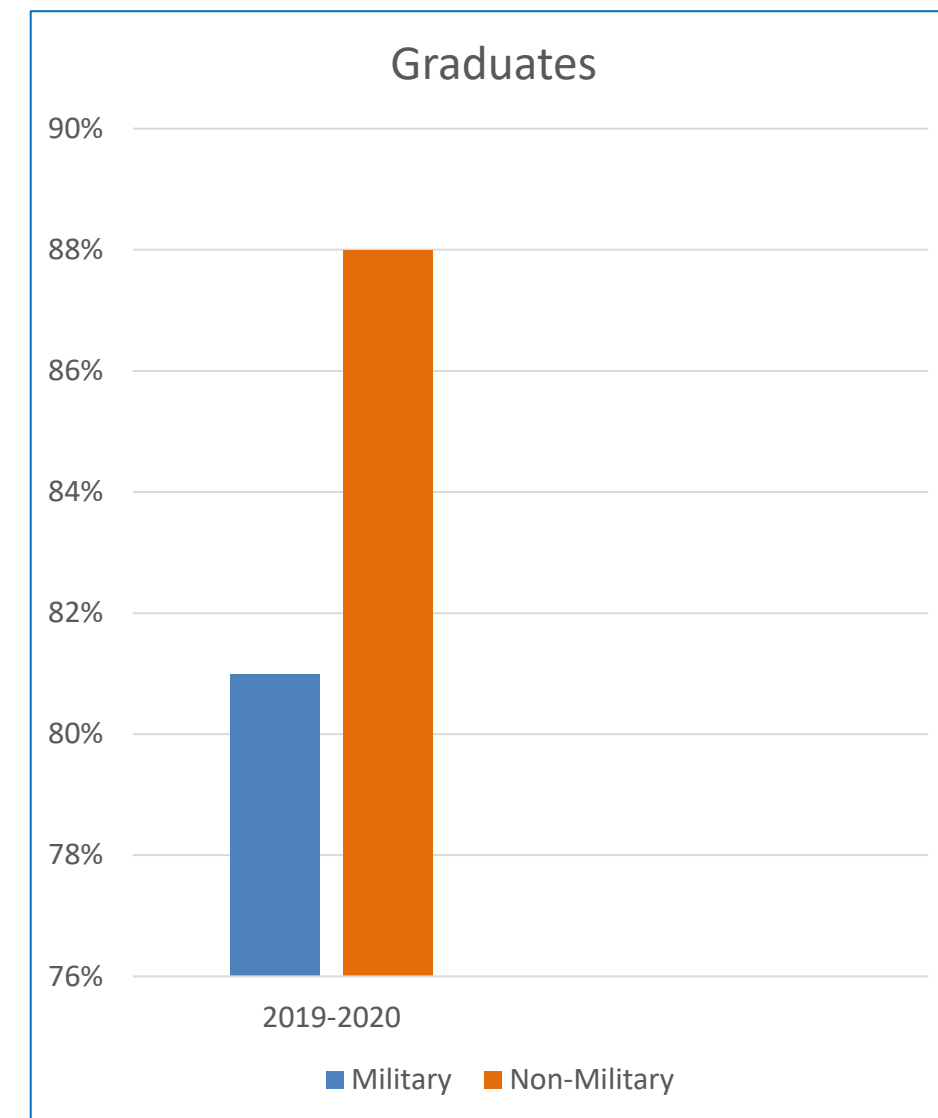
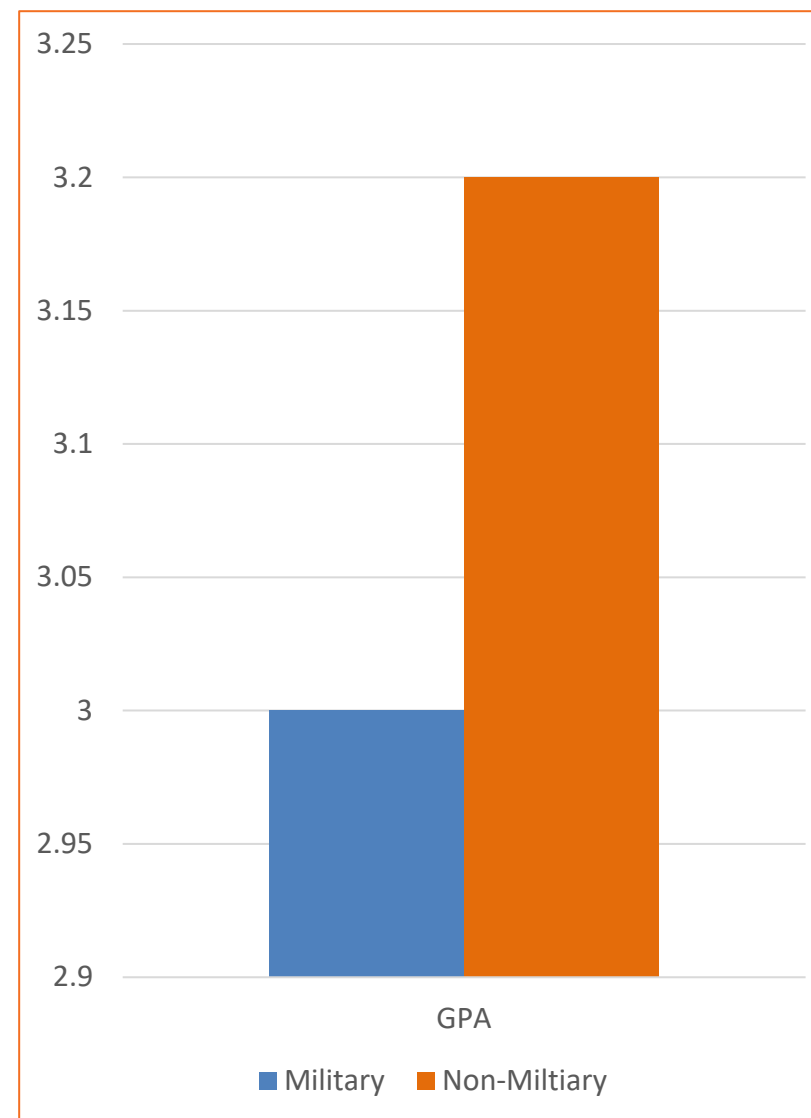
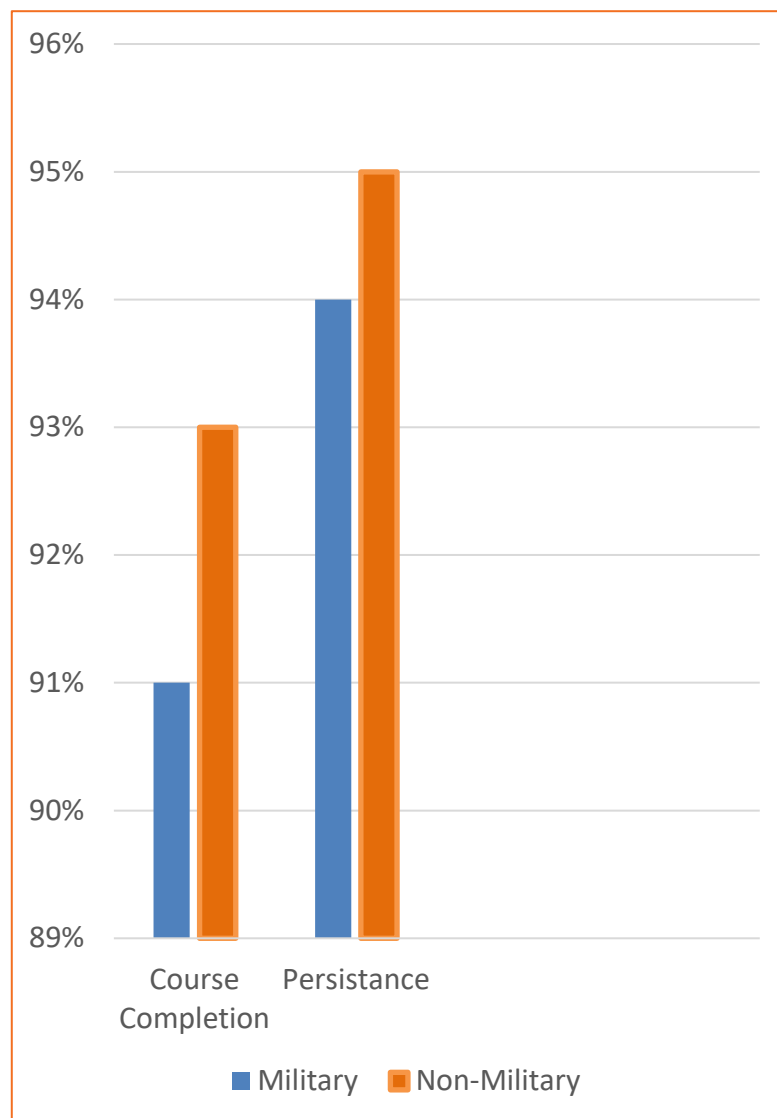
To educate faculty, staff and students so they are:

- Knowledgeable about some of the concerns and issues faced by active-duty, guard, reserve and veteran students.
- Able to better understand the experiences of these students.
- Have knowledge of available resources and services.

You are NOT expected to be experts
who can “solve” problems!



NEED FOR VETERAN SUPPORT



2016 – 2020 UF Student Data for the Military Time Survey provided by UF Division of Student Life Office of Assessment and Research (SLAR)

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MILITARY EXPERIENCE



“GREEN ZONE”

During Operation Iraqi Freedom, the International Zone was a 10 square kilometer located in central Baghdad that housed the governmental center of the Coalition Provisional Authority.

Most military personnel referred to this area as the “Green Zone” in contrast to a “Red Zone” or dangerous area beyond the heavily fortified perimeter.

Not a safe zone, but a
Zone of Caring and
Support





MILITARY ROLES

ACTIVE-DUTY SERVICE MEMBERS
Enlisted, Warrant Officers,
Commissioned Officers



NATIONAL GUARD/ RESERVES



Military vs. Military Connected

“Military student(s) shall mean any eligible student who is or was a member of the United States Armed Forces or the Florida National Guard, or such individual’s spouse our dependent

-State University System of Florida 6.0 13



VETERANS/ RETIREES
(Also known as “Prior Service”)





WHO IS A VETERAN?

“A person who served in the active military, naval, or air service and who was discharged or released under conditions to other than dishonorable”

U.S. Dept of VA 38 U.S.C. § 101(21)

To be eligible for VA Education Benefits, a service member must have served no fewer than 90 days on active duty and have been discharged from such service under conditions other than dishonorable. Can varied based on benefit requested.





MILITARY CULTURE



- Transition from mainstream (civilian) culture to military culture
- Military Culture is designed to create a cohesive force by learning scripted behaviors.
- The longer the time in service and training, the more ingrained the Military Culture.
- Identification with Military Culture can further drive behavior, beliefs and values which may continue even after separation.



MILITARY CULTURE ISOLATION

- Separation from family or loved ones.
- Relocation away from family & friends.
- Deployments that last from 6-18 months.



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MILITARY TRANSITION





MILITARY TRANSITION CIVILIAN & CULTURE

Civilian:

In the transition from Military Culture to Higher Education (Civilian) Culture, one may experience:

- Acceptance concerns
- De-Identification
- Expectation vs. Reality
- Stereotyping

Culture:

- Non-Traditional student age.
- Live off campus and do not feel connection to classmates or campus activities.
- Adapting to less structure regarding schedules, course times, etc.



Logistics:

- Difficulty handling military skills in new direction
- More likely to have dependents/ families than traditional students.
- More likely to have jobs outside of school causing limited time to spend on coursework and co-curricular activities.

Wellness:

- Mental Health Challenges
- Visible and Non-visible Disabilities
- Substance Use Disorders

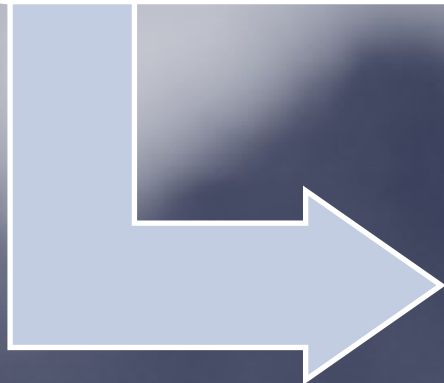


MILITARY TRANSITIONCOMMON AREAS

- Trouble with self-directed learning
- Difficulty with classroom dynamics/ teaching styles
- Study skills
- Lack of feedback
- Decentralized services
- Coping with wounds of war
- Challenges asking for help



DEPLOYMENT



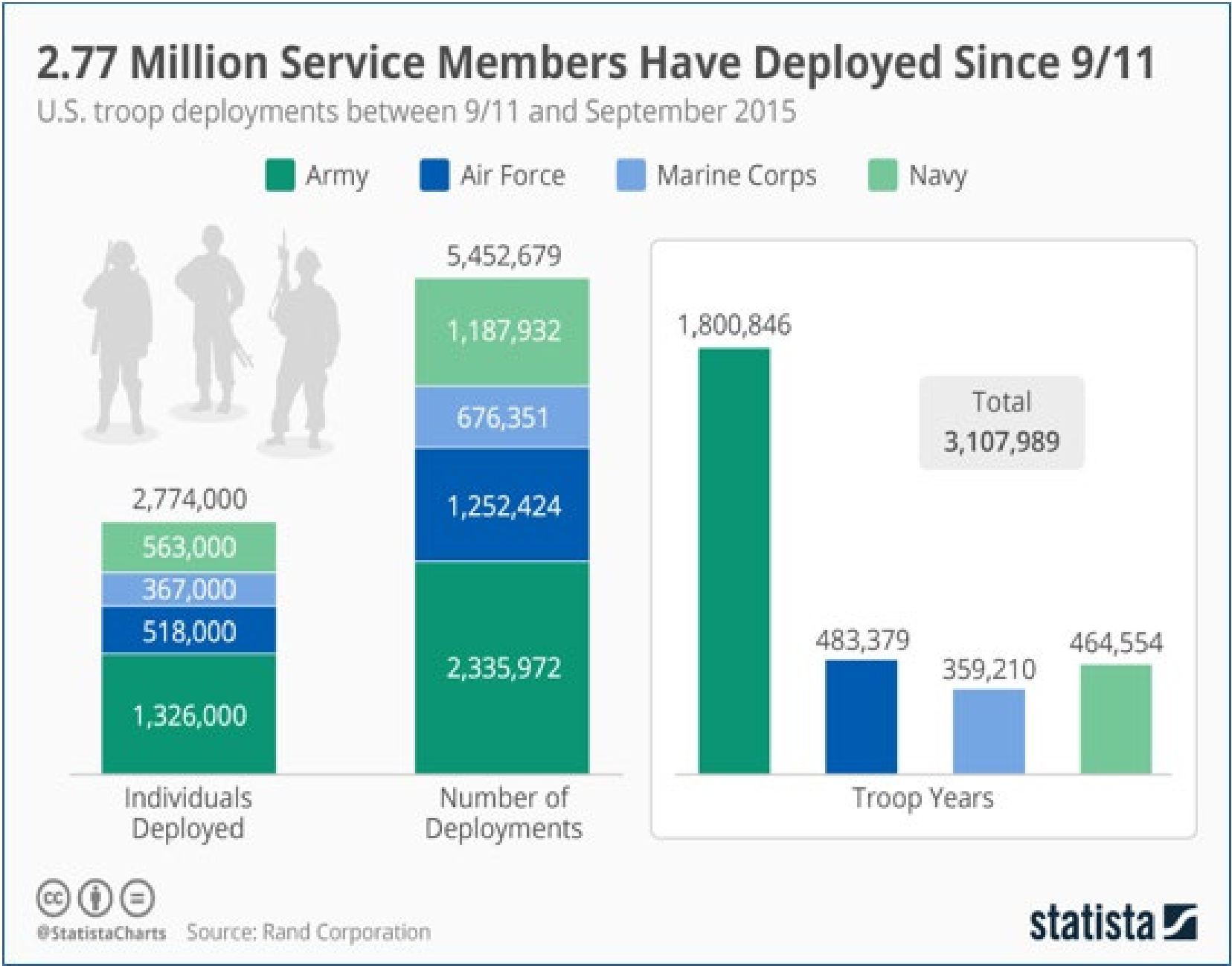
DISCHARGE



DEVELOPMENT



DEPLOYMENT 9/11/2001- 9/2015





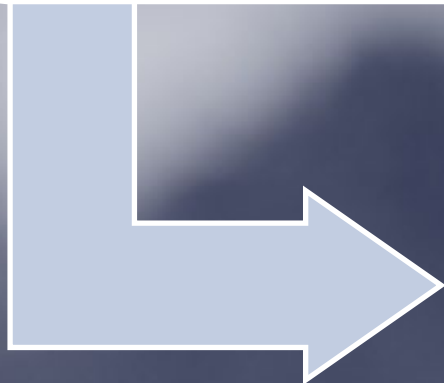
DEPLOYMENT

DEPLOYMENT	POST-DEPLOYMENT
Uncertainty relating to education	Lack of Purpose
Change in personality	RETURNING BACK to "real" world issues
Rigid schedule with minimal freedom	Possible lack of financial awareness
Unfamiliar weather conditions	Feelings of added pressure
Minimal Privacy	Struggles with discipline
Lack of voice or opinion	No Longer under assigned leadership

Source: Pew Research Center. The American Veteran Experience and the Post 9/11 Generation, September 10, 2019.



DEPLOYMENT



DISCHARGE



DEVELOPMENT



DISCHARGE

- Approximately 200,000 members leave U.S. military service and transition to civilian life each year.
- 78% - honorable discharge
- Others include discharge under other than honorable conditions, bad conduct and dishonorable discharge.

Source: U.S. Department of Labor



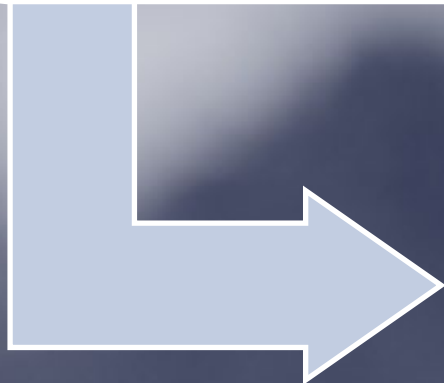
DISCHARGE

- Food/Housing Insecurity
- Health care benefits reduced
- Loss of Income (unless disabled or retired)
- Loss of Purpose
- Reduction of Income
- Transition from full-time job





DEPLOYMENT



DISCHARGE



DEVELOPMENT



DEVELOPMENTSTRENGTHS

- Active Duty and Veterans bring a unique perspective.
- Skills taught in the military helps students be successful.
- May bring leadership experience & qualities



DEVELOPMENT NEW IDENTITY

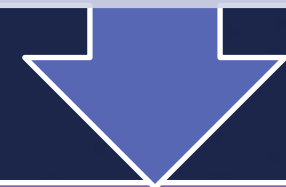
Realizing

Recognize identity had been influenced by military service



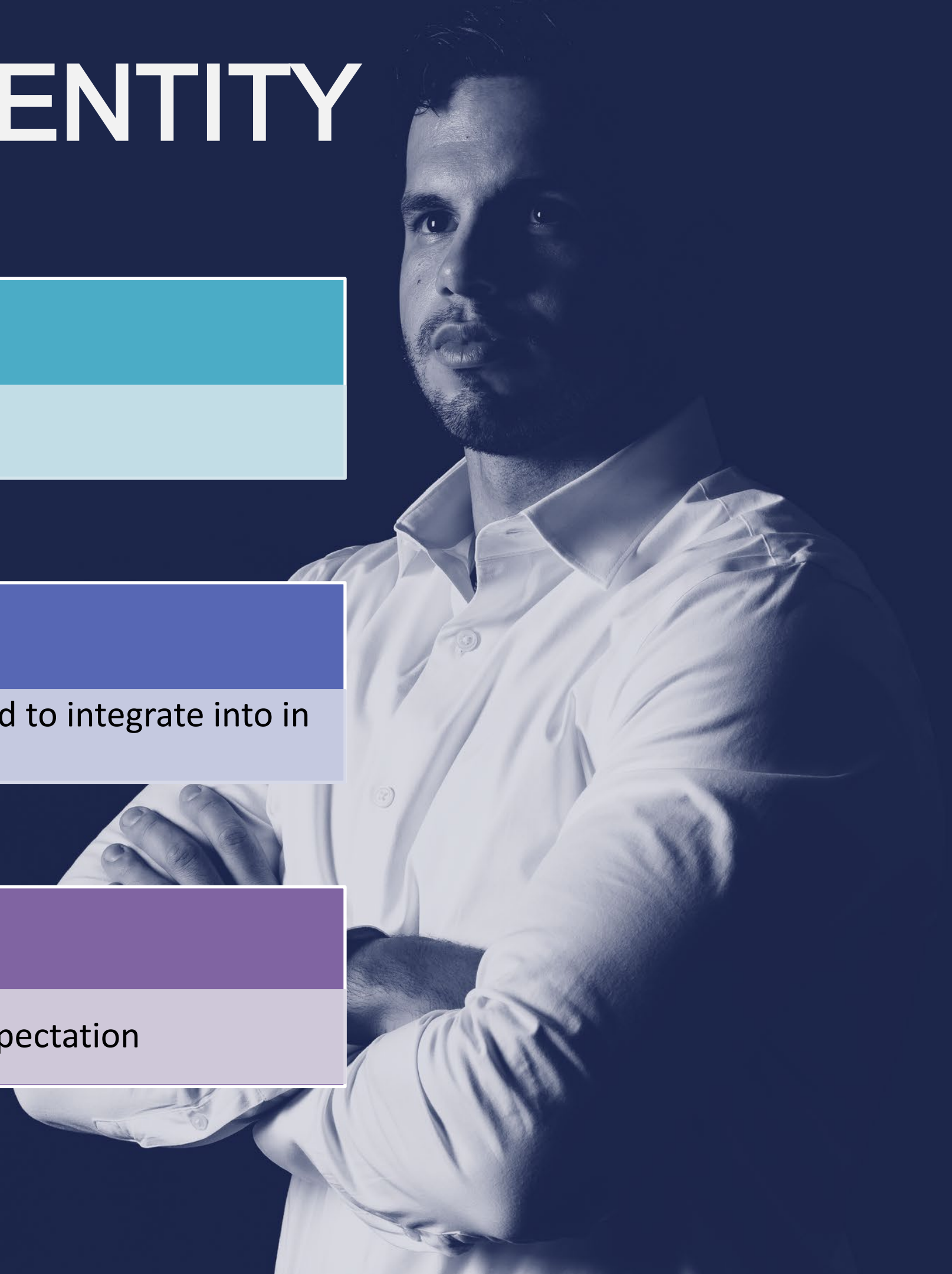
Relinquishing

Experience a sense of loss and need to leave aspects of military identity behind to integrate into civilian society



Reconceptualization

Empowerment to embrace new ways of being and meeting new expectation



DEVELOPMENT SUPPORT THEORIES

Vacchi’s Model of Student Veterans Theory	Schlossberg’s Transition Theory
<i>Four Key Areas to support student veteran success</i>	<i>Compliments the Student Experience Model with the development of transitional activities, understanding the type of transition, context or relationship and impact.</i>
Transition Support	Self
Services (General/Unique)	Situation
Support (On & Off Campus)	Support
Academic Interaction (In & Out of Classroom)	Strategies





TRANSITIONS & COMMUNICATIONS





CULTURE DIMENSIONS & COMMUNICATION

Military <i>Tendencies</i>	Higher Education <i>Tendencies</i>
Verbal Orders – Clear & Strict	Indirect verbal cues frequently used
Direct Order	Individual autonomy
Exact information	Informational guidelines
Strict chain of command that involves disciplinary action when broken	More relationship rather than hierarchy
Rank and structure are key elements	Titles (Doctor, Professor) are often not used
Unit Achievements/Mission	Competition (Scholarships, etc.)
Brotherhood/sisterhood	Disconnection due to self-reliance
Identification as a service member	Identification as a university student





ENGAGING DIALOGUE **DO NOT ASK**

- *NEVER* ask if a service member has lost someone.
- *NEVER* ask if a service member was injured.
- *NEVER* ask if a service member has killed someone.
- *NEVER* assume you know their experiences.

Possible Triggers...

Classroom – large crowds, small spaces, hypervigilance

Lab Settings – chemical smells

Social Settings – fireworks, large crowds

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SUPPORTING OUR UF STUDENTS



WHAT YOU CAN DO

- Encourage communication.
- Encourage participation.
- Awareness of Resources
- Expand campus capacity to meet social, emotional, and academic needs of veteran students.



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SCENARIOS





COLLEGIATE VETERANS SUCCESS CENTER

The CVSC creates an environment for student veterans, service members, and military affiliates to engage, transform, and thrive in a supportive environment where they can study, socialize, and meet with supportive resources and cultivate a sense of community.

- Yon Hall, Room 418 since 2013
- Serves approximately 1,800 military connected students
- Monday-Friday, 0900-1700 (9:00 am – 5:00 pm)
 - 2.5 FTE
 - VA Work Study/Federal Work Study
 - VA VetSuccess on Campus (VSOC) Counselor



SCENARIO #1

You have a student who has been doing great all semester.

They are enthusiastic, involved in group discussion, and even stick around to talk to you after class. You are aware that the student is currently in the Army Reserves. However, the dates of their most current drill have passed, and you notice a slight change in their habits once they return to class the following week. They are beginning to miss class more often, their grades begin to slip, and they seem withdrawn from the rest of the class during discussion.

Is there anything you would do to address the student and their new habits?





SCENARIO #2

Sydney asks to meet with you after class to discuss some concerns, she is having.

You are aware that Sydney has recently deployed and is back this semester to continue her studies. She explains that she is having just a bit of trouble keeping up and understanding the material that you are presenting. She mentions that she “does not feel she will pass your course” if things do not improve for her.

What measures could you take to address the concerns of the student veteran in your class.





Conclusion

In conclusion, there are many takeaways from the impact that military service can have on veteran students and military dependents.

Whether you have personal experience in working with this population or not, you may be able to better assist by showing compassion, empathy, inclusiveness, and a genuine effort towards guiding the individual towards success here at the university and beyond.

Our goal is to make the University of Florida a GREEN ZONE and we encourage you to be an integral part of the Green Zone.





QUESTIONS?





References

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