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Foreword

C. James Quann

I am pleased to have been invited to prepare the foreword for this AACRAO publication, which is designed for campuses as they help veterans of our armed forces make the transition from military service to the college classroom. This is a very special honor given my long history of experience in veteran's affairs.

The United States entered World War II immediately after the December 7, 1941 surprise attack on Pearl Harbor. My father held an important position in the construction of Grand Coulee Dam on the Columbia River. Although construction was well under way, the advent of war made quick completion of the dam and creation of a massive amount of new electrical power an immediate necessity. My father wanted to volunteer for military service, but he was too old. Moreover, the work he and his colleagues were doing on the construction of Grand Coulee Dam had become a national priority, so this was his contribution to the war movement.

On July 30, 1942 the federal government created service programs allowing women to

join the military. The newly-founded women's Navy, formally named Women Accept for Volunteer Emergency Services (WAVES), appealed to my oldest sister Margaret, who became one of the first to sign up. Not to be outdone, in 1944 my second sister Kathleen volunteered for the Army Cadet Nurse Program and began training at Sacred Heart Hospital in Spokane, Washington. My brother and I were too young to serve, but like many kids and young adults throughout this great country, we all did our part by collecting old tires and scrap iron in support of the war effort. During the Korean War, my brother Tom, a Reserve Officer Training Corps (ROTC) graduate, served as an infantry officer and platoon leader, first at Fort Ord in California, and later the platoon he commanded was charged with securing an important Air Base in Alaska. I, too, was an infantry officer, serving in Korea, first as a machine-gun platoon leader (34th Infantry Regiment, 24th Division) and later as Regimental S-3 (operations). Today, few outside of our families know or remember those heroic deeds.

When I retired from work in higher education in April 1996, I accepted a WSU courtesy appointment as University Registrar Emeritus and Coordinator of Veterans Research. My study on veterans continues to this day and includes a book plus hundreds of oral history interviews (printed, bound, and filed with the WSU archives) and at least a dozen monographs dedicated to our service men and women, including one detailing the history of the WSU Veterans Memorial.

With my retirement, my wife Barbara and I moved to Spokane, Washington and I joined the Spokane Corral of “Westerners,” a local history group dedicated to bringing together men and women who have common interest and zeal disseminating knowledge and understanding of the Inland Northwest, especially history and lore of the area. The Westerners publish a twice annual volume titled “The Pacific Northwesterner.” My recent article, “Unique Among The Elite,” showcases a select group of military men and women from the Inland Northwest who have been honored by the United States as recipients of the Medal of Honor or the Congressional Gold

Medal. The article also tells the stories of medal awardees from every war since the U.S. Civil War, and concludes with Congressional Gold Medal recognition of four minority groups who might have been overlooked because of their sex, race, or skin color: the Tuskegee Airmen, the Women Air Service Pilots, the 442nd Regimental Combat Team (made up of Japanese Americans), and the Navajo Code Talkers of the Marine Corps. All four groups served and were honored for their World War II heroics.

Veterans deserve the utmost respect and recognition during their lifetimes and support when they return to civilian life from active duty. One significant way our country can honor them is to promote and support their pursuit of higher education. This volume is an excellent resource for colleges and universities seeking to offer outstanding services to student veterans.

“FREEDOM IS NEVER FREE”

C. James Quann

September 16, 2013

For more than 40 years, C. James “Jim” Quann served higher education in three different states. In retirement he holds the titles of WSU Registrar Emeritus and Coordinator, Veterans research. He served for more than 25 years as University Registrar at Washington State University, hence the title, Registrar Emeritus. Since retirement he has authored eight books, all on veterans.

He is a Korean War veteran and the founder of the WSU Veterans Memorial initially built and dedicated in 1993 and completed in 2000. The memorial honors all WSU veterans, especially the nearly 400 who were killed or missing in action the World Wars I and II, Korea, Vietnam, Persian Gulf War, Iraq and Afghanistan. He and his wife Barbara have three grown children and six grandchildren.

About the Authors

Dr. Jacquelyn D. Elliott

Dr. Jacquelyn D. Elliott has over twenty years of experience in higher education. She was formerly Dean of Admissions and Financial Aid at Mary Baldwin College, Associate Vice President of Institutional Advancement at Bridgewater College, an intern for the American Council on Education's (ACE) Office of Women in Higher Education (OWHE), and a grant-sponsored research assistant for the Executive Leadership in Academic Medicine Program (ELAM) hosted by Drexel University—a program advancing women in academic leadership at medical and dental colleges across the United States.

Dr. Elliott most recently served as Vice President for Enrollment Management at Tusculum College. Currently, she is International Liaison Specialist for the University of Missouri—St. Louis (UMSL) and the Gulf University for Science and Technology (GUST) in Kuwait, whereby she assists GUST with academic program evaluation, accredi-

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Jeremy Gray

Jeremy Gray has served as the Assistant Registrar for Registration and Records at the Georgia Institute of Technology since 2007. In this role, Jeremy oversees the registration process and term setup, transfer credit, readmission, schedule of classes, and certification for VA educational benefits. He was previously an Assistant Registrar at the University of Georgia. Jeremy holds a Bachelor of Arts degree with a major in Political Science from the University of Georgia.

Zachary Hayes

Zachary Hayes is the Associate Registrar at the Georgia Institute of Technology. Zachary began his career in higher education in 2003

at the University of Georgia within the Registrar's Office, and has been with the Georgia Institute of Technology since 2007. He enjoys the blend of customer service, technology, and community his job provides. Zachary is an actively engaged at the campus, system, regional, and national levels with his memberships in professional organizations, advisory boards, and campus and vendor partnerships.

Darlene S. Head

Darlene Head is the Manager of Veterans Services at Salt Lake Community College (SLCC) in Utah. She graduated from SLCC and studied at Brigham Young University. She has worked at SLCC since 1982, where she started as a student employee. In October of 2005, Darlene was asked to assist the Veterans Office in modernizing operations. She collaborated on writing the book "From Combat to the Classroom" to assist school administration, staff, and faculty to improve service to student veterans. In addition, Darlene has made numerous presentations to colleges and professional organizations across the nation. She has received numerous awards for her work with veterans, including the 2013 National Veterans Program Administrators (NAVPA) Distinguished Service Award and the 2012 Innovation of the Year award for her creation of the SLCC Veterans Center.

Darlene's father is a Navy Veteran of the Korean War. She is the founder of "Valentines for Veterans," which has collected over 40,000 valentines that are distributed to VA hospitals and sent to deployed service members. She is also co-founder of "Angels in Action," a non-

profit organization that assists and creates service projects in local communities.

Young M. Kim

Young M. Kim is director at My Second Campus LLC. Previously, he was a research analyst at the American Council on Education where he led research on a number of higher education topics, including college affordability and postsecondary degree attainment. He was also an analyst at Jobs for the Future, an advocacy group, and the National Center for Public Policy and Higher Education, a think tank. He has written and published a number of works on student veterans, international higher education, and university leadership. Young began his career as an entrepreneur, co-founding 401kid, Inc., a financial advisory firm based in New York City. Young obtained his BA from St. Lawrence University and an MPhil from the University of Oxford.

Lesley McBain

Lesley McBain is a second-year Ph.D. student in the Higher Education and Organizational Change (HEOC) division of UCLA's Graduate School of Education and Information Studies (GSEIS), focusing on military/veterans education research and policy/governance issues. She is also a consultant for the American Association of State Colleges and Universities (AASCU)/Servicemembers Opportunity Colleges (SOC). Before entering UCLA, she served as the senior research and policy analyst for AASCU/special projects associate for SOC. In addition, she has approximately 10 years' professional experience in various areas of higher

education. She has published multiple white papers on veterans education issues and has worked on two iterations of the national *From Soldier to Student* study of programs and services for student veterans (a collaborative effort by AASCU, ACE, NASPA, and NAVPA).

David Millet

David Millet is currently the Director of the Veterans Resource Center at Eastern Washington University. A Lieutenant Colonel (Retired), Mr. Millet has more than 25 years of military service in demanding leadership and management positions within the U.S. Army. Mr. Millet has served as Chair of the Military Science Department at EWU and held staff and leadership positions in several U.S. Army units, including Military Training units and Headquarters of Pacific Command operations. He commanded at the platoon, company, and battalion levels; and has been awarded the Legion of Merit, Bronze Star, Combat Infantryman Badge, Parachutists Badge, and Range Tab. Mr. Millet holds a BS in Psychology from Seattle University and an MS in Human Resource Management from Troy University (AL).

Dr. Rodney L. Parks

Dr. Rodney L. Parks is the Registrar and Director of Summer College at Elon University, where he has served since 2013. Dr. Parks serves as an Assistant Professor and member of the Human Services Science Department. Parks earned his Ph.D. in Counseling from the University of Georgia and has published numerous qualitative studies and book chap-

ters focusing on the unique populations of students navigating higher education.

Dr. Parks is a U.S. Navy veteran, having served as a naval medic stationed in the Middle East during Operation Desert Storm, as well as other duty stations in Europe and the United States. He was awarded the Navy Achievement Medal with Gold Star, Southeast Asia Serve Medal with Bronze Star, National Defense Service Medal, and the Kuwaiti Liberation Medal. Dr. Parks is an active member in CACRAO and AACRAO and currently serves on the Executive Committee for SACRAO.

Reta Pikowsky

Reta Pikowsky is the Registrar at the Georgia Institute of Technology. With over thirty years of experience in higher education, mostly within the realm of registrar's office operations, Reta brings significant perspective to the discussion of student success. She completed her undergraduate degree at Monmouth College and her graduate degree at the University of Illinois. She served as registrar at two institutions before arriving at Georgia Tech. Her experience at different types of institutions with different cultures, locations, and missions has helped her more fully understand student needs across many spectra of functions and services. Her father served in the Navy, her husband served in the Navy, and her sister and brother-in-law both served in the Air Force.

Kent Seaver

Kent Seaver has 16 years of experience in the field of student assessment. He is presently the Director of Learning Resources at North Lake

College in Irving, Texas. While at North Lake, Kent has spearheaded the District effort to create a comprehensive pre-assessment model to allow for new-to-college success. In his previous position at Tarrant County College in Arlington, TX, he created pilot programs for dual credit students using ACCUPLACER and developed CLEP initiatives aimed at first-generation students. He has since taken both concepts to North Lake College in Irving and has enjoyed success in working with the new students, students transferring to four-year institutions and student veterans.

Kent has written articles on assessing student veterans and prior learning for the League for Innovation, NACADA, and AACRAO. He has also authored articles and presentations dealing with library initiatives aimed at student college and career readiness. In addition to his work at North Lake, Kent also serves on the ACCUPLACER National Advisory Council. Kent has earned a BA in Political Science from the University of Oklahoma and a Juris Doctorate in Law from Texas Wesleyan University.

Erin Walker

Erin Walker is a Student Assistant to the Registrar at Elon University, where she has served since 2012. Erin is a senior at Elon University pursuing a Bachelor of the Arts in Psychology. She hopes to go on to earn her Ph.D. in Clinical Psychology. She is currently doing research with the Registrar, Dr. Rodney Parks, on the challenges of advising student veterans. Erin's academic interests are focused on veterans and the specific disabilities that are common among veterans, including post-traumatic stress disorder, traumatic brain injuries, depression and substance abuse.

Erin recently returned from a semester abroad in Ireland, during which she attended the Student Global Leadership Conference in London. She is also member of the co-ed service fraternity, Alpha Phi Omega, in which she and her peers do service for the Elon and Burlington communities and for the University.

Introduction

Darlene S. Head

Manager, Veterans Services, Salt Lake Community College

Many veterans being discharged today joined the service after high school graduation and have never held jobs outside the military. In fact, many young people who join the service do so for the promise of financial assistance to pay for a college education that they otherwise may not have been able to achieve. While in the military, they often are assigned to jobs based on the needs of the military, not based on personal choice.

After being discharged, many veterans take advantage of their U.S. Department of Veterans Affairs (VA) educational benefits in hopes of improving their lives, stepping back into civilian culture, and supporting their families. As educators and higher education administrators, it is our privilege to assist and support veterans along this achievement of higher education. Involvement from administrators, staff, faculty, and student organizations to create robust programs to support veterans and service members is very important.

In 2008, the American Council on Education (ACE) projected that campuses across the country were on the cusp of serving more than 2 million military veterans. ACE conducted a survey of institutions of higher education across the nation to determine their level of preparation to serve the projected increase of veterans. They found schools were not prepared and responded by preparing a publication called *From Soldier to Student: Easing the Transition of Service Members on Campus* to identify ways schools can serve the needs of student veterans (*see* Chapter Five, “From Soldier to Student II: Assessing Institutional Services for Veterans,” on page 85).

Since September 11, 2001 and the onset of the War on Terror, over 2 million service members have been deployed to serve in Operation Iraqi Freedom (OIF), Operation Enduring Freedom (OEF), Operation New Dawn (OND), and Operation Odyssey Dawn (OOD). After the Post-9/11 GI Bill was passed on August 1, 2009, tens of thousands

of service members and dependents began to take advantage of the educational benefits available to them. While some of the veteran population on campus may also consist of veterans of the Korean War, the Vietnam War and onwards, the vast majority come from post-9/11 deployments.

On November 8, 2013, the Department of Veterans Affairs announced it had processed 1 million education claims for Chapter 33 benefits. At that time, the VA had paid out over \$30 billion in benefits to veterans and their school of choice (VA 2013a). Projections show at least 1 million more veterans will be starting school over the next five years. It is important to be prepared for their enrollment on our campuses.

After World War I, all discharged veterans received a \$60 allowance and a train ticket home. They returned to find the jobs that they had before they left were taken by domestic workers being paid higher wages for the same work. Veterans found it hard to make a living and to survive especially with the loss of their employment and the loss of their life's savings.

Congress tried to intervene by passing the World War Adjustment Compensation Act, or the Soldiers' Bonus Act, on May 19, 1924. The law provided a bonus based on the number of days served. However, the money was not scheduled to be paid to the veterans for 20 years.

In 1932, a group of approximately 3,500 veterans and their family members from Oregon to Washington, D.C. marched to the U.S. Capitol and demanded their money from the

U.S. Treasury. They were met by U.S. federal troops and they were ultimately forcibly removed from the U.S. Capitol. Many were injured due to being forced out, but thankfully no veteran was killed in the altercations (Altschuler and Blumin, 118).

At the end of WWII, Congress proved they had learned from the events of 1932. Harry W. Colmery, a former National Commander of the American Legion and Former Republican National Chairman, is credited with drawing up the first draft of the GI Bill, jotting his ideas down on stationery and a napkin. It was introduced in the House on January 10, 1944 and was in the Senate the following day. Both chambers approved their own versions of the bill and then compromised. The bill was sent June 22, 1944 to President Roosevelt who signed into law one of the most significant pieces of legislation, the Servicemen's Readjustment Act, "GI Bill of Rights," a comprehensive benefits package to aid the transition of returning veterans.

A variety of benefits were provided as part of that bill, including tuition and living expenses to attend a college or vocational training for every veteran who had served on active duty for at least 90 days and had not been dishonorably discharged.

That piece of legislation continues to govern the benefits our veterans receive today as they transition home. Historians report that "the GI Bill contributed more than any other program in history to the welfare of veterans and their families, and to the growth of the nation's economy" (VA n.d., 9-14).

Since the establishment of the original GI Bill in 1944, there have been many changes and adjustments to education benefits paid to those who serve in the military on Active Duty, National Guard and in the Reserve Forces. However, the term GI Bill has been used over the years and is still used today to reference the many types of educational benefits created to assist veterans and service members.

Former Mississippi Congressman Gillespie V. “Sonny” Montgomery revamped the GI Bill, making it known as the “Montgomery GI Bill.” As in 1944, Congress worked across the aisle to pass the bill and President Ronald Reagan signed it into law on June 1, 1987, assuring that the legacy of the original GI Bill lives on (Kehrer and McGrevey 2010).

In 2008, Senator Jim Webb, a Democrat from Virginia and a Vietnam War veteran, introduced a new GI Bill, the Post-9/11 Veterans Educational Assistance Act of 2008. The new GI Bill was written for veterans who served after Sept. 10, 2001 and was signed into law by President George W. Bush in May 2008, with the backing of numerous veterans groups. The bill was hailed as the most comprehensive educational benefits program since the original GI Bill was enacted in the World War II era.

In December 2010, Congress passed the Post-9/11 Veterans Education Assistance Improvements Act of 2010, which was signed by President Obama on Jan. 4, 2011. This bill, also called the “GI Bill 2.0,” corrected oversights in the original bill (Howell 2011).

Through the opportunities provided by the various types of funding available, veterans are able to participate in the future of our country in business, industry and agriculture. They are motivated, disciplined, hard-working, and determined. They have learned many of life’s lessons, traveled the world and worked with people from many different cultures and countries. They are older and more mature than many of their peers and know the importance of serving others.

Veterans on our campuses are a microcosm of American society. There is diversity of ethnicity, gender, religious groups, economic backgrounds and disabilities. They are an underrepresented group on most campuses, with many being non-traditional students from diverse cultural backgrounds, speaking the language of the military, some with disabilities or no college experience (Lighthall 2012).

According to the 2010 Census:

- 21.8 million veterans reside in the United States. 20.2 million are male and 1.6 million are female.
- By race/ethnicity, there are 17.5 million-White, 2.4 million-Black, 265,000-Asian and 157,000 American Indian/Alaska Native veterans.
- Three states have more than 1 million veterans: California, Texas and Florida.
- Veterans own 9 percent of all U.S. businesses and employ 5.8 million people.

Other interesting facts (Hawaii 2013):

- 30 percent of the military are a minority compared to the civilian workforce at 20 percent.

- The Coast Guard has the highest number of minorities, followed by the Marines and the Air Force.
- Women in the military have access to 90 percent of the jobs available in the military.

On January 24, 2013, Defense Secretary Leon Panetta and General Martin Dempsey began to integrate women into previously “male only” combat jobs across all branches of the service. On November 19, 2013, four women were the first to ever complete the grueling 59-day infantry evaluation course at the Marine Corps School of Infantry in Camp Geiger. By the end of 2013, six women sailors are expected to become the first formally assigned to a Riverine combat company (Macias and Ingersoll 2013).

After veterans and military service members choose the school to attend, they also have the challenges of making the transition to civilian life. In addition, they are faced with navigating college life and the bureaucracy of the VA to begin to access their benefits. Life on a college campus is nothing like life in the military.

When a civilian joins the service, they undergo strict and extensive training to be part of the military. When they are finished with their term of service, they are quickly transitioned out of their military culture and back into the civilian communities they left. They are told to forget the things they did, the routine they kept for four or more years, and the skills they learned to keep their unit and themselves safe. They are told, “You are a ci-

vilian now. Relax,” then are not understood when they cannot adapt quickly. It is a difficult transition. A veteran may show up on your campus having been on the battlefield last week.

Often, just understanding those differences can assist us in making small changes to how veterans are served and make the difference in their success on our campuses. Table 1 (on page xi) highlights examples of the challenges veterans face.

To a veteran, civilian life and college life can be overwhelming. They may not want to be where it is noisy and they may be uncomfortable with people standing behind them. Instructors may notice that student veterans want to sit in the back of the classroom where they can watch everyone entering. This is normal during transition. A Veterans Center can be very beneficial for them as a quiet retreat.

Veterans may also be faced with “anti-military” comments or unintentionally harmful questioning from students, staff, faculty or administration who may not understand why they cause discomfort. Veteran sensitivity training is important to avoid such insults, which may trigger painful or distressing memories, flash backs or increased feelings of alienation by veterans or their family members. Table 2 (on page xi) shows a few actual comments veterans have been subjected to from people across many states. The questions and comments on the left cause stress for the veteran, while comments on the right are less likely to cause stress.

Veterans and their family members have much to contribute to the institution they

Table 1

Military Life	Civilian Life
Unit buddies are family	Spouse/children/parents are family
Unit works together as a team	Everyone for themselves
Commanders tell you what to do and when	No one tells you what to do
Strict rules	Different set of rules or no rules
You are told when to do things	Do things when you feel like it
Stay focused and alert for safety	Relax and do not worry
Buddies have your back	Feel like there is no support & protection
Unit is a supportive community	New community does not feel caring

Table 2

What Not to Say to a Veteran	What to Say to a Veteran
What was going to war like?	Thank you for serving.
Did you see anyone die?	Thank you for your service to our country.
Would you go back?	Welcome home.
How did you get injured?	Ask questions that can get factual answers, such as:
Are you opposed to the war?	<ul style="list-style-type: none"> ■ When did you get back? ■ What branch of the service are you/were you in?
Thank you for what you did.	Guidelines for successful interactions:
Did you lose any friends?	<ul style="list-style-type: none"> ■ Don't pry. If they don't want to talk don't push it. ■ Don't go overboard in praise or thanks to the veteran. ■ Simplicity is the key.
Are you traumatized?	
That must have been hard...	
How did you do what you did?	
These wars are a waste of time and lives.	
Did you kill anyone?	

SOURCE: (Romesser *et al.* n.d.)

choose to attend. As colleges and universities across the nation continue to step up their support of the projected additional 1 million student veterans that will be enrolling at our schools over the next few years, we send a message to those currently serving in the military and those transitioning out. That is: “Veterans are welcome here, and we are prepared and committed to assisting you in

learning skills to help you support your families and attain a degree.”

Higher education holds the key that can possibly unlock the door to their future. It requires support from the institution’s highest administrators to staff, faculty and student organizations to make the difference.