

STUDENT VETERANS Transitioning into Academia

Sam Powers, Ph.D
Director, Student Veteran Life

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UNIVERSITY of WASHINGTON



WELCOME & INTRODUCTION

- > Dr. Beth Kalikoff, Director, UW Center for Teaching and Learning
- > Dr. Bob Stacey, Dean, College of Arts and Sciences
- > Dr. Sam Powers, Director, UW Student Veteran Life

- > Karen Freisem, Calla Chancellor, Lindsay Zike

- > **Students:**
 - Izumi Hoehn
 - Steven Lester
 - Mike Grenkavich

- > Introductions around the room

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TODAY'S JOURNEY

1. Entering the Military
2. Deploying
3. Coming Home/Transitioning to Campus
4. What to Do
5. Common Mistakes



1) Would you please raise your hand if you have served in the armed forces, guard or reserves?



2) Please raise your hand if you are a family member of someone who has served.



3) Please raise your hand if you have a friend or an acquaintance who has served.

DEFINING VETERANS

What images and thoughts come to mind when you think of military and/or veterans?



Were women part of your vision? Why or why not?



WHAT DO YOU WANT OUT OF THIS?

Would love to try to address your desires today.



If we can't, we will have another opportunity on November 21st!



ENTERING THE MILITARY

What's the transition like entering the military?



- What are your thoughts/impressions?
- How long do you think the process takes?
- Compare transition times getting in vs. Getting out



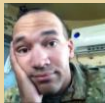
ENTERING THE MILITARY

Take a moment to think about questions you may have after this discussion



DEPLOYING

What it's like to go to war



DEPLOYING

- What skills are necessary to survive a deployment and/or a war zone?
- What environmental and psychological stressors are experienced in a war zone?



WARZONE SURVIVAL SKILLS AND EXPERIENCES

- > Trust Buddies
- > Accountability/Control
- > Targeted Aggression
 - Anger/Adrenalin
- > Tactical Awareness
- > Quick decisions
- > Lethally Armed
- > Emotional Control
 - Detachment
- > Individual Responsibility
- > Discipline, Order



WARZONE SURVIVAL SKILLS AND EXPERIENCES (COMING HOME)

- > Trust Buddies
- > Accountability/Control
- > Targeted Aggression
 - Anger/Adrenalin
- > Tactical Awareness
- > Quick decisions
- > Lethally Armed
- > Emotional Control
 - Detachment
- > Individual Responsibility
- > Discipline, Order

HOW IT TRANSLATES

- > Call to action -> Call to reflection
- > Isolation/Avoidance
- > Details remain important
- > Quick reactions/frustration
- > World is about absolutes
- > Vigilance about surroundings
- > Anxious in crowds
- > Need for structure
- > Guilt/loss
- > Control (or lack of) emotions
- > Inflexible interactions



DEPLOYING

Take a moment to think about questions you may have after this discussion



STUDENT VETERANS IN HIGHER ED (COMING TO SCHOOL)

- > How veteran supportive are you?
 - Take the survey
 - Discuss thoughts



WHAT TO DO

- > What to do
 - Review lists for staff/administrators
 - Review lists for faculty
 - Discuss thoughts
 - > Low hanging fruit?
 - > Allowable?
 - > Things that will take time?



THE STUDENT VETERAN PERSPECTIVE

Panelists



THE STUDENT VETERAN PERSPECTIVE

1. Has your experience been reflected in the discussion so far?
2. What have you seen at UW that has been done well for student veterans?
3. Describe one experience that could have been better with workshops like these
4. Questions from participants
5. Final thoughts



COMMON MISTAKES

- > Assuming that a student has seen combat or has mental/physical health problems
- > Presuming that all student veterans are Republicans/conservatives
- > Treating student veterans like charity cases
- > Asking student veterans to speak for all veterans
- > Treating student veterans in a condescending or patronizing manner
- > Pretending to have direct experience with the military or saying that understanding exists because of a friend/family member

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FOLLOW-UP

What would you like to discuss on November 21st?



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THANK YOU

It has been an honor to be with you today.
Thank you for your time and effort to better serve
those who have served!



STUDENT VETERAN LIFE
HUB 327
SAMANTHA POWERS, PH.D.
206-221-8626

CENTER FOR TEACHING AND
LEARNING
GERBERDING HALL, 100
206-543-6588

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