

Are you a Veteran-Supportive Instructor?

Please check all statements that apply:

- I understand that student veterans have already undergone a formidable educational experience through their service in the armed forces.
- Class materials are presented in multiple formats.
- I record my lectures and make them available to students as podcasts.
- I schedule time to interact with the student veterans, both inside and outside the classroom.
- I collect information from students (through note cards or an online survey) that includes veteran status.
- I give useful, immediate feedback on all assignments.
- My syllabus includes a statement about the location and purpose of Access Services.
- My syllabus includes information about the location of Counseling Services.
- My assignments are clearly defined in my syllabus.
- My assignments have clearly defined goals.
- My course has clearly defined learning objectives.
- I foster an atmosphere that encourages direct communication with all students, whether that be in person or through email.
- My syllabus explicitly states that military-related absences (such as missing class due to training or VA appointments) are “excused”.
- I have visible signs of support for the military (such as an American flag) in my office.
- My course is designed so that students can demonstrate knowledge in a variety of ways, including practical, hand-on activities if appropriate.
- My classroom activities incorporate active learning strategies.
- Longer writing assignments are broken up into discrete assignments that gradually lead to the culminating project.
- Team projects have clearly assigned roles and goals.
- Computer applications for the course don’t require fine movements with a mouse or tracking pad.

Total number of checked boxes:

1-9 Somewhat Supportive 10-16 Veteran Supportive 17-20 Veteran Ally

Adapted from Checklist from University of South Dakota