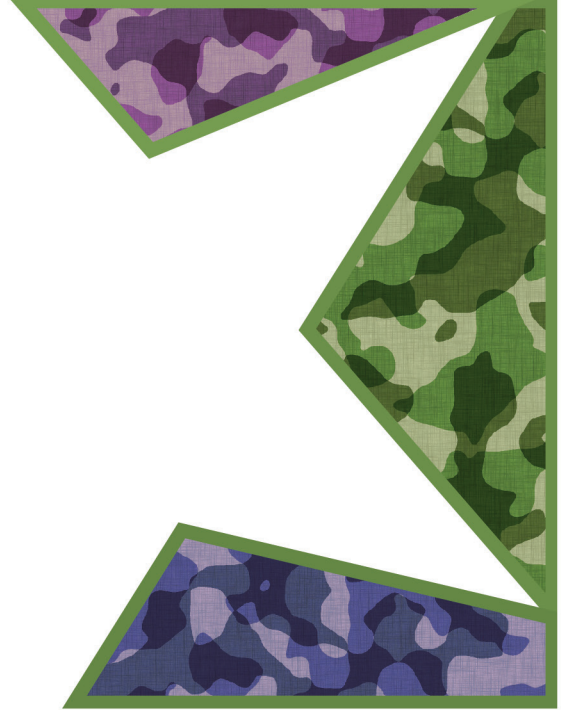




**2017 NASPA  
Symposium  
on Military-  
Connected Students**



**FEBRUARY 9 - 11, 2017**

**HYATT REGENCY WASHINGTON**

**WASHINGTON, D.C.**



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Student Affairs Administrators  
in Higher Education



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## 2017 SYMPOSIUM ON COLLEGIATE FINANCIAL WELL-BEING

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**June 15-17, 2017**

**Washington, DC**

**Call for programs deadline: March 3**

**Early-bird deadline: April 17**

# 2017 Closing the Achievement Gap: STUDENT SUCCESS IN HIGHER EDUCATION CONFERENCE

The 2017 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference will give practitioners a deeper understanding of the influence of student affairs on student success and completion.

[bit.ly/2017CTAG](http://bit.ly/2017CTAG)

**June 15-17, 2017**

**Washington, DC**

**Call for programs deadline: March 3**

**Early-bird deadline: April 17**



## THURSDAY, FEBRUARY 9

8:00 a.m. – 5:00 p.m.	Registration Open
9:00 a.m. – 12:00 p.m.	Pre-Symposium Workshops
1:00 p.m. – 2:15 p.m.	Symposium Welcome & Opening Keynote
2:30 p.m. – 3:30 p.m.	Concurrent Sessions I
3:45 p.m. – 4:45 p.m.	Concurrent Sessions II
5:00 p.m. – 6:00 p.m.	VKC Sponsored Town Hall
6:00 p.m. – 7:00 p.m.	Networking Reception

## FRIDAY, FEBRUARY 10

7:45 a.m. – 8:15 a.m.	Continental Breakfast (Provided)
8:00 a.m. – 5:00 p.m.	Registration Open
8:15 a.m. – 9:30 a.m.	Keynote Speaker
9:45 a.m. – 10:45 a.m.	Concurrent Sessions III
11:00 a.m. – 12:30 p.m.	Mini-Institutes (90 minutes)
12:30 p.m. – 1:30 p.m.	Lunch and VKC Awards (Provided)
1:45 p.m. – 2:45 p.m.	Concurrent Sessions IV
3:00 p.m. – 4:00 p.m.	Concurrent Sessions V
4:15 p.m. – 5:15 p.m.	Concurrent Sessions VI
5:15 p.m. – 6:15 p.m.	Veterans Knowledge Community Social

## SATURDAY, FEBRUARY 11

7:30 a.m. – 11:00 a.m.	Registration Open
7:45 a.m. – 8:30 a.m.	Continental Breakfast (Provided)
8:30 a.m. – 9:30 a.m.	Non-Profit Organization Panel
9:45 a.m. – 10:30 a.m.	Concurrent Sessions VII
10:45 a.m. – 11:30 a.m.	Closing Keynote



# WELCOME

**NASPA welcomes you** to Washington D.C., and to the 2017 NASPA Symposium on Military-Connected Students. The NASPA Symposium on Military-Connected Students offers a professional development opportunity to elevate, translate, and educate participants about the strategies, research, policies, and programs championed by the field of student affairs to support student veterans and other military-connected students. Participants will acquire knowledge, build skills, and utilize groundbreaking practices and research to develop their professional competencies, gain a more comprehensive understanding of the field of military-connected students, and acquire new strategies to improve their practice.

The NASPA Symposium on Military-Connected Students evolved from the University of Louisville Veteran Symposium for Higher Education, conducted in Louisville, Kentucky for six years. The University of Louisville transitioned conference responsibilities to NASPA after the 2014 Symposium to provide a national forum for the institutional policy, programming, and concerns of military and student veteran populations.

NASPA is grateful for the University of Louisville's focus and leadership on this important area of higher education and looks forward to continuing the growth and development of the event to best serve the professional development needs of those who work with our student veterans.

This professional development event should be considered a working symposium. Given the range of issues presented, you will find colleagues from a wide range of institutional audiences – from those just initiating student veteran support programming to those that are integrating and modifying structures and practice. Please take time to network with your colleagues, ask questions, and involve yourself in every aspect of the Symposium. Again, welcome; we hope you have a great experience!

## **SPECIAL THANKS TO THE SYMPOSIUM CONTENT ADVISORY COMMITTEE**

*The time, dedication, and expertise shared by the committee is much appreciated. NASPA is its volunteers.*

**TANYA ANG** consultant

**CHELSEA O'BRIEN** office manager – Rochester Institute of Technology

**BARTON BUECHNER** professor – Adler University

**AMBER MATHWIG** student veterans assistance coordinator – The University of North Carolina at Chapel Hill

**KEN MCRAE** director, veteran's center – Mississippi State University

**CODY NICHOLLS** assistant dean of students – The University of Arizona

**KATHY SNEAD** vice president – American Association of State Colleges and Universities and director – Servicemembers Opportunity Colleges

**JANINE WERT** director, veteran's services – University of Massachusetts Lowell

**LAUREN RUNCO** director, education and employment – Military Family Research Institute

*We would also like to express our gratitude to those attendees who took time to review programs. We would not have been able to put together this Symposium without your time and dedication and we hope you will consider reviewing programs again next year.*

## **THANK YOU TO OUR COLLABORATING SPONSOR**

*Special thank you to our collaborating sponsor, NASPA's Veterans Knowledge Community.*



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# GENERAL INFORMATION

## REGISTRATION

The Symposium registration desk is located in the **Regency Ballroom Lobby**, and is open during the following hours:

**Thursday, February 9:** 8:00 a.m. – 5:00 p.m.

**Friday, February 10:** 8:00 a.m. – 5:00 p.m.

**Saturday, February 11:** 7:30 a.m. – 11:00 a.m.

## SYMPOSIUM LOCATION

All Symposium activities will be held at the Hyatt Regency Washington and are open to Symposium participants only.

Hotel Address: **4000 New Jersey Ave NW  
Washington, DC 20001**  
Phone: **202-737-1234**

## ATTIRE

Attire for the Symposium is business casual.

## ACCESSIBILITY/DIETARY NEEDS

If you have an accommodation request, dietary concerns, or questions, please speak with the NASPA staff at the Symposium registration desk.

## CELL PHONES

As a courtesy to presenters, speakers, panelists, and attendees, please turn off cell phones during program sessions. Please leave the session room if you must take a call.

## CONTINUING EDUCATION

NASPA is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. Sessions or programs for which NBCC-approved clock hours will be awarded are identified in this program book. The ACEP is solely responsible for all aspects of the program. Participants can receive a maximum of 8.5 clock hours for this event. Up to three additional clock hours are available for attending pre-conference workshops. To receive credit, please complete a reporting form available at the registration table. In addition, you must complete an online evaluation of individual sessions, which will be emailed to you shortly after the conference. A certificate of completion will be sent via email after the form has been processed and approved.

## EVALUATION

The 2017 Symposium on Military-Connected Students evaluation will be available online following the conclusion of the Symposium and will be sent via email to all participants.

## **EXHIBITORS**

Please visit the Symposium exhibitor tables during the conference on Friday, February 10, 2017. Exhibits will be open from 7:30 a.m. – 4:15 p.m. in the Regency Ballroom Lobby. A complete listing of conference exhibitors is located in the back of the program book.

## **HOTEL FLOOR PLAN**

A map of the meeting space can be found at the back of the program book. We are located entirely on the ballroom level of the hotel.

## **LOST & FOUND**

Lost and found articles should be turned in to the registration desk in the Regency Ballroom Lobby.

## **MATERIALS**

Session materials will be posted to the NASPA Professional Development Archives behind the members-only section of the NASPA website. To view the program materials, login using the credentials you used at the time of registration and select 2017 NASPA Symposium on Military-Connected Students under Current National Events. You will then see a listing of program titles which are hyperlinked to uploaded materials.

## **NASPA MOBILE APP**

Enhance your conference experience with the NASPA Mobile App, powered by Guidebook! View the schedule and create our own itinerary, browse exhibitors and sponsors, read up on speakers, floor plans, and more. To download, visit the Apple App Store or Google Play and search for “NASPA Mobile App.” After installation, download the 2017 NASPA Symposium on Military-Connected Students guide from within the NASPA Mobile App.

## **NAME BADGES**

Symposium badges are required to participate in sessions and any meals provided by the Symposium. Your badge not only indicates that you are fully registered for the conference, but serves to build community among attendees.

## **PUBLICATION SALES**

NASPA has a variety of publications for sale during the Symposium at the registration area. Publications will be on sale beginning at 10:00 a.m. on Thursday, February 9, 2017 until 11:15 a.m. on Saturday, February 11, 2017. You may purchase publications onsite at the conference for a reduced rate and take them home today! Reduced conference rates are only onsite and do not apply to purchases made after the conferences.

## **SOCIAL MEDIA**

Join in the on the conversation via Twitter and Instagram! Participants should use **#NASPasmcs** as the hashtag for the event. For all the latest tweets and photos, be sure to follow the official NASPA Twitter, **@NASPAtweets**.



# PERSONALIZE YOUR EXPERIENCE

## EDUCATIONAL TRACKS

The NASPA Symposium on Military-Connected Students sessions are aligned into clearly designated tracks throughout the program to speak to a broad range of student affairs educators, faculty, and student attendees.

### FOUNDATIONAL

These sessions provide opportunities to build knowledge of who student veterans and other military-connected students are, and examine the factors woven into their experience which may impact their success.

### INTERMEDIATE

These sessions will examine trends and innovative methods which serve to eliminate barriers to degree completion. Participants will explore ways of integrating technology into their approaches, learn how to leverage data effectively, and how to provide students with meaningful pathways to success.

### ADVANCED

These sessions offer opportunities to examine the student affairs profession more broadly, and consider ways of changing policy or campus practices to make a college education accessible for all military-connected students. Participants will learn about ways of using campus-wide collaborative efforts to affect change and best practices for aligning student success initiatives across divisions.

## PROFESSIONAL COMPETENCIES FOR STUDENT AFFAIRS PRACTITIONERS

In July 2015, the NASPA Board of Directors approved Professional Competency Areas for Student Affairs Practitioners. The set of professional competency areas is intended to define the broad professional knowledge, skills, and in some cases, the attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field. Within the conference program, sessions that fall into particular competency areas are marked with the icons as indicated below.



Advising and Supporting



Assessment, Evaluation, and Research



Law, Policy, and Governance



Leadership



Organizational and Human Resources



Personal and Ethical Foundations



Social Justice and Inclusion



Student Learning and Development



Technology



Values, Philosophy, and History





## **CONCURRENT SESSIONS**

In addition to our keynote speakers, a call for educational sessions was shared and we received over 100 proposals. Accepted programs demonstrated relevance to the Symposium, a solid foundation, and engaging material. Sessions focus on the following topical areas which are also indicated throughout the program book:

### **Veterans 101:**

- Who are our military-connected students? What challenges do they face?
- How do we develop programming components which enable military-connected students' success?

### **Supporting Sub-populations within the Military-Connected Identity:**

- In what ways do our military-connected students differ?
- How does intersectionality and various personal identities coupled with these students' experiences impact the ways in which we support them?

### **Unique, Effective Campus Programs:**

- What resources on and off campus can we leverage to meet the needs of military-connected students?
- How do we create evidence-based programming and assessment?

### **Career Readiness:**

- How can we prepare our military-connected students for the transition to full-time employment?
- In what ways do our military-connected students' experiences translate to a civilian career path?

### **Community Engagement:**

- How can we promote the experiences of our military-connected students to the community on and off campus?
- What connections can be made for collaborative support of military-connected student success?

### **Academic Advising:**

- What are the unique needs of military-connected students in the classroom?
- How have federal and state educational benefits impacted the enrollment and persistence of military-connected students?
- What connections can be made for collaborative support of military-connected student success?

### **Assessment and Research:**

- What strategies can be implemented to integrate assessment into practice to support military connected students?
- What research currently exists regarding the support of military-connected students?

**Lisa Jaster****OPENING KEYNOTE**

Senior Project Engineer, Shell Oil; US Army Reserves, Major, Engineer

Lisa Jaster is a 2000 graduate from the United States Military Academy (West Point, NY) with a BS in Civil Engineering. Upon commissioning she attended the Engineer Officer Basic Course at Fort Leonard Wood, MO. During 2003, Lisa deployed in support of Operation Iraqi Freedom in parts of Kuwait and Iraq as a company executive officer. While there, she oversaw all construction projects within a 150 Soldier company. She attended the Army Engineer Officer Advanced Course at Fort Leonard Wood, MO and earned her MS in Civil Engineering from the University of Missouri-Rolla in 2004. After leaving the Active Army, Lisa was employed by SEPCo, a Shell subsidiary, in the Unconventional Resources Group working as a project engineer. Lisa then moved to offshore project management within Shell working safety and integrity based projects on assets located in the deep water portion of the Gulf of Mexico. From April to October 2015, Lisa took a six month leave of absence from Shell and attended Army Ranger School. She is one of only three females to have ever graduated from the Army's premier leadership course.

**Robert M. Worley II****PLENARY KEYNOTE**

Director, Education Service, Department of Veterans Affairs

Major General Robert M. Worley II is Director of Education Service at the Department of Veterans Affairs. In his role, General Worley oversees the development and evaluation of policies, plans, and procedures necessary to effectively implement agency-wide programs in the areas of educational assistance for Veterans and their dependents. General Worley was commissioned through the U.S. Air Force Academy in May 1978 and has served as the Director of Operations for the Global Positioning System squadron during operations Desert Shield and Desert Storm, and then moved to the U.S. Space Command staff working wartime employment issues for satellite systems.

General Worley has commanded the 12th Missile Squadron, 12th Space Warning Squadron, 50th Operations Group and 30th Space Wing, where he led spacelift operations and directed the Western Test Range at Vandenberg AFB, Calif. In 2003, he was assigned to Headquarters Air Force Space Command, serving as Director of Mission Support and Director of Strategic Plans, Programs, Analyses, Assessments and Lessons Learned.

## Betty Moseley Brown

### CLOSING KEYNOTE

Associate Director of the Center for Women Veterans,  
Department of Veterans Affairs

Dr. Betty Moseley Brown serves as associate director of the Center for Women Veterans. In this capacity, she helps advise the Department of Veterans Affairs (VA) on programs and issues related to women veterans. She is also the lead for the Women Veterans Program.



Her VA career has spanned decades following her service in the U.S. Marine Corps (1978-1992). Her various VA positions include veteran benefits counselor, management analyst, and as the first outreach coordinator for the Veterans Benefits Administration. She also served as the facilitator for VA's National Summit on Women Veterans' Issues, a major training and outreach event for women veterans and their advocates. She has also been instrumental in promoting national awareness of the contributions made by women who served in the military, through outreach efforts and various department-wide efforts, such as VA's "Her Story" campaign and the "Faces Behind the War." Currently, Dr. Moseley Brown is the program lead for VA's women veterans program and the Women Veteran's Campaign.

Dr. Moseley Brown earned her doctorate from the University of Sarasota. She is an avid Toastmaster, a graduate of the Federal Executive Institute and serves as the national president of the Women Marines Association. The members of this non-profit charitable



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Mike Minogue  
CEO - Abiomed

The military gave me the skills, focus and experience that shaped my character. Working with medical devices and technology gives me the opportunity to apply what I learned to the mission of saving lives.

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# THURSDAY, FEBRUARY 9

*Regency Ballroom Lobby | 8:00 a.m. - 5:00 p.m.*

**Registration Open**

## **PRE-SYMPOSIUM WORKSHOPS | 9:00 a.m. – 12:00 p.m.**

*Regency Ballroom B | 9:00 a.m. - 12:00 p.m.*

**Serving Veterans and Other Military-Connected Students 101**

PRESENTER: **Cody Nicholls**, assistant dean of students, The University of Arizona

This session is designed for the many Symposium attendees relatively new to their positions in Veterans Services. The program's content will be focused on evidence-based practices from experienced presenters with insightful perspectives. Participants will leave with a strategy to implement upon their return to campus that will help facilitate the founding of initiatives to support student veterans and other military-connected students on campus.

*Regency Ballroom C | 9:00 a.m. - 12:00 p.m.*

**Serving Veterans and Other Military-Connected Students 201**

PRESENTER: **Janine Wert**, director, veteran's services, University of Massachusetts Lowell

This session is designed for Symposium attendees well-seasoned in their positions in Veterans Services. The program will focus on establishing advanced practices to include: expanding programming, goal setting, benchmarking, fundraising, and sustainable student leadership. In addition, participants will walk away understanding ways to influence the national dialogue surrounding serving military-connected students in higher education.

## **WELCOME & OPENING KEYNOTE | 1:00 p.m. – 2:15 p.m.**

*Regency Ballroom A*

**Living Rigorously**

PRESENTER: **Lisa Jaster**, senior project engineer, Shell Oil and major, U.S. Army Reserves

One of MAJ Lisa Jaster's favorite mottos is from Albert Einstein. "A ship is always safe at the shore, but that is not what it is built for." This short statement embodies the way she approaches challenges in life both professionally and personally. In April 2015, the United States Army opened one Ranger School class to women - nineteen women started and three ultimately graduated. Lisa was one of those three. As a mother of two and an Army reservist, she overcame multiple hurdles to even be considered for the school much less what she went through to attend and eventually earn the coveted Ranger Tab. Living with vigor and getting outside your comfort zone is not as difficult as it sounds. Lisa will discuss the importance of building your own support team, a willingness to sacrifice, and reaching for goals in the context of both her military and her civilian lives to kick off the 2017 NASPA Symposium on Military-Connected Students.



## CONCURRENT SESSIONS I | 2:30 p.m. – 3:30 p.m.

*Regency Foyer | 2:30 p.m. - 3:30 p.m.*

### **Two-years to Four-years: Easing the Transition**

**MODERATOR:** **Kathy Snead**, vice president, military and veteran partnerships, American Association of State Colleges and Universities and director, Servicemembers Opportunity Colleges

**PANELISTS:** **Trey Sullivan**, program director, liberal studies, Georgetown University  
**Jennifer Nelson**, transfer counselor, Northern Virginia Community College  
**Herbert “Jay” Hayes**, veteran success center coordinator, University of Texas at Dallas

**Philip Hoy**, senior veterans coordinator, El Centro College

**LEVEL:** Foundational

**THEMES:** Academic advising; Community engagement

**COMPETENCIES:** Advising and Supporting; Student Learning and Development

Navigating the transition from a two-year to a four-year institution can sometimes be a daunting process. One way institutions have been able to ease that process for military-connected students, while also helping them make choices that are in line with their long-term academic and career goals, is to build partnerships between community colleges and four-year institutions. This session will highlight ways in which institutions have been able to successfully navigate these partnerships, highlight promising practices for others looking to forge similar relationships, and share examples on ways in which these partnerships have been able to provide necessary support to their students through this process.

*Regency Ballroom C | 2:30 p.m. - 3:30 p.m.*

### **Cartographers of Credit: Mapping Military Education and Training to College Degrees**

**PRESENTERS:** **Sara Appel**, project coordinator, multi-state collaborative on military credit, Midwestern Higher Education Compact

**Jared Shank**, director, military and apprenticeship initiatives and special projects, Ohio Department of Higher Education

**LEVEL:** Intermediate

**THEME:** Unique, effective campus programs

**COMPETENCY:** Student Learning and Development

Do you find matching military training to college credit exhausting? Are you looking for tried and true approaches that work? This session will review three very different methods for translating competencies acquired by service-members and veterans through military training and apply them toward college credits. Community colleges as well as 4-year institutions will be showcased.





## CONCURRENT SESSIONS I cont'd | 2:30 p.m. - 3:30 p.m.

*Regency Ballroom B | 2:30 p.m. - 3:30 p.m.*

### **Recognizing Connections: Shared Learning and Development Approaches in Postsecondary and Military Education**

- PRESENTERS: **Jessica Buckley**, clinical assistant professor, University of Louisville  
**Meghan Pifer**, associate professor, University of Louisville  
**Jared Colston**, assistant operations coordinator, University of Louisville  
**Jeffrey Sun**, professor, University of Louisville
- LEVELS: Foundational, Intermediate, Advanced
- THEMES: Unique, effective campus programs; Veterans 101
- COMPETENCIES: Leadership; Personal and Ethical Foundations

What do the military and student affairs have in common? More than one might think! We share from our experiences leading a two-year collaboration between the University of Louisville's College of Education & Human Development and the U.S. Army educating ROTC cadre about teaching and learning in the postsecondary context. We offer connections that exist between Army and postsecondary approaches to learning, individual development, and professional competence. These connections have implications for work with military-connected personnel and students on campus.

*Regency Ballroom D | 2:30 p.m. - 3:30 p.m.*

### **Welcoming Veterans: A Holistic and Collaborative Approach to Student Veteran Transitions**

- PRESENTER: **Amber Mathwig**, student veterans assistance coordinator, University of North Carolina at Chapel Hill
- LEVEL: Intermediate
- THEME: Unique, effective campus programs
- COMPETENCIES: Social Justice and Inclusion; Student Learning and Development

A concern for student veterans that is reflected in research is making an effective transition to higher education while also transitioning to post-military life. Concerns are manifested by gaps in new student programs that do not adequately address the specific needs of veterans. During this session, participants will be introduced to a supplemental orientation program that was designed to enable student veterans to understand campus resources, build skills necessary for the classroom, and create community at the university.





## CONCURRENT SESSIONS II | 3:45 p.m. – 4:45 p.m.

*Concord | 3:45 p.m. - 4:45 p.m.*

### **Best Practices to Supporting and Connecting with Student Veterans on Campus**

**PRESENTERS:** **David Strawbridge**, director, military and veteran services, Delaware Technical Community College

**Jeff Rose**, assistant dean, student affairs, Delaware Technical Community College

**LEVEL:** Foundational

**THEMES:** Community engagement; Unique, effective campus programs;

**COMPETENCIES:** Advising and Supporting; Student Learning and Development

Military-connected students are on your campus taking advantage of the G.I. Bill like never before. This demographic needs support in transition, advocacy, and adjustment to succeed in the classroom. This journey to success must be led by the college president and embraced at the instructor/professor level. Just like Vanguard, the LGBT community, or special needs, the culture to support military-connected students must change and be weaved into the college fabric. It doesn't start or end at the military-connected students admissions counselor door.

*Bunker Hill | 3:45 p.m. - 4:45 p.m.*

### **DePaul University: Veterans Transition to Careers**

**PRESENTER:** **Megan Burda**, assistant director, veterans affairs, DePaul University

**LEVELS:** Foundational, Intermediate, Advanced

**THEMES:** Career readiness; Community engagement; Unique, effective campus programs

**COMPETENCIES:** Advising and Supporting; Student Learning and Development

Many veteran students have a hard time translating their military experience on a resume or a cover letter and feel overwhelmed when preparing to apply for jobs after graduation. This was something many DePaul veteran students expressed, so we collaborated with internal partners to develop a program to help veterans in this area. Find out more about this unique model of supporting military-connected student career success.





# THURSDAY, FEBRUARY 9

## CONCURRENT SESSIONS II cont'd | 3:45 p.m. – 4:45 p.m.

*Regency Ballroom D | 3:45 p.m. - 4:45 p.m.*

### **Digging Deep: Using Qualitative Research to Uncover the Stories of Student Veterans**

PRESENTERS: **Catherine Mobley**, professor, sociology, Clemson University  
**Catherine Brawner**, evaluation consultant, Research Triangle Educational Consultants  
**Joyce Main**, assistant professor, Purdue University  
**Michelle Walter**, professor, University of San Diego  
**Susan Lord**, professor, University of San Diego

LEVELS: Foundational, Advanced  
 THEME: Assessment and research  
 COMPETENCY: Assessment, Evaluation, and Research

Given the distinct life experiences of student veterans, it can be difficult to adequately represent the challenges and opportunities that they face in higher education. We report on our in-depth qualitative research on student veterans in engineering (SVE), with the goal of sharing several techniques that we developed to tap into the SVE narratives. We hope to stimulate discussion among student affairs professionals about how to best highlight student veteran stories in a way that enhances policy and program development.

*Regency Ballroom C | 3:45 p.m. - 4:45 p.m.*

### **Evaluated Credit for Prior Learning—A Blessing or Curse for Military-Connected Students?**

PRESENTERS: **Kathryn Snead**, vice president, military and veteran partnerships, American Association of State Colleges and Universities and director – Servicemembers Opportunity Colleges  
**Mary Beth Lakin**, director, college and university partnerships, American Council on Education

LEVEL: Foundational  
 THEME: Academic advising  
 COMPETENCIES: Advising and Supporting; Student Learning and Development

This session presents an overview of common types of prior learning which institutions accept for incoming students with a focus on what military-connected students should know and do to take full advantage of prior learning assessment. Earning credit for military training and experiences sounds like a blessing to military students, but they need information on how these credits might negatively impact degree completion. Key concepts such as JST, Satisfactory Academic Progress, time limits, and constraints for using education benefits will be discussed.







*Lexington | 3:45 p.m. - 4:45 p.m.*

## **Students Supporting Students: How Military-Connected Student Support Can Be Student Driven**

- PRESENTERS:** **Kara Werkmeister**, residence hall director and instructor, Old Dominion University  
**Joseph Barrow**, Army Captain, Slippery Rock University
- LEVEL:** Foundational
- THEMES:** Supporting sub-populations within the military-connected identity; Unique, effective campus programs
- COMPETENCIES:** Advising and Supporting; Social Justice and Inclusion

With opportunities for group discussion designed to target student affairs practitioners and student advocates, this presentation will overview the processes taken to create a military support group for military connected students on Slippery Rock University's campus. The group at SRU was created by student initiative and is student lead. In addition to an honest discussion regarding difficulties that students supporting students creates, the successes of the Slippery Rock group, including cross-campus collaborative efforts, ties to academia, and unique programming initiatives will be highlighted.

*Regency Ballroom B | 3:45 p.m. - 4:45 p.m.*

## **The Veteran Lounge: Understanding the Enigma**

- PRESENTER:** **David Vacchi**, U.S. Army, Retired
- LEVELS:** Foundational, Intermediate, Advanced
- THEMES:** Assessment and research; Unique, effective campus programs
- COMPETENCIES:** Advising and Supporting; Assessment, Evaluation, and Research

This session will discuss the findings and implications for practice of a semester-long case study observation of the dynamics of the Veterans Lounge at a large university in the southeast. Surprising data reveals information that can immediately inform the practices of campus professionals supporting the educational pursuits of student veterans, for example while these spaces are typified as social spaces, this study finds the space to be optimal for peer-to peer academic collaboration.





# THURSDAY, FEBRUARY 9

## CONCURRENT SESSIONS II cont'd | 3:45 p.m. – 4:45 p.m.

*Regency Foyer | 3:45 p.m. - 4:45 p.m.*

### **To, Through, and Beyond...Establishing Impactful Military Programs on Campus: Understanding the Challenges & Completing the Mission**

PRESENTERS:

**Wendy Lang**, director, Operation College Promise, Thomas Edison State University

**Tom O'Donnell**, assistant dean of students and military affairs, Stockton University

**Martha Papson Garcia**, director, veterans services for outreach, Fairleigh Dickinson University

LEVELS:

Foundational, Intermediate, Advanced

THEMES:

Academic advising; Career readiness; Community engagement; Unique, effective campus programs; Veterans 101

COMPETENCIES:

Advising and Supporting; Assessment, Evaluation, and Research; Leadership; Student Learning and Development

The landscape for serving a military-connected student population continues to evolve on campuses across the nation in the wake of 9/11. Needs, resources and abilities vary greatly among institutions as they adapt their facilities and administration to serve this unique population. In this session, presenters will examine variations in programming, particularly between institutions of differing sizes, missions and modes of instruction (online vs. traditional brick and mortar).

## VKC TOWN HALL | 5:00 p.m. – 6:00 p.m.

*Regency Ballroom A*

### **NASPA Veterans Knowledge Community Town Hall and Regional Meet & Greet**

## NETWORKING RECEPTION | 6:00 p.m. – 7:00 p.m.

*Thorton (11th Floor)*



*Regency Ballroom Lobby | 8:00 a.m. - 5:00 p.m.*

## **Registration Open**

*Regency Ballroom Lobby | 7:45 a.m. - 8:15 a.m.*

## **Continental Breakfast**

## **PLENARY KEYNOTE | 8:15 a.m. – 9:30 a.m.**

*Regency Ballroom A*

### **A Discussion to Support Military-Connected Student Success with Robert M. Worley II, Keith Huber, and Marc Barker**

MODERATOR: **Tanya Ang**, consultant

PRESENTERS: **Robert M. Worley II**, director, education service,  
Department of Veterans Affairs

**Marc Barker**, director, adult learning and veterans services,  
Colorado State University

**Keith Huber**, senior advisor, veterans and leadership initiatives,  
Middle Tennessee State University

Join us to discuss the current state of affairs related to student veterans and other military-connected students in higher education.

## **CONCURRENT SESSIONS III | 9:45 a.m. – 10:45 a.m.**

*Bunker Hill | 9:45 a.m. - 10:45 a.m.*

### **Assessing Faculty/Staff Perceptions of Military and Veteran Students**

PRESENTERS: **Michael Siegel**, counselor, military and veteran students,  
Bridgewater State University

**Melinda Tarsi**, assistant professor, Bridgewater State University

LEVELS: Foundational, Intermediate, Advanced

THEMES: Academic advising; Assessment and research; Veterans 101

COMPETENCIES: Advising and Supporting; Assessment, Evaluation, and Research

How do faculty and staff members in institutions of higher education perceive military and veteran students in the classroom, on campus, and as future career professionals? Leveraging survey data from a public regional comprehensive university, we assess various aspects of faculty and staff attitudes towards military-connected and veteran students. We argue that such information is critical for addressing military and veteran student success, as well as creating effective programming for all members of the university community.





## CONCURRENT SESSIONS III cont'd | 9:45 a.m. – 10:45 a.m.

*Regency Ballroom B | 9:45 a.m. - 10:45 a.m.*

### **Engaging Women Veterans on Your Campus**

- PRESENTER: **Amanda Watkins**, associate director, veteran and military center, Wright State University
- LEVELS: Foundational, Intermediate, Advanced
- THEMES: Supporting sub-populations within the military-connected identity; Unique, effective campus programs
- COMPETENCY: Student Learning and Development

The Veteran & Military Center (VMC) at Wright State University (WSU) develops engaging and comprehensive educational programs for veteran and military-connected students due to their unique needs. The VMC aims to promote educational excellence, leadership, community, and a sense of awareness to the challenges that face military populations such as women veterans. WSU has a unique military campus climate, due to its close proximity to Wright-Patterson Air Force Base. The center currently supports over 600-700 veterans and military students including active duty members, guardsman, reservists, military spouses and dependents. In fall 2016, we served approximately 150 women veterans or military-connected women who have either self-identified or are using a GI Bill benefit. The VMC has facilitated and hosted numerous events for women veterans such as leadership training, keynote speaker dinners, and conference registrations. Each event's assessment has been positive and requests have been made by women veterans for more opportunities to engage with other women veterans. Join the presenter to find out more about this innovative programming.

*Concord | 9:45 a.m. - 10:45 a.m.*

### **Follow the Money: Post-9/11 GI Bill Finance Issues**

- PRESENTERS: **Lesley McBain**, assistant director, research and policy analysis, National Association of College and University Business Officers (NACUBO)  
**Bryan Dickson**, senior policy analyst, National Association of College and University Business Officers (NACUBO)  
**Drew Trojanowski**, military legislative assistant, U.S. Senate
- LEVELS: Foundational, Intermediate
- THEME: Assessment and research
- COMPETENCIES: Assessment, Evaluation, and Research; Law, Policy, and Governance

This session will both present the NACUBO Policies and Procedures Study results related to Post-9/11 GI Bill finances and engage in a panel discussion of how these results fit into the larger context of higher education finance and policy issues related to military-affiliated students. Attendees are encouraged to bring their questions about the financial side of the Post-9/11 GI Bill, both in college business offices and in the halls of Congress.





*Regency Ballroom D | 9:45 a.m. - 10:45 a.m.*

## **"Gangway Third Phase!" Striving Towards Meaningful and Comprehensive Engagement of Student Veterans**

- PRESENTERS:** **Lui Amador**, director, veterans resource center, California State University-Fullerton  
**Kaelin Locker**, student program coordinator, veterans resource center, California State University-Fullerton  
**Stephen Coffey**, student program coordinator, veterans resource center, California State University-Fullerton
- LEVELS:** Foundational, Intermediate, Advanced
- THEMES:** Career readiness; Unique, effective campus programs
- COMPETENCIES:** Personal and Ethical Foundations; Student Learning and Development

The CSUF VRC is designated as a Center of Excellence for Veteran Student Success by the U.S. Department of Education. Presenters will share high impact practices from two primary programs. The Veterans Scholar Career Readiness Program assists veterans preparing to transition from academia to career. The Titan Warrior Wellness program is a peer-to-peer sponsored program designed to support students in achieving their personal wellness goals. These programs offer meaningful and transformative opportunities for support, engagement and student success.

*Lexington | 9:45 a.m. - 10:45 a.m.*

## **Meaningful Management of Employer Opportunities**

- PRESENTER:** **Jamie Richards**, coordinator, veteran and military student programs, Purdue University
- LEVELS:** Foundational, Intermediate
- THEME:** Career readiness
- COMPETENCIES:** Assessment, Evaluation, and Research; Organizational and Human Resource

The Purdue Education to Occupation (E2O) Program was created to best prepare student veterans for the employment process. It is based upon an IRB approved research project and designed to evaluate students' career development needs with the needs of employers. This session reviews the data and identifies gaps followed by a facilitated conversation designed to develop best practice opportunities designed to build partnerships with employers in order to fill identified gaps.





## CONCURRENT SESSIONS III cont'd | 9:45 a.m. – 10:45 a.m.

*Regency Foyer | 9:45 a.m. - 10:45 a.m.*

### **National Veteran Education Success Tracker (NVEST) Project: How Successful are Student Veterans in Higher Education?**

PRESENTER: **Chris Cate**, vice president of research, Student Veterans of America

LEVEL: Foundational

THEMES: Assessment and research; Veterans 101

COMPETENCIES: Advising and Supporting; Assessment, Evaluation, and Research

The National Veteran Education Success Tracker (NVEST) Project provides the most comprehensive measure of current student veterans' post-secondary academic outcomes to date. The NVEST Project examined the post-secondary academic outcomes of the first 850,000 veterans who used the Post-9/11 GI Bill from August 1, 2009 to December 31, 2013. This includes student veterans' completion rates and persistence rates, along with new measures to their time-to-degree, and their degree fields. Also, the first NVEST Project Report includes the first examination of the impact the Post-9/11 GI Bill has had on student veterans' academic outcomes. Specifically, the number and degree fields the Post-9/11 GI Bill has produced in its first six years. Join the conversation and learn more about this project.

*Regency Ballroom C | 9:45 a.m. - 10:45 a.m.*

### **Veteran Student Sub-Populations & Academic Success**

PRESENTERS: **Diana Sesate**, planning analyst, Arizona State University

**Steven Borden**, director, veteran services, Arizona State University

LEVELS: Intermediate, Advanced

THEME: Assessment and research

COMPETENCY: Assessment, Evaluation, and Research

Differences in academic success among veteran student sub-populations may provide insights that allow for targeted approaches to improving student outcomes. This program presents case study research findings and implications for institutional practices as they relate to supporting veteran students.





## MINI-INSTITUTES | 11:00 a.m. – 12:30 p.m.

*Regency Ballroom B | 11:00 a.m. - 12:30 p.m.*

### **Blueprint for Success: Making the Case for Comprehensive Services on Campus**

PRESENTER: **Janine Wert**, director, veterans services,  
University of Massachusetts Lowell

LEVEL: Foundational

THEME: Unique, effective campus programs

COMPETENCIES: Leadership; Student Learning and Development

This interactive workshop provides attendees with a strategic blueprint and dashboard tool customized for their institution, to provide a long term approach to increasing military and veteran students' success personally, academically, and professionally, abandoning the one size fits all model. As universities and colleges throughout the United States develop programming to support military and veteran students, most programs are resourced according to individual institution's interest and focus on aspects of student support rather than a comprehensive, holistic model.

*Regency Foyer | 11:00 a.m. - 12:30 p.m.*

### **Effectively Supporting Civilian Career Transition for Military-Connected Students: Defining the Ways in Which Student Affairs Professionals Can Maximize Their Available Resources**

PRESENTERS: **Karina Money**, consultant, Northeastern University  
**David Vacchi**, U.S. Army, Retired

LEVEL: Foundational

THEME: Career readiness

COMPETENCY: Advising and Supporting

The goal of this program is to provide student affairs personnel with the necessary tools to help military-connected students make a successful transition into their civilian career. For student veterans, using their college degree as a mechanism to transition into their civilian career is their number one priority. However, while student veterans are highly aware of their career development they still need support translating their military experience into civilian work experience and maneuvering through the civilian job search process. This session will focus on key strategies that student affairs personnel can implement. Strategies that will be addressed include networking, resume building and interviewing skills. Participants will gain skills on building campus partnerships, finding local businesses and organizations that are willing to participate in networking events, setting up mentor relationships and preparing student veterans for the interview process. The program will be an interaction wherein participants will be asked to participate in role play exercises so that they can gain first-hand experience on how to incorporate these strategies on their campuses.





## MINI-INSTITUTES cont'd | 11:00 a.m. – 12:30 p.m. cont'd

*Regency Ballroom D | 11:00 a.m. - 12:30 p.m.*

### **Lessons Learned and Adaptive Strategies: Reducing Barriers for Veteran Nursing Students**

PRESENTERS: **Pamela Carver**, assistant professor, Samford University  
**Stephanie Wynn**, associate professor, Samford University  
**Beverly Jones**, assistant nursing professor, veterans BSN program director, University of Michigan-Flint School of Nursing

LEVELS: Foundational, Intermediate

THEME: Career readiness

COMPETENCIES: Advising and Supporting; Student Learning and Development

Transitioning from regimented culture, traditions, and teamwork of military life to the less structured culture of American higher education can present military veteran students with challenges that impede success in the collegiate learning experience. This presentation shares the adaptive campus responses and lessons learned in helping veterans successfully transition into Bachelor of Science in Nursing programs. Educators, administrators, and advisors must envision potential obstacles, and work to reduce student barrier to program completion by building specific adaptive and assimilation strategies. Participants will gain knowledge and understanding of the innovative approaches used at University of Michigan-Flint and Samford University to help veteran students navigate and overcome program obstacles with successful matriculation, academic success and program progression, and transition into professional nursing employment. This session will share learning moments while integrating military connected students into a nursing program.

*Lexington | 11:00 a.m. - 12:30 p.m.*

### **Michigan & Ohio – Partners in Valuing Military-Connected Students**

PRESENTERS: **Dave Dunckel**, acting strategy director and senior employment analyst, Michigan Veterans Affairs Agency  
**Katie Giardello**, director, veteran and transfer initiatives, Michigan Center for Student Success, Michigan Community College Association  
**Jared Shank**, director, military and apprenticeship initiatives, Ohio Department of Higher Education  
**Michael Carrell**, assistant vice provost and director, office of military and veterans services, The Ohio State University  
**Jay Favuzzi**, manager, military and veteran services, Columbus State Community College

LEVELS: Intermediate, Advanced

THEMES: Assessment and research; Career readiness

COMPETENCIES: Law, Policy, and Governance; Student Learning and Development

Despite intense sports rivalries between Michigan and Ohio, the states have become strong partners in recent years on mutual efforts to support military-connected students. This session will give an overview of state-level initiatives, both legislatively and cooperatively founded, aimed at easing the transition of separating servicemembers to the civilian workforce. Presenters will share details on scalable reintegration efforts in both states, including initiatives geared toward employers, educators, and community support networks, along with progress related to the states' mutual participation in the Multi-State Collaborative on Military Credit (MCMC) coordinated by the Midwestern Higher Education Compact (MHEC). Staff from Columbus State Community College and The Ohio State University will also be on-hand to discuss their extensions of Ohio's policy-mandated military credit efforts and their own student veteran success strategies.







**Bunker Hill | 11:00 a.m. - 12:30 p.m.**

### **Military Cultural Competence Training for Faculty and Staff**

PRESENTERS: **K.C. Kalmbach**, associate professor, Texas A&M University-San Antonio

**Sherita Jo Love**, director, instructional design and technology,  
Texas A&M University-San Antonio

**Richard Delgado, Jr.**, director, military affairs,  
Texas A&M University-San Antonio

LEVELS: Intermediate, Advanced

THEMES: Career readiness; Veterans 101

COMPETENCIES: Organizational and Human Resource; Leadership; Social Justice and Inclusion

By 2020, an estimated 5 million service members will have exited the military. Many are choosing to enter college (joining the current 1.6m military students in higher education), and campuses across the nation have already begun to witness the increase. Unfortunately, few faculty or staff have military experience. This lack of cultural savvy can negatively impact campus efforts to attract and retain military-connected students. We present our campus training model in military cultural competence designed for faculty and staff in higher education.

**Concord | 11:00 a.m. - 12:30 p.m.**

### **Stories Can Save Us: How to Tell Yours and Help Military-Connected Students Tell Theirs**

PRESENTER: **David Chrisinger**, communication and veteran transition specialist,  
University of Wisconsin-Stevens Point

LEVEL: Intermediate

THEME: Supporting sub-populations within the military-connected identity

COMPETENCIES: Leadership; Student Learning and Development

Stories have the power to connect and heal, but before military-connected students will agree to share their stories, their leaders will need to inspire them to do so. Strong leaders usually share two inter-related qualities. First, strong leaders are authentic; that is, they know their stories and what they're trying to accomplish. Second, strong leaders are curious; that is, they care about other people's stories and what they're trying to accomplish. The goal of this mini-institute will be, in turn, to (1) teach participants how to tell their own stories to inspire the military-connected students they work with and (2) provide a recipe colleges and universities can follow to collect and publish their military-connected students' stories of service, war, and coming home.





# FRIDAY, FEBRUARY 10

## MINI-INSTITUTES cont'd | 11:00 a.m. – 12:30 p.m. cont'd

*Regency Ballroom C | 11:00 a.m. - 12:30 p.m.*

### **Surviving and Thriving as an Underrepresented Student Veteran at a PWI**

PANELISTS: **April Brown**, director, veterans services, Texas Christian University  
**Jessica Dawson**, student, Texas Christian University  
**Steven Gonzalez**, student, Texas Christian University  
**Michael Washington**, student, Texas Christian University

LEVEL: Foundational

THEMES: Supporting sub-populations within the military-connected identity

COMPETENCIES: Advising and Supporting; Social Justice and Inclusion

This panel discussion will share the experiences of student veterans of color at a private, PWI. Panelists share how the intersection of their identities are impacted on campus. Panelists will discuss challenges that stem from micro-aggressions, isolation, and lack of connection on a campus. The panelists will share the strategies and resources that they use to engage on campus and will highlight the support systems that they have used to enhance their academic success and personal growth.

## **LUNCH & VETERANS KNOWLEDGE COMMUNITY AWARDS** | 12:30 p.m. – 1:30 p.m.

*Regency Ballroom A*

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**#NASPAsmcs!**





## CONCURRENT SESSIONS IV | 1:45 p.m. – 2:45 p.m.

*Regency Ballroom B | 1:45 p.m. - 2:45 p.m.*

### **Buy-In: The Increasing Need to Justify Supportive Programming for Student Veterans**

**PRESENTER:** Michael Kirchner, visiting assistant professor, Purdue University  
**LEVELS:** Foundational, Intermediate, Advanced  
**THEME:** Veterans 101  
**COMPETENCIES:** Leadership; Personal and Ethical Foundations

As enrollments and awareness increased, campuses across the country built and expanded their student veteran services over the last ten years. The perception that we are no longer at war, combined with stabilizing or decreasing veteran enrollments, has created an opening to reduce the number of resources allocated toward student veteran support programs. Novice, intermediate, and advanced practitioners will identify and discuss best practices for maintaining or increasing buy-in from campus leadership to support student veteran programming.

*Regency Ballroom D | 1:45 p.m. - 2:45 p.m.*

### **Federal Policy, Higher Education, and the Path Forward**

**MODERATOR:** Marc Barker, director, adult learning and veteran services, Colorado State University

**PRESENTERS:** Anne Meehan, director, government relations, American Council on Education  
 David Shearman, staff member, senate committee on veterans' affairs, U.S. Senate  
 Joe Westcott, legislative director / executive director, National Association of State Approving Agencies / NC Approving Agency  
 Kelsey Baron, staff member, committee on veterans' affairs and subcommittee on economic opportunity, U.S. House of Representatives  
 Will Hubbard, vice president of government affairs, Student Veterans of America

**LEVELS:** Intermediate, Advanced  
**THEME:** Assessment and research  
**COMPETENCIES:** Assessment, Evaluation, and Research; Law, Policy, and Governance

Federal legislation often has a direct impact on the ways in which campuses implement programs and practices to support their military-connected students or on the students themselves. This session will highlight how a few of the higher education associations and legislators work collaboratively on policy to help impact potential legislation in a way that will best support the institutions and the students. It will also discuss any potential upcoming legislation as well as share how institutions can play a role in the process.





## CONCURRENT SESSIONS IV cont'd | 1:45 p.m. – 2:45 p.m.

*Regency Ballroom C | 1:45 p.m. - 2:45 p.m.*

### **Staying Sharp as a Professional: Working with Veterans, Tools and Strategies**

PRESENTER: **Janine Wert**, director, veterans services, University of Massachusetts Lowell

LEVELS: Foundational, Intermediate, Advanced

THEME: Unique, effective campus programs

COMPETENCY: Leadership

This roundtable discussion is designed for professionals and volunteers working with veterans. The presenter will lead discussion about how to stay energized and engaged, as well as how to stay abreast of new trends and issues within the field. Tools and strategies for addressing common problems faced by both veterans and those who provide support will be reviewed. This session will increase your knowledge and provide skills in order to stay sharp and will connect you to others who face these same challenges.

*Regency Ballroom C | 1:45 p.m. - 2:45 p.m.*

### **Successful Pathways for Navigating Transition and Service Connected Disabilities within Higher Education**

PRESENTER: **William McDevitt**, assistant director for veterans services, University of Massachusetts-Lowell

**Marc Fountain**, student and president of RiverHawk Veterans and Disable the Label, University of Massachusetts-Lowell

LEVEL: Foundational

THEME: Supporting sub-populations within the military-connected identity

COMPETENCIES: Advising and Supporting; Student Learning and Development

Transition from the military to civilian culture is a life changing event. Of those who leave military service many find themselves leaving with an acquired disability. Navigating the change from service member to student can be greatly compounded by physical and cognitive disabilities either seen or unseen. A best practice measure to assist disabled student veterans navigate the higher education should be of paramount importance to educators and institutions of higher learning. This session will present information necessary to assist Student Veterans transitioning from military service to a successful pathway in higher education.





## CONCURRENT SESSIONS V | 3:00 p.m. – 4:00 p.m.

*Regency Ballroom D | 3:00 p.m. - 4:00 p.m.*

### **Change of Mission: Helping Student Veterans Develop the Right Mindset to Skillfully Transition to the Community College and the Classroom**

**PRESENTERS:** **Johnny Conley**, professional expert, Veterans Resource Center, Moorpark College

**Amanuel Gebru**, dean of student of learning, Moorpark College

**Perry Martin**, assistant professor, Moorpark College

**Ashley Lajole**, counselor, Moorpark College  
Intermediate

**LEVEL:**

**THEME:** Supporting sub-populations within the military-connected identity

**COMPETENCIES:** Advising and Supporting; Student Learning and Development

Veterans transitioning from the military to civilian life can be challenging. A California Community College examines the effectiveness of a “one stop” veteran’s resource center that serves veterans during their educational journey. The presentation will cover how faculty and staff successfully transition veterans into college students, reviews campus politics and student success interventions that foster a transformation from soldier to college student.

*Regency Ballroom B | 3:00 p.m. - 4:00 p.m.*

### **Combating “-isms” In Your University Veteran Center: A Case Study**

**PRESENTERS:** **Lisa Chandler**, assistant director, adult learner and veterans services office, Colorado State University

**Kristyn Emmer**, career communities and veterans career coordinator, Colorado State University

**LEVELS:** Foundational, Intermediate, Advanced

**THEME:** Supporting sub-populations within the military-connected identity

**COMPETENCIES:** Social Justice and Inclusion; Student Learning and Development

The military is one of the most diverse workforce populations but often university veteran centers fall short of this diversity being represented in their space. This highly interactive session includes paired discussions, roundtable discussions, and role plays that will allow participants to leave with key strategies on how to effectively engage underrepresented student veterans (women veterans, veterans of color, LGBTQ veterans, etc.). Participants will also gain approaches and steps to help make their veteran centers’ cultures more inclusive.





## CONCURRENT SESSIONS V cont'd | 3:00 p.m. – 4:00 p.m.

*Regency Ballroom C | 3:00 p.m. - 4:00 p.m.*

### **Focus Forward: An Evidence-Based Fellowship Engaging Women Student Veterans Beyond the Classroom**

PRESENTER: **Lauren Runco**, director, education and employment, Military Family Research Institute at Purdue University

LEVELS: Intermediate, Advanced

THEMES: Assessment and research; Supporting sub-populations within the military-connected identity; Unique, effective campus programs

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

The Focus Forward Fellowship (FFF) was developed based on research findings for other underrepresented populations within the higher education community. FFF is comprised of a weekend-long residency program and a year-long online learning community for women student veterans facilitated by MFRI. Fourteen women from ten states pursuing various degree programs became the first cohort of FFF fellows in August 2016. Learning objectives were created and continued through the online learning community. Key FFF components and their impact will be discussed.

*Concord | 3:00 p.m. - 4:00 p.m.*

### **Spartan Warrior Yoga**

PRESENTERS: **Christopher Martindale**, yoga instructor, Michigan State University

**Rebecca Kegler**, assistant director, recreational sports, Michigan State University

**Sarah Mellon**, director, student veteran resource center, Michigan State University

LEVEL: Foundational

THEME: Supporting sub-populations within the military-connected identity

COMPETENCIES: Organizational and Human Resource; Student Learning and Development

The situations an individual encounters in the military can be intense, emotionally and physically. The transition from the military to the campus lifestyle can be extremely difficult, and often without effective aid. This session explores the introduction of yoga as an effective tool to aid past, present and future military members. Spartan Warrior Yoga is a progressive yoga series consisting of breathing, postures, and meditation. It provides a controlled, safe and predictable environment to benefit emotionally, physically and academically. Join the presenters to learn how they integrated this approach to support military-connected students.





*Regency Foyer | 3:00 p.m. - 4:00 p.m.*

## **Student of Concern Team: Essential Coordination with Your Campus Veterans Office**

- PRESENTERS: **Kimberly Bloodgood**, director office, veteran and military personnel, Indiana University Purdue University Indianapolis  
**Jo Vaughan**, senior manager, military student services, Indiana University-Purdue University  
**Julie Lash**, director, counseling and psychology services, Indiana University-Purdue University
- LEVELS: Foundational, Intermediate, Advanced
- THEMES: Supporting sub-populations within the military-connected identity; Unique, effective campus programs
- COMPETENCIES: Advising and Supporting; Personal and Ethical Foundations

In this presentation the audience will learn how including the Veterans Services Office on the Behavioral Consultation/Intervention Team benefits the University. Presenters will discuss some of the unique challenges faced by military veterans in the university environment and how these may cause students to come to the attention of a student of concern team. Case studies will be presented to demonstrate how this collaboration has effectively addressed critical situations. In addition, presenters will explore best practices in working with veterans.

*Lexington | 3:00 p.m. - 4:00 p.m.*

## **Support of the Whole Student Veteran**

- PRESENTER: **Chelsea O'Brien**, office manager, Rochester Institute of Technology
- LEVELS: Intermediate, Advanced
- THEMES: Assessment and research; Unique, effective campus programs
- COMPETENCIES: Advising and Supporting; Student Learning and Development

In order to better understand how to lead to greater military-connected students success, practitioners need to understand different sources of support and how they contribute to the on-campus needs of military-connected students. This session will discuss the support student veterans may experience based on Cache and Berger's key conceptual model element of support. This session will explain who and what military-connected students may have available for support including on-campus, off-campus, and personal or intrinsic elements of support.

*Bunker Hill | 3:00 p.m. - 4:00 p.m.*

## **What Are the Biggest Challenges Student Veterans Experience on Campus?**

- PRESENTERS: **Glenn Phillips**, institutional research associate, University of Texas at Arlington  
**Sharon Young**, assistant professor, Western Connecticut State University
- LEVEL: Intermediate
- THEMES: Assessment and research; Veterans 101
- COMPETENCY: Assessment, Evaluation, and Research

How many times have you heard one of your student veterans complain about their civilian classmates? Well, you are not alone, and we have the research to support it. Our qualitative research involving over 390 veterans from around the country may validate what you have been hearing from your veterans. This descriptive analysis of open ended survey responses reveals a variety of support structures and student veteran frustrations within higher education.





## CONCURRENT SESSIONS VI | 4:15 p.m. – 5:15 p.m.

*Bunker Hill | 4:15 p.m. - 5:15 p.m.*

### **Connecting Student Veterans**

**PRESENTER:** **Julie Carballo**, director, first generation programs and veteran and military student services coordinator, North Central College

**LEVEL:** Foundational

**THEME:** Unique, effective campus programs

**COMPETENCIES:** Advising and Supporting; Leadership

This session will present an overview of North Central College’s approach to connecting student veterans - to each other, to faculty/staff/alumni/trustee veterans, to campus resources, and to community networks. Details of two annual events with tremendous veteran participation will be shared. North Central College (Naperville, IL) is an independent, comprehensive college of the liberal arts and sciences with an enrollment of just under 3000 students, including 30 student veterans.

*Regency Foyer | 4:15 p.m. - 5:15 p.m.*

### **Do Ask, Do Tell: The Continued Impact on Student-Veterans**

**PANELISTS:** **Christine Black**, director, office of military and veteran services, Marywood University

**Timothy Jones**, president, Colorful Voices

**Seth Gordon**, director, veteran and military center, Wright State University

**LEVELS:** Foundational, Intermediate

**THEMES:** Supporting sub-populations within the military-connected identity; Veterans 101

**COMPETENCIES:** Advising and Supporting; Social Justice and Inclusion

A panel about the long term and continuing impact of the Don’t Ask, Don’t Tell policy. Panel members will discuss access to the veteran’s center on campus, identity within the larger conversation about veterans, and how inclusiveness within the higher education system can help students cope with multiple facets of their identity.







*Regency Ballroom D | 4:15 p.m. - 5:15 p.m.*

## **Factors Influencing Veterans' Decision Making When Selecting a College**

**PRESENTER:** **Derek Abbey**, coordinator, veterans student services, University of San Diego

**LEVELS:** Foundational, Intermediate, Advanced

**THEMES:** Assessment and research; Community engagement; Unique, effective campus programs; Veterans 101

**COMPETENCIES:** Advising and Supporting; Assessment, Evaluation, and Research

A significant amount of research has been conducted that addresses military-connected students that are on college campuses, as well as the transition from the military to higher education. However, little data has been produced that addresses the factors influencing veterans when they are selecting a college. In the meantime, a disproportionate number of veterans are attending underperforming and failing institutions. The presentation will discuss ongoing research related to this topic, results of implemented outreach practice, and outreach suggestions.

*Concord | 4:15 p.m. - 5:15 p.m.*

## **From Benefits to Completion: Student Veterans' Educational Attainment at Texas Community Colleges**

**PRESENTER:** **Sammi Morrill**, doctoral candidate, The University of Texas at Austin

**LEVEL:** Intermediate

**THEME:** Assessment and research

**COMPETENCY:** Assessment, Evaluation, and Research

The Post-9/11 GI Bill represents unprecedented federal funding intended to aid veterans in furthering their education and successfully making the transition to the civilian workforce. While widely reported that this population experiences unique challenges on college campuses that may hinder their degree completion, there is little empirical research on their educational outcomes. This program presents preliminary results of a dissertation study, which sought to understand factors associated with the educational attainment of student veterans at a Texas community college.





## CONCURRENT SESSIONS VI cont'd | 4:15 p.m. – 5:15 p.m.

*Regency Ballroom B | 4:15 p.m. - 5:15 p.m.*

### **Fundraising 101: Tactics, Techniques, and Tips for Campus Veteran Service Professionals**

**PRESENTER:** **Gerald Smith**, director, veterans resource and support center, Texas A&M University

**LEVEL:** Foundational

**THEMES:** Community engagement; Unique, effective campus programs; Veterans 101

**COMPETENCIES:** Leadership; Organizational and Human Resource

Do you have enough funding to support your military-connected programs, scholarships, and critical resources for your students? This session explores methods to create or enhance campus Veteran Service Office fundraising efforts. Learn to identify your fundraising and inherent advantages to find new donors and increase donations. Share ideas on aligning donor passion with student need. Learn how to fundamentally change fundraising conversations to enhance success. Join the discussion on 12 Tips for Fundraising/Resourcing Success; no fundraising experience required.

*Lexington | 4:15 p.m. - 5:15 p.m.*

### **Veteran Services in an Academic Department: Faculty & Staff Working Together to Promote Veteran Student Success**

**PRESENTERS:** **Jim Craig**, chair, department of military and veterans studies, University of Missouri-St. Louis  
**Rebecca McMenam**, director, veterans center, University of Missouri-St. Louis

**LEVEL:** Advanced

**THEME:** Unique, effective campus programs

**COMPETENCIES:** Advising and Supporting; Student Learning and Development

Many universities and colleges have created administrative support systems around military-connected students, but something is still missing. In the rush to build support structures, campuses often overlook the equally important role of academics in shaping the overall higher education experience and success of student veterans. This presentation will discuss one university's conscious decision to establish veteran services under an academic unit and the unique advantages that have resulted.





*Regency Ballroom C | 4:15 p.m. - 5:15 p.m.*

## **Veterans In Motion: Enhancing the Mind, Body, and Soul of Veterans with Support of the VA Adaptive Sports Grant Program**

PRESENTERS: **Brian Bertges**, coordinator, veteran student life, University of Maryland-College Park

**Amanda Even**, assistant director, adventure programs, University of Maryland

**Michael Welch**, para-olympic program specialist, Department of Veterans Affairs- Office of National Veterans Sports Programs and Special Events

LEVELS: Foundational, Intermediate, Advanced

THEME: Supporting sub-populations within the military-connected identity

COMPETENCIES: Social Justice and Inclusion; Student Learning and Development

Through a collaboration with Veteran Student Life, the University of Maryland Adventure Program received an Adaptive Sports Grant from the Department of Veteran Affairs. Through this grant, the Adventure Program has been able to expand its programming for veterans and expand its capacity for adaptive programming. In this session, learn about collaboration between two campus departments, the grant opportunity and process, program design, and considerations for working with veterans and adding adaptive recreation to your program. We will share the lifecycle of the program through an interactive presentation with a team builder (great for orientations) to kick things off.

## **VETERANS KNOWLEDGE COMMUNITY SOCIAL**

**5:15 p.m. - 6:15 p.m.**

*Hotel Lobby Bar*

Join the NASPA Veterans Knowledge Community in the hotel lobby for drink specials, networking, and an opportunity to learn how you can get involved.



**NASPA**<sup>®</sup>

Veterans KC





# SATURDAY, FEBRUARY 11

*Regency Ballroom Lobby | 7:30 a.m. - 11:00 a.m.*

**Registration Open**

*Regency Ballroom Lobby | 7:45 a.m. - 8:30 a.m.*

**Continental Breakfast**

## **MORNING PANEL | 8:30 a.m. – 9:30 a.m.**

*Regency Ballroom A | 8:30 a.m. - 9:30 a.m.*

**Supporting Military-Connected Students: Non-profit Success Stories**

MODERATOR: **Lauren Jenkins**, vice president, ScoutComms

PANELISTS: **Connor Mallon**, city impact manager, Mission Continues  
**Jared Lyon**, CEO and founder, Student Veterans of America  
**Jim Yauger**, Mid-Atlantic regional program manager, Team Red, White, and Blue  
**Bill Rausch**, executive director, Got Your Six

LEVEL: Foundational

THEME: Community engagement

COMPETENCY: Student Learning and Development

Discover how non-profit organizations dedicated to serving the military-connected population have maximized programming efforts through collaboration with other non-profits, businesses, and higher education partners to develop and extend their mission and impact. Join us to hear what are they doing, how they are collaborating, and how can we partner with their organization to offer additional support services to our military-connected students.





## CONCURRENT SESSIONS VII | 9:45 a.m. – 10:30 a.m.

*Regency Ballroom B | 9:45 a.m. - 10:30 a.m.*

### **Creating Sustainable Relationships On and Off Campus**

PANELISTS:

**Ken McRae**, director, veterans center, Mississippi State University

**Tanya Ang**, consultant

**Lauren Runco**, director, education and employment, Military Family Research Institute at Purdue University

**Janine Wert**, director, veteran's services, University of Massachusetts-Lowell

LEVELS:

Foundational, Intermediate, Advanced

THEMES:

Community Engagement; Unique, effective campus programs; Veterans 101

COMPETENCIES:

Advising and Supporting; Personal and Ethical Foundations

Developing relationships, both internal and external to your institution is critical to the successful development of programming to support military connected students. This panel presentation will provide actionable information for those interested in leveraging their resources to expand services and programming, even in resource tight situations. The panel will share their experiences with developing and executing successful programs supporting military connected students in higher education and their priority in networking and exponentially growing programs. This is designed to provide value added information and is focused on practice and application of information rather than theory.

*Concord | 9:45 a.m. - 10:30 a.m.*

### **Internships, Career Preparedness Experiences: Veterans Employment Trajectory (VET) Initiative**

PRESENTERS:

**Michael Duerr**, manager, VET initiative, The Washington Center for Internships and Academic Seminars

**Jung Lim**, senior director, international and advanced leadership programs, The Washington Center for Internships and Academic Seminars

**Katie Curiel**, senior manager, customized program development & operations, The Washington Center for Internships and Academic Seminars

LEVELS:

Intermediate, Advanced

THEMES:

Unique, effective campus programs; Veterans 101

COMPETENCIES:

Advising and Supporting; Student Learning and Development

This session will provide a framework and best practices for providing credit-bearing and GI Bill-supported internship and career transition opportunities for student veterans using the Veterans Employment Trajectory (VET) Initiative as an example. Successful university collaborations will be showcased, and attendees will engage in a dialogue about their own institutions' challenges and opportunities surrounding internship and career transition opportunities for student veterans. Symposium participants will also learn more about The Washington Center for Internships and Academic Seminars' 40 years of experience in providing professional immersion opportunities in the nation's capital.





# SATURDAY, FEBRUARY 11

## CONCURRENT SESSIONS VII cont'd | 9:45 a.m. – 10:30 a.m.

*Regency Ballroom D | 9:45 a.m. - 10:30 a.m.*

### **Operationalizing Retention Research: Using Tinto's Model to Design Military-Connected Student Programming**

PRESENTERS: **Hilary Miller**, director, Daniels Center, Middle Tennessee State University  
**Keith Huber**, senior advisor, veterans and leadership initiatives, Middle Tennessee State University

LEVEL: Advanced

THEME: Unique, effective campus programs

COMPETENCIES: Advising and Supporting; Student Learning and Development

This presentation will highlight ways to design programming for military-connected students that is both innovative and grounded in higher education retention research, specifically Tinto's Theory of Student Departure. Examples will be pulled from the work taking place at the Charlie and Hazel Daniels Veterans and Military Family Center (Daniels Center) at Middle Tennessee State University and will include programming illustrations at pre-admission points, during the period enrolled at the institution, and into the career placement, graduation, and alumni stages.

*Bunker Hill | 9:45 a.m. - 10:30 a.m.*

### **Pathways for Military Connected-Students Making the Transition to the Civilian Workforce**

PRESENTER: **Sonja Ferguson**, SOC career and technical education program coordinator, Servicemembers Opportunity Colleges

LEVEL: Foundational

THEME: Career readiness

COMPETENCY: Advising and Supporting

In partnership with the Department of Defense (DoD) and Military Services, Service members Opportunity Colleges (SOC) has developed a Career and Technical Education (CTE) program. The CTE program provides a resource list of certificates to assist military education counselors, academic advisers, and service members with identifying career and technical education pathways to civilian careers. This session will provide an overview of the CTE program including how and why the resource list was developed, program criteria, and how to use the resource list.





*Regency Foyer | 9:45 a.m. - 10:30 a.m.*

## **Supporting Military Connected-Students on a Small Campus**

PRESENTERS: **Meshell LaBaun**, military benefit specialist, Sullivan University System  
**Julie Hart**, coordinator, military benefits, Sullivan University

LEVELS: Foundational, Intermediate, Advanced

THEME: Unique, effective campus programs

COMPETENCY: Advising and Supporting

Small schools may not have the space or resources for a student center let alone a military center where military connected students can find each other and the resources needed to succeed in school. We will discuss best practices both within literature and our own campuses on how to meet the needs of military connected students. We will also demonstrate how these resources can help veterans not only succeed but become members of the student population.

*Regency Ballroom C | 9:45 a.m. - 10:30 a.m.*

## **Valuing Military Learning: A Guide to Military Prior Learning Assessment and More**

PRESENTER: **Sara Appel**, project coordinator, Midwestern Higher Education Compact

LEVEL: Intermediate

THEME: Academic advising

COMPETENCY: Advising and Supporting

Service-members bring a wide range of skills and knowledge gained during military service. States are increasingly working together to recognize their strengths thorough career pathways programs. Hear about the work of MCMC, a 13 state collaborative, and CAEL, a national nonprofit, including an analysis of veterans by military occupational code in the member states, statewide innovations in military PLA, articulation and transfer, and a new college guide for veterans.

*Lexington | 9:45 a.m. - 10:30 a.m.*

## **When There Are No Advocates**

PRESENTER: **Chelsea O'Brien**, office manager, Rochester Institute of Technology

LEVEL: Foundational

THEME: Veterans 101

COMPETENCY: Advising and Supporting

This session will cover what to do on campus when there are no official advocates for student veterans on campus. There may be professionals on campus who are working with veterans, such as the certifying official(s) or club advisors, but there is no one who has the official role to advocate or build programs for student veterans. This session will identify what may be able to be done to assist veterans while not holding an official job title along with how to advocate for a new position on campus focused specifically on student veterans.





## **CLOSING KEYNOTE** | 10:45 a.m. 11:30 a.m.

*Regency Ballroom A*

### **Overcoming Barriers to Implementation: Supporting Military-Connected Students Once You Return Back to Campus**

PRESENTER:

**Betty Moseley Brown**, associate director of the center for women veterans,  
Department of Veterans Affairs

The importance of reflecting on symposium learning is a critical component of professional development. Join Betty Moseley Brown as she discusses the future implications on military-connected student populations as a result of your attendance at the symposium in addition to the impact your learning here can have on student support.



*Thank you for attending the 2017 NASPA Symposium on Military-Connected Students. We hope you enjoyed your time in Washington, D.C. An evaluation will be emailed to you following the event.*



Please visit the Symposium exhibitor tables during the conference on Friday, February 10, 2017. Exhibits will be open from 7:30 a.m. – 4:15 p.m. in the Regency Ballroom Lobby.

## **MVPVets**

*mvpvets.org*

MVPVets empowers veterans to find meaningful employment in life science companies. MVP serves as a connector between veterans and employers in health innovation by helping veterans build their knowledge of the industry and improve their job-seeking skills and enabling companies to reach veterans as a resource for employment.

## **Stars and Stripes**

*stripes.com*

Stars and Stripes has published a newspaper continuously since World War II. Today, Stars and Stripes operates as a multimedia news organization. We publish daily print editions, a U.S. weekly, monthly publications and numerous special supplements. On any given day, online readers and visitors number about 1.0 million.

## **U.S. Department of Veterans Affairs (VA) Mental Health Services**

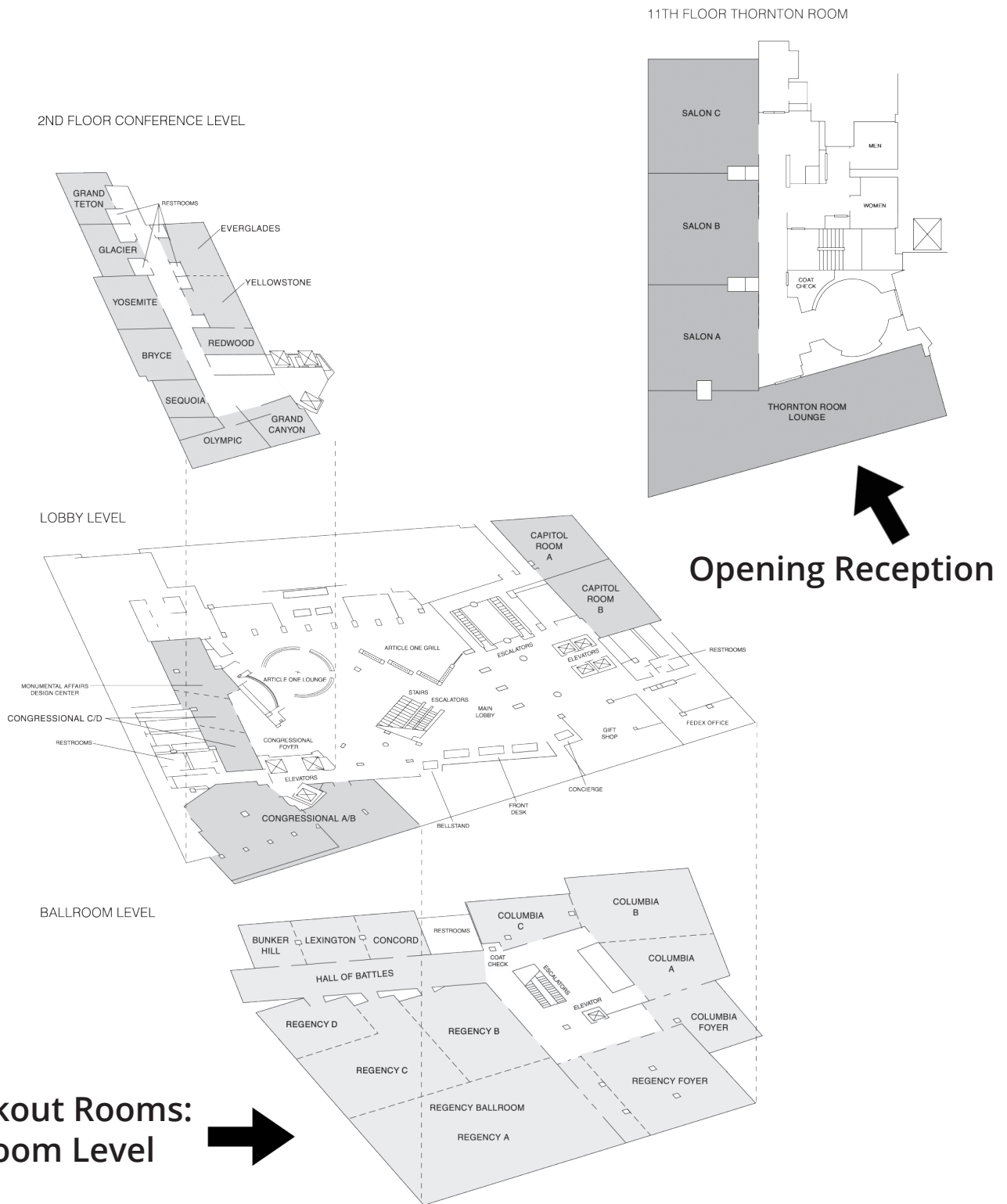
*MakeTheConnection.net*

The U.S. Department of Veterans Affairs (VA) Mental Health Services aims to eliminate mental health stigma, prevent suicide, and connect Veterans with resources and support. Make the Connection and the Veterans Crisis Line are just two of the many resources available to Veterans, as well as their families and friends.

## **Veteran Transition Publishing**

*VeteranTransitionPublishing.com*

Veteran Transition Publishing specializes in developing highly successful college and career transition programs for student veterans, and professional development programming for faculty/staff. Based on your program's needs, we offer publications, online course software, webinars, presentations, professional development and coaching for traditional, online, and community colleges. Learn more by visiting [www.VeteranTransitionPublishing.com](http://www.VeteranTransitionPublishing.com).



# Culture of Respect

## Ending Campus Sexual Violence

A NASPA Initiative

### WHO WE ARE

**Culture of Respect** was founded in 2013 by the parents of college-aged students who were alarmed by the high rate of sexual assault on campuses and the lack of comprehensive resources for survivors, students, administrators and parents. They convened a team of public health and violence prevention researchers and experts in advocacy, student affairs, higher education policy, and law to develop the CORE Blueprint, CORE Evaluation, and CultureofRespect.org.

### WHAT SETS US APART

**Multistakeholder Approach.** We believe everyone on campus—students, their families, faculty, administrators, health professionals, and more—has a role to play in creating a Culture of Respect.

**Innovative Six Pillar Framework.** We have compiled the leading practices, including evidence-based practices and expert opinion, into a six pillar strategic roadmap: the CORE Blueprint. Together with the accompanying CORE Evaluation self-assessment, this keystone tool anchors our programs.

**Professional Development.** We know campus culture change relies on student affairs professionals with the skills and tools to make it happen, so we support them with trainings, resources, and technical assistance.

### OUR PROGRAMS

**The Culture of Respect Collective.** An interactive online platform that guides college stakeholders through a step-by-step program to improve their institutional efforts to address campus sexual violence. The Collective is built upon the results of our 14-institution national Pilot program, which successfully demonstrated the efficacy of using the CORE Blueprint in making targeted programmatic and policy changes.

**CORE Constructs.** A suite of guides organized around the six pillars of the CORE Blueprint to supplement its implementation. These guides include downloadable resources, tools, and templates that can be adapted to meet your specific institutional needs.

**Technical Assistance.** Culture of Respect is proud to work with esteemed researchers, public health practitioners, student affairs professionals, and legal experts who are highly knowledgeable on this issue. In collaboration with these experts, Culture of Respect can provide tailored technical assistance—by phone, video, or site visit—to address the specific needs of an institution.

Explore our CORE Blueprint, check out the Prevention Programming Matrix, learn about federal legislation, and so much more at

[cultureofrespect.org](http://cultureofrespect.org)

# THIS IS BIG



★ *Participate from your desk by registering for the Virtual Ticket – includes the opening session featuring Anderson Cooper and over 60 hours of engaging content!*

★ *Connect with colleagues to network, gain valuable contacts, and future support systems..*

2017 NASPA Annual Conference ★ March 11 - 15, 2017 ★ San Antonio, Texas

The NASPA Guiding Principles will frame the conversations during our 99th annual gathering.

★ [bit.ly/NASPA17](http://bit.ly/NASPA17) ★



Our principle of **INQUIRY** is the foundation for the opening session with our Conference Leadership Committee and a conversation with the award-winning journalist **ANDERSON COOPER**. Cooper's years of experience bringing stories that change our world and seeking answers to issues that matter to higher education will expand our thinking as we welcome attendees to San Antonio! It is through a strategic partnership with The National Society for Leadership and Service that we are able to welcome Anderson Cooper to the NASPA Annual Conference.



★ **Featured Speaker**  
**Bree Newsome**

★ Student affairs has always been connected to **INCLUSION** as a guiding principle and NASPA highlights this as a focus with Bree Newsome. Refusing to accept the predominance of the Confederate flag,

★ representing white supremacy as supreme, untouchable, and invincible, she scaled a 30-foot flagpole in front of the South Carolina Statehouse and removed the "stars and bars" declaring, "This flag comes down today!"

★ **Featured Speaker**  
**Chris Mosier**

★ As an athlete, coach, and educator, Chris Mosier became the first openly trans man to make a Men's U.S. National Team. He was instrumental in encouraging the International Olympic Committee policy on

★ transgender athletes changed. Chris became the first trans athlete to compete in a world champion race under the new rules, where he was the second fastest man in his race. Chris embodies **INTEGRITY** as he has always encouraged individuals to be their true and authentic selves.



 **NASPA**  
Student Affairs Administrators  
in Higher Education