Sabbatical Proposal:

**Developing and sharing faculty training for best practices and scenarios when working with veteran students in the classroom**

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**ABSTRACT:**

The purpose of this proposed sabbatical is to research, create and share faculty training for best practices and scenarios when working with veteran students in the classroom. This meets an essential need at MCCCD and other colleges as veterans return from deployment and utilize GI Bill 2.0 to pay for higher education. I will apply this updated knowledge base directly in the classroom. I will integrate research with live/previous experience working with veteran students, as detailed in Qualifications. I will share this faculty development with my college, district, and nationwide, as detailed in Expected Outcomes. I will iteratively test the validity of findings and recommendations with assessments and presentations (peers, professional conferences). I will organize objectives and deliverables into appropriately sized segments to fit the busy schedules of faculty. This sabbatical will impact ANY instructor who seeks to improve the learning experience of veteran students, regardless of discipline.

**Context/introduction to the problem:**

A veteran in a Chemistry class smells the fumes of metal and materials in burners, which trigger a PTSD panic attack. A veteran in a class hears a cell phone ringer from another student that consists of gun shots and screams -- the opening to a rap song. The veteran goes under the table instinctively and readies himself to react. He steps out of the situation, totally embarrassed when he sees it’s just a cell phone. In both situations, the professor has no idea how to deal with the situation and the reactions of all involved.

A veteran student almost leaves college on the second day in a Sociology class, after an instructor, starts a lesson by saying “All police and all soldiers, are by nature of what they do and have done, racists.” The veteran student, in a table of two other veterans, is not stupid: he understands that it’s a controversial hook to get responses. However, what completely offends this student is that by the end of class, the teacher has not played devil’s advocate, has not presented weaknesses or attacked the statement. She lets the traditional (straight out of high school) students, who, with their inexperience and bias, support the statement, drive the conversation without challenge, in support that soldiers are indeed ‘racists’ by the nature of what they do.

A veteran student (identified as such only because of GI Bill paperwork), is ‘outed ’ in a class discussion on “Violence in the Middle East.” The professor drafts the vet student without prior warning, to bring up and discuss a situation where he/her had to kill someone as part of their mission.

These are just four problem situations of many, all brought to me by veteran students or empathetic professors, that I have used in faculty development training to teach best practices on accommodating the needs and respecting the experiences of our veterans returning to college. These any many others have been motivators to seek sabbatical to update my in-class skills as instructor, and by extension, share these best practices with other colleagues.

From 9/11/2001 to 9/2010, there were at least 17,084 active deployments from Maricopa County**[[1]](#endnote-1)**. Alongside patriotism, opportunities, especially the GI Bill, are cited as motivators. These students are now starting to enter college in larger numbers. Most college faculty are not yet prepared for the unique experiences and sometimes needs of these veteran students. This sabbatical hopes to be part of a solution to that need for training and best practices.

1. (“Promoting the Educational Success of Military Veteran Students” MCLI, Dialogue Day, 2/3/12).

**PROJECT METHODOLOGY: Tools and principles for Quality Assurance Management of the Sabbatical**

With over 15 years of project development and timeline estimation as a consultant, I have strong experience in the organization, breakdown, milestone flagging and agile delivery of quality-assured components of a project. However, as tools and methodologies of quality assurance for this project, I have chosen the following texts as guides for reflective, periodic testing of alignment during the milestone and deliverables development of the sabbatical.

Each will be mined as prep towards a quality assurance checklist BEFORE the project begins.

I will test each unit of the project for quality assurance/ assess the success of my goals and objectives against the standards set/controls of these texts:

1)Waugh, Russell, ed. Specialized Rasch Measures Applied at the Forefront of Education.

**a)My use:** Lend better understanding of statistics and surveys for studied populations)

**b)How improves/Helps measures the success/Quality Assurance for project**: improve design and interpretation of surveys towards what Veteran Student need/want from academic setting.

2)Rosenfeld. Media Mental Models: Aligning Design Strategy with Human Behavior.

**a)My use:** Establishes best way to profile the veteran student and what they want out of education, creating profiles, to better see where the issues in education are that will arise.

**b)How improves/Helps measures the success/Quality Assurance for project**: Are my scenarios realistic and identifying the real needs of the veteran students?

3)Wragg, E. Introduction to Classroom Observation 2nd ed

**a)My use:** Reflect on ‘proofing’ recommendations to peers as peers

**b)How improves/Helps measures the success/Quality Assurance for project:** reminder to find ways to diplomatically present/structure recommendations as ‘faculty development’ solutions

4)How to Prepare for the Armed Forces Test [ASVAB] (U.S. military)

**a)My use:** Gain insights on how the military structures their training.

**b)How improves/Helps measures the success/Quality Assurance for project:** exploit footprints of military culture training to improve communication with veteran students. For example, military instruction centers on checklists to validate actions 🡪 use of checklists in a classroom for/as part of a rubric builds on this foundation and is a ‘literacy’ for the veteran student.

5) Shelton, Claudia. Blind Spots: Achieve Success by Seeing What You Can't See
**a)My use:** improve applicability of best practices regardless what academic discipline.

**b)How improves/Helps measures the success/Quality Assurance for project:** Learn how to best model classroom scenarios for teachers of all levels of experience and disciplines, preventing blindspots I may have developed in 12 years of teaching my specific subject matter.

**GOALS and OBJECTIVES**

The Sabbatical project has 4 goals:

**Goal 1**: Identify learning and situational issues faced by veteran students in the college classroom;
 **Goal 2**: Research and/or develop best practices that faculty can implement with minor changes that accommodate, mediate or reduce those learning issues (eg checklists, PTSD incident response plans);

**Goal 3:** Create scenario based trainings and assessments to inform, but also help instructors assess, their preparedness on veteran student issues in the classroom;
 **Goal 4**: Optimize and share as broadly as possible those issues, scenarios and best practices as modules for self-driven, quick, faculty development (toolkit for faculty developers/training; online course, MOOC).

**Goal 1**: **Identify learning and situational issues faced by veteran students in the college classroom**

Though intensive work with veteran students in the past three years, from teaching a cohort class up to advising the Veteran Student Club at CGCC, has brought to light many situations and difficulties faced in the classroom, there is a need to look deeper and into various other issues scenarios: women veterans, extracurricular participation, classes beyond humanities, online format, etc. Goal 1 will focus on gathering and examining the latest information.

1. Objective 1: Research and data mine background/established field literature

	* Reduce literature survey scope to manageable level appropriate to a one semester sabbatical
	* Identify most current trends from conference proceedings and journals in field of Veteran Studies1.Objective 2: Research and data mine relevant collected data and presentation assessments

	* Organize and data mine from prep and delivery of ENG102: Veterans only cohort (Fall 2011)
	* Sort and mine exit survey from veteran students of cohort
	* Study assessments/survey/feedback from 3 years of veteran related past presentations, week of accountability workshops and panels for trends and patterns and ‘requests’
	* Sort and mine exit surveys from previous veteran students created and delivered through work with DRS, Student Veteran Organization, Veteran Services Coordinator1.Objective 3: Network/build live or current profiles of models of success and trends of student life, student affairs, and faculty development towards Veteran students as audience.

	* Data mine contents of listserv of NAVPA, National Association of Veterans Program Administrators
	* Sort and mine materials from professional conferences
	* Survey and visit or e visit: Look at 3 nationally recognized models of faculty development related to veteran student population: Rutgers, The State University of New Jersey, University of Pittsburgh, University of Illinois at Urbana-Champaign
	* Attend the 6th Annual Veteran Symposium for Higher Education February 23 - 25, 2014**Goal 2**: **Research and/or develop best practices that faculty can implement with minor changes that accommodate, mediate or reduce Veteran student learning issues (eg checklists, PTSD incident response plans);**

Best practices are useless unless they can be integrated into existing teaching practices, with minimal impact on instructor prep time. One very conscious goal is to not only present suggestions and solutions towards improving learning for the veteran student, but to optimize them for pragmatic ease of adoption.

2.Objective 1: Overview profile of Veteran Students

	* Provide overview of GI Bill as it related to attendance, requirements and grading
	* List characteristic classroom behaviors: Common Positives (leadership, globally informed, etc)
	* List characteristic classroom behaviors: Occasional Negatives (PTSD, anger issues, lack of sleep, etc )2.Objective 2: Prepping the syllabus and learning environment

	* Statements to include for accommodation of Veteran Student needs (DRS, dealing with appointments, disruption policies, event flexibility/event substitutions
	* How to making the classroom a welcoming place to the veteran student
	* Implement general best practices/ understanding standard issue military learning style
	* Staying clear: accommodations <> exceptions2.Objective 3: Practical best practices and solutions related to classroom behavior and learning

	* Suggestions and expectations regarding attendance (VA appointments, deployment, etc)
	* Suggestions and expectations regarding in-class behavior, distractions, and physical space needs
	* Suggestions and expectations regarding disabilities and medication
	* Suggestions and expectations regarding PTSD triggers (events, memorialized dates, anniversaries)
	* Suggestions and expectations regarding studying, memory, attention span, and time management
	* Suggestions and expectations regarding creative or reflective writing
	* Suggestions and expectations regarding assignments, testing and rote/memory work
	* Suggestions and expectations regarding grades, outcomes, and rubric/checklist
	* Suggestions and expectations regarding collaboration and group work
	* Suggestions and expectations regarding work/life balance, priorities and academic ambitions
	* How to harness and leverage student support services, referral and skills workshops**Goal 3**: **Create scenario based trainings and assessments to inform, but also help instructors assess, their preparedness on veteran student issues in the classroom**

The sabbatical will create actual and fictionalized scenarios for most of the “Practical best practices and solutions related to classroom behavior and learning” objectives under goal 2. Some scenarios will combine best practices objectives into multi-step scenarios including prep, syllabus design, and other goals; some will be caps/reviews of elements/units of Goal 2; others are assessments of the issues-in-action. In feedback of trainings and development workshops, ‘scenarios’ were often identified as most useful from the vet student related events.

3.Objective 1: Scenarios: myths and presumptions that irk veteran students

	* Dismiss the myth that all veterans suffer from PTSD
	* Avoid negative connotations associated with academic support or directives: ‘Being a veteran is not a disability:’ Dismiss the common usage of disability services to encompass areas of veteran support; disarm the term ‘developmental course’ before suggesting such to a veteran student; etc.
	* How to differentiate between common terms of identity: Don’t call a Marine Soldier, etc..3.Objective 2: Scenarios: Building upon the positives about veteran students

	* Provide positive ways to suggest utilizing general student services and extracurriculars.
	* Develop **positive** “What would you do?” scenarios that showcase best practices/ suggestions for positives academic interactions through real world classroom ‘win/win’ scenarios (for example: Tapping veterans' life experience for student discussions without exploiting or 'outing' as veterans; ‘soft selling’ to veteran students to take on leadership roles in the classroom, etc. )

3.Objective 3: Scenarios: Lessening the difficulties in the classroom

	* Develop a checklist for… when is referral or intervention necessary? Identifying lingering combat wounds – some visible and some invisible
	* Develop **difficulties** version of “What would you do?” scenarios that showcase best practices/ suggestions for veteran related issues in the classroom through real world classroom problem scenarios (for example: A veteran student in the 4th week of classes says they cannot keep up with the work and asks to get an F for a class instead of a W; ‘Too Much Information’ -- The reflection that disturbs the class: VET shares about deep feelings in a reflection or introduction that disturbs the class; etc)
	* Explain how to prepare as faculty for emotional toll/personal boundaries**Goal 4**: **Optimize and share as broadly as possible those issues, scenarios and best practices as modules for self-driven, quick-to-implement, faculty development (toolkit for faculty developers/training; online course, MOOC, etc.).**

The ‘share’ may begin immediately upon return from Sabbatical, during workshops to be developed for week of accountability, Spring 2015. A shell Canvas online course will be requested before sabbatical and loaded and published upon completion of the sabbatical. This shell course will be packaged, promoted, and made available to any veteran student advocate or instructor (from new adjunct to tenured) at any of the MCCCD campuses/skills center. However, before the share can begin, the project deliverables will go through an optimization phase. Materials will be presented simultaneously for a winter review and comments phase to a)CGCC Veteran Services Coordinator, Reda Chambers; b)Dawn Gruichich, Director, Student Support & Transition Services, and Brenna Peck, Disability Resources and Services Specialist -- both from CGCC Student Support Services – both with considerable experience in supporting veteran student needs; c)Darcy Breault, the veteran student services specialist at the East Valley Veterans Education Center; d)the eyes of any willing subject matter expert from networking at the 6th Annual Veteran Symposium for Higher Education February 23 - 25, 2014; d)and finally, the MCCCD MVETS constituency group that gathers every major student life, faculty development, and other representatives for veteran employee and veteran student support from all 12 colleges or centers at MCCCD.

Once optimized, materials will go online from beta to public release Canvas self-driven course. Then a personalized cover letter with materials encapsulated as a ‘tool kit’ will be sent to each MCCCD college’s faculty developers and/or Centers for Teaching and Learning as well as offices of Veteran Support Services.

Finally, presuming acceptance, the Sabbatical project will be streamlined and sourced for presentation at the 2015 7th Annual Veteran Symposium for Higher Education February 2015: the premier annual gathering of academic supporters of veteran student services. Contact will then be made to Instructure (Canvas’ parent company) or other LMS providers as necessary, soliciting release as a MOOC – Massive Open Online Course for release (after clearance by district legal) at the national level for any interested party to partake and employ for faculty development on improving the learning experience of veteran students in higher education.

4.Objective 1: Adapt training materials and scenarios for delivery using multiple modalities (e.g., in-person, online, trainer-presented, and self-directed).

	* DEVELOP UNIT titles and module headings and export to LMS for deployment as beta
	* Select and adapt exemplar units for single workshop format
	* Select and adapt overview and exemplar unit for conference workshop format4.Objective 2: Validate and confirm content: edit goals, objectives, and deliverables as necessary after comments phase towards final format

	* Provide content for comments period to various subject matter experts and contacts with substantive interaction with veteran students
	* revisit goals, objectives and deliverables and edit into final release forms
	* revisit scenarios as both assessment, unit closure, and reflection
	* Provide brief supporting appendices, such as ‘glossary of essential military terms for faculty’ and common links for veteran support beyond the classroom and ‘supporting technology: PTSD Coach, Mood Tracker," 'Breathe2Relax:’ and other apps for iphone and android for veteran student support.’4.Objective 3: Share as broadly as possible those issues, scenarios and best practices for self-driven, quick-to-implement, faculty development

	* Prepare select portions of project for Week of Accountability workshops: Jan 2015
	* Share and promote with MCLI to export content for use by any MCCCD faculty development entities
	* Export to select public release version of LMS course and/or MOOC
	* Promote content and availability on veteran student resources, from Listserv to 2015 7th Annual Veteran Symposium for Higher Education February 2015**QUALIFICATIONS**

I am not only passionate about this topic and believe it will provide direct benefits to students, professors and administrators across the country, but I am well qualified for this project.

**SUBJECT MATTER QUALIFICATIONS**:

\*I have designed, implemented, and taught veteran student cohort composition classes at my college and mentored others on how to do so.

\*I have created and presented workshops for training faculty on Best Practices and Scenarios of Veteran Students in the Classroom for the last 5 semesters, averaging a 9.3 out of 10 score in surveyed reviews from attendants among all events (aggregated statistics).

\*I was a 2012 panelist for a Dialogue Day on working with Veterans Students for the MCCCD community college district, attended by representatives from all 12 colleges. My particular presentation was on preparing syllabus and optimizing delivered instructional content to veteran students, from daily best practices, to harnessing their leadership and participation in the classroom, to dealing with wounded warrior disabilities.

\*I was the 2012 Arizona Chandler-Gilbert Community College Educator of the Year.

\*I have a current review on ratemyprofessors.com of 4.9 out 5, including many testimonials/support from veteran students.

\*I am the current Liaison for Faculty for Veteran Students and work closely with our veteran benefits certifying person, Reda Chambers, including leading veteran student campus orientations, developing and sharing results of veteran student climate surveys, and bridging between faculty, Disabilities Support, and Returning Student Services. My college, Chandler Gilbert Community College, is now a certified 2014 Veteran Friendly College (GI Jobs). I am my college’s representative to MVETs – Maricopa Veterans Education Taskforce – a new constituency group that secures and represents issues related to veterans for both staff and students among all 12 Maricopa colleges. I resigned as chair of my college’s Instructional Technology Committee to be able to focus fully on this growing constituency.

\*I will be co-faculty advisor for the CGCC Veterans Student Club, a particular honor since I am NOT a veteran.

\*I will be attending the Feb 2014 6th Annual Military Veteran Symposium for Higher Education. I hope to present sabbatical research as a presenter in the 2015 conference.

**ORGANIZATIONAL QUALIFICATIONS**

\*I have 15 years of successful project design/estimating as a technology consultant, where realistic estimation and timeline development is core to the career. I held MCT (Microsoft Certified Trainer) and MCSD (Microsoft Certified Solutions Developer) certifications prior to working for CGCC.

\*I have designed, delivered, and taught Learning Community versions of ENG101, ENG102, and ENH110 partnered/adapted to business courses.

\*I have designed and delivered workshops, summer projects, learnshops, panels, and division level training on various topics ranging from technology use to veterans issues and best practices.

 \* I have designed (on commission) a course for ASU’s Teaching Foundations Project, which required creating a 16 week course from concept to design to content and implementation over a summer period. The course content was delivered successfully and rendered as ELA4 at ASU and ENG 270: New Literacies (Writing for the Workplace: the Classroom) at CGCC.

**ONLINE DELIVERY (MODALITY) QUALIFICATIONS**

\*I have developed/adapted courses for online delivery for 11 years, for LMS ranging from WebCT to Blackboard to Canvas

\*I am qualified for quality assurance in an online modality, with experience as an active QM certified peer reviewer and subject matter expert.

\*I was chair of CGCC’s instructional technology Committee for 2 years

**EXECUTION of the SABBATICAL**

**Preplanning**

1)2011:The idea of taking a sabbatical to create faculty development materials begins in 2011, with the initial research into veteran student issues prior to teaching an ENG102 cohort for just veteran students. I began by looking at district resources and searching MCLI for relevant subject matter, presentations and panels.

 I found only one relevant event, as the focus on student veteran audience for faculty improvement had just begun. This was the **Supportive Education for Returning Veterans** Dialogue day presented by MCLI on Friday, Oct. 9, 2009(<http://mcli.maricopa.edu/taxonomy/term/136> ) . From this, I studied the Cleveland State University’s Veteran Student Success Program (<http://www.csuohio.edu/academic/serv/> ) of 2009 and 2010 as an initial clearinghouse of content and issues for overview perspective on how to prepare faculty to better teach veteran students. From there I examined several “boots to books” programs across the country and began the foundations of what would become this sabbatical project: the desire to meet the need for comprehensive faculty training for the veteran student population -- something only a sabbatical could serve correctly.

2)2011: When the all-call to join a hiring committee for a Veteran Services Coordinator went out, I quickly joined, wanting to represent the faculty development perspective in the hiring process.

3)2012: From the experience of teaching a veteran student only cohort of ENG102 came the understanding that specialized offerings of veteran-friendly classes would not be enough. The correct approach would be to involve ALL/train ALL faculty on this special student population.

4)2012: My next pre-step towards my eventual sabbatical idea was identifying lead programs at colleges/universities that could serve as models for their veteran support services and particularly, faculty training in support of better serving veteran students. Methodology: I searched and mined the National Association of Veterans Program Administrators’ listserv (based on recommendation of our Veteran Services Coordinator) and the list of presenters of the first five Annual Military Veteran Symposium for Higher Education Conferences. I also researched for mentions on the GI Jobs website that handles ‘veteran friendly certification’ of colleges.

5)2012: Examining the literature focusing on PTSD and Traumatic Brain Injury: The first group of veteran students entering college post 9/11 deployments were often medical retirements, which meant (more often than not), wounded warriors. In prepping towards a sabbatical, I focused on triage function – handling the most common situational issue in the classroom with this first group of veteran students: PTSD and memory/focus/brain injury issues.

The books below were all read as a knowledgebase for immediate use, but also as a primer for what would next be up for study for a future sabbatical to be effective for the classroom.
A Guide to Psychological Debriefing - Managing Emotional Decompression, PTSD - D. Kinchin
Acquired Brain Injury - An Integrative Neuro-Rehabilition Appr. - J. Elbaum
Brain Injury - Functional Aspects, Rehabilitation and Prevention - A. Agrawal
Brain Injury Survival Kit - 365 Tips, Tools and Tricks to Deal with Cognitive Function Loss – C. Sullivan
Clinician's Guide to Treating Stress After War - J. Whealin
Counseling for Post-traumatic Stress Disorder 3rd ed

6)2012: While all MCCCD colleges have a GI Bill certifying official (usually / initially in financial aid) and occasionally a liaison, some colleges have more established veteran friendly student services, and each does things differently. I actively sought out panels and MCLI presentations to familiarize myself not only with what were best practices, but what was missing in faculty development. While there was student organization support, and GI Bill support, faculty development was at best in its infancy. From 2012 to present, I compiled a list of ‘subject matter’ experts who would eventually become MVETS members (district constituency group currently awaiting board approval of its constitution) and could serve as email contacts as needed. That list currently has over 20 names – 4 or 5 whom I actively refer/email as peers when seeking ideas concerned with better classwork/classroom experience.

7)2012 to present: I worked closely with our CGCC Faculty Development Coordinator, Heather Horn, to make sure that faculty development related to improving the classroom experience for veteran students through faculty action has been on every week of accountability in the last two years. Further, I have lobbied and won inclusion in these workshops for our Veteran Services Coordinator, so that faculty know the person involved in certification/GI Bill processing and have someone who can fill in any knowledge gaps while I await the sabbatical. Towards sharpening my understanding of what the sabbatical should cover, I discovered faculty development towards improving veteran student experience is an iterative process: the more offered, the more the demand – and by extension, the more specific the feedback and requests became about needs for veteran students and what needs/topics the faculty really wanted to be addressed. This directly fed my list of topics and wants that eventually became the objectives listed under Goal 2 of this sabbatical. This semester I’m extending that presence to presenting at New Faculty Orientation training on Oct 4 2013 – enabling me, prior to final focus on sabbatical, to also understand the faculty development needs of new instructors – another facet of consideration in the development of the sabbatical.

**LETTERS OF SUPPORT**

Five letters of support witnessing the worthiness of the sabbatical project and my qualifications in being the person to deliver it are included from:

Dr. William Guerriero, CGCC Vice President of Academic Affairs

Chris Schnick, Chair of Composition, Creative Writing and Literature

Dawn Gruicich, Director of College Student Support Services

Darcy Breault, Veteran Student Services Specialist, East Valley Veterans Education Center

Reda Chambers, CGCC Veteran Services Coordinator

**TIMELINE FALL 2014**

**(key:** 1.Objective 1 = Goal1.Objective 1**)
PRE-SABBATICAL**

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| **(Research PROJECT METHODOLOGY: Tools and principles for Quality Assurance Management of the Sabbatical )****1. Objective 1**: Research and data mine background/established field literature
	* Reduce literature survey scope to manageable level appropriate to a one semester sabbatical
	* Identify most current trends from conference proceedings and journals in field of Veteran Studies**1.Objective 3**: Network/build live or current profiles of models of success and trends of student life, student affairs, and faculty development towards Veteran students as audience.
	* Attend the 6th Annual Veteran Symposium for Higher Education February 23 - 25, 2014 to gather best practices, professional contacts, and expand networking opportunities. |

**FALL 2014 SABBATICAL**

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| Week 1: Aug 17 – Aug 23 | **1.Objective 2**: Research and data mine relevant collected data and presentation assessments
	* Organize and data mine from prep and delivery of ENG102: Veterans only cohort (Fall 2011)
	* Sort and mine exit survey from veteran students of cohort
	* Study assessments/survey/feedback from 3 years of veteran related past presentations, week of accountability workshops and panels for trends and patterns and ‘requests’
	* Sort and mine exit surveys from previous veteran students created and delivered through work with DRS, Student Veteran Organization, Veteran Services Coordinator |
| Week 2: Aug 24 – Aug 30 | **1.Objective 3:** Network/build live or current profiles of models of success and trends of student life, student affairs, and faculty development towards Veteran students as audience.
	* Data mine contents of listserv of NAVPA, National Association of Veterans Program Administrators
	* Sort and mine materials from professional conferences
	* Survey and visit or e visit: Look at 3 nationally recognized models of faculty development related to veteran student population: Rutgers, The State University of New Jersey, University of Pittsburgh, University of Illinois at Urbana-Champaign |
| Week 3: Aug 31 – Sept 6 | **2.Objective 1:** Overview profile of Veteran Students
	* Provide overview of GI Bill as it related to attendance, requirements and grading
	* List characteristic classroom behaviors: Common Positives (leadership, globally informed, etc)
	* List characteristic classroom behaviors: Occasional Negatives (PTSD, anger issues, lack of sleep, etc ) |
| Week 4: Sept 7 – Sept 13 | **3.Objective 3**: Scenarios: Lessening the difficulties in the classroom
	* Develop a checklist for… when is referral or intervention necessary? Identifying lingering combat wounds – some visible and some invisible
	* Develop **difficulties** version of “What would you do?” scenarios that showcase best practices/ suggestions for veteran related issues in the classroom through real world classroom problem scenarios (for example: A veteran student in the 4th week of classes says they cannot keep up with the work and asks to get an F for a class instead of a W; ‘Too Much Information’ -- The reflection that disturbs the class: VET shares about deep feelings in a reflection or introduction that disturbs the class; etc)
	* Explain how to prepare as faculty for emotional toll/personal boundaries |
| Week 5: Sept 14 – Sept 20 | **2.Objective 2:** Prepping the syllabus and learning environment
	* Statements to include for accommodation of Veteran Student needs (DRS, dealing with appointments, disruption policies, event flexibility/event substitions
	* How to making the classroom a welcoming place to the veteran student
	* Implement general best practices/ understanding standard issue military learning style
	* Staying clear: accommodations <> exceptions |
| Week 6: Sept 21 – Sept 27 |
| Week 7: Sept 28 – Oct 4 | **2.Objective 3a**: Practical best practices and solutions related to classroom behavior and learning
	* Suggestions and expectations regarding attendance (VA appointments, deployment, etc)
	* Suggestions and expectations regarding in-class behavior, distractions, and physical space needs
	* Suggestions and expectations regarding disabilities and medication |
| Week 8: Oct 5 – Oct 10 | **2.Objective 3b**: Practical best practices and solutions related to classroom behavior and learning
	* Suggestions and expectations regarding PTSD triggers (events, memorialized dates, anniversaries)
	* Suggestions and expectations regarding studying, memory, attention span, and time management
	* Suggestions and expectations regarding creative or reflective writing
	* Suggestions and expectations regarding assignments, testing and rote/memory work |
| Week 9: Oct 11 – Oct 17 | **2.Objective 3c**: Practical best practices and solutions related to classroom behavior and learning Suggestions and expectations regarding assignments, testing and rote/memory work
	* Suggestions and expectations regarding grades, outcomes, and rubric/checklist
	* Suggestions and expectations regarding collaboration and group work
	* Suggestions and expectations regarding work/life balance, priorities and academic ambitions
	* How to harness and leverage student support services, referral and skills workshops |
| Week 10: Oct 18 – Oct 25 | **3.Objective 2**: Scenarios: Building upon the positives about veteran students
	* Provide positive ways to suggest utilizing general student services and extracurriculars.
	* Develop **positive** “What would you do?” scenarios that showcase best practices/ suggestions for positives academic interactions through real world classroom ‘win/win’ scenarios (for example: Tapping veterans' life experience for student discussions without exploiting or 'outing' as veterans; ‘soft selling’ to veteran students to take on leadership roles in the classroom, etc. ) |
| Week 11: Oct 26 – Nov 1  |
| Week 12: Nov 2 – Nov 8 | **3.Objective 3(revisited)**: Scenarios: Lessening the difficulties in the classroom
	* Develop a checklist for… when is referral or intervention necessary? Identifying lingering combat wounds – some visible and some invisible
	* Develop **difficulties** version of “What would you do?” scenarios that showcase best practices/ suggestions for veteran related issues in the classroom through real world classroom problem scenarios (for example: A veteran student in the 4th week of classes says they cannot keep up with the work and asks to get an F for a class instead of a W; ‘Too Much Information’ -- The reflection that disturbs the class: VET shares about deep feelings in a reflection or introduction that disturbs the class; etc)
	* Explain how to prepare as faculty for emotional toll/personal boundaries |
| Week 13: Nov 9 – Nov 15 | **4.Objective 1:** (Adapt training materials) Develop unit titles and module headings and export to LMS for deployment as beta**4.Objective 2:** (Validate and confirm content)Provide content for comments period to various subject matter experts and contacts with substantive interaction with veteran students  |
| Week 14: Nov 16 – Nov 22 | **3.Objective 1**: Scenarios: myths and presumptions that irk veteran students
	* Dismiss the myth that all veterans suffer from PTSD
	* Avoid negative connotations associated with academic support or directives: ‘Being a veteran is not a disability:’ Dismiss the common usage of disability services to encompass areas of veteran support; disarm the term ‘developmental course’ before suggesting such to a veteran student; etc.
	* How to differentiate between common terms of identity: Don’t call a Marine Soldier, etc.. |
| Week 15: Nov 23 – Nov 29 | **4.Objective 2**: Validate and confirm content: edit goals, objectives, and deliverables as necessary after comments phase towards final format
	* revisit goals, objectives and deliverables and edit into final release forms
	* revisit scenarios as both assessment, unit closure, and reflection
	* Provide brief supporting appendices, such as ‘glossary of essential military terms for faculty’ and common links for veteran support beyond the classroom and ‘supporting technology: PTSD Coach, Mood Tracker," 'Breathe2Relax:’ and other apps for iphone and android for veteran student support.’ |
| Week 16: Nov 30 – Dec 6 | **4.Objective 1:** Adapt training materials and scenarios for delivery using multiple modalities (e.g., in-person, online, trainer-presented, and self-directed).
	* Select and adapt exemplar units for single workshop format
	* Select and adapt overview and exemplar unit for conference workshop format**4.Objective 3:** Share as broadly as possible those issues, scenarios and best practices for self-driven, quick-to-implement, faculty development
	* Export to select public release version of LMS course and/or MOOC |

Post Sabbatical:

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| **4.Objective 3:** Share as broadly as possible those issues, scenarios and best practices for self-driven, quick-to-implement, faculty development
	* Prepare select portions of project for Week of Accountability workshops: Jan 2015
	* Share and promote with MCLI to export content for use by any MCCCD faculty development entities
	* Promote content and availability on veteran student resources, from Listserv to 2015 7th Annual Veteran Symposium for Higher Education February 2015 |

**EXPECTED OUTCOMES:**

**PROFESSIONAL GROWTH:**

1)I will become a subject matter expert in my role as Faculty Liaison for Veteran Students;

2)I will be a better faculty advisor to the Veteran Student Club;

3)My expanded knowledge will make me a better instructor in the classroom;

4)My Faculty development workshops will provide better targeted content regarding veteran student populations;

5)I will be able to give discipline and nation scale presentations at conferences;

6)I will be part of maintaining the college recognition as a “Veteran Friendly College”;

7)I will partake in initiatives, planning and reviews as an advocate for veteran student interests;

8)I will be a more able representative of the MVETS constituency group at MCCCD.

 **PROFESSIONAL IMPACT**:

1)Will help fulfill the missions of being a learning college and serving all community members;

2)Will increase the effectiveness of instructors working with veteran students;

3)Will, by corollary, help increase retention and graduation rates of veteran students;

4)Will reduce complaints and dissatisfaction from veteran students with instruction/instructors;

5)Will make MCCCD a more attractive destination for veteran students using GI Bill 2.0;

6)Will have a preventative impact on escalation of potential in-class problems and situations related to misunderstandings and miscommunication between faculty and veteran student;

7)Will increase referral of ‘at risk’ veteran student to appropriate support services;

8)Will help meet the requirements of DRS in equally serving disabled veteran students;

9)Will help meet requisites of ‘veteran friendly’ branding;

10) Will increase new and continuing faculty confidence in the classroom/serving all students.

**JUSTIFICATION FOR SABBATICAL FUNDING:**

1)The development and environmental returns (See Professional Growth and Professional Impact sections above) from one semester’s investment in sabbatical funding are extremely high;

2)Improving training of ALL faculty for this specific student population will increase retention and success of veteran students;

3)Improving training of ALL faculty will increase the quality of instruction and confidence in that instruction’s delivery – effectively serving as a tool of talent retention and management;

4)Materials developed from the sabbatical have a long life span of application;

5)Proper training and best practices when dealing with veteran students will decrease classroom incidents (behavioral, threat), negative marketing/word of mouth, and complaints, and any associated potential legal or process costs;

6)Brings MCCCD into the fold of institutions increasing sensitivity to serving ‘those who served’;

7)Alignment of interest, ability, qualifications and reputation means I am the right person to bring about this needed training with maximum result, minimal cost, and high chance of reputation-based acceptance of worthiness and faculty buy-in.

8) A one semester sabbatical’s cost is incredibly inexpensive compared to using consultants or outside train-the-trainers. [↑](#endnote-ref-1)