

Generation Vet



*Composition,
Student-Veterans,
and the
Post-9/11
University*



EDITED BY
**SUE DOE AND
LISA LANGSTRAAT**



Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat

D. Alexis Hart, Roger Thompson



Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat:

Generation Vet Sue Doe, Lisa Lanstraat, 2014-04-15 Institutions of higher education are experiencing the largest influx of enrolled veterans since World War II and these student veterans are transforming post secondary classroom dynamics While many campus divisions like admissions and student services are actively moving to accommodate the rise in this demographic little research about this population and their educational needs is available and academic departments have been slower to adjust In *Generation Vet* fifteen chapters offer well researched pedagogically savvy recommendations for curricular and programmatic responses to student veterans for English and writing studies departments In work with veterans in writing intensive courses and community contexts questions of citizenship disability activism community campus relationships and retention come to the fore Moreover writing intensive courses can be sites of significant cultural exchanges even clashes as veterans bring military values rhetorical traditions and communication styles that may challenge the values beliefs and assumptions of traditional college students and faculty This classroom oriented text addresses a wide range of issues concerning veterans pedagogy rhetoric and writing program administration Written by diverse scholar teachers and written in diverse genres the essays in this collection promise to enhance our understanding of student veterans composition pedagogy and administration and the post 9 11 university

From Military to Academy Mark Blaauw-Hara, 2021-09-01 Grounded in case study research this book explores the writing and learning transitions of military veterans at the college level Providing meaningful research into the ways adult learners bring their knowledge to the classroom *From Military to Academy* offers new ways of thinking about pedagogy beyond the traditional college experience *From Military to Academy* is a detailed picture of how student veterans may experience the shift to the college experience and academic writing Grounding his research in the experiences of student veterans at a community college Blaauw Hara integrates adult learning theory threshold concepts genre analysis and student veteran scholarship to help readers understand the challenges student veterans experience and the strengths they bring as they enter the academic writing environment Each chapter takes a different theoretical approach to frame student veterans experiences and Blaauw Hara ends each chapter with specific actionable pedagogical suggestions Composition studies scholars especially have demonstrated an ongoing interest in and commitment to understanding the experiences of student veterans from military service to postsecondary education *From Military to Academy* helps college writing faculty and writing program administrators understand and support the growing numbers of student veterans who are making the transition to higher education

Political and Military Sociology, an Annual Review Jonathan Swarts, 2017-07-05 The latest volume of the *Political and Military Sociology* annual review features empirical research on topics that focus on security military training culture and the challenges of bureaucracy law and violence in democracies The articles cover an impressive geographic range from Europe to Africa and to the Middle East Two essays address threats to democratic polities by corrupt governmental and legal institutions and by electoral violence and

intimidation The first argues that a culture of dualism in Greece helps produce problems The second analyzes the power of military student fraternities in Nigeria arguing that democracy is threatened by these organizations Two contributors then address the security and military challenges in Iraq The first argues that successful military advisors must play dual roles as both peacekeeper diplomats and warriors The second poses that Iraqi government policies privileging the Shia population have alienated other groups and helped support for groups such as ISIS The final essay analyzes the acculturation of new soldiers to Zimbabwean military life through the training experiences of recruits The volume also includes reviews of recent books on military and security matters The Greatest Generation II Jeffrey F. Weston, 2015 The Post 9 11 GI Bill is the most lucrative version of the GI Bill since the original World War II version As such veterans are entering colleges and universities around the country at an increased rate that is expected to continue for the foreseeable future Despite this growing number of student veterans it is unclear if university faculty and staff are prepared to deal with their unique needs This study examined the transitional issues faced by veterans as they leave the military and enter higher education Moreover it sought to explore how colleges can provide support services that promote a positive and rewarding college experience for student veterans Three questions guided this research a How do veterans describe their transition from military to civilian life b What stories do Post 9 11 veterans tell about their experiences in higher education and c How do Post 9 11 veterans describe what faculty and staff can do to better serve their needs To address these questions a qualitative narrative research design was applied and semi structured interviews were conducted with 13 veterans who successfully completed college following military service Through analysis of the data five findings revealed that veterans in college have unique needs that need to be addressed The findings revealed that while veterans face unique needs when entering higher education they also possess a maturity level that helps them overcome challenges associated with higher education Findings also revealed that peer to peer support is crucial to veterans successfully completing college As the number of veterans in college continues to increase so does the need for university administrators to gain a deeper understanding of their issues **Post-9/11**

Student Veterans in the Ivy League Carol Renee Kalin, 2017 Thanks to the Post 9 11 GI Bill veterans are entering American colleges and universities in numbers not seen since World War II Very few of today's veterans however attend our nation's most selective institutions Military connected students constitute about 5% of the total college going population but make up only 2% or less of the student body at Ivy League and Ivy Plus institutions The purpose of this narrative study was to understand the experiences of these talented few student veterans with a focus on undergraduates The primary research questions were 1 How do members of the current generation of veterans make the transition from the military to the Ivy League 2 How are these veterans faring academically and socially in what is arguably the most challenging sector of higher education A series of in depth interviews with four veterans of the Army Navy Air Force and Marines studying for undergraduate degrees at three different Ivy League schools was undertaken to address these questions The resulting four

biographies were interpreted using Vacchi and Berger's 2014 adaptation of Bronfenbrenner's 1989/1995 ecological systems theory and from a life course perspective. Findings revealed that the veterans carefully planned their transition from the military to the academy and eagerly sought and accepted transition support. Academically, the self-discipline learned in the military was most important to the four Ivy League student veterans' success. Social support from other veterans was also important but to varying degrees. The four student veterans all shared insights gained from their military experience with civilian peers in Ivy League classrooms though they disclosed their veteran status only selectively in social situations. These exchanges, formal and informal, were mutually beneficial. While some Ivy League institutions are taking steps to attract and better support military-connected students from a public policy perspective, elite higher education is not doing enough to help close the civil-military gap in American society. To the extent that elite institutions cannot or will not accommodate more veterans as non-traditional undergraduates, a greater focus on ROTC programs could help achieve this goal, as could admitting more family members of long-serving military personnel.

What's Next for Student Veterans? David DiRamio, 2017-12-21. With the passage of the Post-9/11 GI Bill in 2008, more than 1.4 million service members and their families became eligible for higher education benefits, and veterans from the wars in Iraq and Afghanistan enrolled in colleges and universities in record numbers. The first wave of research about these new student veterans focused primarily on describing their characteristics and the transition from military service to civilian life and the college campus. This new edited collection presents findings from the second wave of research about student veterans with a focus on data-driven evidence of academic success factors including persistence, retention, degree completion, and employment after college. An invaluable resource for educators poised to enter the next phase of supporting military-connected college students.

Student Veterans' College Experiences Chris Andrew Cate, 2011. Background: The GI Bill has given United States military veterans the opportunity to afford and enroll in colleges and universities for nearly seventy years. In the Fall of 2009, the Post-9/11 GI Bill started helping a new generation of student veterans pay for their post-secondary education and earn degrees and certificates. The Post-9/11 GI Bill combined with a competitive work force and weak global economy has led to an increase in student veteran enrollment in recent years. Although the student veteran population at many post-secondary schools has sharply increased in recent years, little research has been devoted to this segment of the college population. This leaves many colleges, universities, and policy makers uninformed while making decisions affecting student veterans.

War & Homecoming Travis L. Martin, 2022-07-26. In *War Homecoming: Veteran Identity and the Post-9/11 Generation*, Travis L. Martin explores how a new generation of veterans is redefining what it means to come home. More than 2.7 million veterans served in Iraq and Afghanistan. Their homecomings didn't include parades or national celebrations. Instead, when the last US troops left Afghanistan, American veterans raised millions of dollars for the evacuation of Afghan refugees, especially those who'd served alongside them. This brand of selflessness is one reason civilians regard veterans with reverence and pride. The

phrase thank you for your service is ubiquitous Yet one in ten post 9 11 veterans struggles with substance abuse Fifteen to twenty veterans die by suicide every day Veterans aged eighteen to thirty four die at the highest rates leading advocates to focus on concepts like moral injury and collective belonging when addressing psychic wounds Martin argues that many veterans struggle due to decades of stereotyping and a lack of healthy models of veteran identity In the American unconscious veterans are treated as either the superficially praised hero or the victimized wounded warrior forever defined by past accomplishments They are often appropriated as symbols in competing narratives of national identity War Homecoming critically examines representations of veterans in patriotic rhetoric popular media literature and the lives of those who served From this analysis a new veteran identity emerges veterans as storytellers who reject stereotypes claim their symbolic authority and define themselves through literature art and service Their dynamic approach to life after military service allows for continued growth agency individuality and inspiring examples of resilience for others

Understanding Progress Toward Degree Completion for Student Veterans in the Post 9-11 Era David T. Vacchi, 2018 Veterans have long succeeded in higher education but because available data on contemporary student veteran success has been difficult to uncover some question the success of this reemerging student population While data is emerging that suggest student veterans are succeeding in higher education this study sought to reveal factors that contributed to the success of graduating student veterans in the hopes that these factors can be nurtured in current and future generations of student veterans to help ensure their success as students Using a new method the focused life history narrative and a conceptual model grounded in nontraditional student theory and Astin's IEO Model this study suggests that success influencers emerge during the education of veterans primarily from faculty and staff but also from peer veterans that serve to validate the decision to go to college by veterans and thus propels veterans forward to success Other findings suggest that timely and accurate processing of education benefits serves to improve focus on the academic experience rather than worrying about tuition and fee payments enhancing success Finally this study suggests that structure and discipline are important to the successful degree attainment of veterans

Defining and Improving Success for Student Veterans United States. Congress. House. Committee on Veterans' Affairs. Subcommittee on Economic Opportunity, 2015 Writing Programs, Veterans Studies, and the Post-9/11 University D. Alexis Hart, Roger Thompson, 2020 Argues for a more nuanced approach to understanding the veteran particularly where it leads to more thoughtful engagement with veterans in college writing classrooms where student disclosure is often part of coursework **Called to Serve** Florence A. Hamrick, Corey B. Rumann, 2012-11-05 Called to Serve Over the past several years veteran enrollment in universities community colleges and vocational programs has increased dramatically Called to Serve offers academics and administrators a handbook highlighting the most current research program initiatives and recommendations for creating policies and services that can help student veterans and service members succeed including Strategies for organizing and staffing services for veterans and service

members Suggestions for creating institutional infrastructures and policies related to enrollment transfer and degree completion Frameworks for working with service members with physical emotional and learning disabilities Praise for Called to Serve An excellent resource tool for key university leadership who desire to support the success of incoming and current student veterans Renee T Finnegan colonel retired executive director Military Initiatives and Partnerships Office of the President University of Louisville One of the more compelling issues of our time is the integration of returning veterans and service members into our society following their service to our country This handbook will be a critical tool in guiding higher education professionals in developing strategies to ensure their success in college Kevin Kruger president NASPA Student Affairs Administrators in Higher Education This timely book explains and presents a new meaning of called to service The issues and vignettes bring to life real situations that will be facing all campuses I highly recommend this valuable resource to those looking forward and not back Gregory Roberts executive director ACPA College Student Educators International I have waited over forty years for such a comprehensive handbook to be written about the challenges opportunities and rewards that are associated with providing higher education to America s veterans our future leaders Well done Robert E Wallace Vietnam veteran and executive director Veterans of Foreign Wars of the U S Washington Office

Best Forms of Involvement for First-year Student Veterans for Academic Success Saipraseuth Chaleunphonh, 2015 This study expands the research for the transition of student veterans utilizing the Post 9/11 GI Bill enacted in 2008 It presents a quantitative approach to study the relationship between first time full time student veterans and their non veteran student counterparts in the area of transition to college life and academic success in the first year of college Transition to college life is measured through variables that represent pre entry attributes skills gained or lost and student involvement The results of the study contribute to the efforts of campus professionals to coordinate services and direct resources in order to better serve and increase the academic success of this population Using secondary data the study examines financial stress prior learning experience psychological physical health skills gained or lost and student involvement in relationship to academic success Additionally the study compares first year student veterans with comparison groups traditional first year students first generation first year students and non traditional first year students Finally the study identifies what forms of student involvement work best for student veteran academic success and what pre entry attribute or skill most influences academic success The study also explores differences between student veterans from public private institution types and commuter residential status

Examining the College Experiences and Coping Mechanisms of Post 9/11 Student Veterans Mark A. Fegley, 2022 Over the years the Servicemen s Readjustment Act 1944 and subsequent funding legislation has enabled vast numbers of American military service members and veterans to attend colleges and universities Osborne 2014 For institutions that experienced declines in traditional age students due to changing demographics Post 9/11 veterans are an attractive enrollment target because of guaranteed government funding Veterans are particularly appealing to private online

institutions as a viable revenue stream We know that student veterans share many of the same attributes of nontraditional students Navarre Cleary M Durdella Kim 2012 While the amount of research into veteran transitions has increased in the past 10 years previous studies have often focused on the provision of veteran services or on the mental and physical health issues of combat veterans Little has been revealed about the lived college experience of Post 9 11 veterans and the difficulties they encounter Although it has been established that student veterans tend to default to avoidance coping strategies Romero Riggs Ruggero 2015 data about the effectiveness of their coping choices and the repercussions on their persistence in college is lacking More research on veteran college transitions is needed so this study seeks to address a critical gap in the literature The purpose of this phenomenological study is to examine the lived experiences academic challenges and the coping strategies of Post 9 11 student veterans at a large Midwestern university *Separate from Everybody Else* Brantley B. Blair, 2020 The purpose of this study was to understand the academic and social experiences of post 9 11 student veterans moving from the military into and through their time at a large public Senior Military College SMC in a mid Atlantic state Military culture starkly contrasts that of college campus culture and because post 9 11 student veteran research is still in its nascent stage a need exists to understand how this student population navigates those differences Using Vacchi Model for Student Veteran Support as a theoretical framework the researcher engaged undergraduate post 9 11 student veterans enrolled in an academic major in semi structured interviews that explored how they made sense of their college experiences Participant interviews were recorded transcribed and analyzed utilizing an Interpretative Phenomenological Analysis IPA methodology Three superordinate themes emerged from the data Becoming an SMC Student Separations Connections with Others and Envisioning the Future The first two themes illustrate how participants conceptualized their intersectional identities as students and veterans and how they conceived their interactions with peers veteran and civilian faculty and support services personnel The third theme represents how the participants rationalize their future opportunities because of attending the Senior Military College The findings from this study illustrate the academic success of this student group but also highlight challenges they face interacting with members of the college campus This study emphasizes essential considerations for creating inclusive practices that seek to improve the college experiences of post 9 11 in higher education Author s abstract **An Exploratory Study of the Transition Experiences of Post-9/11 GI Bill Era Student/Veterans From Active Duty Military Service to College Student** Mary E. Falkey, 2014 What's Next for Student Veterans? David C. DiRamio, 2017 With the passage of the Post 9 11 GI Bill in 2008 more than 1 4 million service members and their families became eligible for higher education benefits and veterans from the wars in Iraq and Afghanistan enrolled in colleges and universities in record numbers The first wave of research about these new student veterans focused mostly on describing their characteristics and the transition from military service to civilian life and the college campus This new edited collection presents findings from the second wave of research about student

veterans with a focus on data driven evidence of academic success factors including persistence retention degree completion and employment after college Provided by publisher *Contemporary Student Veterans* Kathleen Normandin, 2010 The contemporary student veteran population is growing rapidly as service members who served in the Afghanistan and Iraq conflicts take advantage of the Post 9 11 Veteran Educational Assistance Act of 2008 to receive educational benefits to attend college Cook Kim 2009 However student veterans entering college today have a unique set of qualities and experiences As an emerging student population little is known about the experiences and perceptions these student veterans bring with them to college DiRamio Ackerman Mitchell 2008 This study explored the nature of contemporary student veteran transition experiences from military life to college life to uncover a the factors that had positive effects on the contemporary student veteran transition process and b the factors that posed challenges to the contemporary student veteran transition process The information presented in this study has significance as it fills a knowledge gap that in existing literature regarding transitional experiences and perceptions of contemporary student veterans In addition the findings may serve as a foundation to improve the quality of resources available for those working to serve the needs of this growing student population

From Soldier, to Civilian, to Student Dara Elizabeth Naphan, 2011 The implementation of the Post 9 11 GI Bill in August 2009 made approximately two million veterans of the Wars in Iraq and Afghanistan eligible for higher education subsidies and colleges universities are experiencing an increased enrollment of veterans Ultimately in order to understand how veterans of the wars in Iraq and Afghanistan experience the drastic environmental transition from an overseas military deployment to civilian life and into colleges and universities this research explores student veterans experiences from the moment they enlisted in the military until the time the study was conducted The findings are based on in depth interviews with eleven student veterans from the University of Nevada Reno who had been deployed overseas since 9 11 2001 The participants revealed a range of reasons for enlisting as well as a range of experiences within the military during their deployments and finally their transitions home and to school For the most part their stories indicate their time in the military had positive effects on things such as their engagement in class and discipline to their studies but at the same time some student veterans indicated they did not feel entirely comfortable on a college campus Student veterans are typically older and with different sets of experiences than most college students and some have expressed feeling alienated by peers and professors comments about the military or wars

The American Veteran Experience and the Post-9/11 Generation Kim Parker, Ruth Igielnik, Amanda Barroso, Anthony Cilluffo, 2019 What it means to be a military veteran in the United States is being shaped by a new generation of service members About one in five veterans today served on active duty after the terrorist attacks of Sept 11 2001 Their collective experiences from deployment to combat to the transition back to civilian life are markedly different from those who served in previous eras Because they are more likely to have been deployed and to have seen combat post 9 11 veterans are also more likely to bear the scars of battle whether physical or not tour of duty and

carries over into the transition from military to civilian life This is true regardless of era of service

Unveiling the Energy of Verbal Beauty: An Emotional Sojourn through **Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat**

In some sort of inundated with displays and the cacophony of instantaneous communication, the profound power and emotional resonance of verbal beauty usually disappear in to obscurity, eclipsed by the continuous onslaught of noise and distractions. However, situated within the musical pages of **Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat**, a interesting function of fictional beauty that impulses with organic emotions, lies an remarkable journey waiting to be embarked upon. Penned with a virtuoso wordsmith, this enchanting opus instructions readers on a psychological odyssey, delicately exposing the latent potential and profound influence stuck within the complex internet of language. Within the heart-wrenching expanse with this evocative evaluation, we can embark upon an introspective exploration of the book is main styles, dissect their interesting writing model, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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Table of Contents Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat

1. Understanding the eBook Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
 - The Rise of Digital Reading Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
 - Advantages of eBooks Over Traditional Books
2. Identifying Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms

- Features to Look for in an Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
- User-Friendly Interface
- 4. Exploring eBook Recommendations from Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
 - Personalized Recommendations
 - Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat User Reviews and Ratings
 - Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat and Bestseller Lists
- 5. Accessing Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat Free and Paid eBooks
 - Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat Public Domain eBooks
 - Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat eBook Subscription Services
 - Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat Budget-Friendly Options
- 6. Navigating Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat eBook Formats
 - ePub, PDF, MOBI, and More
 - Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat Compatibility with Devices
 - Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
 - Highlighting and Note-Taking Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
 - Interactive Elements Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
- 8. Staying Engaged with Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
 - Joining Online Reading Communities

- Participating in Virtual Book Clubs
 - Following Authors and Publishers Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
9. Balancing eBooks and Physical Books Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
- Setting Reading Goals Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
- Fact-Checking eBook Content of Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

Generation Vet Composition Student Veterans And The Post 9 11 University Lisa Lanstraat Introduction

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