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RE: Veterans and Military Affairs at William & Mary

DATE: March 31, 2016

EXECUTIVE SUMMARY

The working group addressed the following issues related to Veterans and Military Affairs at William & Mary:

In what ways is William & Mary now meeting the special needs of its students who are veterans or still on active duty, and which offices of the university are involved in meeting those needs? In what areas could William & Mary productively do more for its students with military experience? In order of priority, which needs should be addressed first, taking into account both how much good they would do and what they would cost?

With regard to engaging the military and veterans more broadly (i.e. beyond the William & Mary student experience), what programs and initiatives are already underway at William & Mary? How do those programs and initiatives interact with one another, share information, and, when appropriate, work together? Should William & Mary facilitate increased communication and relationships among these programs, and, if so, how should that be done?

¹ The working group was also greatly assisted by MAJ Bill Chesher, ROTC, who was a thoughtful and valued participant all year, was key in getting the website established, and was the driver behind the Military Appreciation Game activities; Fran Bradford, Associate Vice President for Government Relations; Lee Upright, veteran; current Flex MBA student; Student Veterans of William & Mary (SVWM); Charlie Foster, veteran; School of Education (SVWM); Rosanna Koppelman, Executive Director, Center for Corporate Education, Mason School; Ray Bilter, Military and Veterans Law Society at the Law School (MVLS); and Kiren Chauhan, MVLS.

The working group concluded that William & Mary is meeting the needs of students who are veterans or still on active duty, but support is inefficient because it is spread over a large number of organizations and navigating through the system is difficult. There is an opportunity for significant improvement through better coordination. The group noted that there are important, and expanding, external connections with the military and veterans more broadly. Improved coordination of those efforts across campus would reduce duplication of effort and help to identify even more opportunities. There are many opportunities, for example, to attract veterans with G.I. benefits and to identify funding for active duty military through their respective Services. Coordination of efforts with TRADOC has been very productive, but there are similar opportunities with other defense organizations that are under-developed.

The working group members feel that the exchange of information across the members over the past year was extremely valuable, and they wish to continue to meet periodically to exchange ideas. The group recommends that the President establish the group as a continuing coordinating or standing committee, and many members of the working group are willing to continue to serve. The group also concludes that the university needs a Military and Veterans' Affairs (MVA) Liaison, either full or half-time, to work with the coordinating or standing committee and pursue the more detailed recommendations in this report. The group believes that the cost of this position would be covered in a few years through the increased enrollment of veterans and active duty military, particularly in our graduate programs.

Further recommendations and responses to the charge are included in more detail in the body of this report. Some of the highlights are as follows:

- Improve methods of identification and data collection to more accurately identify all of the current military students and student veterans, and veteran alumni, faculty and staff, as well as members of the Tribe who are family members of those actively serving or who have worn the uniform.
- Create veteran cultural competency training and encourage all interested faculty, staff and students to participate.
- Create veteran and military friendly space on campus by designating a gathering space where this group of typically non-traditional and often married students can gather between classes and study, relax, and create a sense of community among similarly-situated students.
- Formalize the outstanding resource offered by our Military Science Department and ROTC unit in providing recruitment and mentoring support to all military students and student veterans.
- Aid in military student and student veteran reintegration on campus by designing an "academic refresher" for them before actual semesters begin, and review the current "first year experience" program and revise it where appropriate to be more conducive to these students.
- Reimagine on-campus housing options for military students and student veterans.
- Increase recruitment efforts to result in more military students and student veterans on campus and in our classrooms, creating a larger support network for these students, and further demonstrating the value to the university community of having them as our colleagues.

- Make a concerted effort as an institution to be expansive, when possible, in the manner in which credit is given to student veterans for their military experience.
- Coordinate information regarding all university programs currently funding students who are military and veterans, and share that information as a way to build recruitment efforts and maximize program efficacy.
- Gather and share information regarding the best contacts in the area to disseminate program information to military and veteran communities to publicize our programs.
- Expand the educational opportunities offered to military students and student veterans, to include creative programs of study such as Flex MBA, certificate, and work-study programs that fit into their more complicated personal schedules.
- Continue efforts with “Whole of Government” projects, for instance the Virginia Institute of Marine Science and Virginia Coastal Policy Center work with the recently funded Commonwealth Center for Recurrent Flooding Resiliency, and the proposed Center of Excellence for National Security at William & Mary.
- Incorporate all of the outstanding work being done at the university in support of veterans and the military under a Center of Excellence for Veteran Reintegration, to maximize the impact and fill a need for this deserving community.

The working group held several meetings this year with a diverse group of faculty, staff, undergraduate and graduate students, and interested alumni, all of which involved vibrant discussion and thoughtful consideration. It is readily apparent that William & Mary is dedicated to the needs of both its active duty military students and student veterans, and eager to help them succeed while on campus and beyond. There is significant interest in expanding the number of military students and student veterans we have on campus, as well as in building on the already active involvement with the military in our broader Hampton Roads community. The working group represents a good start at identifying all that is being done on campus currently, and what can be done on campus and off to aid these valued populations, but we also believe that the work must continue in some incarnation following this report in order for results to be achieved and to capitalize on the current momentum.

Veterans leaving the service today are highly motivated to pursue higher education for “career or job opportunities, self-improvement and personal growth, potential for improving economic status, professional advancement, leverage[ing] earned benefits, a desire to ‘help people/society,’ [and to] enhance technical skills.”² Despite their enthusiasm for the pursuit of higher education, the majority of veterans surveyed face a lack of financial resources or a financial burden in going back to school, particularly because many of them have personal and family obligations, and often they have a conflict between their employment and academic pursuits. Further complicating things, if they are not careful with their GI Bill benefits, those benefits may be exhausted before degree completion. In addition, veterans often struggle with issues resulting from wellness or disability that can interfere with successful studies.³ Finally, veteran students

² Corri Zoli, Rosalinda Maury, and Daniel Fay, *Missing Perspectives: Servicemembers’ Transition from Service to Civilian Life, Data Driven Research to Enact the Promise of the Promise of the Post-9/11 GI Bill* at 4, Syracuse University Institute for Veterans and Military Families, Higher Education Research Series (2015). The survey included 8,500 troops and veterans and found that more than twenty percent of veterans felt uncomfortable disclosing their veteran status on campus.

³ *Id.*

frequently face a huge culture shock entering (or re-entering) the unstructured world of higher education. “I felt like I was on another planet,” reported Brian Hawthorne, a veteran of two tours in Iraq who enrolled at George Washington University as a 23-year-old junior. He went on to say that it was jarring “going from an environment where people around you are dying every day and trying to kill you,” to a campus full of people unconnected to the military or its service members in any way.⁴

Less than half of all eligible veterans are currently using their GI Bill benefits, yet there are more than one million users of the GI Bill nationally as of 2014;⁵ this means there is both an opportunity and an obligation for William & Mary to serve this population of students who greatly enrich our community and who deserve the best we have to offer. But navigating the less structured college environment, among younger and less experienced students, can make it a very difficult transition. This is particularly so given that unlike the period after World War II, when veterans in 1947 made up 49% of U.S. college enrollment,⁶ in a 2011-2012 study, veterans constituted just 4% of the undergraduate population.⁷ While our student veterans make up a very small percentage of our overall student population at the university, at least as far as we can tell through our current methods of identification, they are a population with different needs from our more traditional students, and thus with perhaps more risk in terms of their success on campus. Our efforts to assist them are made even more complicated by the fact that they are also likely to be the last group that will ever ask for help.

In what ways is William & Mary now meeting the special needs of its students who are veterans or still on active duty, and which offices of the university are involved in meeting those needs?

While there seems general consensus among working group members that the university is meeting the needs of military students and student veterans, the methods by which we are meeting them is believed to be less seamless than it could be for these students. For instance, below is how we would currently advise a military student or student veteran to seek assistance for a variety of resources or information (taken from our website):

- If you need help determining your student status and how you should apply or have general questions about the application process, please contact Whitney Link, the Undergraduate Admission liaison for veterans.

⁴ Patricia Roberts, *Post-9/11 Veterans: Welcoming Them Home as Colleagues and Clients*, 45 U. Memphis L. Rev. 771, 780 (2015), citing Sandra G. Boodman & Kaiser Health News, *Veterans Find Their Transition from Combat to College Can Be Difficult*, Wash. Post (Nov. 28, 2011), http://www.washingtonpost.com/national/health-science/veterans-find-that-their-transition-from-combat-to-college-can-be-difficult/2011/10/20/gIQAUGW54N_story.html.

⁵ Zorri, *et al.*, note 1.

⁶ *History and Timeline*, U.S. Dep’t Veterans Aff., <http://www.benefits.va.gov/gibill/history.asp> (last visited Mar. 31, 2016).

⁷ Am. Council on Educ., *Higher Ed Spotlight: Undergraduate Student Veterans* (2014), available at <http://www.acenet.edu/news-room/Documents/Higher-ed-spotlight-undergraduate-student-veterans.pdf>

- If you have questions related to using the Post-9/11 GI Bill and other veterans' educational benefits, please contact Carolyn Ward, the veterans' benefits coordinator in the Office of the Registrar.
- If you have questions about the transferability of courses that you have taken prior to applying to William & Mary, please contact Grace Hindman, the Transfer Credit Coordinator in the Office of the Registrar.
- For enrollment and transfer student support services, see Ben Boone, Assistant Dean of Students.
- If seeking employment or internship assistance at the Cohen Career Center, see Wendy Webb-Robers.
- For questions or support regarding the First Year Experience, contact Lauren Garrett.

Graduate students would not utilize all of the above offices, but would add their own contacts within their respective schools. For a veteran or active duty military student transitioning to a four-year competitive academic institution, the adjustment can be daunting enough; having a more centralized location for this population to obtain information and advice regarding their status from application through graduation would be useful, as described later in this report.

In 2015, a Veterans Welcome Brunch was held at the Alumni House in order to forge a more meaningful bond between our incoming student veterans and the community that supports them – including local veteran service organizations, university leaders, and distinguished members of the community. While there were many currently enrolled students and staff from across campus in attendance, there were only three new student veterans who attended, a figure we would like to see greatly increase. In prior years, the university also held a Military/Veteran Welcome Session in late August during Orientation for military students and William & Mary faculty and staff.

Additionally, the ROTC Program is doing an outstanding job with its cadets, and developing rewarding relationships with its alumni. Active duty military are regularly part of their programming, and even those outside of the ROTC Program, particularly veterans returning to school after service, find their way to ROTC for the camaraderie and welcome they find there. ROTC also coordinates all of the plans for the annual Military Appreciation Game each fall, with support from Spencer Milne in Tribe Athletics.

Disability and counseling services for military students and student veterans are provided in the same way and by the same offices as they are for all others who require accessibility assistance or mental health resources. Though the Counseling Center does not have specialists in mental health issues related to military students and student veterans, it does have a new psychiatrist on staff, and they make referrals to community providers who do regularly work with the military and veteran population when additional expertise is needed. Mental health is an area where needs could differ greatly among veterans and more traditional-aged members of our student body. Often conditioned by their military service to NOT seek such help and counseling—even to the point of its carrying an adverse stigma for the individual should he or she do so—certain veterans might require careful attention, to include convincing them in the first place to seek such help should they need it.

Student organizations play a key role in making our military students and student veterans feel welcome and supported during their time at the university. The Student Veterans of William & Mary (SVWM) provide a social outlet and a Facebook presence for this population, with military students and student veterans often finding great advice and camaraderie with their fellow non-traditional students. The Mason School of Business and the Law School both have active student organizations for veterans, the military, and those who support them. The Mason School is also in the process of developing an entrepreneurship and business clinic for veterans, and the Law School has a very successful veterans' benefits clinic that serves as a national model to law schools across the country (both are described more fully under discussion of the second charge later in this report); all of the foregoing are opportunities for graduate students, whether or not they are serving or have served, to provide assistance to veterans and service members on campus and in the community.

William & Mary's Center for Veterans Engagement (WMCVE), which operates out of the Office of Community Engagement, is a student-led organization that offers community-creating, expressive arts programs at no cost to veterans, service members, and military families from on and off campus. On Veterans' Day 2015, they sponsored a powerful event entitled, "Stories of Service and Sacrifice." WCMVE helped launch a national non-profit, the Armed Services Arts Partnership, led by William & Mary alumni, which is expanding the program to other universities. In addition to this year's "Stories of Service and Sacrifice," Veterans' Day is celebrated across campus in a number of diverse ways, often with a lack of awareness from one school or department to another regarding different events. Some such events include the ringing of the Wren bell on the 11th hour of the 11th day of November; a cider toast, remarks and cake during the lunch hour at the Law School; a reception at the Business School honoring veterans; and a collection basket of treats for the troops, among other things.

William & Mary provides in-state tuition to veterans as required by the Veterans Access, Choice, and Accountability Act of 2014 (Sec. 702); accepts post-9/11 GI Bill benefits and Armed Forces Tuition Assistance; sponsors Yellow Ribbon awards for five eligible out-of-state students at a rate of up to \$1000 per fall and spring semester, which is then matched by the U.S. Department of Veterans Affairs (annual institutional commitment of \$10,000); and recently obtained funding to start privately funded tuition assistance opportunities such as the Capital Scholarship and the Patriot's Dream Scholarship. According to Sallie Marchello, Associate Provost and University Registrar, her office provides GI Bill certification services for nearly 300 members, veterans and dependents each semester. In addition, William & Mary provides priority registration times to students who are active duty military, reservists, veterans, members of the Virginia National Guard, and members of William & Mary's Army ROTC Unit.

As a result of the working group's belief that William & Mary lacked a centralized web page with links to all the resources that veterans, service members and external constituencies needed, the working group set a goal of having such a site debut in time for Veterans' Day 2015. With suggestions from working group members and the leadership of MAJ William Chesher, Kurt Klingenberg, graduate assistant for this working group, veteran and MPP/MBA Class of 2016, and support from the Creative Services team, the goal was met. More work remains to be done to fully develop the website content, but there is now a centralized resource for these populations. In addition, Lisa Crawford from University Marketing and Advancement Communications worked

with Sebastian Munevar, then president of SVWM and now a December 2015 graduate, to prepare an outstanding video about being a student veteran at William & Mary; that video premiered at the Military Appreciation football game, and is now part of the aforementioned website.

William & Mary is already doing a great deal to support the military students and student veterans on campus. The working group concluded that while the needs of these populations are being met; the university could be doing more to attract, retain and support these populations.

In what areas could William & Mary productively do more for its students with military experience? In order of priority, which needs should be addressed first, taking into account both how much good they would do and what they would cost?

All of the suggestions made by the working group fit within the general framework of “8 Keys to Veterans’ Success” - a voluntary initiative through the Departments of Education, Veterans Affairs, and Defense,⁸ and through which we should consider future recommendations for meeting the needs of our student veteran population.

- 1) Create a culture of trust and connectedness across the campus community to promote well-being and success for veterans.
- 2) Ensure consistent and sustained support from campus leadership.
- 3) Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming.
- 4) Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space for them (even if limited in size).
- 5) Collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans.
- 6) Utilize a uniform set of data tools to collect and track information on veterans, including demographics, retention, and degree completion.
- 7) Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans.
- 8) Develop systems that ensure sustainability of effective practices for veterans.

The working group had a significant number of ideas that would aid the veteran and military population at William & Mary, many of which would not be cost prohibitive. While we

⁸ *8 Keys to Success: Supporting Veterans, Military and Military Families on Campus*, U.S. Dep’t Educ., <http://www.ed.gov/blog/2013/08/8-keys-to-success-supporting-veterans-military-and-military-families-on-campus/> (last visited Mar. 31, 2016).

have attempted to put these in some sort of priority order, any progress made on these suggestions, in any order, will be beneficial to the populations we are hoping to serve.

I. Design a method of identification and data collection so that we are able to accurately identify all of the current military students and student veterans, and veteran alumni, faculty and staff, as well as members of the Tribe who are family members of those actively serving or have worn the uniform. *Using existing faculty, staff and student resources, this could be done at little to no cost, unless incorporated into the proposed Military and Veterans Affairs Liaison responsibilities in Recommendation II, discussed below.*

- a. Because we currently rely on self-identification for this student status, we are not capturing all who fall in these categories, making it impossible to identify them while on campus (and ensure they are fully supported), and to reach out to them once they are off campus as alumni. In addition, veterans on the faculty or staff and family members of veterans and active duty military can be a resource to these populations on campus; once we know who makes up all of these populations, we can develop mentorship programs and affinity groups for those interested in joining.⁹
- b. If we must continue to rely on self-identification, two things might assist in increasing the likelihood of a student veteran claiming his or her status – first, the visible presence of a Liaison, as described in Recommendation II, and more robust activities that tend to attract this population, for instance Team Red, White and Blue events and service opportunities might encourage this community-minded population to self-identify;¹⁰ second, incentives tied to self-identification, for instance, all who sign up would have the opportunity to attend a speaking event with the Chancellor on a weekend he is in town (not necessarily a private one, but they would be guaranteed seats at such an event).

Methods at identifying veteran alumni, faculty and staff should also be initiated, and could be expanded to include those who are family members of veterans or those serving on active duty. Such efforts would also allow William & Mary to acknowledge and appreciate this population, for instance, in 2015, the Mason School of Business held a Military Appreciation Weekend, where they gathered veterans from among business school staff, alumni and Executive Partners.

⁹ Carolyn Ward provided a number of 243 student veterans on campus as of March 18, 2016 (This is the number of both active and inactive Veterans and Retired Veterans since we have been collecting information through the Personal Identification Questionnaire (PIQ)). In fall 2015, Ms. Ward provided an initial number of about 187 veteran and military students (66 veterans, 51 active duty, 36 reservists, and 34 retired) based on student self-identification in the PIQ files. According to MAJ William Cheshier there are also on average 60 Reserve Officer Training Corps students each year. The numbers cited do not include faculty and staff. The working group learned it is difficult to decipher a student's veteran status based on use of benefits; some veterans are using their own benefits, some are using their parents'/other family members'. Ultimately all agreed that the College should develop more concrete ways of encouraging this population to opt-in to identifying themselves as veterans.

¹⁰ <http://www.teamrwb.org/>

- c. Once a more complete picture of the aforementioned populations is identified, particularly regarding the military students and student veterans, data documenting their success on campus as compared with their civilian counterparts should be collected. We should be aware of, and able to share externally, our retention, graduation or course completion rates, at a minimum, for student veterans. *Utilizing existing faculty, staff and student resources, this could be done at little to no cost, unless incorporated into the proposed Military and Veterans Affairs Liaison responsibilities in Recommendation II, discussed below.*

The foregoing, more complete data will help identify areas where support needs to be improved, and, for those areas not needing improvement, highlight the extraordinary experience William & Mary provides to these students. This increased transparency will aid veterans in making an informed decision when selecting an undergraduate institution, and will hopefully work in our favor as a recruitment tool.

- d. In addition to academic and completion data, the university should prepare an annual survey for its military students and student veterans, to ensure we are meeting their needs outside of the classroom as well. This can be a simple online survey prepared by the Liaison mentioned in the next recommendation, or, if the university already has students complete an annual survey, can be several questions within the existing survey tailored just for this population of students.

- II. Hire or appoint a half-time or full-time Military and Veterans' Affairs (MVA) Liaison for the university.¹¹ The majority of the working group views this as ideally a full-time position, but also recognizes that cost may be prohibitive relative to our existing military student and student veteran population, as currently identified. Whether the university chooses to make this a half- or full-time position, either will be an improvement from the status quo. The responsibilities envisioned for this centralized position are included below, though there could be more or less, depending on the broader needs of William & Mary. But these are the ones identified in the working group's discussions.

One issue that was not resolved was where, in the university organizational structure, this MVA Liaison would reside. If the MVA Liaison is a part-time person, and focuses mainly on the responsibilities related to military students and student veterans, it makes the most sense for this position to remain in the Dean of Students office, perhaps held by a person with military experience or familiar with such experience. Alternatively, this person could

¹¹ It is worth noting that when Tim Beck (undergraduate veteran) and Ben Boone (Dean of Students' staff member) attended the Student Veterans of Virginia Statewide Veterans Conference, William & Mary was the only school in attendance without a full-time employee handling veterans' issues. The working group recognizes that there are schools throughout Virginia with significantly higher military student and student veteran populations, but thought this fact was worth noting nonetheless. It is also worth noting that no one was planning on attending the Statewide Conference on behalf of William & Mary until strong encouragement from the working group, and facilitation for funding by Jeremy Martin; the College should have a presence at such events moving forward, without exception.

be housed in the Department of Military Science, which would have some synergies with the needs of this population. If the position is made full-time, and will include support for some of the external initiatives that may develop and are discussed in the second charge to this committee, the position may make more sense housed under the Vice President for Strategic Initiatives. Long-term, if the Centers for Excellence proposed are established and expanded, there may need to be a senior administrator in military and veterans affairs, to whom the MVA Liaison could report.

Please note that the working group is of the opinion that among other university stakeholders, student veterans should be represented on the search committee for the selection of the MVA Liaison, to ensure it is a person with whom they feel comfortable. In addition, this person should not only be comfortable with students, but should also be an excellent ambassador with faculty, staff, and external constituencies and stakeholders. *Assuming a full-time person in this position, making \$45,000, plus one third in benefits, the total cost would be \$59,985 annually; part-time would obviously be significantly less and eliminate the need for benefits, a nearly \$15,000 savings. Some working group members think there may be state or private funding available to support part or all of the costs of such a position; thus a limited portion of this person's time could be spent identifying potential funding options for this and other MVA initiatives. In the most recent General Assembly budget, for instance, this type of position was funded at Virginia's community colleges with the highest population of veterans. Sending this person to some appropriate conferences would also add some costs to this position; an estimate of \$1,500 for one state and one national conference should be considered.*

- a. Establish, in collaboration with appropriate departments, an improved method of comprehensively identifying the population of military students and student veterans on campus, as well as family members of active duty service members or veterans;
- b. Become a one-stop shop for current and prospective military and veteran prospective students, referring to appropriate offices as necessary to meet the needs of individual students;
- c. Proactively plan course and degree completion to fit with individuals' educational benefits;
- d. Work with appropriate departments to collect data and measure efficacy of the supports in place and the success rates of military students and student veterans relative to their civilian counterparts, in order to identify areas needing improvement, and convey success rates in areas where we are performing well for these populations;
- e. Work with appropriate departments to identify faculty and staff who are veterans or related to active duty service members, as well as alumni sharing such status, for either internal or external use, as the departments and individuals agree; one recent external example of this occurred at the Mason School of Business where within the Mason Executive Partner program, the Partners with military and government experience were highlighted in the on-line groupings of Partner expertise, beyond their considerable business or managerial experience;

- f. Create a sense of community among all members of the Tribe who share a connection to the military, or a desire to support those who do, through development of mentorships and affinity groups for those who are interested;
- g. Identify current military students and student veterans who would like an on- or off-campus mentor with military experience, and introduce an appropriate match;
- h. Plan events such as community service opportunities, Veteran and Memorial Day tributes, and additional military and veteran appreciation events, in conjunction with ROTC, student organizations, and appropriate departments and programs on campus;
- i. Publicize such events and encourage attendance from our civilian community members;
- j. Maintain and update the website regularly with live content to generate interest, ensure accuracy and updated information, as well as provide resources to those on campus and those considering William & Mary.
- k. Evaluate the “on-boarding” process for new military students and student veterans, reviewing the current processes and ensuring they are efficient and tailored to these populations; create checklists and warm hand-offs to ease the processes that must remain in different university offices;
- l. Develop, in conjunction with the Dean of Students’ Office and the Counseling Center, an “early-alert system” whereby the Liaison is notified and becomes the first responder when a military student or student veteran is reported to be struggling academically or personally;
- m. Serve as the external Liaison for potential William & Mary involvement with outside veteran service, military and community organizations;
- n. Increase awareness of military and veteran populations on campus;
- o. Represent William & Mary at state and national conferences to learn strategies to support military students and student veterans, and help recruit them to our campus; and offer insights gained and lessons learned at William & Mary to other institutions;
- p. Coordinate a cultural competency training program, as described in Recommendation IV below;
- q. Work with development offices across campus to create an alumni veteran network to serve as mentors/intern hosts/potential employers, as well as a group from which to encourage philanthropy in support of current military students and student veterans;
- r. Proactively engage military students and student veterans in experiential learning/community service/pre-employment activities;
- s. Proudly demonstrate William & Mary’s long tradition of supporting and producing military leaders, and continue to explore additional ways to do so, both internally and externally;
- t. Help translate military experience into civilian employment skills for student veterans;
- u. Help translate military experience into potential college credits by working with the committee assigned to develop guidelines to expand such opportunities, see Recommendation IX;

- v. Liaise with Virginia Department of Veterans Services to maximize resources available to Virginia student veterans and William & Mary in supporting them, and to develop new certificate and work-study opportunities on campus for which veterans can use their 9/11 G.I. Bill benefits;
 - w. Serve as convener for a longer-term military and veterans affairs community of interest or standing committee that will continue meeting following submission of this report, to ensure collaboration throughout campus and across schools and organizations moving forward;
 - x. Work with faculty and appropriate departments to provide opportunities to compete for government contracts/development of innovative training programs for the military, veterans and active duty service members (as detailed more fully later in this report);
 - y. Provide tangential assistance in keeping various units on campus informed about all military and veteran activities on campus, and opportunities off campus; and
 - z. Aid in providing foundational administrative support for potential initiatives such as the Center of Excellence in National Security, or the Center of Excellence in Veterans Reintegration.
- III. Create a longer-term military and veterans' affairs community of interest or standing committee that will continue meeting following submission of this report, to ensure collaboration throughout campus and across schools and organizations moving forward. *No monetary cost to this, other than faculty, staff and student volunteer time.*
- IV. Create veteran cultural competency training at William & Mary and encourage all interested faculty, staff and students to participate. This could be incorporated as part of new employee orientation moving forward, and part of diversity training efforts for existing employees. *Some upfront costs for training, unless use existing materials such as those referenced herein or videos produced by PsychArmor and available for free. There would be the cost of time incorporating the training into existing schedules.*¹²
- a. One program that might be considered is the Green Zone program, created at Virginia Commonwealth University, which identifies faculty and staff volunteers throughout the university who have received special training and are knowledgeable about student veterans' issues and resources; similar to the Safe Zone, a training undertaken by many faculty and staff at William & Mary related to the LGBTQ community, the goal of the Green Zone is to make a university more veteran-helpful. Participants attend a workshop that helps them to be more culturally competent about the student veteran experience; display a Green Zone sticker so that veterans know they are available to provide support and information for student veterans; and serve as a resource to other members of the university community who may have student veteran questions.
- V. Create veteran and military friendly space on campus by designating a gathering space where this group of typically non-traditional and often married students can gather

¹² Funding for this training may be available in the private sector or from the Commonwealth of Virginia.

between classes and study, relax, and create a sense of community among similarly-situated students. This location could also house resources and information about upcoming events, and could be a place where the MVA Liaison, ROTC officers, and veteran and otherwise veteran and military supportive faculty and staff could stop in for office hours or to visit with students.¹³ *Very limited cost if existing facility used for space.*

- a. This space could be combined with a commuter student space, as the students in both groups are likely to have many similarities, typically more than the military students and student veterans will have with traditionally-aged undergraduates. A regular gathering resource location will provide additional opportunities to disseminate information to this population and build a sense of community and support. It can also be a place where student veteran to student veteran tutoring could take place, when necessary.
- VI. Aid in military student and student veteran reintegration on campus by designing an “academic refresher” for them before actual semesters begin, and review the current “first year experience” program and revise it where appropriate to be more conducive to these students. *This will involve faculty and staff time for the review, and there will be a cost for the faculty and staff, as well as dorms/food/classroom and other costs for the several day/weeklong program.*
- a. Include upper-class student veteran volunteers as Transfer Orientation Aides, assigning them to lead a special orientation group composed of all incoming military students, student veterans, and military dependent students. As part of the orientation, the Aide would show these students the offices on campus that are most important to them, including, if Recommendation II is adopted, the office of the MVA Liaison, as well as provide them a map with such offices featured. The orientation program could also be tailored for student veterans as more age and experience appropriate than ones provided to traditional undergraduates. *This would not incur additional cost for the university.*
 - b. The Military and Veterans Law Society at the Law School (MVLS) started a pilot this year where members reached out to admitted student veterans who were trying to decide where to attend law school, offering to answer questions and serve as a resource. This kind of outreach could occur among constituencies across the entire university, and offer a way for mentorship and support to start before student veterans even step foot on campus, as well as increase the likelihood that student veterans will choose William & Mary.

¹³ Major Chesher has graciously offered to provide space in the ROTC building, however our understanding is that it is extremely modest in size. That being said, a large location is not envisioned, so if it will suffice in size, ROTC may be an ideal location geographically, and because of its opportunity for camaraderie. If not, a lounge-sized space in a convenient location, perhaps in the Sadler or Campus Center would be appropriate, if available. If there is room in the Campus Center near the Office of Community Engagement, that might be ideal, given that WMCVE falls under the OCE umbrella, and student veterans are likely to thrive when encouraged to engage in community service.

- VII. Reimagine on-campus housing options for military students and student veterans, for instance consider whether there is a house or residence hallway that could be designated for interested students from this population, potentially with family members if located outside traditional dormitories. Alternatively, and less burdensome, arrange for a certain number of rooms to be reserved in graduate student housing for military students and student veterans, given that this population is likely to feel more comfortable with the graduate students than living with the undergraduates. *Zero net cost if simply putting military students and student veterans in existing rooms that would have instead been occupied by undergraduate or graduate students; might aid in recruiting the former.*
- VIII. Increase recruitment efforts to result in more military students and student veterans on campus and in our classrooms, creating a larger support network for these students, and further demonstrating the value to the university community of having them as our colleagues. Take advantage of existing programs that are succeeding at other universities, and that can aid William & Mary in identifying appropriate students who will succeed here, students who will thrive in our community. Note that the most selective universities in the country are the ones typically participating in these programs. *Any upfront administrative costs in executing these initiatives is likely to be far outweighed by the value of the additional student veterans we would add to our community through these programs, and the significant recruitment value of being associated as university partners with these highly-regarded organizations.*
- a. Examples of such programs include:
- i. Pat Tillman Foundation – According to its website, The Pat Tillman Foundation’s University Partners “are selected based on their innovative veteran-specific support services and proven culture of community for military families. As a University Partner, each institution conducts outreach to its veteran and military spouse student population and actively participates in the Tillman Military Scholar selection process. Upon selection of Tillman Military Scholars on campus, each then supports the building of community among these students, strengthening their academic and personal experience.” *The Pat Tillman Foundation put a hold on taking new University Partners in 2016, however they reported that William & Mary will be at the top of their list to reach back out to in the fall of 2016 for the 2017 selection cycle, following conversations with Sam Pressler (Class of ’15 and founder of Armed Services Arts Partnership) and Patty Roberts.*
 - ii. Warrior Scholar Program – runs intensive one and two-week courses hosted at selective universities, taught by host university professors, in order to aid veterans’ transition to college. While students are not guaranteed admission, nor do they commit to attend the host institution if accepted during the regular admission cycle, attendance on campuses hosting the

Warrior Scholar Program have proven to be an outstanding recruitment tool for the host institutions. *They are interested in discussing William & Mary as a host institution for 2017, with William & Mary providing dorm rooms, faculty time for the five-day course, meals and classroom space for participating students; they bring the veterans and staff who run the program, and pay travel and operation costs for the student veterans. We would be the first college in Virginia, a state they really hope to break into in the near future because of its veteran population, according to their phone call with Patty Roberts.*

- iii. Service to School (S2S) - helps applicants find the right school for them, aids in college applications and essays, and connects them to mentors as they transition; S2S recently started VetLink, which connects high achieving veterans with highly selective universities, such as Chicago, Cornell, MIT, Notre Dame, Princeton, Smith, Williams and Yale.
- iv. The Posse Veterans Program – currently on the campuses of Vassar, Wesleyan and Dartmouth, has as its goal increasing its footprint to a total of 12 top colleges and universities over the next five years. Each university partner will accept a Posse – a multicultural team of 10 veterans who will receive support prior to matriculating on campus and mentoring once enrolled – for whom the universities will supplement available G.I. Bill and Yellow Ribbon funding to guarantee full tuition for every veteran student selected. George Washington University and Notre Dame just recruited their first Possees in fall 2015.
- v. Funded legal education programs paid for by the military for their active duty officers at the graduate level; William & Mary already has a track record of success with such students, and this is a population we can work to expand.
- vi. For the 2013-2014 academic year, there were 245 undergraduate and graduate unduplicated students receiving Post 9/11 G.I. Bill benefits with a combined total of \$3,839,309.89 in tuition and fees to include the Yellow Ribbon Program benefits; for the 2014-2015 academic year, there were 271 undergraduate and graduate unduplicated students receiving Post 9/11 G.I. Bill benefits with a combined total of \$4,521,508.02 for tuition and fees to include the Yellow Ribbon Program benefits. While any funds we receive from the Department of Veterans Affairs for tuition and fees go directly to the student accounts to cover the students' bills, these students are valuable, hardworking, diverse additions to our community who do not require financial aid dollars and have guaranteed funding to attend. This is both a desired student population and an opportunity for additional tuition dollars that merits further recruitment efforts by the university.

- IX. Make a concerted effort as an institution to be expansive, when possible, in the manner in which credit is given to student veterans for their military experience. *There should not be a significant cost for this, other than existing faculty and staff time during committee meetings. Although it is unlikely that enough credits for experience will be awarded to greatly impact tuition revenue, any such impact would potentially be offset by the recruitment value of this benefit to potential student veterans considering William & Mary.*
- a. Assign a subcommittee of appropriate undergraduate and graduate faculty and staff to develop guidelines to maximize student credit opportunities for experience while maintaining the high standards of the university, recognizing that existing policies may need updating given the unique status of veterans. Explore how to expand ACE certification opportunities.

With regard to engaging the military and veterans more broadly (i.e. beyond the W&M student experience), what programs and initiatives are already underway at W&M?¹⁴

1. Engaging the Military:

William & Mary is surrounded by more than a dozen military bases representing every branch of the U.S. military and is located within two and a half hours of Washington D.C. It has a long history of training military leaders, including an on-campus Army ROTC chapter and strong relationship with the U.S. Army. There are many existing collaborations with the military, and tremendous opportunities to build on that strong foundation. These include working towards a strategic partnership between William & Mary and TRADOC (US Army Training and Doctrine Command) that will support the Army's new operating concept, "Win in a Complex World: 2020-2040."

- Army ROTC program
 - Established at William & Mary in 1947, and includes such notable alumni as: Robert M. Gates '65, former Secretary of Defense and current Chancellor of the College; Timothy Sullivan '66, former President of the College; GEN David McKiernan '72; LTG Ross Thompson '74; BG Walter Davis '79; BG Thomas Spoehr '80; and Michael Powell '85, former Chairman of the Federal Communications Commission. Recent cadets participated in Project GO in Jordan and Africa, ROTC CULP (Cultural Language Program) trips, and Cadet Command SHARP (Army's Sexual Harassment Assault Response Prevention) Socio-cultural Impacts on Behavior initiatives. ROTC leadership is involved in some of the TRADOC discussions (discussed below), and their program supports the military appreciation game events on campus. They are also among the first people in the William & Mary community whom military and veterans students contact when considering attendance or enrolling at the university. There are approximately 60 cadets enrolled annually in the program.

¹⁴ The majority of information regarding the efforts of William & Mary in this regard was provided by BG (ret) Jim Golden to the working group.

- William & Mary Contributions to TRADOC's Assessment of the Future Operating Environment
 - Unified Quest Army Innovation Seminar at William & Mary January 13-15, 2015, at the Mason School of Business with roughly 150 participants.
 - Strategic trends seminar at William & Mary January 4-7, 2014 – with 150 participants in two global trends panels, a socio-cultural panel and a technology trends panel leading to a closing briefing to general officers, followed by a press briefing.
 - A Senior Executive Forum prepared for roughly 120 leaders at TRADOC on June 5 2013, organized around long-term trends in conflict, and specifically the hypothesis that the number of major conflicts is declining. The Professors addressed the topic from the perspectives of Russia and the Middle East.

- William & Mary and the Association of the United States Army (AUSA)
 - AUSA's annual meeting was again held at William & Mary on June 22-23, 2015; and scheduled to be held at the university in 2016.
 - The local AUSA chapter conducted its annual meeting and banquet at William & Mary on June 17, 2014, in what is likely to become an annual event; again they met at the university in 2015.

- Project on International Peace and Security (PIPS) and the Defense Entrepreneurs Forum (DEF) <http://www.wm.edu/offices/itpir/pips/index.php>
 - PIPS has built a relationship with the Defense Entrepreneurs Forum (DEF) -- <http://defenseentrepreneurs.org/> and, as part of that relationship, PIPS launched a Military Fellows program where six experienced DEF-affiliated officers mentored William & Mary students for the academic year. DEF and PIPs planned a jointly held conference in spring 2016 addressing the argument that, given increasing rates of technology diffusion, any technological superiority that the U.S. military manages to achieve will be short lived, and that the U.S. military's superiority will be tied to a more organizationally and intellectually nimble Department of Defense.

- Expansion of internships for William & Mary students in 2014-2015 included:
 - TRADOC
 - Security students were considered for the ARCIC (Army Capabilities Integration Center).
 - TBOC (Training Brain Operations Center) conducting research and writing papers on specific topics to support the Intelligence Directorate's Decisive Action Training Environment replication efforts.
 - Future Warfare Division, Concepts Division, Human Dimension, Experimentation and TRADOC G2.

- PIPS (Project on International Peace and Security) E-internship program, where students can telecommute to internships with international security related organizations during the regular academic year.
 - Air Combat Command, working on international affairs issues of mutual interest; for instance, Ebola, ISIS, China in the South China Sea, global health such as policy research for the polio vaccine and the flu vaccine for pregnant women.
 - Public Policy students have been successful in getting graduate student internships at locations including the U.S. Southern Command in Miami and the Office of the Secretary of Defense.
 - The foregoing internships typically require secret security clearances; having such clearances then benefits our students when seeking further employment.
- Prepare Army Officers for Future Responsibilities through the School of Business Army MBA program
 - The program is now in its fourth year, scaled back to 10 officers per year from an original 20, and focuses on officers from all branches who will have subsequent TRADOC assignments. It is renewed through 2016-2017.
 - Army Senior Service College (SSC) Fellows – began in July 2015

Intended to help attract outstanding Colonels, ideally with a follow-on assignment to TRADOC, in order to solidify a long-term partnership between the two organizations. The position is coordinated through the Public Policy Program and the Reves Center.

- Big Data – Including AidData and Project Minerva
 - Several William & Mary initiatives relevant to TRADOC are organized under the Institute for the Theory & Practice of International Relations (ITPIR), including Aid Data, the Center for African Development, the International Security Program, the Project on International Peace and Security (PIPS), Teaching, Research and International Policy (TRIP) and Violent International Political Conflict and Terrorism (VIPCAT). Aid Data and VIPCAT draw on large data sets. Their work is particularly relevant to Army and other Department of Defense Centers that also use large data sets, such as the Training Brain Operations Center (TBOC) and the Engineer Research and Development Center (ERDC).
 - The W&M Aid Data Center has a rapidly expanding geo-coding “big data” project on international aid projects by all countries. USAID awarded a five-year grant of \$25 million for the program. Other major grants have expanded the effort. Each summer approximately 100 students are involved, including geo-coding from open source materials. The AidData Research Consortium (ARC)—a multi-disciplinary network of researchers, covering economics, geography, political science, computer science, statistics, epidemiology, etc.—leverages high-resolution geospatial data to undertake rigorous impact evaluations of various aid projects. There are many potential overlaps between Aid Data and Department of Defense initiatives, including sharing geo-coding techniques, database management and use

of the data. Leaders from TBOC and William & Mary are discussing potential collaborations regarding data provision, data collection, visualization, analysis and forecasting.

- In February 2015 AidData was selected by the U.S. Department of Defense's Minerva Initiative as part of an international consortium of institutions that will study the relationship between foreign assistance and intrastate conflict. The research grant, amounting to \$2.5 million over three years, will allow a team of scholars to examine whether development aid makes countries more or less resilient to violent conflict within their own borders. Approximately 40 William & Mary undergraduate students will be involved directly in the work and will train a similar set of counterparts at the University of Maryland. The initiative's mission is to build a deeper understanding of the social, cultural and political dynamics that shape regions of strategic interest around the world. Working closely with its partners, the AidData team at William & Mary will geo-code aid projects in seven countries that have experienced conflict (beginning with Iraq and Nigeria), while Development Gateway will build a prototype of an online interactive dashboard to customize visualization of the data, examination of patterns and trends and exploration of the dynamics of simulated counterfactuals. The dashboard will include a mapping component, allowing users to understand better how aid and conflict interact at specific sub-national locations.

- Degree, Certificate and Continuing Education Programs
 - Discussions regarding creation and expansion of programs that would be attractive to active duty military and veterans in Hampton Roads are ongoing at William & Mary; ideas such as creation of a professional writing course; a masters level program in national security; a certificate program in compliance; among others, are ongoing, and should continue as there is a significant population seeking these type of programs in our geographic area. The Commissioner for the Virginia Department of Veterans Services has suggested to Patty Roberts that their team could spend a day at William & Mary explaining the types of educational and work-study programs that we could develop that would be eligible for 9/11 G.I. Bill benefits, a training they offer at other institutions across the Commonwealth.
 - The Business School's Center for Corporate Education (CCE) recently launched a Certificate in Business Management, which comes with CEUs (continuing education units). The course is five (5) days on campus, and covers essential business skills to include finance, cost accounting, strategy, leadership, communication and operational effectiveness. More information is available at: <http://mason.wm.edu/programs/cce/index.php>. The Business School also offers custom programs, and could design additional programs for the military community, or that would be unique to the veteran community.
 - The Business School's Executive and Flex MBA Programs have also been very successful among the more non-traditional age students, and those with existing careers, both of which can include, and currently do include, veterans and members of the military. Such programs can be expanded, and perhaps the models replicated across campus.

- E-Learning Professionals Cohort.
 - At the behest of the TRADOC Capability Manager for The Army Distributed Learning Program, a cohort of electronic learning professionals among the distributed learning/distance learning community of practice within the local colleges and universities was assembled. William & Mary has a representative as part of this group, whose objective is to establish a resource and forum of collaboration and networking regarding related issues, business and instructional practices, and experiences among the institutions represented.

- Materials Science.
 - William & Mary coordinated a virtual participation in the Mad Scientist Conference at Fort Leavenworth October 27-28, 2015.
 - Several professors have interest and expertise in materials science and biology, both of which could be helpful in key issues to the military such as developing lighter equipment, protecting individual soldiers, and training the force to operate in a highly complex information environment.

- STEM Education Alliance in the School of Education.
 - The Alliance has completed several projects with Department of Defense organizations to promote interest in STEM subjects at the K-12 level. <http://stem.wm.edu/about/recent-work/>

- Whole of Government Approach to Sea Level Rise
 - The Virginia Institute of Marine Science (VIMS) and the Virginia Coastal Policy Center (VCPC) at the Law School are part of the Hampton Roads Sea Level Rise Preparedness and Resilience Intergovernmental Planning Pilot Project with Old Dominion University (ODU) and others in the region. This two-year project seeks to develop adaptive planning for sea level rise by combining the efforts of federal, state and local agencies with private industries and researchers. Using a collaborative approach, this pilot project will serve as a template for affected regions across the United States with the development of an intergovernmental planning body starting in 2016. It includes representatives from our local military, as sea level rise is considered a threat to national security given our local bases.

House Bill 903 was just passed by the General Assembly and signed by the Governor. It is, in a sense, a continuation of the national pilot with ODU. It creates a permanent “virtual” center: the “Commonwealth Center for Recurrent Flooding Resiliency” at VIMS, William & Mary and ODU. That Center, will among other things, work with and advise the military on related issues.

Some language from the bill –

1. § 1. That the Commonwealth Center for Recurrent Flooding Resiliency (the Center) be designated jointly at Old Dominion University, the Virginia Institute of Marine Science, and The College of William and Mary. The Center shall serve, advise, and support the Commonwealth by conducting interdisciplinary studies and investigations and provide training, technical and nontechnical services, and outreach in the area of recurrent flooding and resilience research to the Commonwealth and its political subdivisions.

The Commonwealth and any agency or political subdivision thereof may designate the Center to conduct special studies and to develop, integrate, coordinate, and share federal, state, local, and nongovernmental data, best practices, regulations, models, plans, projects, and other means for increasing resilience and enabling short-term and long-term decision making in the Commonwealth.

The Commonwealth and any agency or political subdivision thereof may designate the Center to maintain liaison with appropriate agencies of the federal government or respond to opportunities provided by those agencies on behalf of the Commonwealth as may arise.

All state agencies, political subdivisions, and authorities are encouraged to consult with the Center on matters of information, data, and services to improve methods of data sharing, efficiency, and resilience within the Commonwealth.

Complete text – <http://lis.virginia.gov/cgi-bin/legp604.exe?161+ful+HB903ER>

- Growing the Military Mission in the Commonwealth of Virginia
 - The Virginia Commission on Military Installations and Defense Activities, on May 1, 2015, recommended that a Center of Excellence (COE) be created at William & Mary that is devoted to a “Whole of Government” approach to national security challenges. They propose that the COE offer graduate and PhD programs in strategic studies and leverage the density of joint interagency, intergovernmental, and multinational organizations in the Hampton Roads region, solving the most pressing issues of national security. It is unclear whether such a COE will be funded or established, but the recommendation is worth mentioning as it is the study’s top priority. William & Mary is moving forward in evaluating this possibility.

2. Engaging Veterans:

- Lewis B. Puller, Jr. Veterans Benefits Clinic at William & Mary Law School.
 - The Puller Clinic offers law students the opportunity to assist veterans with filing claims for disability compensation with the Department of Veterans Affairs. Under attorney supervision, clinic students have the opportunity to interview clients, analyze medical records, communicate with health care providers, craft strategies to help clients receive disability compensation, and engage in oral and written advocacy. These services can have life-changing effects on the veterans being served.
 - Senator Mark Warner (D-VA) has consistently promoted the Clinic as a model for other law schools; the Puller Clinic is a founding member of the National Law School Veterans Clinic Coalition, comprised of thirty-three law school veteran/military clinics across the country.
 - The Puller Clinic works in partnership with psychology clinics at Virginia Commonwealth University and George Mason University to offer holistic representation to veterans, and interdisciplinary learning to students. <http://law.wm.edu/academics/programs/jd/electives/clinics/veterans/index.php>
 - Veterans are accepted from across the country, with the majority residing in Virginia, and services are offered on a *pro bono* basis; a limited number of William & Mary staff and students, and their family members, have been represented.
 - Other projects include supporting local Veterans Treatment Court initiatives in Hampton Circuit Court and the Eastern District of Virginia, and assisting in the creation of Best Practices and procedures for the Commonwealth; and a bi-monthly advice and counsel afternoon for veterans at a local Starbucks called Military Mondays, an initiative that started at William & Mary and is now expanding nationally.
- Mason School of Business – Veteran Business/Entrepreneurship Clinic
 - Seeks to assist veterans in starting their own business with the expertise of Mason faculty and students, potentially in cooperation with law students.
 - Will serve as a model of other business schools in the Commonwealth of Virginia
- New Horizons Family Counseling Center at The School of Education
 - Offers counseling to veterans and their families at no charge at multiple locations throughout the Hampton Roads area.

3. Additional Opportunities Moving Forward

While the university is currently engaged in a number of efforts of collaboration with the U.S. Army and related entities, there remain largely untapped opportunities with the other branches of the military that also have nearby military installations. There are some initial efforts towards partnership activities between Norfolk Naval and the Law School, primarily with their Puller

Veterans Benefits Clinic and their Virginia Coastal Policy Center, but many more prospects can be explored across campus and the Hampton Roads region.

For a proposal that would incorporate much of what William & Mary is already doing, or working towards, in support of the military and veterans, and that would take advantage of our close proximity to more than a dozen military bases, an increasing veteran population, and the continued drawdown, see Appendix A, an outline for the **Center for Excellence in Veteran Reintegration**. A full proposal is anticipated by the end of April.

How do those programs and initiatives interact with one another, share information, and, when appropriate, work together? Should W&M facilitate increased communication and relationships among these programs, and, if so, how should that be done?

An overwhelming majority of the foregoing programs engaging the military and veterans are operating in silos. The work with the Army and related associations, such as TRADOC, is known to the President's Office, but other organizations on campus, until the Military and Veterans Affairs Working Group began, were largely unaware of these collaborative efforts going on between William & Mary and the military. This is true of the work happening across campus with veterans as well. Until the ad-hoc meetings held last spring, we were all largely unaware of each other's efforts in support of the military and veterans on and off campus.

So long as this isolationism and lack of collaboration is allowed to continue, there will be missed opportunities for William & Mary. By working together, groups across campus and from multiple constituencies can work together to provide additional services to our military and veteran students, staff, faculty, and family and community members. In addition, by planning strategically, and together, William & Mary can position itself to take advantage of an increasing military and veteran population, by offering degree and certificate programs and services that can aid our service members and veterans in their reintegration and transition into civilian life, while also enriching our campus with the inclusion of an increased population of those who served. We can only maximize these opportunities by working together, however, so this working group recommends that a community of interest or standing committee continue past the submission of this report, in order to ensure continued collaboration and maximization of the synergies that exist throughout campus and across stakeholders.