

Academic Senators,

Dr. Jerry Rogers, Professor Emeritus 2003, has requested that the Senate forward this document to you for information. He welcomes any feedback/discussion with any CPP faculty member on this. Contact Dr. Rogers at pgrogers@csupomona.edu

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**Troops to College (TTC) White Paper by Dr. Jerry Rogers,
Professor Emeritus (2003), Cal Poly Pomona**

Background:

1. This White Paper has been prepared on my own initiative and based on my own personal experiences as an active duty person attending university, as a younger non-veteran student, and as a Cal Poly professor as well as a veteran.
2. I spent nearly 22 years on active duty in the Air Force as an Officer. 11 years were spent as an Air Force Special Agent (Inspector General organization of the Air Force) and 7 years as a strategic intelligence officer. I spent over 2 years as a technical instructor and 3 years as an academic instructor, all in the service. I also taught part time at civilian colleges for 7 years, 1973-1981) All these experiences contributed to my Cal Poly teaching M.O: essentially a “take no prisoners” approach to higher education. For more details see: <http://www.grai.com/about.htm>
3. While on active duty in the Air Force I spent 42 months in graduate school as a full time student, all totally funded by the Air Force and under the auspices of the Civilian Institutions Division, Air Force Institute of Technology, Wright-Patterson AFB, Ohio. (See Reference below) This included:

- 12 months (1964-1965) at Michigan State University for an MS in Police Administration degree. See separate attach
- 30 months (1969-1972) at the University of Southern California for an MPA and DPA in Public Administration degrees.

4. I taught at Cal Poly a total of 27 years (last 5 on FERP status). All during those years:

- I only had about 5 veterans in any of my classes. I really sought out veterans in the classes to help me facilitate instruction because they were more mature and focused. I would call upon these veterans to be team leaders and role models for younger students.
- When I didn't encounter such students I would voluntarily teach graduate courses as well as night courses in order to teach more mature students. In the undergraduate courses I would seek out reentry students, usually women, to act as team/group leaders ("group moms" through I never used that term with them) and role models for younger students.
- In many of my night time undergraduate courses I found that about 90% were working full time while taking a 12-16 unit course load. Many of the students found my courses challenging (if not excessive) because:
 - As I told them each course was designed for the full time student not working. (Meeting AACSB Accrediting Standards)
 - All courses were taught as Internet-mediated, hybrids (online), and as an overlay: both online and in class.

Such instructional delivery required constant due diligence by the students to complete course requirements satisfactorily.

- Heavy emphasis on course work and teamwork.
- As the professor I worked seven days a week to keep on top of the courses.
- I gave fair warning to the students on the course requirement on Day 1 of instruction. Many dropped the course. Up until Winter Quarter 2008 (when there was a scarcity of classes) attrition was usually 50%, ie from 40 students to 20 in each of my undergraduate classes.

My Research and Findings:

1. My research was conducted from February 7 through 10, 2009 and consisted of the following:
 - Review of CSU website on Troops to College, see CSU website.
2. Phone interviews of the following Veterans' Points of Contact (POC) at the various CSU campuses:
 - CSU Fullerton – Priscilla
 - CSU Humboldt State: Kim Hall, 707-826-6191
 - CSU Monterrey Bay: Giselle Young, 831-582-3561
 - CSU Northridge, Phyllis Gilson, 616-577-5928
 - Cal Poly Pomona, Cindy Hatfield, 909-869-2101

- San Diego State University, Joan Putnam, 619-594-1789
- Cal Poly SLO
- CSU Chancellor's Office, Carolina Cardenas, Associate Director, Outreach and Early Assessment, 562-951-4724

Summary of findings:

- Troops to College (TTC) program was initiated by Governor Schwarzenegger in 2006 and the program has been on the books in the CSU for the past 30 months.
- There are no State of California funds allocated to the program. Resources to run the program come from within the assets of each campus. At present each campus has a Veterans POC, usually within the campus admissions, enrollment or registrar's office. Most POCs do this function on a part time duty basis; two campuses have a full time staffer. The Cal Poly veterans' staffer does the function as an additional duty.
- The focus on the program is to facilitate a college education for persons separating from the services after a period of active duty. With one exception (below), veterans are required to meet CSU admissions requirements. Many come with GI Bill benefits.
- POCs communicate once per month on a telephonic conference call. In the past there have been veterans' specific conferences for the campuses.

- Chancellor Reed has sent out specific emails on the program and how the various campuses should implement same. The Chancellor is fully behind the program.
- Campuses have implemented TTC in various degrees and there are exemplary actions happening at selected campuses, with examples:
 - San Diego State: (has vet population of 1,000)
The initial implementation action was formation of a Veterans Support Committee, membered by different university departments that meet periodically:

Director of Counseling
 Student ASI
 ROTC
 Students Disability
 Alumni
 Admissions
 Vet's Org
 Cashier's Office
 Continuing Education rep
 Faculty Reps (want to get some)

Have a Veterans Club (Student Veterans Org)
 with their own website: www.svosdsu.org

They are implementing a new CSU initiative for campuses to enroll separating service members who do not meet CSU admissions requirements and have the recommendation of the commanding officer. In San Diego, the CO is General Lehnert, USMC, in a program worked out with the SDSU President Webber. SDSU

now has 3 such students and they are working out fine. They could accept 2 more exception vet students under this program.

According to Cardenas: Each CSU campus is allotted 5 such exception veterans (total 115 system wide) and the flow is CO to CSU Chancellors Office to CSU Campus) Cal Poly Pomona has none.

One CSU campus which has not enrolled any such exceptions expressed concern because their campus is heavily impacted.

Humboldt State:

The POC has a separate office and is assisted by 11 veterans on work study. These vets help facilitate vets office functions.

Have had some sessions with faculty on how to relate to veterans.

University President well supports the program.

CSU Monterrey Bay:

POC is wife of former Army sergeant and relates well to vet students and needs. POC is additional duty.

Has a Vets Club with 30 members.

Looking for faculty members to support club.

- Veterans needs vary but many similar:

- Get competent help on admissions and paperwork.
- Need to feel appreciated.
- Many vets keep low profile and don't want to be publicly identified as vets: just do their college business, graduate and move on.
- Some vets may suffer psychological effects of active duty; some have served three and four combat tours in Iraq and/or Afghanistan. Don't tolerate "bs" encountered with some faculty and other students.
- In August 2009 the new 9/11 GI Bill will go into effect. This is for veterans who entered service after 9/11. The 9/11 benefits include tuition, fees, books, living expenses and a housing allowance. Essentially, they are self-sufficient.
- Faculty issues:
 - Many faculty unable to relate to veterans because no experiential connection/base.
 - Some instances of faculty outright rude or hostile to veterans, including because involved in war.
 - Some faculty ambivalent.

- Very few faculty are veterans themselves and/or have much appreciation of military service or life.

Recommendations for TTC at Cal Poly Pomona:

- Cal Poly is late in implementing TTC. About half of the CSU campuses have done some implementation. There are several exemplary cases.
- Late implementation is not a negative-much can be learned from experiences from other campuses; Cal Poly doesn't have to reinvent the wheel.
- Chancellor's Office is providing leadership and facilitation through and with all the CSU campuses. BUT, implementation is campus driven.
- What Cal Poly Pomona should do:
 - Continue to build planning team set up by President Ortiz.

President Ortiz will set the entire tone, tenor and climate of this effort on the Cal Poly Pomona campus.

President and each planning team member should make contact with their counterparts at other campuses to assess how each functional office/area is addressing program.

It is not clear if any member of the existed planning team is a veteran. If not, I would recommend Ron Simons. You need a vet on this planning team to reality check what you will be doing.

President and Campus Leadership sets overall climate for the program. Make Cal Poly “Veteran Friendly”

Leadership facilitates a “Veteran Friendly” attitude throughout the Colleges and Departments. Put the issue upfront on the campus agenda. It is following State Law. Chancellor Reed has previously edicted that Veterans are a special group with certain specific needs, including non-discrimination.

- Create a Veterans Support Group similar to San Diego State. (see cited above)
- Work towards creation of full time Veterans Affairs person POC (records/registrar/enrollment) who is fully skilled in veterans academic benefits and issues and who has passion for the task. Empower this person to do the job with access to campus leadership as needed. This POC should have full and unhindered access to campus decision-makers to make sure the job gets done right.
- Create Veterans Club on campus. Use models from other campuses or get assistance from other campuses in getting it going. Recruit a faculty member as

sponsor/advisor.

- Get campus veterans involved in work study programs on veterans matters, ie support to Veterans POC
- Get support from local veterans' organizations such as VFW, American Legion, Disabled American Veterans/local Veterans Administration office (education POC).
- Reinstitute Veterans Day campus observance on day before or after school holiday on November 11th each year. (I was the faculty member who petitioned President Suzuki to always observe Veterans Day on the 11th day of each November).
- I recommend you observe the 2009 Veterans Day with an open/public event on campus. Get the campus veterans to organize it and get R. Lucero's office to support (as this office has done in the past).

Other Ideas for Cal Poly to Building Veterans Student Population:

- Each of the military services has organizations that function is to send active duty military personnel to civilian institutions (universities) for undergraduate and graduate education. Upon completion of their education they return to the line of their service. While at the civilian institution they (a) meet basic entry requirements, (b) are fully funded by the services for tuition, fees, books, housing and subsistence. The organizations for the four services

are at these links:

- **Air Force**

<https://www.afit.edu/cip/>

- **Navy**

<http://www.nps.edu/Academics/CIVINS/index.html>

- **Army**

http://www.army.mil/usapa/epubs/pdf/r621_1.pdf

- **Coast Guard**

<http://education.military.com/money-for-school/tuition-assistance/coast-guard-tuition-assistance>

- Recommend Cal Poly Pomona make contact with each of these organizations to prospect bringing their students to campus. Bring the organization to campus to sell Cal Poly.

- Determine from CSU Chancellor's Office if a percentage of tuitions in the program may be allocated to campus TTC program administration.

- Investigate applying for a grant with the US Department of Education for a Veterans Upward Bound program. See this link:

<http://navub.org/>

At one time there was a funded program in Humboldt County. The website reflects that VUB programs exist on higher education campuses in other states but none in California.

Recommend Cal Poly Pomona apply for VUB grant.

Bottom Line:

If you all work really hard on this and function as a team in about two years you will have a program that will be a CSU model and will blow the socks off any other campus in the system. It will serve the veterans as they should be served. Overall academics on the campus will be greatly improved by having these veterans in the classrooms. That should be your overall goal, in my opinion.

