

NAIMES

National Association of Institutions for Military Education Services

educating our people in uniform

NAIMES is an organization comprised of institutional members dedicated to the delivery of quality postsecondary education programs to the military community. Through collaborative partnerships with DoD voluntary education leadership, sister organizations and agencies, NAIMES continuously seeks to promote quality degree programs, student support services, and principles of good practice. At its core, NAIMES is committed to the academic success of students within the military community.

**NAIMES –
We're on the Web!
www.naimes.org**



From the President

Kelly Wilmeth
NAIMES President
President@NAIMES.org

Greetings colleagues and congratulations to all graduates participating around the world in a variety of commencement ceremonies and activities. April, May and June are busy months in this regard. Many of you are in the middle of commencement ceremonies at your respective universities while also traveling to support graduation recognition ceremonies, Community College of the Air Force and Airman Leadership School graduations, to name just a few. Commencement season is a wonderful time of year. Seeing the smiles on the faces of graduates and their families, hearing about their educational journey, celebrating with them as they close one chapter and begin another, and listening to their individual goals and aspirations certainly validate that what we do on a daily basis changes lives.

I have spent the past few months representing the NAIMES organization at various conferences and symposiums, having started the year hosting the second annual NAIMES Roundtable at CCME, which you will read about in the following pages. One of my main goals as President of NAIMES is to support organizations such as CCME, ACMEs, and veterans organizations such as NAVPA by participating in symposium activities and discussions that promote best practices for military and veteran students. I attended the recent VA ACME and FL ACME conferences where I briefed participants about the NAIMES organization and our mission, purpose and future goals. I found it interesting to see first-hand how the NAIMES goals align with those of the ACMEs and other organizations. Sharing best practices, fostering collaboration, improving communication through transparency and outreach, providing a high standard of quality service, and promoting innovation through technology are themes that I encounter on a regular basis among organizations that support military and veteran student education. We are all in this together, doing our best to promote opportunities, identify needed resources and provide quality programs that enable service members, veterans and family members to achieve their educational and career goals.

The pages of this newsletter contain articles and updates from dedicated professionals at various institutions and organizations that service this important community. As previously mentioned, the FL ACME recently held its annual conference. Its President, Willie Woolford, contributed a summary of the three-day event, which was busy, productive and full of engaging and positive dialogue. In continuing the NAIMES effort to spotlight best practices, Ashford University's Stephanie Kinman contributed an article detailing some best practices that Ashford has implemented to encourage veteran students to ask for help.

**NAIMES
Mission Statement**

NAIMES is a member-driven organization which advocates for the military student and partners with the military education community for the betterment of off-duty Voluntary Education programs. As a force for academic quality and continued improvement, and as a military student advocate (to include veterans, family members and DoD Civilians), NAIMES members promote best practices, provide a perspective of a diverse higher learning community, and will take positions that reflect the collective will of the membership.

From the President Continued

An Ashford team presented this subject during the Concurrent Sessions portion of the annual CCME Professional Development Symposium this past March. The session had standing room only attendance and audience members enthusiastically provided very positive feedback. Keith Glindemann, President of NAVPA, provided important updates from recent legislative sessions on Capitol Hill. Many of NAVPA's priorities are of interest to NAIMES and so many other organizations that service veteran students. I send my thanks to Keith for taking the time out of his busy schedule to keep us informed.

In closing, please join me in offering congratulations to all graduating students during this commencement season. Thank you for your service to our great nation. We are proud of your achievement.

NAIMES Roundtable at CCME 2017

By Kelly Wilmeth

NAIMES President

NAIMES held three roundtable sessions at the CCME 2017 Professional Development Symposium in Atlanta, Georgia, each facilitated by Gary Harrah, NAIMES Immediate Past President, Joycelyn Groot from NAIMES member institution Coastline Community College, and Kelly Wilmeth, NAIMES President. Approximately 75 people attended the roundtable sessions, representing a wide spectrum of 2-year and 4-year educational institutions from the public, private and for-profit sectors, the Department of Defense, and a variety of other private and government agencies. The purpose of the NAIMES Roundtable was to provide attendees with an opportunity to collaborate with colleagues from other institutions and agencies that serve military and veteran students, and address key issues that affect military/veteran education.

NAIMES primary objective is to incorporate this feedback into its new Strategic Plan, and to identify specific short and long-term actions to reach key goals. The groups participated in mini roundtable discussions with 6 – 8 participants at each table. They began their discussions by reviewing DoD's Strategic Plan, as one of the goals of the NAIMES Strategic Plan is to support DoD's primary focus areas.

Facilitators then presented the participants with key components of the NAIMES DRAFT Strategic Plan for their review and discussion. Several key themes emerged from the roundtable discussions to include the desire for NAIMES to continue to serve as an advocate for military and veteran students in both educational and career exploration settings. In doing so, participants felt that NAIMES should encourage, promote, and create collaborative opportunities across higher education institutions and agencies that support military and veteran student education, and foster a collaborative relationship with key DoD and VA leadership that results in mutual respect, collective thought, and broader communication.

The NAIMES Strategic Plan, once finalized, will be posted on the website, www.naimes.org, for any interested party to view. Gary, Joycelyn and I wish to thank all who participated. We sincerely value the candid and honest feedback, which will guide the NAIMES mission, focus areas, and key activities for years to come.

NAIMES Members

American Public
University System

Brandman University

Campbell University

Capella University

Central Michigan
University

Central Texas College

Coastline Community
College

Columbia College

Embry-Riddle
Aeronautical
University-Worldwide

Grantham University

Park University

Pike's Peak Community
College

Saint Leo University

Southwestern College

Thomas Edison State
University

Troy University

University of Alaska
System

University of Maryland
University College

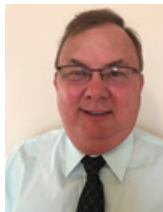
University of Oklahoma

University of Phoenix

Wayland Baptist
University

Webster University

2017 Florida ACME Annual Conference



Willie Woolford
President, FL ACME and Assistant Director,
Military Programs, Bellevue University

Past, Present and Future

The future is built on the present, but made up of the past. Sounds a little deep, huh? But, it makes sense, if you think about it. Everything we do today is a product of our lessons learned from the past, and our future will be based on the lessons learned from the present.

At the Florida Advisory Council of Military Educators (FL ACME), our past consists of 39 years. 2018 will mark our 40th anniversary. The beginning stems from a small network of military educators in 1978, dealing with issues related to military students in the state of Florida. The ACME was formalized in 1978, and our present assessment is healthy. We enjoy a good, active membership with a great dialogue with state and DoD officials as well as military education resource providers. Our past is solid and our present is solid. We are developing our future vision, now. That's what I'd like to tell you about.

At our 2017 Workshop we began the development of a Strategic Plan. We held a roundtable discussion with members to begin crafting our Vision, Mission and Focus statements. After we assemble the notes, we will select a committee to help us draft our first ever plan. As we move forward, our membership will have played a vital role in reflecting our goals and those of our parent organization, the Council of Colleges and Military Educators (CCME).

To help with the fiscal part of our organization, the new Treasurer's (voted in at our 2017 Workshop) top priority will be to submit our application to be tax exempt and develop a sponsorship program to recognize those organizations who want to support our efforts.

Membership is important, and we have initiated a "Highlight" program which will recognize a partner school for their initiatives to support our Florida military families in education. A once-a-month focus article will be sent to membership to promote these best practices and provide ideas for other schools.

We will continue to develop ways to deliver scholarship money to our Florida students. This year, we were able to award \$6,000 in scholarships – an increase of \$2,000 from previous years. As we develop additional sponsors, we hope to continue to increase these opportunities.

NAIMES Governance

President:

Kelly Wilmeth

*Vice President, Stateside
Military Operations*

*University of Maryland
University College*

President-Elect:

John Aldrich

*Vice President,
Military, Veterans &
Educational Partnerships*

*American Military
University*

Immediate Past

President:

Louis Martini

*Associate Vice President,
Military and Veteran
Education*

*Thomas Edison State
University*

Treasurer:

Joseph H. Houghton

*Associate Director &
Director of Military
Programs - Global Campus*

Troy University

Secretary:

Alisha Miller

*Associate Director,
Office of Military &
Veteran Education*

*Thomas Edison
State University*

2017 Florida ACME Event - Continued

We have many goals. Here is a bullet list of other elements scheduled for the FL ACME future:

- Propose eliminating college fees for Florida state schools for active-duty members
- Training sessions, either regionally or Web based for college reps and education office staff
- Branding - using Facebook, our webpage, Twitter and emerging social media opportunities
- Work with Florida legislature on becoming a SARA state
- Connect with sister organizations, such as NAIMES, NAVPA and other ACMEs to cross-feed information
- Focus on communication (issues, changes in the state, opportunities and education events available)
- Strengthen our relationships with Veterans organizations via education and networking
- Work with Florida Navy Education Officers/Offices on the effects of NCO closures
- Partner with military installations to host our annual Workshop on the installation
- Creating continuity folders for each Board Member's position for smoother transition of elected officers
- Defining our logo and attempting to research the history of our organization and present on our new website
- Continue to promote FL ACME membership/awareness. Increasing our membership by reaching out to all Florida colleges/universities about the benefit of being a member. Also connecting with out of state colleges/universities who service Florida military with education

Learning from the past and preparing for the future, the FL ACME is focused on military education changes to ensure we stay abreast of military needs. Our members, CCME and organizations like NAIMES will play a big part of our future as we network to provide the best possible outcome for our military families.



NAIMES Standing Committees

Nominations and Elections Committee

Chair: Ramona McAfee
University of Alaska

Nirmala Sharma
Brandman University

Denise Sherman
Southwestern College

Membership Committee

Chair: Louis Martini
Thomas Edison State University

Elane Seebo
Wayland Baptist University

Jim Yeonopolus
Central Texas College

John Cain
Saint Leo University

Jeff Cropsey
Grantham University

Tery Donelson
Columbia College

Scholarship Committee

Chair: Jim Yeonopolus
Central Texas College

Alisha Miller
Thomas Edison State University

Joseph H. Houghton
Troy University

Nirmala Sharma
Brandman University

Randall Doerneman
University of Oklahoma

David Harvey
Central Michigan University

Policy and Issues Committee

Chair: Louis Martini
Thomas Edison State University

John Aldrich
American Military University

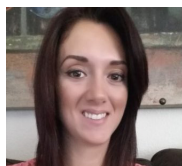
John Cain
Saint Leo University

Joycelyn Groot
Coastline Community College

Angela Albritton
Embry-Riddle Aeronautical University-Worldwide

Patrick Sutliff
University of Phoenix

Spotlight on Best Practices:



By Stephanie Kinman
Military Development & Engagement Specialist
Ashford University

Understanding Military Culture and Why Student Veterans Do Not Ask for Help

BYLINE: At the annual CCME Professional Development Symposium, Ashford University presented "Understanding Military Culture and Why Student Veterans Do Not Ask for Help." The following is an article that summarizes the presentation and what support Ashford University provides to military and veteran students.

Beginning with boot camp, being part of the military involves removing individual locus of control, training the brain to receive orders, obey them, and not ask questions. This form of leadership is effective in the military and when serving in conflict. However, it can create challenges for student veterans. Educational institutions that understand the unique attributes of military culture are better positioned to service veteran students.

Military Culture

Veterans make up a small part of the population. As of January 31, 2015 there were close to 1.4 million people serving in the U.S. armed forces, meaning only 0.4 percent of the American population is active military personnel (Chalabi, 2015). In 2014 the Department of Veteran Affairs (VA) estimated there were 22 million military veterans in the U.S population (Chalabi, 2015). If you added the VA figures on veterans to the active personnel numbers mentioned above, 7.3 percent of all living Americans have served in the military at some point in their lives (Chalabi, 2015). Student veterans make-up an even smaller amount of this population with many facing similar challenges to other non-traditional students. Forty-six percent have children and one-third are single parents who have never been married (Cate, C., PHD, & Davis, T., n.d.). Additionally, eighty-percent are over the age of 25 (Cate, C., PHD, & Davis, T., n.d.).

Military culture centers around a mission first mentality, learning to adapt is necessary, and overcoming obstacles is essential to avoid appearing weak. Together, these factors result in a sense of pride, humility, maturity, and self-confidence that veterans do not often recognize in non-military peers (Livingston, Havice, Cawthon, & Fleming, 2011).

Student veterans face challenges associated with transition, as well as challenges of other non-traditional students. They comprise a sub-culture that is in need of individualized support.

Ashford University's Military Services

At Ashford University we've developed tailored services for veteran students and developed training that inspires cultural competence in our faculty and staff.

Ashford University provides student veterans with varying self-directed resources through different channels. The Military Community Newsletter is one of those channels. The newsletter is a monthly publication that provides readers with updated national resources on a regular basis. Resources vary from financial support, to mental health services and getting connected to the local community. The highest viewed article in the newsletter was a webinar on "Understanding Your VA Benefits."

**The NAIMES
Facebook page is
under construction!**



Currently, the NAIMES Facebook page is a private group requiring special permissions to access and view our posts. We are in the process of converting the private group to a public page in which anyone will have access to NAIMES' posts and information. Keep an eye out for the new page soon and a link on our NAIMES website (www.naimes.org) to like and follow NAIMES on Facebook!

Spotlight on Best Practices: Continued

Over the course of the past year, Ashford University has also seen growth within its Student Veterans Organization (SVO). The SVO allows students to connect and share experiences in an online platform. Like the university, the organization predominantly operates in an online environment via LinkedIn. The organization's student leaders oversee a virtual safe space where members volunteer and engage with their peers in the community. It is a place where members find value in the common experiences of being a student veteran. Via the organization student veterans act as the resource, sharing what has worked for them, what to be mindful of and what to avoid when navigating the transition from servicemember to student.

In addition to the newsletter and SVO, Ashford University also offers an online military resource center and a physical Veteran's Center at its Clinton Campus in Clinton, Iowa. The online resource center includes more information on national external resources as well as Ashford University's military peer mentoring program and access to the University's military outreach team's information and schedule.

Ashford University also provides training to staff and faculty to ensure the highest-level of support is given to student veterans. Specifically Ashford University has a Center for Excellence in Teaching and Learning. The Center serves as an online training center for all full-time and associate faculty. Within the Center we have a military-specific page that provides faculty with information in regards to student veterans.

This includes specific policy information for military and veteran students, resources on military culture like military lingo and a video of Ashford University student veteran alumni sharing what types of resources they found most valuable when attending. We take a concerted effort in reminding faculty to utilize this page on a regular basis as questions arise in the classroom.

Finally, Ashford University established a Military and Veteran Student Taskforce. The Taskforce meets on a bi-weekly basis. The Taskforce manages all operational and strategic initiatives related to veteran students. The mission of the team is to serve military and veteran students and their families through collaborative implementation of innovative initiatives, policies and community partnerships to help these students achieve their educational goals. The established infrastructure allows the University to keep the student veteran at the forefront of all decision-making.

Conclusion

Ashford University takes great pride in serving the military and veteran community. Through the Military and Veteran Student Taskforce the University works to continue to evolve and improve the veteran student experience by keeping a student-centered approach to service in and outside the classroom.

References:

Chalabi, M. (2015, May 25). What Percentage Of Americans Have Served In The Military? Retrieved April 25, 2017, from <https://fivethirtyeight.com/datalab/what-percentage-of-americans-have-served-in-the-military/>

Cate, C., PHD, & Davis, T. (n.d.). STUDENT VETERAN DEMOGRAPHICS Select Results from Student Veterans of America Spotlight 2016 (1st ed., Vol. 2). Retrieved April 19, 2017, from <http://studentveterans.org/media-news/in-the-news/547-introducing-sva-spotlight-brief-1-demographics>

Livingston, W. G., Havice, P. A., Cawthon, T. W., & Fleming, D. S. (2011). Coming Home: Student Veterans' Articulation of College Re-enrollment. *Journal of Student Affairs Research and Practice*, 48(3). doi:10.2202/1949-6605.6292

A Brief History of the NAIMES Organization

NAIMES was founded on March 26, 1975, in Los Angeles, California. Its first By-Laws were adopted on that date and have continued in force with only minor modifications since then.

Over the years, NAIMES developed a pattern of annual and semiannual meetings among its institutional representatives to discuss the relationship of the Institutions with the Department of Defense and with the individual military services. Of immediate and continuing concern was the desire of the member institutions to meet and exceed quality standards established by the military services. From its beginnings, NAIMES sought to provide a collective voice for the institutions to assist the DOD's established regulations for the department's Voluntary Education Programs. Over the years, NAIMES has grown from an original membership of 11 educational institutions to its current membership of 22.

May 2017

Volume 2, Issue 2

NAVPA Legislative Updates



*Keith A. Glindemann, MBA
Director, Veterans Services
Columbia College
President - NAVPA*

The National Association of Veterans' Program Administrators (NAVPA) has served as the voice of advocacy for veterans in higher education since its founding in 1975. NAVPA's membership now includes 344 Institutions of Higher Learning across 47 states that represent 431,032 veterans. As a leading service organization focused on the veteran, service member, and military family member experience in higher education, NAVPA is involved in training, research, policy development and proposed legislation.

We have seen progress on several of our legislative priorities this session, including the WINGMAN Act, VA Work-study, Reporting fees, Education Equity Act, and the process for reporting outcomes for anyone receiving VA education benefits. The WINGMAN Act provides congressional staff the same access to a veteran's record as the VA to ensure inquiries are expedited and conversations are based on the same information. The WINGMAN Act has already passed the House and is in the Senate for review; VA Work-study contract completions and payments have significantly improved since the VA has moved all actions made by the Regional Processing Office in Atlanta, GA to Muskogee, OK; Reporting fees were included in a law signed in December that ensured the fee would continue to be paid for the next ten years, but at the rate of \$7 and \$12. NAVPA has fought to have this amended in another Bill and we have received a positive response from the Chairmen of both the House and Senate Committees on Veterans Affairs. A recent draft of legislation included a recommendation for fees to increase to \$16 and \$20 per certification; The VA is charged with creating a new reporting requirement for educational institutions regarding the academic progress for students using the Post-9/11 GI Bill. NAVPA has asked that institutions of higher learning be allowed to provide input regarding the new reporting criteria and delivery method prior to implementation. The VA's Director of Education Services strongly agrees with NAVPA's position, and details of further collaboration are pending.

NAVPA is also monitoring the Education Relief and Restoration Act, which extends benefits to G.I. beneficiaries affected by school closures and has gained support by 18 co-sponsors. The Veterans' Education Equity Act was developed by a bipartisan research committee and calls for anyone using the Post 9/11 GI Bill to receive a housing allowance based on the location of the campus where they physically participate in a majority of classes rather than the location of the institution of higher learning at which an individual is enrolled. There has been recent discussions about the new legislation being referred to as the "Forever GI Bill" and "GI Bill 3.0" which has created a lot of speculation and misinformation. A Hearing about proposed changes was scheduled to take place on April 26, but cancelled after public opposition to some of the topics being considered. NAVPA continues to be part of the conversation, but has not taken an official position because there is not a current draft of legislation that has been introduced. We will continue to monitor and participate in discussions that would affect education benefits.

**2018 CCME
Professional
Development
Symposium**

March 26-29, 2018

Marriott Marquis -
Marina

San Diego, CA

**Conference Theme:
"Navigating Change:
Transforming
Challenges into
Opportunities in
Military & Veteran
Education"**

For registration and
other symposium
information, please visit
the CCME website at
<http://www.ccmeonline.org/annualsymposium>.

CCME 2018 San Diego Concurrent Sessions Call for Proposals



By Kelly Wilmeth
Chair, Concurrent Sessions Committee

The Council of College and Military Educators will hold its annual conference in San Diego, CA from 26 – 29 March 2018. The CCME Professional Development Symposium is an opportunity for military educators to learn about educational and career services for military members and veterans provided by colleges, universities, non-profit organizations, federal agencies, etc. A portion of the symposium will be devoted to small group forums called Concurrent Sessions, designed to facilitate the exchange of information on educational programs, strategies and innovation that assist service members and veterans to achieve academic and career success.

The 2018 CCME theme is "Navigating Change: Transforming Challenges into Opportunities in Military and Veteran Education". In support of this theme, the Concurrent Sessions will provide four professional development tracks to allow attendees to work towards a certificate. Tracks include:

- Newcomers to Voluntary Education
- Best Practices
- Career Pathways for Transitioning Service Members
- Military and Veteran Student Services

As in previous years, the Concurrent Sessions Committee will evaluate all proposals on the description, purpose and quality of content, adherence to the symposium theme and category, universal broadness of scope, and the intent of the proposal to engage the audience. Proposals must be sent via email to Bethany Taylor at Bethany.taylor@umuc.edu starting on 1 June 2017. The proposal submission deadline is tentatively scheduled for 1 November 2017. The Committee will notify all selected presenters in late November to ensure plenty of time to make travel arrangements. The symposium's Early Bird Registration rate will be guaranteed for Concurrent Sessions presenters even if proposal notification occurs after that registration deadline.

Additional information regarding Concurrent Sessions proposal requirements and submission template, Frequently Asked Questions, and general symposium information is posted on the CCME website at www.CCMEonline.org.

We look forward to another year of engaging dialogue at the CCME 2018 Professional Development Symposium in San Diego.

