



**OBTC 2016 at Walsh University**  
**June 8<sup>th</sup> – 11<sup>th</sup>, 2016**

**Submission Template**

**SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\**
- \*Only one document should be submitted\**

## Submission Template for the 2016 OBTC Teaching Conference for Management Educators

### 1) Title, Abstract & Keywords

*In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.*

Returning Serve: Creating inclusive college classrooms for veterans and service members

#### ABSTRACT

Session attendees will engage in individual reflection, small-group dialogue, and large-group dialogue in order to elicit (or brainstorm) best practices for educating veteran and service members in the classroom. They will be briefed on common inclusion issues that arise for veterans and service members in higher education. Participants will be able to use the model of Ubuntu Inclusion to operationalize “inclusion” at a behavioral level, thus empowering them to improve the level of classroom inclusion experienced by veterans. Knowledge generated will be captured and shared with participants who provide their e-mail addresses.

Keywords: inclusion, Ubuntu Inclusion, student veterans, student service members, inclusion

### 2) Format

- Activity or exercise
- Roundtable discussion (60 minute only)**
- General discussion session

#### 2a) For activities and exercises only, is yours best suited for

- A traditional classroom
- An online class
- Either

#### 2b) For activities and exercises only, is yours best suited for

- Undergraduate students
- Graduate students
- Either

### 3) Time Requested:

30 Minutes

**60 Minutes (Roundtables must select 60 minutes)**

90 Minutes

### 4) Planning Details:

*Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?*

I will bring markers and 3M adhesive Flip charts for participants. The goal is to combine our collective knowledge on the topic then hear what I have found out so far in my research and practice.

Will there be a HDMI cord to the projector, or only VGA?

### 5) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

The wind down of military Operations Iraqi Freedom (OIF), Enduring Freedom (OEF), New Dawn (OND) and normal attrition have resulted in a large drawdown of forces. As a result, large numbers of U.S. military veterans (by some estimates one million <http://www.ncsl.org/research/education/veterans-and-college.aspx>) are returning stateside, many of whom will enroll in higher education to prepare themselves for post-military careers. This presents opportunities and challenges for higher education. While most research focuses on the student affairs, psychological services, and disability functions at colleges, very little focuses on the academic affairs side; namely, what should professors do to create inclusive classrooms for veterans and service members? In order to answer this question, over the years, I have interviewed and surveyed my students who are military veterans and service-members regarding their peak moments of inclusion while serving their country and while learning in the college classroom (n=50). Using Smith and Lindsay's (2014) model of Ubuntu Inclusion as a theoretical frame, I content-analyzed their responses to examine how (and whether) the following seven dimensions of inclusion manifested themselves in these veterans' and service members' experiences: Connection, Care, Intrapersonal Inclusion, Communication, Mentoring and Coaching, Fairness and Trust, and Visibility and Reward. Before presenting the results of this

inquiry, I will explain the Ubuntu Inclusion model and engage OBTC to share their best practices in educating veterans and service members. I will then combine their collective best practices and share with those attendees who provide their email addresses. The overall goal is to increase faculty preparation in colleges' efforts to educate more effectively this most valuable, worthy, and often overlooked diverse student population.

## 6) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

<b>Time</b>	<b>Activity</b>
10 Minutes	Welcome, Introductions, Agenda
10 Minutes	Briefing of inclusion issues facing veterans and service members in higher education (Included "quiz" elements for interactivity and information purposes)
15-30 Minutes*	Small Group (pair/trio) discussions on prior experience teaching veterans, best practices, and questions/issues to discuss with large group.  *If the whole group is 12 people or fewer, I will monitor the conversation flow such that we can all discuss.
10 Minutes	Wrap-Up Summarize Learning and Go around to answer, "One thing I will do differently when educating veterans and service members is..."

## 7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

We as educators need to unite amongst ourselves to serve our veterans and service members who have voluntarily given years of their lives to serve our country. Their service comes, sometimes, at a high cost. Other times, their service, while providing them with ample raw material and skills training relevant to management education, also makes them feel less than included in the traditional 18-22 year old undergraduate classroom. My goal is to have participants engage in dialogue and behavioral goal setting regarding how we, as educators, can unite amongst ourselves to provide more inclusive classrooms for our service members. In other words, how can we *return their serve*?

8) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different?  
Is this proposal under current review somewhere else? If so, please explain. How  
will your proposal be different for the OBTC conference?*

I have presented this work (as a static PowerPoint) before at the Department of Defense's "Defense Equal Opportunity Management Institute" (DEOMI) Research Symposium at Patrick AFB, FL and at Bellevue College in Washington. I have not ever presented it as a developmental dialogue for faculty members. So, this will be a first.