

# Two University Models: Facilitating Veteran Speakers in Classrooms, Clubs and Organizations

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**Goal: Build a network of veteran speakers for your university through staff and student contacts, veterans on campus, veterans' organizations, and other community resources. Veteran speakers can put a human face on historical events, enrich educational programs, as well as assist students and staff in understanding the needs of veterans. These interactions can also serve as a way to help veterans heal and come to grips with their own feelings about war.**

## **Model A--Guidelines and Instructions for a Veteran Guest Speaker:**

1. Instructor, student representative, or club/organization leader will make contact with the prospective guest speaker and discuss how he/she might be able to enrich the course curriculum or contribute to a special club/organization project. Assure the speaker that he/she can add a special vitality to the class or club/organization by sharing appropriate experiences and interacting with the students. Describe your class or club/organization to the speaker. Ask that he /she plan to allow approximately one-third of the allotted time period for questions.
2. The facilitator will reassure him/her that you will keep the ball rolling! Set the date!
3. The facilitator will familiarize students or club members with the background of the speaker and the purpose of his/her visit. Background reading relating to the speaker's service experience is essential. Club/organization facilitators should consult appropriate faculty members for recommended resources.
4. The facilitator will instruct each student or club/organization member to prepare some appropriate questions a few days in advance. (Examples can be found on this website.)
5. When the class or meeting begins, the facilitator should introduce the speaker. The speaker should let the audience know if they should hold their questions until the end or ask them throughout the presentation. The facilitator should always be ready to ask questions if necessary.
6. The facilitator should assist the speaker in bringing the class or meeting to a close a few minutes before the period ends. Instruct students ahead of time that polite applause is very appropriate.
7. Instructor, student representative, or club/organization leader should write a letter of appreciation on behalf of the class, club/organization to the veteran speaker. Keep in mind that these guests are often willing to serve as student resources throughout the year.
8. A designated representative might take photos and write an article for the William and Mary website regarding how these veteran community members can make positive contributions to educational programs and club/organization projects. (Refer to BRIDGES Newsletters.)

## **Model B-- Guidelines and Instructions for a Veterans' "Roundtable:"**

1. Instructor, student representative, or club/organization leader will make contact with several veterans with difference service experiences and discuss how they might be able to enrich the course curriculum or contribute to a special club/organization project. Let them know that there will be 4-6 veterans in the roundtable group. Assure the invited speakers that they can add a special vitality to the class or club/organization by sharing appropriate experiences and interacting with the students. Describe your class or club/organization to these veterans.
2. The facilitator will reassure the invited speakers that he/she will keep the ball rolling! Set the date!
3. The facilitator will familiarize students or club members with the backgrounds of the invited veterans and the purpose of their visit. Background reading relating to the speakers' service experiences is essential. Consult appropriate faculty members for recommended resources.
4. The facilitator will instruct each student or club/organization member to prepare some appropriate questions a few days in advance. (Examples can be found on this website.)
5. When the class or meeting begins, the facilitator should introduce the speakers and let each veteran give a brief introduction. Be sure that the veterans are aware that their answers not be too lengthy. The facilitator should encourage short answers from the audience and always be ready to ask questions if necessary.
6. The facilitator should bring the class or meeting to a close a few minutes before the allotted time period ends. Instruct students ahead of time that polite applause is very appropriate.
7. Instructor, student representative, or club/organization leader should write a letter of appreciation on behalf of the class, club/organization to each veteran speaker. Keep in mind that these guests are often willing to serve as student resources throughout the year, as well as support educational programs, clubs and organizations.
8. A designated representative might take photos and write an article for the organization's website regarding how these veteran community members can make positive contributions to educational programs and club/organization projects. (Refer to BRIDGES Newsletters.)