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Green Zone Training – Aligning Faculty and Staff Perceptions of Student Veterans

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Abstract

Green Zone Training (GZT) is a common name for a higher education inclusion program to help staff, faculty, and students with familiarity and understanding of the military experience. Those who complete Green Zone Training are not expected to be experts in the military or in resolving Student Veterans transition challenges. In an effort to help faculty and staff close their knowledge gap of Student Veterans, over 100 universities across the nation provide GZT. Green Zone Training graduates are identified as advocates for Student Veterans and can direct them to appropriate resources. Student Veterans are a part of the campus population, and given the tools to excel, they can do just as well if not better than their civilian peers. Faculty, staff, and students are part of the campus support environment and play an important role to help Student Veterans and active duty members who face similar, and often times, different challenges than traditional students. Student Veterans confront many misperceptions and stereotypes from faculty, staff, fellow students, often exacerbated by media. Some perceptions may paint the Student Veterans positively, while some perceptions over-simplify them negatively.

This paper is part of a larger study of faculty and staff (mis)perceptions towards Student Veterans and various factors that can neutralize these misperceptions. Using a counter balanced, quantitative survey instrument across several institutions (TABLE 1), GZT was found to have a neutralizing effect on some of the perceptions, but also found to statistically reinforce others. The survey questions compare the agreement or disagreement of several known Veteran stereotypes. The focus of the paper will be on the biases of engineering faculty and staff based on whether or not they had Green Zone Training. These remaining and reinforced misperceptions highlight opportunities to improve institution-specific Green Zone Training for staff and faculty and possible improvement of institutional policies.

Introduction

Green Zone Training (GZT) was created to help address Student Veterans attrition in Higher Education (HE) by increasing staff and faculty understanding of the Student Veterans background and transition experiences. The training sessions appropriately named Green Zone Training provide basic knowledge about the resources available for Veterans to assist them with the concerns and issues that Veterans can face when returning to college. Some literature suggests that while well intentioned, Green Zone Training and other similar military allyship programs in HE can reinforce negative Student Veterans stereotypes and present prior military service as monolithic, or the same across service branches and roles [1]. There is no universal standard for Green Zone Trainings—no broad agreement exists regarding the content that must be covered or the stereotypes that need to be neutralized. These trainings tend to be developed intra-institutionally, though several third-party providers exist [2] - [4]. Many third-party and intra-institutional military allyship consultants recommend an initial organizational survey and then design tailored programs for a given organizational culture.

GZT is a program, much like "safe spaces" for other student groups, where Student Veteran contacts at a university are made more knowledgeable and supportive to create a more Veteran-friendly environment. "Green Zone" is a term well-recognized by military personnel as a safe place during a deployment or combat zone. One of the goals of the Green Zone Training is to have a positive effect on the success of Student Veterans [5]. Training sessions cover basic knowledge about the concerns and issues facing military students and the resources available for them. Thus, the sessions may be unique due to campus resources on or near the campus. The training is typically two hours with the first hour devoted to topics such as the military experience, the emotional cycle of deployment, issues in transitioning from base to campus, special needs of Student Veterans with disabilities, and strategies for easing the transition. The second hour may be interactive with scenarios or focus on campus resources. Green Zone allies are not expected to become experts on the military or the resources, but to be empathetic and to work with the Student Veterans to help them solve their problems.

Pedagogical research indicates that faculty perceptions of students often impact student academic performance and outcomes [6]. In a qualitative study of student veteran transition experiences, O'Herrin found that nearly all Student Veterans cited faculty support as critical to their transition success [7]. Russell's master's thesis found that over 26% of faculty believed that Student Veterans had some form of PTSD (rates of combat-related PTSD hover around 10% for Iraq and Afghanistan veterans and are not statistically different than the general population). Additionally, 42% of faculty indicated they do not support the mission of the military, though 36% would support the needs of student veterans. A sizable minority of 6% indicated they did not support the mission of the military nor the Student Veterans [8]. In Kovach's exploration of faculty perceptions of Student Veterans, it was observed that faculty with only one or two experiences with Student Veterans would cite those as 'formative' of their view of student veterans—good or bad [9]. While these prior studies are largely exploratory, they point to potential faculty and staff misperceptions that can have second and third order effects for our Student Veterans.

With the recent drawdown in military force, it is estimated that about only one percent of Americans serve in the armed forces [10], accounting for the experiential gaps many faculty have with teaching the Student Veteran population. The myths or misperceptions around military service are well established to be false or based in stereotypes [11]. Large meta-analyses, for example, have found that the presence of Adverse Childhood Experiences (ACE) to be a stronger predictor for PTSD onset than combat exposure [12] - [13], pointing to the likelihood of hidden PTSD in the civilian population. The military population is screened for PTSD, and reporting is encouraged while the civilian population often underdiagnoses due to the stigma. Finally, the belief that all Veterans serve in combat was also addressed in Green Zone Training. Not all Veterans deploy—the term 'Veteran' captures service members who did not deploy (38%) and those that deployed (62%) [12].

Military Culture
The military exists to defend the United States against foreign and domestic enemies. Multiple services exist to be able to specialize mission capabilities based on the environment for combat operations: the US Army for land missions, the US Navy for ocean missions, the US Air Force for air missions, the US Marine Corps to support land missions in concert with ocean missions, the US Coast Guard to support coastal US missions, and the US Space Force for space missions.

Many military personnel, especially enlisted members, join the military to serve the nation, but also for the skill development, retirement accounts, medical and dental care, and, for most, the educational benefits both while serving and the GI-Bill benefits after honorable separation or retirement. For this reason, military service is best understood as representing a diverse set of career pathways that can ultimately lead to engineering education [14].

Each branch of service has their own rules for how and when a military member, either as active-duty, Reservist, National Guard, honorably discharged (Veteran), or retired (Veteran), can return to college under their varying programs. Several distinct differences exist in terms of military obligations and between available Veteran's Administration (VA) or Department of Defense (DoD) education benefits for members of the National Guard, Reservists, active-duty individuals, and Veterans, so short definitions are presented [15]. This paper defines the following terms accordingly:

- *Active duty* - full-time service members
- *Veterans* - former active-duty members who completed their service obligations and met length-of-service requirements
- *National Guard* - have a unique state and federal dual-service function, which is why Guard members serve for both state emergencies and federal deployments (i.e., active-duty service).
- *Reservists* - can only be ordered for full-time active-duty service, not state emergencies.

Members of the National Guard and Reserves typically spend two weeks per year and one weekend per month training, commonly called "drilling period." They can be classified as Veterans for the purposes of receiving VA benefits if they have fulfilled their active-duty service and the full period for which they were called upon to serve [16].

Each branch of service uses its educational benefits to enhance recruiting efforts. However, the first step is honorable service to the nation wherever the mission might take them.

Shared Values
No matter the branch of service, even though there are intense rivalries noted at various times such as the annual Army-Navy Football game, all are on one team protecting the country from foreign and domestic enemies. The key driver is <u>service</u> to nation above self. Of course, even though each service member displays this trait at various levels, many would state they serve to protect the ones they love who live and work in the United States. Comradery and shared values have been shown to be key characteristics that can bond Student Veterans across generations—and their perceived absence from an institution is associated with Student Veterans' sense of alienation [17] - [18].

Military members who serve honorably strive to uphold their respective branch of service desired list of characteristics. Although each branch has its own list of characteristics such as, the Army leader characteristics [19], Professional Ethics [20], and individual values called the 4 C's.

These service branch characteristics allow their military members to serve others while accomplishing the mission of the nation. Even though stated differently with slightly different focus by each branch of service, all have the same general focus to guide military members to serve honorably the ideals of the nation.

Lifestyle insights
The military asks service members to sacrifice much while they serve. Generally, they:
- Live on military locations throughout the world that are many times in need of upgrading to meet expected (desired) living conditions
- Live off base in high-cost areas when there is not enough base housing without adequate housing allowances to cover expected (desired) living conditions
- Deploy for lengthy time periods away from family
- Move every few years when they get promoted or to ensure units about to deploy are at full strength. These moves generally cost more than they receive in reimbursement to move.
- Children must change schools often, and sometimes during the academic year.
- Spouses must start and restart careers while they move with their military spouse to wherever the nation requires them
- Less than 50% serve in combat locations and even less have seen direct combat

This extremely partial list of events that can greatly affect the lifestyle of military personnel and their families is not limited to one branch or another. All personnel in the military experience some or all these lifestyle hardships while serving the nation.

Absence of monolithic service experience
As noted, military members try to serve the nation selflessly and in multiple branches while possibly being married with or without children. Very few have the same military experience based on the chosen career path, assignments, promotion timelines, timing of world events, various positions within each promotion level, secondary military specialties at higher levels, etc. Therefore, the Student Veterans stereotypes that have been discussed in previous papers focused on faculty and staff perceptions will not be present in each Veteran nor will each Veteran display the misperceptions at the same level or at all. Therefore, when studying misperceptions and how to adjudicate them, a one size fits all approach of belief in misconceptions will not be successful. Each misperception must be considered separately and each Student Veterans must be engaged separately without using a single procedure, but based on where they are. This aligns with the need to meet every student where they are academically to ensure success for each.

While Green Zone Training seeks to educate faculty, staff, and traditional students about Student Veterans shared values, lifestyles, and their diverse experiences, these trainings require continual updating to maintain currency and are often not embedded with larger strategic student support planning. Therefore, the authors want to highlight the non-monolithic nature of Student Veterans profiles and experiences versus the general faculty and staff misconceptions and biases.

Methods

Over the past two years, the authors have conducted a pilot study using an initial survey instrument comprised of 22 items counter-balanced, and the authors are still exploring inter-rater reliability for this instrument (TABLE 1). This survey was conducted at eight institutions across the US, recruiting from faculty and staff with direct contact with engineering students. Survey participants were asked to rate the degree to which they agreed with a series of statements that targeted the ten Veteran myths. All common myths were targeted, including biases about Veterans' likelihood of having dermal art, having undergone deployments, and displaying 'rigid thinking,' 'having PTSD,' and having a 'higher education degree.' The authors employed a 5-interval scale; Likert-scaled responses ranged from 1 – strongly disagree; 2 – disagree; 3 – neutral; 4 – agree; 5 – strongly agree.

TABLE 1: Veteran and civilian-coded survey items

Veteran Item	Veteran-coded	Civilian Item	Civilian-coded
1	Veterans are more likely to suffer from PTSD than civilians.	13	Civilians are less likely to suffer from PTSD than Veterans.
2	Veterans are more likely to be educated than civilians.	14	Civilians are more likely to be educated than Veterans.
3	Veterans are more likely to have relevant job skills.	15	Civilians are more likely to have relevant job skills than Veterans.
4	Veterans are generally more organized than civilian employees.	16	Civilians are generally less organized than Veteran employees.
5	Veterans and service members are more likely to take initiative on their own than to follow directives as compared to civilians.	17	Civilians are more likely to take initiative on their own than to follow orders.
6	Veterans and their families are more likely to participate in community and social events.	18	Civilians and their families are more likely to participate in community and social events.
7	Veterans are more likely to need help or advice than civilian employees.	19	Civilians generally need more help and guidance than Veteran employees.
8	Veterans expect perks from employers because of their service status.	--	No Corollary
9	Most Veterans serve in combat or combat roles.	--	No Corollary
10	Veterans are more likely to have tattoos or dermal art, which may be inappropriate for some employment roles.	20	Civilians are less likely to have tattoos or dermal art.
11	Veterans are more likely to be diverse or members of underrepresented groups.	21	Civilians are less likely to be diverse or members of underrepresented groups.

12	Veterans are more likely to be rigid thinkers than other employees.	22	Civilians are more likely to be rigid thinkers than Veteran employees.

Thus far, 168 participants with complete records across eight institutions have been recruited to participate in the pilot study (TABLE 2). TABLE 2 provides a data summary across survey years 2023 and 2024, as well as faculty role counts with and without GZT as well as Level 1 and Level 2 proximity to Veterans. Level 1 proximity refers to participants whose self, spouse, parent, or adult children are veterans and Level 2 proximity is assigned to participants whose friends, students, or grandparents are Veterans. Level 1 and 2 are not mutually exclusive conditions. Preliminary results [21] using mixed model logistic regression analyses show that Green Zone Training, a documented type of intervention to support for Veteran intercultural competency [22], should have provided the strongest neutralizing impacts for PTSD bias. However, the results presented below will show the opposite effect. Additionally, many of the other misperceptions showed no difference or were reinforced for those having Green Zone Training.

TABLE 2: Self-Reported Role and Level for 2023 and 2024 data to include how knowing Veterans (Level 1 or Level 2) and whether they attended or did not attend Green Zone Training

	2023 All Data	2024 All Data	2024 Veterans Excluded	2024 Vets Excluded Green Zone Training	2024 Vets Excluded No Green Zone Training
Instructor	13	11	10	1	9
Senior Instructor	9	12	9	2	7
Assistant Professor	17	25	21	1	20
Untenured Total	39	48	40	4	36
Associate Professor	14	20	17	3	14
Full Professor	23	36	27	0	27
Tenured Total	37	56	44	3	41
Staff	30	60	55	8	47
Level 1	--	86	65	11	54
Level 2	--	151	128	25	66

All details for abbreviated tables presented below are provided in the appendix for completeness of data presentation and further analysis by readers. When a greater than sign (>) is

used, if the expected bias for the Veteran is observed then the value would be positive and an unexpected trend would be negative. When a less than sign (<) is used, if the expected bias for the Veteran is observed then the value would be negative and an unexpected trend would be positive.

The tables that follow provide values that correspond to the difference between paired Likert-response items, indicating the relative bias towards or against Veterans or civilians for a given topic. For example, the difference of the response means to the paired items "Veterans are more likely than civilians to have PTSD," and "Civilians are more likely than Veterans to have PTSD," yielded a positive value of 0.476 for the non-Veteran cohort. This result indicates that non-Veterans average score was 0.476 greater than the average response mean for the same item pertaining to civilians (TABLE 3). In comparison, non-Veterans (civilians) who also had GZT showed a positive difference from mean of 0.563.

Results

The following tables show differences in mean responses when using a 1-5 Likert scale for the statements in TABLE 1, providing a comparison between the overall population responses and those of each category (faculty and staff). The column heading that includes "> Vet" signals that the result below the column capture sentiments wherein Veterans are thought to be more likely to adhere to a given Veteran stereotype. Even though the number of faculty and staff that have had the availability of Green Zone Training and participated within the survey is small (25 faculty or staff), the training should provide positive impact on the perceptions of Veterans. The Veteran faculty and staff were removed from the comparisons below to allow a focus on non-Veteran faculty and staff and the impact of Green Zone Training.

First results presented are comparing the faculty and staff non-Veterans to the faculty and staff non-Veterans who have had Green Zone Training (TABLE 3). Only the mean values for all faculty and staff and non-tenured and tenured faculty compilations are presented. The complete associated table that breaks out the means for each category of faculty and the staff are provided in the Appendix. The second set of results presented are comparing the faculty and staff non-Veterans to the faculty and staff non-Veterans who have <u>not</u> had Green Zone Training (TABLE 4). The complete associated table that breaks out the means for each category of faculty and the staff are provided in the Appendix. These two non-mutually exclusive comparisons are provided since the actual number of those who have participated in Green Zone Training is small (25 faculty or staff). The third results are comparing the faculty and staff non-Veterans who have participated in Green Zone Training to the faculty and staff non-Veterans who have <u>not</u> had Green Zone Training (TABLE 5). The complete associated table that breaks out the means for each category of faculty and the staff are provided in the Appendix. This third comparison is a mutually exclusive comparison, but the authors felt starting with this might effect the reader's perception since the number participating in Green Zone Training is small. The fourth results presented are comparing the faculty and staff non-Veterans to the faculty and staff non-Veterans who have had Green Zone Training to the faculty and staff non-Veterans who have <u>not</u> had Green Zone Training (TABLE 6). The authors felt that presenting the results in this order allows the reader to see the trends before looking at the mutually exclusive results in TABLES 5 and 6.

First, results presented compare the faculty and staff non-Veterans to the faculty and staff non-Veterans who have had Green Zone Training (TABLE 3). The heading for columns 2, 3, 5, and 6 represents the heading for each subsection of the table. The training appears to have increased the Veteran bias that they are more likely to suffer from PTSD, are more likely to be rigid thinkers, less likely to engage in the community, and more likely to have dermal art. The two areas that showed significant improvement in the bias is that Veterans were rated as less likely to have been in combat or to expect special recognition. The full table displaying the results for each faculty category is in the Appendix using the same table numbering below to improve table connection.

TABLE 3: Responses to Veteran Belief Statements, Based on Role and Level, Current Data Set with Veterans Excluded Versus Veterans Excluded and Having Green Zone Training (Overall means for each category are given in red) When a greater than sign (>) is used, if the expected bias for the Veteran is observed then the value would be positive and an unexpected trend would be negative. When a less than sign (<) is used, if the expected bias for the Veteran is observed then the value would be negative and an unexpected trend would be positive

PTSD	2024 Vet Excluded > Vet	2024 Vet Excluded w/ GZ Training > Vet	Initiative	2024 Vet Excluded > Vet	2024 Vet Excluded w/ GZ Training > Vet
All:	**0.476**	**0.563**	All:	**0.838**	**0.875**
Non-Tenured:	*0.575*	*1.000*	*Non-Tenured:*	*0.825*	*1.000*
Tenured:	*0.383*	*0.667*	*Tenured:*	*0.955*	*0.373*
Organized	**> Vet**	**> Vet**	**Rigid Thinkers**	**> Vet**	**> Vet**
All:	**0.453**	**0.563**	All:	**0.427**	**0.438**
Non-Tenured:	*0.275*	*1.000*	*Non-Tenured:*	*0.475*	*0.500*
Tenured:	*0.682*	*1.000*	*Tenured:*	*0.503*	*0.667*
Diverse	**> Vet**	**> Vet**	**Relevant Job Skills**	**> Vet**	**> Vet**
All:	**0.235**	**0.625**	All:	**1.013**	**2.208**
Non-Tenured:	*0.225*	*0.750*	*Non-Tenured:*	*0.890*	*2.333*
Tenured:	*0.205*	*0.333*	*Tenured:*	*1.205*	*2.333*
Educated	**> Vet**	**> Vet**	**Community**	**> Vet**	**> Vet**
All:	**0.184**	**0.500**	All:	**0.182**	**-0.250**
Non-Tenured:	*0.225*	*1.500*	*Non-Tenured:*	*0.175*	*-0.250*
Tenured:	*0.409*	*0.000*	*Tenured:*	*0.341*	*0.000*
Seek Help	**< Vet**	**< Vet**	**Dermal Art**	**< Vet**	**< Vet**
All:	**-0.563**	**-1.250**	All:	**-0.019**	**0.125**
Non-Tenured:	*-0.425*	*-0.500*	*Non-Tenured:*	*-0150*	*0.000*
Tenured:	*-0.205*	*-0.333*	*Tenured:*	*-0.023*	*-0.333*
Combat	**< Neutral**	**< Neutral**	**Expect Spcl Recogn**	**< Neutral**	**< Neutral**
All:	**2.503**	**1.938**	All:	**2.343**	**1.938**
Non-Tenured:	*2.500*	*1.750*	*Non-Tenured:*	*2.225*	*1.750*
Tenured:	*2.773*	*1.670*	*Tenured:*	*2.682*	*2.333*

Even though Green Zone Training and other military allyship programs are slowly becoming more available, most of the participants within the study have not received any such training. The comparisons in TABLE 3 highlight this fact in that the positive improvements by those able to participate in "Green Zone" training were small and the negative impacts noted above were also observed below.

The second results presented are comparing the faculty and staff non-Veterans to the faculty and staff non-Veterans who have not had Green Zone Training (TABLE 4). The heading for column 2, 3, 5, and 6 represent the heading for each subsection of the table. The increase in bias because of some Green Zone Training is seen as the bias is generally larger for the faculty and staff non-Veterans that includes those who have had Green Zone Training versus the results for the faculty and staff non-Veterans who have not had Green Zone Training. Those increases are in PTSD, engagement with community, and propensity for seeking help. The positive impacts were smaller, but the enhancement by Green Zone Training of a few perceptions were actually greater such as the Veteran bias that they are more likely to suffer from PTSD, less likely to engage in the community, and less likely to seek help.

TABLE 4: Responses to Veteran Belief Statements, Based on Role and Level, Current Data Set with Veterans Excluded Versus Veterans Excluded and Having No Green Zone Training (Overall means for each category are given in red) When a greater than sign (>) is used, if the expected bias for the Veteran is observed then the value would be positive and an unexpected trend would be negative. When a less than sign (<) is used, if the expected bias for the Veteran is observed then the value would be negative and an unexpected trend would be positive

PTSD	2024 Vet Excluded > Vet	2024 Vet Excluded w/ **no** GZ Training > Vet	Initiative	2024 Vet Excluded > Vet	2024 Vet Excluded w/ **no** GZ Training > Vet
All:	**0.476**	**0.464**	All:	**0.838**	**0.833**
Non-Tenured:	*0.575*	*0.528*	*Non-Tenured:*	*0.825*	*0.806*
Tenured:	*0.383*	*0.366*	*Tenured:*	*0.955*	*1.000*
Organized	**> Vet**	**> Vet**	**Rigid Thinkers**	**> Vet**	**> Vet**
All:	**0.453**	**0.439**	All:	**0.427**	**0.426**
Non-Tenured:	*0.275*	*0.194*	*Non-Tenured:*	*0.475*	*0.472*
Tenured:	*0.682*	*0.659*	*Tenured:*	*0.503*	*0.488*
Diverse	**> Vet**	**> Vet**	**Relevant Job Skills**	**> Vet**	**> Vet**
All:	**0.235**	**0.185**	All:	**1.013**	**0.866**
Non-Tenured:	*0.225*	*0.167*	*Non-Tenured:*	*0.890*	*0.750*
Tenured:	*0.205*	*0.195*	*Tenured:*	*1.205*	*1.122*
Educated	**> Vet**	**> Vet**	**Community**	**> Vet**	**> Vet**
All:	**0.184**	**0.144**	All:	**0.182**	**0.237**
Non-Tenured:	*0.225*	*0.083*	*Non-Tenured:*	*0.175*	*0.222*

Tenured:	*0.409*	*0.439*	*Tenured:*	*0.341*	*0.366*
Seek Help	**< Vet**	**< Vet**	**Dermal Art**	**< Vet**	**< Vet**
All:	**-0.563**	**-0.475**	All:	**-0.019**	**-0.039**
Non-Tenured:	*-0.425*	*-0.417*	*Non-Tenured:*	*-0150*	*-0.167*
Tenured:	*-0.205*	*-0.195*	*Tenured:*	*-0.023*	*0.000*
Combat	**< Neutral**	**< Neutral**	**Expect Spcl Recogn**	**< Neutral**	**< Neutral**
All:	**2.503**	**2.575**	All:	**2.343**	**2.394**
Non-Tenured:	*2.500*	*2.583*	*Non-Tenured:*	*2.225*	*2.278*
Tenured:	*2.773*	*2.854*	*Tenured:*	*2.682*	*2.707*

The Green Zone Training group of faculty and staff were directly compared to those without Green Zone Training in TABLE 5 to drill down further into the observations noted through comparisons within TABLES 3 and 4. The heading for column 2, 3, 5, and 6 represents the heading for each subsection of the table. The positive impacts were smaller overall, but Green Zone Training significantly reinforced certain perceptions, such as the belief that veterans are more likely to suffer from PTSD, less likely to engage in the community, and more likely to have dermal art.

TABLE 5: Responses to Veteran Belief Statements, Based on Role and Level, Current Data Set with Veterans Excluded and Having Green Zone Training Versus Veterans Excluded and Having No Green Zone Training (Overall means for each category are given in red)
When a greater than sign (>) is used, if the expected bias for the Veteran is observed then the value would be positive and an unexpected trend would be negative. When a less than sign (<) is used, if the expected bias for the Veteran is observed then the value would be negative and an unexpected trend would be positive

PTSD	2024 Vet Excluded w/ GZ Training > Vet	2024 Vet Excluded w/ **no** GZ Training > Vet	Initiative	2024 Vet Excluded w/ GZ Training > Vet	2024 Vet Excluded w/ **no** GZ Training > Vet
All:	**0.563**	**0.464**	All:	**0.875**	**0.833**
Non-Tenured:	*1.000*	*0.528*	*Non-Tenured:*	*1.000*	*0.806*
Tenured:	*0.667*	*0.366*	*Tenured:*	*0.373*	*1.000*
Organized	**> Vet**	**> Vet**	**Rigid Thinkers**	**> Vet**	**> Vet**
All:	**0.563**	**0.439**	All:	**0.438**	**0.426**
Non-Tenured:	*1.000*	*0.194*	*Non-Tenured:*	*0.500*	*0.472*
Tenured:	*1.000*	*0.659*	*Tenured:*	*0.667*	*0.488*
Diverse	**> Vet**	**> Vet**	**Relevant Job Skills**	**> Vet**	**> Vet**
All:	**0.625**	**0.185**	All:	**2.208**	**0.866**
Non-Tenured:	*0.750*	*0.167*	*Non-Tenured:*	*2.333*	*0.750*
Tenured:	*0.333*	*0.195*	*Tenured:*	*2.333*	*1.122*
Educated	**> Vet**	**> Vet**	**Community**	**> Vet**	**> Vet**
All:	**0.500**	**0.144**	All:	**-0.250**	**0.237**
Non-Tenured:	*1.500*	*0.083*	*Non-Tenured:*	*-0.250*	*0.222*
Tenured:	*0.000*	*0.439*	*Tenured:*	*0.000*	*0.366*
Seek Help	**< Vet**	**< Vet**	**Dermal Art**	**< Vet**	**< Vet**

All:	**-1.250**	**-0.475**	All:	**0.125**	**-0.039**
Non-Tenured:	*-0.500*	*-0.417*	*Non-Tenured:*	*0.000*	*-0.167*
Tenured:	*-0.333*	*-0.195*	*Tenured:*	*-0.333*	*0.000*
Combat	**< Neutral**	**< Neutral**	**Expect Spcl Recogn**	**< Neutral**	**< Neutral**
All:	**1.938**	**2.575**	All:	**1.938**	**2.394**
Non-Tenured:	*1.750*	*2.583*	*Non-Tenured:*	*1.750*	*2.278*
Tenured:	*1.670*	*2.854*	*Tenured:*	*2.333*	*2.707*

The final comparison is looking at just the overall means while comparing faculty and staff non-Veterans to those who have and have not had Green Zone Training. For faculty and staff non-Veterans, the best perception (TABLE 6) of Veterans was bolded and red. Having Green Zone Training improves the perceptions of Veterans versus general stereotypes except for PTSD, rigid thinkers, and dermal art. The heading for columns 2, 3, 5, and 6 represents the heading for each subsection of the table. TABLE 6 follows the same interpretation as previous tables except the perception of Veterans is provided as a contrast between those who have received and not received Green Zone Training, excluding Veterans from the dataset.

TABLE 6: Responses to Veteran Belief Statements, Based on Role and Level, Current Data Set with Veterans Excluded versus Having and Not Having Green Zone Training When a greater than sign (>) is used, if the expected bias for the Veteran is observed then the value would be positive and an unexpected trend would be negative. When a less than sign (<) is used, if the expected bias for the Veteran is observed then the value would be negative and an unexpected trend would be positive

PTSD	2024 Vet Exc. > Vet	2024 Vet Exc. w/ GZ Trng > Vet	2024 Vet Exc. w/ **no** GZ Trng > Vet	Initiative	2024 Vet Exc. > Vet	2024 Vet Exc. w/ GZ Trng > Vet	2024 Vet Exc. w/ **no** GZ Trng > Vet
Non-Vet	0.476	0.563	**0.464**	Non-Vet	0.838	**0.875**	0.833
Organized	**> Vet**	**> Vet (GZ)**	**>Vet (No GZ)**	**Rigid Thinkers**	**> Vet**	**> Vet (GZ)**	**>Vet (No GZ)**
Non-Vet	0.453	**0.563**	0.439	Non-Vet	0.427	**0.438**	0.426
Diverse	**> Vet**	**> Vet (GZ)**	**>Vet (No GZ)**	**Relevant Job Skills**	**> Vet**	**> Vet (GZ)**	**>Vet (No GZ)**
Non-Vet	0.235	**0.625**	0.185	Non-Vet	1.013	**2.208**	0.866
Educated	**> Vet**	**> Vet (GZ)**	**>Vet (No GZ)**	**Community**	**> Vet**	**> Vet (GZ)**	**>Vet (No GZ)**
Non-Vet	0.184	**0.500**	0.144	Non-Vet	0.182	**-0.250**	0.237
Seek Help	**< Vet**	**< Vet (GZ)**	**< Vet (No GZ)**	**Dermal Art**	**< Vet**	**< Vet (GZ)**	**< Vet (No GZ)**
Non-Vet	-0.563	**-1.250**	-0.475	Non-Vet	-0.019	0.125	**-0.039**

Combat	< Neutral	< Neutral (GZ)	< Neutral (No GZ)	Expect Spcl Recogn	< Neutral	< Neutral (GZ)	< Neutral (No GZ)
Non-Vet	2.503	**1.938**	2.575	Non-Vet	2.343	**1.938**	2.394

Multivariate Linear Regression Analysis

The authors selected a multivariate linear regression (MLR) approach to model potential predictor effects of the responses to the "Veterans are more likely to have PTSD" agreement item. Here, the Likert-item is the response variable, and Green Zone Training, Non-tenure status, Tenured status, 1st level proximity, and 2nd level proximity were all used as independent variables. Selection of independent variables was constrained by sample size—with sufficient counts across groupings (Table 7).

Table 7: Independent Variable Record Counts

Variable	N
Green Zone Training	25
Non-tenure status	48
Tenured status	56
1st Level Proximity	86
2nd Level Proximity	151

MLRs assume linearity between predictors and response variables and normality of residuals is one check for this assumption. There is an approximately normal distribution of residuals as shown in Figure 1. MLRs also assume there is no strong correlations present between predictors. Variance Inflation Factor (VIF) checks show that VIF < 5 for predictors, signaling no multicollinearity (Table 8).
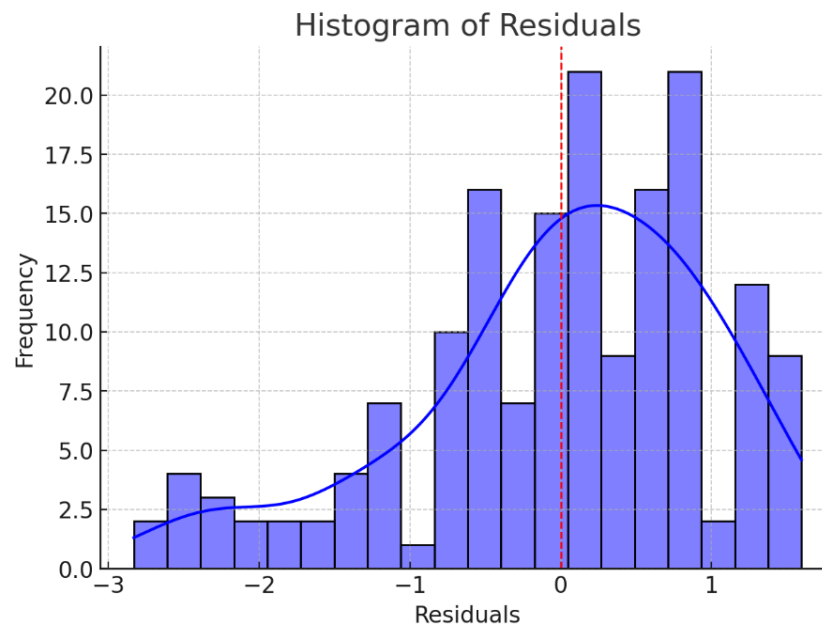

Figure 1: Normality of Residuals for MLR

Table 8: Variance Inflation Factor Analysis

Variable	VIF
Green Zone Training	1.10392
Non-tenure status	1.31265
Tenured status	1.31383
1st Level Proximity	1.12891
2nd Level Proximity	1.01071

MLRs also assume constant variance of residuals, and Brusch-Pagan test results show a p-value = 0.0556, just above 0.05, suggesting some invariance in residuals (heteroskedasticity). Due to relatively small sample sizes, the model is optimized with HC3 correction for the slight heteroscedasticity, resulting in more robust standard errors.

This model only accounts for around 10% of the variability in the response variable—indicating there is much more to learn about drivers of PTSD bias: $R^2 = 0.106$. F-statistic for model indicates high significance overall: p = 0.0000127. Table 9 below summarized the coefficients and significance values for the predictors. We find that GZT and non-Tenure had no correlation with responses to the PTSD Likert-agreement item. Tenured status was statistically significant with tenure indicating lower scores on the PTSD item (disagreement). Likewise, 1st and 2nd Level proximity were highly significant, and correlated with even lower scores on the PTSD Likert-agreement (strong disagreement).

Table 9: MLR Model for PTSD Likelihood Perception among Veterans

Variable	Coefficient	Robust Std. Error	p-value	Interpretation
Green Zone Training	0.2114	0.278	0.446	Not significant.
Non-tenure status	-0.1395	0.209	0.505	Not significant.
Tenured status	-0.3857	0.193	0.046*	Significant. Tenure status → Lower PTSD Likert scores
1st Level Proximity	-0.4290	0.159	0.007**	Significant. 1st level proximity → Lower PTSD Likert scores
2nd Level Proximity	-0.6085	0.202	0.003**	Significant. 2nd level proximity → Lower PTSD Likert scores

Ranking the regression coefficients in terms of their absolute values shows that 2nd level proximity, followed by 1st level proximity, followed by tenure status had the most impact on the PTSD Likert score (Figure 2). Green Zone Training and non-Tenure status had the least impact on the response variable, and of course, were statistically insignificant.
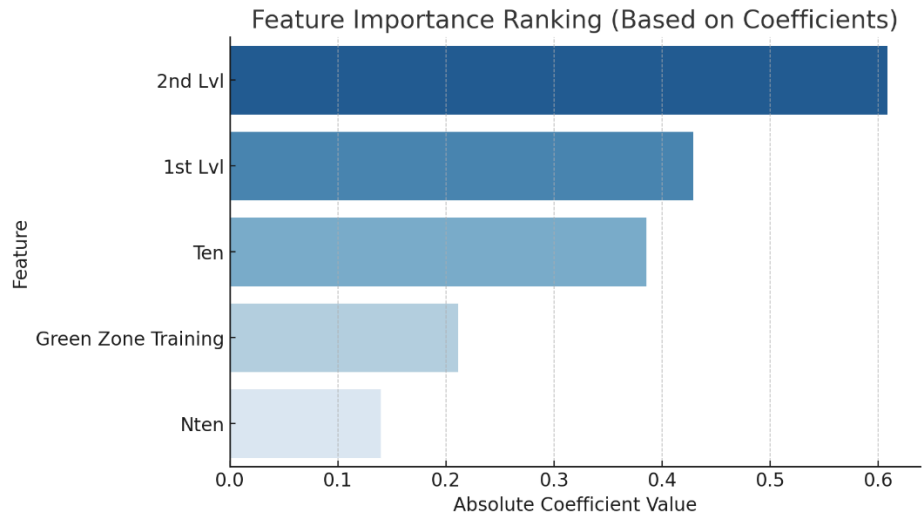
Figure 2: Ranking of Predictors by Impact on PTSD Response Item

Using the same optimizations as previously, modeling the same predictors for the response variance of "Most Veterans have served in combat roles," we find that while the model only explains 8.3% of observed variance ($R^2 = 0.083$), the overall model F-statistic is significant (p = 0.0122), but with very different predictors. Green Zone Training is statistically significant and associated with agreement that most Veterans have served in combat. Additionally, tenure status is associated with stronger agreement with Veterans having had combat experience. Non-tenure status was again insignificant, as was 1st and 2nd level proximity to Veterans, as shown in TABLE 10.

TABLE 10: MLR Model for Combat Experience Among Veterans

Variable	Coefficient	Robust Std. Error	p-value	Interpretation
Green Zone Training	0.5739	0.248	0.021*	Significant. More GZT → Higher Combat agreement
Non-tenure status	0.2964	0.226	0.190	Not significant
Tenured status	0.5361	0.198	0.007*	Significant. Tenure status → Higher Combat agreement
1st Level Proximity	0.0659	0.193	0.733	Not significant
2nd Level Proximity	-0.2504	0.357	0.483	Not significant

Discussion

The mean differences for those without Green Zone Training show a smaller rate of increase of 0.464 than those with Green Zone Training than those who received the training (0.563) for the PTSD-focused agreement item. It may appear that those without Green Zone Training are more neutral than those who have had it but the sample size of those who had Green Zone Training is too small to draw strong conclusions. Other interpretations are that Green Zone Training may emphasize or strengthen some of these misperceptions [23]. MLR analysis supports that in the overall population the presence of GZT had no effect on an otherwise highly variable response

item, the PTSD stereotyping item. Conservatively, GZT is not having its intended effect—neutralizing bias. More worryingly, GZT may reinforce societal and movie tropes by inadvertently socializing participants to believe that most Veterans serve. A full MLR analysis for each of the 22 survey items goes beyond the scope of this work, but these results suggest that GZT implementation can be improved across Higher Education.

Retooling GZT toward a standard that emphasizes the positive aspects of service, turning toward an asset-based model of Veteran skills and preparation is the next step. For future work, the authors recommend faculty and staff Veterans or faculty and staff with a Veteran as an immediate family member [24] serve as GZT facilitators. With sufficient interest, a not-for-profit standing Special Interest Group (SIG) could be formed to determine best practices for content, implementation, and delivery. The focus this GZT 2.0 should be on the available resources if a Student Veterans appears to need them or to inform Student Veterans of the available resources. Student Veterans and faculty and staff alike may benefit from being reminded of the valuable experiences, skills, and leadership preparation that Student Veterans bring to the classroom.

Presenting the positive, and not the negative biases of Student Veterans while being prepared with resources for the occasional negative Student Veterans action will ensure Student Veterans feel they belong in the classroom. It is important to focus on the strengths the Student Veterans can offer, rather than enhancing the negative biases through training to cause faculty and staff to perceive every negative action that might occur with a Student Veterans is because the biases are true.

Conclusions and Future Work

The IRB approved survey revealed possible correlations between certain variables (role and level of faculty and staff and availability of Green Zone Training) and perceptions towards Veterans. The authors acknowledge that there are opportunities to provide more resolution in each of the areas (number of years in role, number of Veterans at institution, whether GZT is mandatory and how is it conducted to not increase the misperceptions, size of institution, etc.) that can provide more insight. Each of these areas could be a separate study. As the study expands, there is an opportunity to discover how institutional and social dynamics interact with perceptions of Veterans' abilities, expertise, and potential as employees. Future research may result in resources to guide Veterans toward institutions offering the best educational experience for Veterans. The full data is presented in tables located in the Appendix for those wanting a closer look at the detailed results for each faculty role and level.

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Appendix

TABLE 3: Responses to Veteran Belief Statements, Based on Role and Level, Current Data Set with Veterans Excluded Versus Veterans Excluded and Having Green Zone Training (Overall means for each category are given in red) When a greater than sign (>) is used, if the expected bias for the Veteran is observed then the value would be positive and an unexpected trend would be negative. When a less than sign (<) is used, if the expected bias for the Veteran is observed then the value would be negative and an unexpected trend would be positive

PTSD	2024 Vet Excluded > Vet	2024 Vet Excluded w/ GZ Training > Vet	Initiative	2024 Vet Excluded > Vet	2024 Vet Excluded w/ GZ Training > Vet
All:	**0.476**	**0.563**	All:	**0.838**	**0.875**
Instructor:	0.800	2.000	Instructor:	0.600	1.000
Senior Instructor:	0.556	1.000	Senior Instructor:	0556	1.500
Assistant Professor:	0.476	0.000	Assistant Professor:	1.048	0.000
Associate Professor:	0.765	0.667	Associate Professor:	0.941	0.333
Full Professor:	0.148	0.000	Full Professor:	0.963	0.000
Staff:	0.628	1.000	Staff:	0.727	1.000
Non-Tenured:	*0.575*	*1.000*	*Non-Tenured:*	*0.825*	*1.000*
Tenured:	*0.383*	*0.667*	*Tenured:*	*0.955*	*0.373*
Organized	**> Vet**	**> Vet**	**Rigid Thinkers**	**> Vet**	**> Vet**
All:	**0.453**	**0.563**	All:	**0.427**	**0.438**
Instructor:	0.400	2.000	Instructor:	1.000	2.000
Senior Instructor:	0.111	1.000	Senior Instructor:	0.556	0.000
Assistant Professor:	0.286	0.000	Assistant Professor:	0.190	0.000
Associate Professor:	0.529	1.000	Associate Professor:	0.471	0.667
Full Professor:	0.778	0.000	Full Professor:	0.519	0.000
Staff:	0.455	0.375	Staff:	0.436	0.625
Non-Tenured:	*0.275*	*1.000*	*Non-Tenured:*	*0.475*	*0.500*
Tenured:	*0.682*	*1.000*	*Tenured:*	*0.503*	*0.667*
Diverse	**> Vet**	**> Vet**	**Relevant Job Skills**	**> Vet**	**> Vet**
All:	**0.235**	**0.625**	All:	**1.013**	**2.208**
Instructor:	0.608	3.000	Instructor:	1.000	2.000
Senior Instructor:	0.000	0.000	Senior Instructor:	0.889	2.000
Assistant Professor:	0.143	0.000	Assistant Professor:	0.833	0.000
Associate Professor:	0.235	0.337	Associate Professor:	1.294	2.333
Full Professor:	0.185	0.000	Full Professor:	1.148	0.000
Staff:	0.345	1.125	Staff:	1.000	2.375
Non-Tenured:	*0.225*	*0.750*	*Non-Tenured:*	*0.890*	*2.333*
Tenured:	*0.205*	*0.333*	*Tenured:*	*1.205*	*2.333*
Educated	**> Vet**	**> Vet**	**Community**	**> Vet**	**> Vet**
All:	**0.184**	**0.500**	All:	**0.182**	**-0.250**
Instructor:	0.500	2.000	Instructor:	-0.700	-2.000

Senior Instructor:	0.556	2.000	Senior Instructor:	0.556	0.500
Assistant Professor:	-0.048	0.000	Assistant Professor:	0.429	0.000
Associate Professor:	0.000	0.000	Associate Professor:	0.412	0.000
Full Professor:	0.667	0.000	Full Professor:	0.296	0.000
Staff:	0.109	0.500	Staff:	0.000	-0.625
Non-Tenured:	*0.225*	*1.500*	*Non-Tenured:*	*0.175*	*-0.250*
Tenured:	*0.409*	*0.000*	*Tenured:*	*0.341*	*0.000*
Seek Help	**< Vet**	**< Vet**	**Dermal Art**	**< Vet**	**< Vet**
All:	**-0.563**	**-1.250**	All:	**-0.019**	**0.125**
Instructor:	-0.400	-1.000	Instructor:	0.200	0.000
Senior Instructor:	-0.889	-0.500	Senior Instructor:	0.111	0.000
Assistant Professor:	-0.238	0.000	Assistant Professor:	-0.429	0.000
Associate Professor:	-0.118	-0.333	Associate Professor:	0.118	-0.333
Full Professor:	-0.259	0.000	Full Professor:	-0.111	0.000
Staff:	-1.091	-2.250	Staff:	0.145	0.375
Non-Tenured:	*-0.425*	*-0.500*	*Non-Tenured:*	*-0150*	*0.000*
Tenured:	*-0.205*	*-0.333*	*Tenured:*	*-0.023*	*-0.333*
Combat	**< Neutral**	**< Neutral**	**Expect Spcl Recogn**	**< Neutral**	**< Neutral**
All:	**2.503**	**1.938**	All:	**2.343**	**1.938**
Instructor:	2.600	1.000	Instructor:	2.300	1.000
Senior Instructor:	2.778	2.500	Senior Instructor:	2.000	1.500
Assistant Professor:	2.333	1.000	Assistant Professor:	2.286	3.000
Associate Professor:	3.176	1.669	Associate Professor:	3.000	2.333
Full Professor:	2.519	0.000	Full Professor:	2.481	0.000
Staff:	2.255	1.875	Staff:	2.164	1.875
Non-Tenured:	*2.500*	*1.750*	*Non-Tenured:*	*2.225*	*1.750*
Tenured:	*2.773*	*1.670*	*Tenured:*	*2.682*	*2.333*

TABLE 4: Responses to Veteran Belief Statements, Based on Role and Level, Current Data Set with Veterans Excluded Versus Veterans Excluded and Having No Green Zone Training (Overall means for each category are given in red) When a greater than sign (>) is used, if the expected bias for the Veteran is observed then the value would be positive and an unexpected trend would be negative. When a less than sign (<) is used, if the expected bias for the Veteran is observed then the value would be negative and an unexpected trend would be positive

PTSD	2024 Vet Excluded > Vet	2024 Vet Excluded w/ **no** GZ Training > Vet	Initiative	2024 Vet Excluded > Vet	2024 Vet Excluded w/ **no** GZ Training > Vet
All:	**0.476**	**0.464**	All:	**0.838**	**0.833**
Instructor:	0.800	0.667	Instructor:	0.600	0.556
Senior Instructor:	0.556	0.429	Senior Instructor:	0556	0.286
Assistant Professor:	0.476	0.500	Assistant Professor:	1.048	1.100

	> Vet	> Vet		> Vet	> Vet
Associate Professor:	0.765	0.786	Associate Professor:	0.941	1.071
Full Professor:	0.148	0.148	Full Professor:	0.963	0.963
Staff:	0.628	0.565	Staff:	0.727	0.681
Non-Tenured:	*0.575*	*0.528*	*Non-Tenured:*	*0.825*	*0.806*
Tenured:	*0.383*	*0.366*	*Tenured:*	*0.955*	*1.000*
Organized	**> Vet**	**> Vet**	**Rigid Thinkers**	**> Vet**	**> Vet**
All:	**0.453**	**0.439**	All:	**0.427**	**0.426**
Instructor:	0.400	0.222	Instructor:	1.000	0.889
Senior Instructor:	0.111	-0.143	Senior Instructor:	0.556	0.714
Assistant Professor:	0.286	0.300	Assistant Professor:	0.190	0.200
Associate Professor:	0.529	0.429	Associate Professor:	0.471	0.429
Full Professor:	0.778	0.778	Full Professor:	0.519	0.519
Staff:	0.455	0.468	Staff:	0.436	0.404
Non-Tenured:	*0.275*	*0.194*	*Non-Tenured:*	*0.475*	*0.472*
Tenured:	*0.682*	*0.659*	*Tenured:*	*0.503*	*0.488*
Diverse	**> Vet**	**> Vet**	**Relevant Job Skills**	**> Vet**	**> Vet**
All:	**0.235**	**0.185**	All:	**1.013**	**0.866**
Instructor:	0.608	0.333	Instructor:	1.000	0.889
Senior Instructor:	0.000	0.000	Senior Instructor:	0.889	0.571
Assistant Professor:	0.143	0.150	Assistant Professor:	0.833	0.750
Associate Professor:	0.235	0.214	Associate Professor:	1.294	1.071
Full Professor:	0.185	0.185	Full Professor:	1.148	1.148
Staff:	0.345	0.213	Staff:	1.000	0.766
Non-Tenured:	*0.225*	*0.167*	*Non-Tenured:*	*0.890*	*0.750*
Tenured:	*0.205*	*0.195*	*Tenured:*	*1.205*	*1.122*
Educated	**> Vet**	**> Vet**	**Community**	**> Vet**	**> Vet**
All:	**0.184**	**0.144**	All:	**0.182**	**0.237**
Instructor:	0.500	0.333	Instructor:	-0.700	-0.556
Senior Instructor:	0.556	0.143	Senior Instructor:	0.556	0.571
Assistant Professor:	-0.048	-0.050	Assistant Professor:	0.429	0.450
Associate Professor:	0.000	0.000	Associate Professor:	0.412	0.500
Full Professor:	0.667	0.667	Full Professor:	0.296	0.296
Staff:	0.109	0.043	Staff:	0.000	0.106
Non-Tenured:	*0.225*	*0.083*	*Non-Tenured:*	*0.175*	*0.222*
Tenured:	*0.409*	*0.439*	*Tenured:*	*0.341*	*0.366*
Seek Help	**< Vet**	**< Vet**	**Dermal Art**	**< Vet**	**< Vet**
All:	**-0.563**	**-0.475**	All:	**-0.019**	**-0.039**
Instructor:	-0.400	-0.333	Instructor:	0.200	0.222
Senior Instructor:	-0.889	-1.000	Senior Instructor:	0.111	0.143
Assistant Professor:	-0.238	-0.250	Assistant Professor:	-0.429	-0.450
Associate Professor:	-0.118	-0.071	Associate Professor:	0.118	-0.214
Full Professor:	-0.259	-0.259	Full Professor:	-0.111	-0.011
Staff:	-1.091	-0.894	Staff:	0.145	0.106
Non-Tenured:	*-0.425*	*-0.417*	*Non-Tenured:*	*-0150*	*-0.167*

Tenured:	*-0.205*	*-0.195*	*Tenured:*	*-0.023*	*0.000*
Combat	**< Neutral**	**< Neutral**	**Expect Spcl Recogn**	**< Neutral**	**< Neutral**
All:	**2.503**	**2.575**	All:	**2.343**	**2.394**
Instructor:	2.600	2.778	Instructor:	2.300	2.444
Senior Instructor:	2.778	2.857	Senior Instructor:	2.000	2.143
Assistant Professor:	2.333	2.400	Assistant Professor:	2.286	2.250
Associate Professor:	3.176	3.500	Associate Professor:	3.000	3.143
Full Professor:	2.519	2.519	Full Professor:	2.481	2.481
Staff:	2.255	2.319	Staff:	2.164	2.213
Non-Tenured:	*2.500*	*2.583*	*Non-Tenured:*	*2.225*	*2.278*
Tenured:	*2.773*	*2.854*	*Tenured:*	*2.682*	*2.707*

TABLE 5: Responses to Veteran Belief Statements, Based on Role and Level, Current Data Set with Veterans Excluded and Having Green Zone Training Versus Veterans Excluded and Having No Green Zone Training (Overall means for each category are given in red)
When a greater than sign (>) is used, if the expected bias for the Veteran is observed then the value would be positive and an unexpected trend would be negative. When a less than sign (<) is used, if the expected bias for the Veteran is observed then the value would be negative and an unexpected trend would be positive

PTSD	2024 Vet Excluded w/ GZ Training > Vet	2024 Vet Excluded w/ no GZ Training > Vet	Initiative	2024 Vet Excluded w/ GZ Training > Vet	2024 Vet Excluded w/ no GZ Training > Vet
All:	**0.563**	**0.464**	All:	**0.875**	**0.833**
Instructor:	2.000	0.667	Instructor:	1.000	0.556
Senior Instructor:	1.000	0.429	Senior Instructor:	1.500	0.286
Assistant Professor:	0.000	0.500	Assistant Professor:	0.000	1.100
Associate Professor:	0.667	0.786	Associate Professor:	0.333	1.071
Full Professor:	0.000	0.148	Full Professor:	0.000	0.963
Staff:	1.000	0.565	Staff:	1.000	0.681
Non-Tenured:	*1.000*	*0.528*	*Non-Tenured:*	*1.000*	*0.806*
Tenured:	*0.667*	*0.366*	*Tenured:*	*0.373*	*1.000*
Organized	**> Vet**	**> Vet**	**Rigid Thinkers**	**> Vet**	**> Vet**
All:	**0.563**	**0.439**	All:	**0.438**	**0.426**
Instructor:	2.000	0.222	Instructor:	2.000	0.889
Senior Instructor:	1.000	-0.143	Senior Instructor:	0.000	0.714
Assistant Professor:	0.000	0.300	Assistant Professor:	0.000	0.200
Associate Professor:	1.000	0.429	Associate Professor:	0.667	0.429
Full Professor:	0.000	0.778	Full Professor:	0.000	0.519
Staff:	0.375	0.468	Staff:	0.625	0.404
Non-Tenured:	*1.000*	*0.194*	*Non-Tenured:*	*0.500*	*0.472*
Tenured:	*1.000*	*0.659*	*Tenured:*	*0.667*	*0.488*

Diverse	> Vet	> Vet	Relevant Job Skills	> Vet	> Vet
All:	**0.625**	**0.185**	All:	**2.208**	**0.866**
Instructor:	3.000	0.333	Instructor:	2.000	0.889
Senior Instructor:	0.000	0.000	Senior Instructor:	2.000	0.571
Assistant Professor:	0.000	0.150	Assistant Professor:	0.000	0.750
Associate Professor:	0.337	0.214	Associate Professor:	2.333	1.071
Full Professor:	0.000	0.185	Full Professor:	0.000	1.148
Staff:	1.125	0.213	Staff:	2.375	0.766
Non-Tenured:	*0.750*	*0.167*	*Non-Tenured:*	*2.333*	*0.750*
Tenured:	*0.333*	*0.195*	*Tenured:*	*2.333*	*1.122*
Educated	> Vet	> Vet	Community	> Vet	> Vet
All:	**0.500**	**0.144**	All:	**-0.250**	**0.237**
Instructor:	2.000	0.333	Instructor:	-2.000	-0.556
Senior Instructor:	2.000	0.143	Senior Instructor:	0.500	0.571
Assistant Professor:	0.000	-0.050	Assistant Professor:	0.000	0.450
Associate Professor:	0.000	0.000	Associate Professor:	0.000	0.500
Full Professor:	0.000	0.667	Full Professor:	0.000	0.296
Staff:	0.500	0.043	Staff:	-0.625	0.106
Non-Tenured:	*1.500*	*0.083*	*Non-Tenured:*	*-0.250*	*0.222*
Tenured:	*0.000*	*0.439*	*Tenured:*	*0.000*	*0.366*
Seek Help	< Vet	< Vet	Dermal Art	< Vet	< Vet
All:	**-1.250**	**-0.475**	All:	**0.125**	**-0.039**
Instructor:	-1.000	-0.333	Instructor:	0.000	0.222
Senior Instructor:	-0.500	-1.000	Senior Instructor:	0.000	0.143
Assistant Professor:	0.000	-0.250	Assistant Professor:	0.000	-0.450
Associate Professor:	-0.333	-0.071	Associate Professor:	-0.333	-0.214
Full Professor:	0.000	-0.259	Full Professor:	0.000	-0.011
Staff:	-2.250	-0.894	Staff:	0.375	0.106
Non-Tenured:	*-0.500*	*-0.417*	*Non-Tenured:*	*0.000*	*-0.167*
Tenured:	*-0.333*	*-0.195*	*Tenured:*	*-0.333*	*0.000*
Combat	< Neutral	< Neutral	Expect Spcl Recogn	< Neutral	< Neutral
All:	**1.938**	**2.575**	All:	**1.938**	**2.394**
Instructor:	1.000	2.778	Instructor:	1.000	2.444
Senior Instructor:	2.500	2.857	Senior Instructor:	1.500	2.143
Assistant Professor:	1.000	2.400	Assistant Professor:	3.000	2.250
Associate Professor:	1.669	3.500	Associate Professor:	2.333	3.143
Full Professor:	0.000	2.519	Full Professor:	0.000	2.481
Staff:	1.875	2.319	Staff:	1.875	2.213
Non-Tenured:	*1.750*	*2.583*	*Non-Tenured:*	*1.750*	*2.278*
Tenured:	*1.670*	*2.854*	*Tenured:*	*2.333*	*2.707*