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THE ROLE OF U.S. UNIVERSITIES IN REINTEGRATION OF VETERANS: CASE OF USC

Purpose. This study aims to analyze the place of universities using the example of the University of Southern California (USC) in the reintegration of veterans.

Methodology. The work uses methods of analysis, synthesis, data systematization, case studies. The USC case was selected due to its comprehensive veteran support infrastructure, including academic programs, research initiatives, peer-support mechanisms, and community engagement activities designed specifically for veterans and military-affiliated students.

Findings. The work examines the USC model of veteran reintegration, with particular attention to its values-based educational framework, social support mechanisms, Veteran Resource Center, and the nation's first Master of Business for Veterans (MBV) program designed specifically for veterans. The findings demonstrate how universities can transform military experience into civilian leadership capacity by helping veterans reinterpret military-acquired competencies such as integrity, loyalty, discipline, emotional intelligence, creativity, and self-expression within academic and professional contexts. The USC case further illustrates the importance of veteran-friendly environments, peer communities, employer engagement, and evidence-based support systems in addressing veterans' psychological, social, and professional challenges.

Originality. The scientific novelty of the study lies in advancing conceptual approaches to the development of veteran-friendly university environments as multidimensional systems integrating education, psychosocial support, research, and community engagement. The findings contribute to the emerging discourse on higher education as a strategic actor in veteran reintegration and highlight the potential of universities to serve as hubs of transition and social inclusion.

Practical value. The practical significance of the findings lies in the formulation of recommendations for universities, policymakers, and practitioners regarding the reintegration of veterans in countries experiencing military conflicts and post-war recovery.

Keywords: *military veterans, environment, veteran student, infrastructure, higher education, integration, programs, civilian life*

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Introduction. Institutions of higher education play a growing role in the reintegration of military veterans into civilian society in the United States. Beyond formal education, universities increasingly function as environments for psychological recovery, identity transformation, professional reorientation, and social reintegration. This role is particularly significant in the post-9/11 context, where veterans return from prolonged and complex military engagements with diverse professional experiences, cultural backgrounds, and reintegration needs. The University of Southern California (USC) represents one of the most advanced examples of a university-led, holistic approach to veteran reintegration, combining academic programs, research infrastructure, peer support networks, and close cooperation with the business community.

Studying the experience of U.S. universities in veteran reintegration is critically important for other countries especially those with military conflicts, e.g. Ukraine, because it demonstrates how higher education institutions can combine academic training, mental health support, community engagement, and employment pathways into a sustainable model for veterans' long-term social and professional integration.

In the United States, universities play a crucial role in veteran reintegration, particularly because access to higher education is one of the primary motivations for military service, making educational institutions a natural and trusted pathway for veterans' transition to civilian life (Table 1). As well a desire to serve and defend the country, new experience, sense of purpose, career opportunities, history of service in the family are important reasons for joining the Armed services. According to C. Castro and A. Hassan from 2019 to 2022 almost "79 % of Army recruits reported having a family member who served" [1].

The purpose of this article is to study the role of U.S. universities in the reintegration of veterans using the example of the University of Southern California. To achieve the goal of the article, the following tasks were set and solved: to study theoretical approaches to determining the place of the university in the reintegration of veterans, to analyze the case of USC in the reintegration of veterans, to develop the concept of a veteran-friendly environment at the university.

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Table 1

Reasons for joining the Armed Services (n = 6,158) [2]

Reasons	Percentage (%)
Education benefits	53
A desire to serve your country	52
New experiences	49
Sense of purpose	36
Career opportunities	31
A history of service in your family	29
Defend your country	29
Practical skills and training	25
Financial security	21
Leadership	20
Retirement benefits	20
Health care benefits	19
Lack of job opportunities	16
Job security of fulfillment	12
Military community, network	9
Improve earning potential	8
Promotion or advancement	7
Other	7
Friends enlisted	5

The theoretical value of the article lies in the fact that the conceptual approach to a veteran-friendly environment at universities has been further developed.

The practical value of the article lies in the proposed recommendations for the creation of a veteran-friendly environment at universities, in particular in countries with military conflicts (Ukraine) or after military conflicts.

Literature review. Scholarly research on U.S. veteran reintegration consistently emphasizes the multidimensional nature of the transition from military to civilian life, highlighting psychological, social, institutional, and identity-related challenges. Recent studies underline that effective reintegration requires coordinated policy frameworks, community engagement, and institutional commitment, particularly within education systems.

Parker provides a comprehensive policy-oriented overview of U.S. veterans' reintegration challenges, identifying suicide risk, unemployment, homelessness, and gaps in mental health care as persistent systemic problems [3]. The study critically evaluates federal reintegration policies and reform efforts, arguing that while the United States has developed an extensive support infrastructure, its effectiveness depends largely on coordination between governmental agencies, community organizations, and educational institutions. Parker's analysis underscores the importance of transition-focused interventions that address both structural barriers and individual well-being, offering a foundation for examining universities as key reintegration actors.

Psychological dimensions of reintegration are explored in depth by Danson et al., who focus on moral injury among post-9/11 U.S. veterans [4]. Through qualitative methods, the authors demonstrate how unresolved moral injury complicates social reintegration, employment, and identity reconstruction. Their findings suggest that reintegration programs must go beyond clinical PTSD treatment and incorporate reflective, narrative, and community-based approaches. This perspective reinforces the need for supportive environments such as universities that allow veterans to process experiences, rebuild meaning, and re-establish trust.

The role of community-engaged research in shaping effective veteran support is examined by Rattray et al. [5]. The authors argue that research conducted with veterans, rather than *on* veterans, has significant catalytic potential for improving reintegration outcomes. By aligning academic research with the lived experiences of veterans and advocates, community-engaged approaches enhance relevance, ethical rigor, and policy impact. This framework is particularly relevant for university-based research centers, which can serve as intermediaries between veterans, practitioners, and policymakers.

Pedersen and Wieser (2024) conducted a transnational scoping review examining the transition and reintegration of student veterans into higher education across different national contexts. The authors found that, despite variations in educational systems, student veterans commonly face challenges related to identity transformation, academic adjustment, social belonging, and navigating institutional structures, emphasizing the importance of veteran-friendly environments, flexible educational pathways, and comprehensive support services to facilitate successful reintegration into civilian and academic life [6].

Keeling adopts a narrative approach to examine veterans' personal stories of transition, emphasizing identity reconstruction as a central reintegration challenge [7]. The findings reveal that veterans often struggle to reconcile their military identity with civilian roles, particularly in professional and academic environments. Keeling argues that institutions supporting veterans must facilitate identity renegotiation through inclusive communities, opportunities for self-expression, and recognition of veterans' values and leadership capacities. This perspective aligns closely with university-based cohort models and values-driven educational programs.

Castro and Dursun conceptualize military-to-civilian transition as a complex, multidimensional process through which service members and their families re-enter civilian communities, involving adjustments in location, employment, relationships, social networks, and support systems. The authors highlight that, despite the significant implications of this transition for post-service well-being, limited research has systematically defined transition phases, success factors, or measurable outcomes, and they propose a comprehensive framework outlining key components such as health needs, employment assistance, family involvement, and outcome measurement to guide nations in developing effective and humane transition programs for veterans and their families [8].

Taken together, the literature suggests that successful veteran reintegration depends on integrated systems that address psychological healing, identity transformation, social connection, and institutional support. While policy frameworks and community services remain essential, universities emerge in the literature as uniquely positioned environments where these dimensions converge. This body of research provides a strong conceptual foundation for analyzing the University of Southern California as a case study of holistic, university-led veteran reintegration.

Methods. The article uses the method of analysis, synthesis and systematization of data to study the role of universities in the reintegration of veterans. The case study method was used to study the experience of the University of Southern California in the reintegration of veterans. The information base of the article was scientific publications of American scientists, information resources of the University of Southern California. Systematized statistics of the web resource of the National University were used.

Findings. U.S. veterans and other military-affiliated students form an important and distinct population within higher education. According to D. DiRamio's research, 42 % of veterans respondent currently enrolled full time higher education, only 4 % do not plan to pursue higher education (Table 2).

Approximately 6 % of undergraduate students and 7 % of graduate students in recent years have been military-affiliated, including veterans, active duty servicemembers, reserves, and National Guard members, illustrating that a meaningful share of college populations are connected to the military community. Among these, 57 % of veteran students are aged 30 or older, significantly older than traditional students, and 62 % are first-generation college students, compared with 43 % of non-military-affiliated students, highlighting veterans' unique educational pathways. Student veterans also tend to perform well academically, with average GPAs higher than those of their civilian peers. Additionally, about 5.9 million veterans had completed some college or earned an associate's degree, and 5 million had completed a bachelor's degree or higher by 2022, reflecting the broad educational engagement of the veteran population [9]. These statistics underscore both the scale and diversity of veteran participation in U.S. higher education and the importance of tailored institutional support to ensure their academic success and career outcomes.

In U.S. universities, veterans most commonly pursue degrees in business (27 %), healthcare (10.4 %) engineering, information technology, and public administration [9], reflecting both labor-market demand and the transferability of military skills. These fields align with veterans' prior experience in leadership, logistics, technology, and operational management, while offering clear career pathways after graduation.

Reintegration is not limited to employment or credential acquisition; it also involves resolving internal psychological conflicts, redefining personal identity, and learning new forms of social interaction.

Case of USC. The work by E.Tinoco and W. Shih situates student veterans within the broader framework of diversity, equity, and inclusion in higher education, emphasizing that veterans represent a distinct and often underrecognized student population. The authors highlight that successful reintegration into academic life requires intentional institutional planning, leadership, and coordinated programming rather than isolated support measures [10]. Using the University of Southern California as a case study, the work demonstrates how universities can operationalize veteran support through cross-campus collaboration, including academic units, veteran services, and university libraries. Particular attention is given to the role of academic libraries as accessible, trust-based spaces that support student veterans through outreach, advocacy, and skill development. The research underscores that veteran-friendly environments must acknowledge military culture, address transitional challenges, and promote academic belonging. Overall, the authors reinforce the argument that universities play a critical structural role in veteran reintegration by embedding support within core educational and institutional practices rather than treating it as a peripheral service.

The statistical data presented at Fig. 1 demonstrate the significant scale and institutionalization of veteran participation in higher education. The USC enrolls more than 1,000 student veterans annually.

At USC, veteran-focused educational programs emphasize core values commonly developed through military service integrity, loyalty, emotional intelligence, respect for time, discipline, creativity, and self-expression and reinterpret them within civilian and academic contexts [12]. This approach allows veterans to view their military experience not as a barrier, but as a foundation for personal and professional growth.

USC has maintained a long-standing commitment to military education since 1914, having commissioned more than 5,000 officers through one of the longest-established ROTC programs in the United States. As an early academic partner of the U.S. Space Force, the university continues to play a leading role in preparing officers for service at the highest professional standards. Today, more than 1,400 USC students annually utilize U.S. Department of Veterans Affairs educational benefits, underscoring the institution's sustained dedication to supporting military-affiliated students [13].

A key objective of USC's reintegration model is helping veterans address their "inner problems," including difficulties with communication, self-doubt, fear of failure, and the loss of a clearly defined hierarchical structure (Turrill, 2020). Academic study becomes a structured yet flexible environment in which veterans can regain agency, explore new identities, and build confidence in civilian settings.

Table 2

Plans to pursue higher education (n = 5,668) [2]

Do you want to pursue higher education or training	%
Yes, currently enrolled full time	42
Yes, currently enrolled part time	11
Yes, I plan to enroll in the future but not currently enrolled	17
No	4
Unsure about future plans	7
Already completed education goals	19

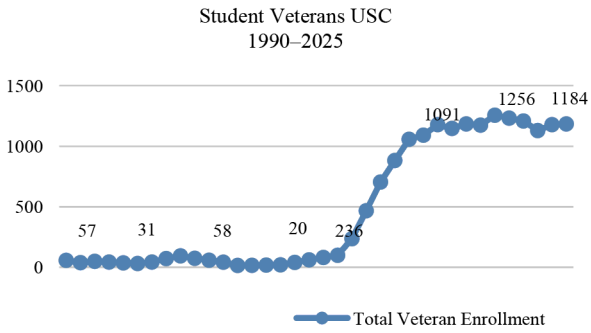

Fig. 1. Student veterans at USC in 1990–2025 [11]

USC has established a comprehensive institutional ecosystem to support student veterans. Central to this ecosystem are the Veterans Association [14] and the Veterans Resource Center [15], which together provide academic, social, and research-oriented engagement opportunities. The Veterans Association serves as a peer-based support network that fosters belonging and mutual assistance, ensuring that veterans are never isolated within the broader university community. Every veteran at USC is aware of whom to contact in academic, personal, or crisis situations, reinforcing a culture of care and responsiveness.

The Veterans Resource Center contributes to evidence-based policy discussions and promotes scholarly inquiry into veteran-related issues, thereby integrating veterans not only as students but also as contributors to academic knowledge. This dual role of beneficiaries and knowledge producers strengthens veterans' sense of purpose and institutional inclusion.

One of USC's most innovative contributions to veteran reintegration is its Master of Business for Veterans (MBV) program, recognized as the first MBV program in the United States specifically designed for veterans [16]. More than 500 student veterans graduates Master of Business for Veterans [12]. The program is structured as an intensive one-year cohort-based model, with classes held on Fridays and Saturdays, once in two weeks, allowing participation by veterans who are still serving (approximately 20 % of participants) or transitioning from active duty.

Participants range in age from 30 to 65 years and represent diverse national, cultural, and military backgrounds. Despite these differences, the cohort model leverages a shared military experience to create strong peer support systems. Veterans support one another academically, emotionally, and professionally, reproducing the sense of mutual responsibility familiar from military service while adapting it to a civilian learning environment.

A central feature of the program is the deliberate creation of a supportive social environment, recognizing that peer connection is essential for both learning outcomes and psychological well-being. This environment reduces isolation, normalizes reintegration challenges, and strengthens resilience. To be in one group for student veterans means to be in a safe space where they can discuss sensitive topics [17].

An important component of USC's veteran reintegration ecosystem is the Center for Innovation and Research on Veterans and Military Families – CIR, which strengthens the university's role not only as an educational institution but also as a national knowledge hub on veteran-related issues [18]. The CIR conducts qualitative and mixed-methods research, including in-depth interviews with veterans and members of military families, to identify key reintegration challenges across psychological, social, educational, and employment domains.

Based on empirical findings, the CIR develops evidence-based solutions and practical recommendations for professionals working with veterans, including educators, mental health specialists, nonprofit organizations, employers, and public authorities. Its research agenda is explicitly practice-oriented: studies are designed not only to analyze problems, but also to inform policies, improve service delivery, and enhance the effectiveness of reintegration programs. An important function of the CIR is the public dissemination of research results. Findings are presented to a wide audience, including government authorities, non-governmental organizations, academic communities, and practitioners engaged in veteran support. This translational approach ensures that academic research directly influences decision-making processes and contributes to systemic improvements in veteran services.

The CIR's researchers are supported by a diverse group of sponsors, for example "The State of the American Veteran: The Southern California Veterans Study" [19] was supported by the Epstein Foundation, Southern California Grantmakers, UniHealth Foundation, and Cedars-Sinai. It reflects strong cross-sectoral trust and recognition of CIR's societal impact. Through sustained research, public engagement, and stakeholder collaboration, the Center plays a pivotal role in shaping a data-driven, humane, and scalable model of veteran reintegration within and beyond the university setting.

USC's veteran reintegration strategy extends beyond the classroom through systematic engagement with the private sector. The Veteran MBV program includes specialized employment training, professional development workshops, and structured meetings with companies and business leaders. Corporations are invited to campus for informal lunches, where they present employment opportunities and discuss career pathways specifically tailored to veterans.

Importantly, business representatives participate in the defense of student projects, enabling companies to identify potential future employees while giving students direct exposure to real-world expectations. Many lecturers in the program come directly from industry, ensuring practical relevance and strengthening university–business linkages.

While some veterans use the program as a pathway to corporate careers, others pursue entrepreneurship. USC actively supports veteran-led startups, although the program also acknowledges veterans' concerns about financial risk and funding uncertainty. Addressing these fears through mentorship, financial education, and exposure to successful veteran entrepreneurs is an integral component of the reintegration process.

A veteran-friendly environment at USC. A recurring challenge for veterans understands how their military skills translate into civilian contexts. At USC, this process is supported through assistance to veterans in identifying their strengths, interests, and professional aspirations. Veterans learn how to reframe leadership, decision-making, crisis management, and teamwork skills acquired in the military into competencies valued in civilian employment and entrepreneurship.

Equally important is learning civilian communication. Veterans often need to adapt from military-specific language, humor, and behavioral norms to more diverse civilian environments. USC explicitly addresses this transition by teaching veterans how to communicate effectively within academic, professional, and community settings, reducing cultural friction and enhancing social integration. The university creates a veteran-friendly environment.

Scholar E. Moore indicated "the need for supportive services to ease the transition to college" for veterans

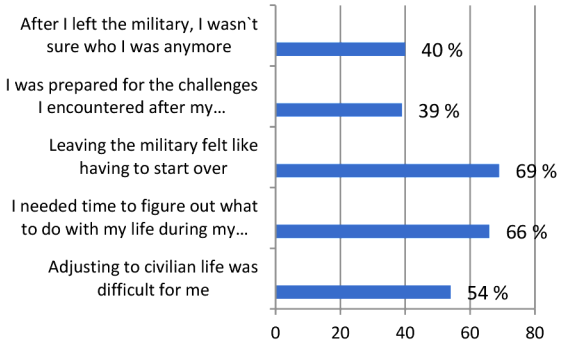

Fig. 2. Military Transition experiences, percent of Veterans who agree with each statement [19]

[20]. The statistics in Fig. 2 illustrate that the transition from military to civilian life is a complex and often challenging process for U.S. veterans. A majority report significant difficulties, with 69 % stating that leaving the military felt like having to start over and 66 % indicating they needed time to determine their future direction, highlighting the scale of identity and life-course disruption associated with transition. More than half of veterans (54 %) found adjusting to civilian life difficult, while fewer than two in five (39 %) felt adequately prepared for post-military challenges, pointing to gaps in existing transition support mechanisms. Notably, 40 % reported uncertainty about who they were after leaving the military, underscoring the central role of identity reconstruction in reintegration. Overall, the data emphasize the need for long-term, structured support systems such as university-based reintegration environments that address psychological adjustment, identity transformation, and future planning simultaneously.

So, from our point of view, a veteran-friendly environment in universities is a critical condition for the successful academic, social, and professional reintegration of former servicemembers. It goes beyond formal access to education and represents an institutional culture that recognizes veterans' lived experiences, addresses their specific needs, and transforms military skills into academic and civilian competencies. Research consistently shows that without such an environment, veterans face higher risks of social isolation, psychological distress, and academic disengagement.

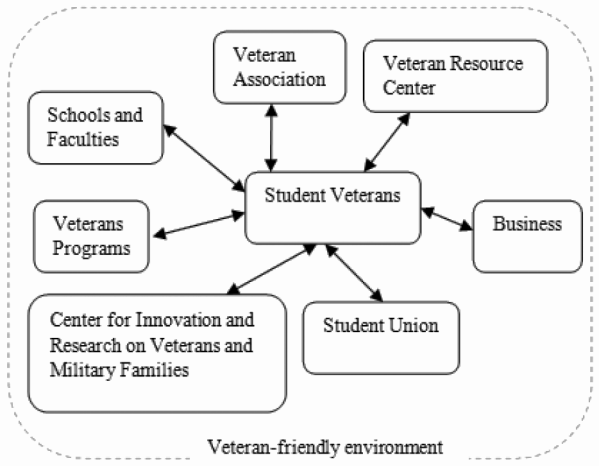

Fig. 3. Scheme of Veteran-friendly environment according to the case of USC

A veteran-friendly university can be defined as a knowledge-oriented space where veterans' needs are systematically studied, understood, and addressed through evidence-based practices. Its core characteristics include accessible mental health and advising services; flexible academic structures that accommodate ongoing service, family responsibilities, and non-traditional student profiles; peer support networks that foster belonging and trust; and targeted career and transition services that connect education with employment. Equally important is the recognition of veterans' values such as integrity, discipline, responsibility, and leadership as assets within the academic community.

At USC, this environment is created through the interconnection of multiple institutional actors, including academic programs, the Student Veteran Association, the Veteran Resource Center, the Center for Innovation and Research on Veterans and Military Families, and strong partnerships with the business sector (Fig. 3). These units operate as an integrated ecosystem rather than isolated services, ensuring continuous support, shared knowledge, and coordinated responses to veterans' academic, psychological, and professional needs.

This systemic, research-informed approach enables USC to function not merely as a place of study, but as a comprehensive reintegration environment where veterans can successfully transition, grow, and contribute to society.

Conclusions. The University of Southern California provides a compelling example of how universities can function as powerful agents of veteran reintegration. By combining values-based education, peer support, institutional infrastructure, and deep engagement with the business community, USC has created a holistic model that addresses veterans' psychological, social, and professional needs. The Veteran MBV program, in particular, demonstrates how tailored academic pathways can transform military experience into civilian leadership, entrepreneurship, and long-term social inclusion.

The USC case underscores that successful veteran reintegration within higher education depends not only on access to programs, but on the intentional creation of supportive environments, trust-based relationships, and opportunities for meaningful self-redefinition. This model offers valuable lessons for other U.S. institutions and for countries such as Ukraine seeking to integrate veterans into civilian life through higher education.

The experience of the University of Southern California demonstrates that reintegration is most effective when universities intentionally create a veteran-friendly environment a comprehensive, knowledge-oriented ecosystem in which veterans' needs are continuously studied, understood, and addressed through coordinated institutional action. Based on the case of the USC, several strategic recommendations can be proposed for universities in Ukraine and other post-conflict societies.

1. Institutionalize the Veteran-Friendly Environment as a Core University Principle. Universities should formally define and adopt the concept of a veteran-friendly environment as part of their mission, strategy and governance structures. Such an environment is not limited to accommodations or benefits; it is a systemic approach that recognizes veterans as a distinct academic population with specific psychological, social, and professional

needs. In post-conflict contexts like Ukraine institutionalizing this principle ensures continuity, accountability, and long-term commitment beyond temporary projects [21].

2. Design the University as a Safe, Trust-Based Reintegration Space. A veteran-friendly environment must function as a safe and predictable space where trust is actively cultivated. Drawing from the USC model, universities should ensure that every veteran knows whom to contact in academic, administrative, or crisis situations. Clear communication channels, dedicated coordinators, and visible veteran support units reduce uncertainty and foster institutional trust an especially critical factor for individuals transitioning from highly structured military systems.

3. Integrate Mental Health Support Into Academic Life. In veteran-friendly universities, mental health services are embedded into educational pathways rather than treated as peripheral support. Trauma-informed counseling, peer support groups, and partnerships with healthcare providers should be readily accessible and culturally sensitive. USC's approach demonstrates that addressing psychological needs early strengthens academic engagement and reduces long-term risks such as dropout, unemployment, and social isolation.

4. Create Interconnected Institutional Structures. A defining characteristic of a veteran-friendly environment is the interconnection of institutional actors. Universities should link veteran student associations, academic programs, research centers, career services, and external partners into a single functional ecosystem (Fig. 3). At USC, this integration ensures that knowledge generated through research directly informs teaching, student support, startup development, and policy engagement. For Ukrainian universities, such coordination can maximize impact and development of veterans' initiative even with limited funding.

5. Support Peer Communities and Cohort-Based Learning. Veteran-friendly universities prioritize social integration through peer networks and cohort models. Programs that group veterans together, such as USC's Veteran MBV foster mutual support, shared identity, and resilience. These structures reduce isolation and normalize reintegration challenges, particularly for non-traditional students balancing education, family responsibilities, and ongoing service.

6. Align Education With Employment and Civic Reintegration. A veteran-friendly environment connects learning with tangible civilian outcomes. Universities should integrate career preparation, employer engagement, entrepreneurship support, and project-based learning into veteran programs. USC's collaboration with businesses through mentorship, internships, and participation in student project defenses illustrates how universities can serve as bridges between military experience and civilian labor markets.

7. Invest in Veteran-Centered Research and Knowledge Production. Universities should establish or strengthen research centers focused on veterans and military families, following USC's model of community-engaged research. By conducting interviews, analyzing reintegration challenges, and proposing evidence-based solutions, universities can inform national policy and improve practitioner effectiveness. In post-conflict societies, this research function is essential for building adaptive and responsive reintegration systems.

8. Ensure Sustainability Through Partnerships and Funding. Finally, veteran-friendly environments require sustainable funding and partnerships. Universities should collaborate with governments, NGOs, healthcare institutions, private companies, and philanthropic organizations. USC's engagement with foundations and industry partners illustrates how diversified support can strengthen institutional resilience and long-term impact an approach particularly relevant for Ukraine's reconstruction phase.

The USC case demonstrates that a veteran-friendly environment is not a single program, but a coordinated institutional ecosystem grounded in knowledge, trust, and long-term support. For Ukraine and other post-conflict societies, embedding this model within universities offers a scalable and humane pathway to reintegration that transforms veterans from recipients of assistance into active contributors to social recovery and national development.

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Роль університетів США в реінтеграції ветеранів: досвід УПК

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Мета. Це дослідження має на меті проаналізувати місце університетів на прикладі Університету Південної Каліфорнії (УПК) у реінтеграції ветеранів.

Методика. У роботі використовуються методи аналізу, синтезу, систематизації даних, кейс дослідження. Кейс УПК був обраний завдяки його комплексній інфраструктурі підтримки ветеранів, включаючи академічні програми, дослідницькі ініціативи, механізми взаємодії з колегами та заходи залучення громади, розроблені спеціально для ветеранів і студентів, пов'язаних із військовою справою.

Результати. У роботі розглядається модель реінтеграції ветеранів УПК, причому особлива увага приділяється її освітній системі, що базується на цінностях, механізмах соціальної підтримки, діяльності Ресурсного центру для ветеранів і першій у країні програмі підготовки магістрів із бізнесу, розробленій спеціально для ветеранів. Результати демонструють, як університети можуть перетворити військовий досвід на здатність до цивільного лідерства, допомагаючи ветеранам переосмислити набуті військовими компетенції, такі як чесність, лояльність, дисципліна, емоційний інтелект, креативність і самовираження в академічному та професійному контекстах. Кейс УПК додатково ілюструє важливість дружнього до ветеранів середовища, спільнот колег, залучення роботодавців і систем підтримки, що базуються на доказах, у вирішенні психологічних, соціальних та професійних проблем ветеранів.

Наукова новизна. Оригінальність дослідження полягає у просуванні концептуальних підходів до розвитку дружнього до ветеранів університетського середовища як багатовимірних систем, що інтегрують освіту, психосоціальну підтримку, дослідження й залучення громади. Результати дослідження роблять внесок у новий дискурс про вищу освіту як стратегічного гравця в реінтеграції ветеранів і підкреслює потенціал університетів як центрів переходу й соціальної інтеграції.

Практична значимість. Практична цінність результатів полягає у формулюванні рекомендацій для університетів, політиків і практиків щодо реінтеграції ветеранів у країнах, які переживають військові конфлікти й післявоєнне відновлення.

Ключові слова: *військові ветерани, середовище, студенти-ветерани, інфраструктура, вища освіта, інтеграція, програми, цивільне життя*