

Artifact #1

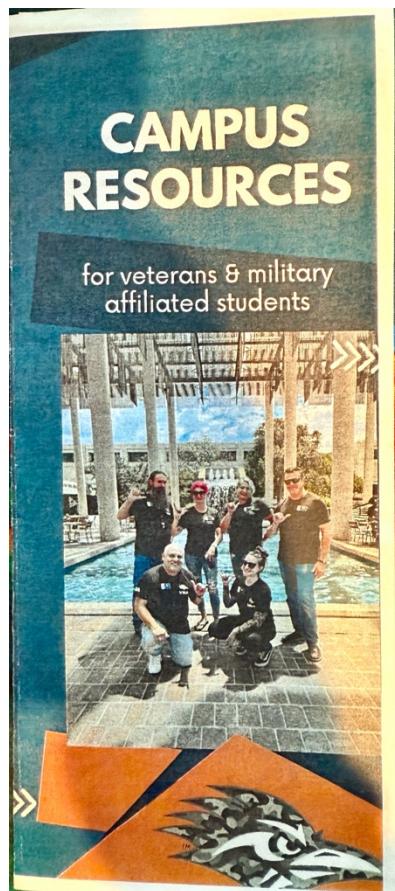
Mark Anthony Brennan

Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio

BBL 7023 – Qualitative Research Methods for Culture, Literacy, and Language

Dr. Patricia Sanchez

April 10, 2025



CHECK OUT OUR VETERAN SPACES

VETERAN LOUNGE
JPL 4.03.04

Our Veteran Lounge provides an area for our student veterans to relax and socialize between classes.

VETERAN STUDY ROOM
JPL 4.02.08F2-1

Our veteran study room offers a more quiet space for our veterans. Equipped with computers.

Emergency Fund.

Military affiliated students enrolled at UTSA who are experiencing unforeseen and uncontrollable circumstances may request one-time emergency funds. For more information scan the QR code on the back of this brochure or visit cmas.utsa.edu.

Did You Know?

- Free Parking**
Veterans with a 50% or higher VA disability rating receive FREE commuter parking
- Career Center**
May assist with resumes, internships, interview prep and other skills to become job ready.
- Student Disability Services**
Students may receive accommodations based off need, due to disability.

Frequent Events.

- Coffee with Vets**
every 2nd Wednesday of the month from 9-11am
JPL 4.05.04
- Veteran Resource Fairs**
both in Fall and Spring
- Annual Veteran appreciation football game**

2023 Original Brochure



Digital Booklet Link:

<https://issuu.com/utsaveterans/docs/utsaveteranresourcebookletv4>

The artifact I have chosen to analyze is a brochure created in 2023 for veteran and military-affiliated students at the University of Texas at San Antonio (UTSA). The brochure is a simple yet powerful tool, listing vital campus resources tailored to our student veteran community. Among its highlights are the Veteran Lounge and Veteran Study Space located on the 4th floor of the John Peace Library (JPL), information on accessing emergency funds, Student Disability Services (SDS), the Career Center, instructions for obtaining free parking, details on upcoming events, and contact information for the Office of Veteran and Military Affairs (VMA).

What made the original version of this brochure meaningful was its targeted design—it was created with a deep understanding of the unique needs and challenges that veteran and military-affiliated students face. Many of us are nontraditional students navigating a return to academia while balancing family obligations, full-time work, or the ongoing effects of service-related conditions like post-traumatic stress disorder (PTSD) or moral injury. This brochure served as a literal and figurative roadmap, guiding students through the institutional landscape while helping us feel seen, supported, and connected.

Over time, the brochure has evolved into a more robust and comprehensive resource: a full booklet now available both in print and digitally. This transformation is significant. First, the digital format keeps the information current and responsive, with frequent updates reflecting service changes, staff, and events. Second, the booklet now includes even more comprehensive support options, such as adding an on-campus social worker provided by the Department of Veterans Affairs—an incredible step toward bridging the gap between academic and personal well-being for veteran students.

From the perspective of my work and research with the Center for Military Affiliated Students (CMAS) and UTSA's efforts to support veteran success, this artifact is far more than a handout. It is a symbol of institutional commitment and evolving support. It demonstrates that the university is aware of our needs and is actively working to meet them holistically and sustainably.

In the broader context, this booklet reflects a nationwide trend in higher education toward recognizing veterans as a distinct and valuable student population. Rather than seeing veterans through a deficit lens—as students who need to be “accommodated”—this booklet reflects an asset-based approach. It validates veterans’ lived experiences, acknowledges their resilience, and offers concrete academic and personal growth tools.

Moreover, this artifact supports a systems knowledge framework regarding educational equity and access. It provides knowledge of what *is*—the available resources—while also nudging the institution toward *target knowledge*—what *should be*: a campus where veterans thrive not just because they are resilient but supported.

In sum, this brochure-turned-booklet is not only relevant to my site—it is central to it. It is a dynamic tool of transformation that directly impacts student retention, engagement, and well-being. It is a testament to the power of thoughtful communication and community-based design in promoting student success and institutional change.