CONNECTING LIBERAL EDUCATION WITH LIFE, WORK, AND CITIZENSHIP

Governors State University
University Park, IL
PANELISTS

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Located 40 miles south of Chicago
Founded in 1969
Offers 59 bachelors, masters, and doctoral degree programs
Mission: GSU is committed to offering an exceptional and accessible education that prepares students with the knowledge, skills and confidence to succeed in a global society.
GOVERNORS STATE UNIVERSITY

Fall 2017 Enrollment:
- 5,185 students (3,554 FTE)
- 55% Students of Color
- 4% International Students
- 94% Illinois Residents
- 52% First Generation (undergraduates)
- 48% Pell Recipients (undergraduates)
GOVERNORS STATE UNIVERSITY

Full-time faculty, 224
Faculty to student ratio, 1:12
Career Services key role in this work
- 5 full-time employees
- 2 student workers
INTRODUCTION

- Reflection and transferability
- No false dichotomies
- Mission before major for students
Data from the National Center for Educational Statistics indicates:

- Less than 75% of first-generation students will have selected a major upon entering college post-secondary education compared to 87% of those whose parents had a bachelor’s or some advanced degree;

- First-generation students are more likely to choose a major in a vocational or technical field, whereas their counterparts whose parents had a bachelor’s or advanced degree were more likely to choose a major in science, mathematics, engineering and architecture, humanities, arts, or social sciences.

- Weak academic preparation may deter first-generation students from choosing certain “high-skill” fields, such as mathematics and science.

- Perceived low-earning potential may also deter them from entering such fields as humanities, arts, and social sciences.
Data like these influenced our university to:

- Place all freshmen into a cohort set of courses around a central theme;
- Place them in identified English, Humanities, and Social Sciences course;
- Identify major areas of interest to help them select mathematics and science courses;
- And not allow them to declare a major until the end of their first semester sophomore year.
FIRST-GENERATION FINANCIAL CHALLENGES

- Studies show that a vast majority of first-generation college students go to college in order to help their families: 69% of first-generation college students say they want to help their families, compared to 39% of students whose parents have earned a degree.

- 61% of first-generation college students wanting to give back to their communities compared to 43% of their non-first-generation peers.

- Families often view them as their “savior,” “delegate,” or a way out of poverty and less desirable living conditions, yet many first-generation students struggle with what has been described as “breakaway guilt.”
FIRST-GENERATION FINANCIAL CHALLENGES

- Aware of these financial challenges we are committed to implementing our plan of all students entering as freshman taking 15 credit hours per term so they finish in a timely fashion.

- We require all units across campus, hiring student workers, to develop learning outcomes for those positions, that will provide students with work skills that can eventually be leveraged into a career.
FIRST-GENERATION NEED FOR PROFESSIONAL MENTORING

- Students initially don’t understand degrees in liberal arts or value of internships, once they do then internships MUST be paid;

- Most of all, they need professional mentoring. They are the ones most likely to work at the mall during the summer rather than in a professional internship. They can’t afford to work for free, and their parents do not have professional networks.
FIRST-GENERATION RETENTION

- Need sense of belonging-highlight need to integrate students into the campus fabric which can be accomplished though connections to staff as well as faculty

- Aware that often, first-generation students apply only to a single college and do that without help, as they can’t afford multiple application fees, we plan our orientation programs and first semester course selections, as well as mentoring opportunities with peers, to assure our students that they made the right choice.
## Types of Student Employment

### Federal Student Work Study

- **Program Purpose**
  - Part-time employment to help educational costs
  - For students enrolled in 6 or more credit hours each term
  - A need based award (FAFSA)

- **Program Benefits**
  - Students gain valuable work experience
  - Potential to reduce student loan borrowing
  - Potential to reduce family contribution

- **Funding**
  - Awards are for the entire participation period (academic year or summer)

### Regular Student Employment

- **Program Purpose**
  - Part-time employment to help educational costs
  - For students enrolled in 6 or more credit hours each term

- **Program Benefits**
  - Students gain valuable work experience
  - **Potential to assist those not eligible for financial aid**
  - Potential to reduce family contribution

- **Funding**
  - Decided by individual departments/units
  - Planned in fiscal year budgeting
College work study includes all students who receive financial aid to support their employment.

Student Workers refers to those who are paid by the unit that hires them.

Graduate Assistants are also paid by the unit that hires them.

Student Interns participate in either a grant or course related to their work experience.

<table>
<thead>
<tr>
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<th>Fall 2017 (Nov 30, 2017)</th>
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<tbody>
<tr>
<td>College Work Study</td>
<td>109</td>
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<tr>
<td>Student Workers</td>
<td>122</td>
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<tr>
<td>Graduate Assistants</td>
<td>52</td>
</tr>
<tr>
<td>Student Interns</td>
<td>38</td>
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</tbody>
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HIRING PRACTICES FOR DEPARTMENTS

PRIOR TO RECRUITING STUDENTS:

- Verify with your Dean, Chair or Supervisor that you were allocated Federal Work Study funds or have a budget for student worker. If so, how much?

- Write the job description (title, duties, requirements, etc.); appoint a supervisor or hiring manager who will facilitate the interview/hiring process; ensure that there are learning objectives for the job.

- Fill out the Student Employment Job Request Form.

- Send completed Student Job Request Form to Career Services for posting in Jobs for Jaguars.
HIRING PRACTICES FOR DEPARTMENTS

COLLECT APPLICATIONS AND INTERVIEW:

- Students will view the job listings online and hand-deliver completed applications to the hiring manager
- Select Student(s) to interview
- Instruct Federal Student Work-Study applicants to bring award letter to interview
- **Remember**: Student employment should be treated as a REAL job. Interviews should be conducted as such.
- Notify the Office of Career Services when job is filled.
HIRING PRACTICES FOR DEPARTMENTS

Contract

Schedule per semester
- Based on student availability
- < 20 hours per week (Sophomores and up)
- < 10 hours per week (Freshmen)

Copy to student

End of term, renew or terminate

Training

FERPA

Office orientation

Written expectations

Provide feedback regularly
IMPROVED PRACTICES FOR STUDENT EMPLOYMENT

Training for supervisors
- Learning objectives are required
- Jobs are designed to help students develop specific skills

Job fair
- Students aware of which departments/units are hiring
- Students can apply for jobs
- Supervisors can meet with students

External Opportunities
- Parker Dewey
- Short term, targeted projects
- Selective process
EXAMPLE OF STUDENT SUCCESS

- Transfer student who attended job fair
- Completed multiple applications for Regular Student Employment
- Interviewed and selected job with the Office of Institutional Research
- Drawn to working on campus because of flexibility and networking
- Work with collecting and analyzing data helped her prepare for a future in physical therapy which involves patient data and research
- Second year she has worked in this office
- Planning to apply to graduate school
INTEGRATING CAREER PREPARATION AND LIBERAL ARTS EDUCATION

- Focus on promoting the value of the liberal arts in preparing students for careers across disciplines.
- Emphasizes student employment and internships on campus.
- Integrated professional development for students, faculty and staff
- Grant funded by a private foundation
STRUCTURE OF THE STUDENT EMPLOYMENT COMPONENT

Two classifications of student employment
- Student Workers
- Interns

Five students were chosen and will have employment for four years
- Progressively more responsibilities in the employment setting

Work assignments were in departments across the university
- Student Affairs (2)
- Institutional Research
- Center for Performing Arts
- Career Services

Interns were paid a $2300 stipend and Student Workers were paid an hourly wage with a $0.50 hourly increase each year.
PROFESSIONAL DEVELOPMENT FOR STUDENTS

Workshops

- Find the Work You Love: Love the Work You Do
- How to Use Your Strengths to Ace the Interview
- Interview Like a Star
- Finding the Job that Fits Your Values
- Tapping into the Entrepreneur Within
PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF

Workshops

- Is the Data on Student Success Telling Us What We Need to Know
- Equity Minded Teaching Practices
- Who Are We? Demographics of GSU Students
- MANAGE and CARE with Time to Teach
- How Do You Define Student Success?
- Faculty Learning Communities and Assessment that Matters
STUDENT REFLECTIONS

- ...at OIS (Office of International Services) I gained a different set of skills because I was communicating with people who deal with immigration, study abroad, and some IT affairs. Therefore, it was a different way of communicating.

- Working at the Office of Career Services really helped me to understand the importance of effective communication and how important customer service is when dealing with the public at large. This work environment also helped to build my level of professionalism in the workplace.
FACULTY’S CHALLENGE TO STUDENTS

- Name
- Cell #
- Last read for pleasure
- Movies
- Music
- Circumstances
- What you’ve liked about other history classes
- What you haven’t liked about other history classes
GLOBAL CITIZENSHIP SL PROJECTS

Symposium
Dance
Basketball Shootout

Project Salone - Ebola PSA

Ebola Animation

Mission complete
NEXT STEPS

Increase the number of paid positions – work study and internships

Provide training for potential campus employers

- Workshops
- Monitoring during experiences

Use Strengths Finder for more students and tie that to work assignments

Career Services

- Promote career compass
- Resume writing workshops
LEADING ACADEMIC CHANGE: Vision, Strategy, Transformation

Foreword by CAROL GEARY SCHNEIDER
Does your campus collaborate with another college or university to achieve the goal of creating structured pathways for transfer students?

Are you looking for ways to transform your collaborative relationship into a partnership that will increase retention and graduation? Join us for the Summer Institute and engage in a dynamic learning experience to strengthen your partnerships. Learn from other colleagues and create an actionable plan for the future. To submit an application and for more information about the program click on the link below.

**Apply Now for the Summer Institute at Governors State University, June 3 – 8, 2018.**

Through a selective process, The Summer Institute brings together five self-paired teams consisting of community college and 4-year college/university campus leaders to learn how to create a structured pathway for transfer students.

Questions? Contact summerinstitute@govst.edu
QUESTIONS?

Time for Discussion
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