GSU welcomes back its Alumni

By Steve Scherling
Correspondent

New Governors State University President Elaine Maimon was on hand July 28 to welcome back former GSU graduates at a reception held in the Hall of Governors.

"This whole event has gone great," Maimon said. "It's so important for alumni to stay connected to the university." Among the graduates who returned to GSU was Pat Morley who graduated with two degrees, in 1983 and '91. Morley is currently the Associate Director for the Little Company of Mary Hospital Foundation in Evergreen Park and enjoyed returning to her former school.

"It's great and the school really needs a leader like Dr. Maimon," Morley said. "I've been so empowered because of my education at GSU. I was in the right place at the right time."

Dorothy Brown, who graduated in 1999, still remains connected to GSU. She works as an advisor in the College of Business and recruits for the school.

"It is a great school and we are getting on the map," added Brown. "This is a fantastic event and I hope that it will encourage future generations to attend GSU."

Also returning was Dr. Romeo Munoz who authored the book "From Invisibility to Empowerment" after graduating in 1990.

"I studied Filipino immigrants in the United States," Munoz said. "Filipino immigrants in the U.S. are invisible because they need to get out and experience American culture."

Dr. Munoz presented Dr. Maimon with a copy of his book and is working on a second edition to come out later this year. Munoz also writes columns that appear in newspapers in the Philippines.

"It was an interesting and empowering event," Munoz said.

Study suggests other priorities impede part-time student success

By Eric Foster
Daily Nebraskan (U. Nebraska) (U-WIRE) LINCOLN, Neb. -- Part-time students who work for a living are often thought of as hard-working people who successfully balance the demands of work, school and home. But part-time students pay a heavy price for their multi-tasking. More often than not their long-term academic goals fall by the wayside as their full-time peers graduate and move on.

A report released in last month by the National Center for Education Statistics showed that the competing priorities in part-time students' lives negatively affect how they fare in their academic careers.

The report, "Part-Time Undergraduates in Postsecondary Education: 2003-04," profiled the characteristics of part-time students and found that these students are less academically prepared than full-time students, stay in school longer without reaching their goals and drop out at higher rates.

"I don't encourage students to go to school part-time, except under extreme circumstances," said Cindy Cammack, associate director of admissions at the University of Nebraska-Lincoln.

Attending college is hard enough, but when the pressures of work, home and family are added in, "it becomes a huge challenge," she said.

While the report indicated that a majority of part-time students nationwide, 64 percent, attend two-year institutions, UNL has a sizeable part-time student population.

According to the UNL Fact Book of 2006-2007, there were 3,297 part-time students enrolled at the university in the fall semester of 2006.

"I would hate to generalize about how they are performing," said Joan Franco, vice chancellor for student affairs.

"My suspicion is that, like all students, some do well and others don't do as well."

The report was based on findings from the 2003-2004 National Postsecondary Student Aid Study and the 1996-01 Beginning Postsecondary Students Longitudinal Study. Part-time students were at a "distinct disadvantage," the report said, due to factors such as enrolling in non-degree and certificate programs and working while enrolled.

Moreover, the report showed that part-time students fell behind their full-time counterparts when it came to obtaining a certificate or degree.

Seventy-three percent of part-time students involved in the longitudinal study left school after six years without earning a degree.

"I think they just get overwhelmed and give up," Cammack said. Because part-time students are more likely to be financially independent, employment is the largest single indicator of how much time a student will be able to devote to coursework.

"We would like our students to graduate as soon as possible," Franco said.

But sometimes the economy determines how much students work versus how many hours they take in school.

According to the report, 83 percent of part-time students worked at least part-time while enrolled, and more than half, 53 percent, worked full-time.

Of those, the report said, 41 percent felt that working had a negative effect on their grades. Still, many students have to work out of sheer necessity, Cammack said.

"Due to the economic pressures of school, students reach the point where school can no longer be the priority," she said.

Cammack said her own story is an example of why that's not always good.

She and her husband went to college together. But while she was a full-time student, her husband took classes in the morning then rushed off to work 30-40 hours a week.

"When you talk about our college experience, there's no comparison," she said. "He had no college friends, whereas I was engaged in campus life. We have degrees from the same institution, but we have no experiences in common."

But clearly there is no doing away with part-time students altogether.

"They obviously will need to manage their time to get all their work done," Franco said.

"What we see is that they engage less in extracurricular activities. They may just have time to come to school for the class itself."

On the other hand, there is a limited amount of time people might be able to take advantage of educational opportunities, Cammack said.

"I see students who have been in the workforce long enough to realize that unless they get the education, they're not going anywhere," she said.

"We've got our whole lives to work."
Congress approves $20B to help college students in need

By Annette Lawless
Kansas State Collegian (Kansas State U.)

(U-WIRE) MANHATTAN, Kan. -- For those who struggle to make their tuition payment, the federal government has offered to dish out some dough -- about $20 billion, in fact.

The U.S. House of Representatives Committee on Education and Labor voted July 11 to approve the College Cost Reduction Act of 2007, the government's largest effort to help students pay for college since the GI Bill. On July 20, the Senate approved companion legislation to the House act, with the expectation of supporting college students with nearly $20 billion over the next five years.

"This legislation will make college more affordable for millions of students. It is a historic step in expanding access to college education for millions of Americans," said Rep. Jerry McNerney, D-Calif., one of the 273 representatives of the House who voted in support of the legislation. 149 representatives of the House voted against it.

"Having an educated workforce is fundamental to ensuring our nation's continued economic leadership in the world," he said.

The legislation would boost college financial aid by about $15 billion over the next five years. According to the Committee on Education and Labor, the legislation pays for itself by reducing excessive federal subsidies paid to lenders in the college loan industry by $19 billion. It also includes nearly $1 billion in federal budget deficit reduction.

Through the legislation, the maximum value of the Pell Grant would increase by $500 over the next five years. When combined with other increases passed or proposed by Congress this year, the maximum Pell Grant would reach $5,200 by 2013, up from $4,050 in 2006, thus restoring the grant's purchasing power, according to the legislation.

Although the act successfully made its way through Congress this month, many senior advisers to President Bush recommended he veto the College Cost Reduction Act.

"When it comes to helping more Americans pursue the dream of a college education, the federal government's role has always been to help those students most in need. Unfortunately, the House bill fails to meet that responsibility," U.S. Department of Education Secretary Margaret Spellings stated immediately after the House's approval.

"It does little to benefit America's neediest students and essentially devours a majority of savings in the bill to individuals out of school rather than focusing on aiding low-income students in school," Spellings said.

Spellings said the House bill devotes only 39 percent of its savings to benefit low-income students, with only $5.8 billion dedicated to increasing Pell Grants. In contrast, the President's budget invests nearly 100 percent of its proposed savings in helping students most in need, including $19.8 billion to support increases to the Pell Grant, Spellings said.

Despite the President's support for education, he cut the $28.8 billion Perkins Loan Program because of the $20 billion federal deficit earlier this year, according to a July 15 Associated Press report; however, Congress reinstated the program in late June.

Regardless of whether Bush extends further support to those who cannot afford college, House and Senate lobbyists remain hopeful in their quest to make college accessible to everyone.

"With the Senate's action today, we are one step closer to making college more affordable and accessible to low- and middle-income students and their families," said Rep. George Miller, D-Calif., chairman of the House Education and Labor Committee and author of the College Cost Reduction Act.

"And I urge the President to join Congress in its commitment to making college more affordable and accessible to low- and middle-income students and their families. We are a step closer to strengthening our nation's middle class and helping make the American Dream a reality for everyone in our country."

If approved by the president, the act would cut interest rates in half on need-based student loans, reducing the cost of those loans for millions of students.

Senator Halvorson to teach at GSU again

From GSU Press Dept.

Students can learn from books, lectures, or experiences presented by expert teachers. When they learn from all three, the knowledge they gain is more meaningful and more valuable.

So imagine how rich the learning experience will be when Senator Debbie Halvorson, majority leader of the Illinois State Senate and long-time senator representing 40th district, teaches the graduate level course at Governors State University.

"Senator Halvorson brings not only the academic component to the courses she teaches, but also practical aspects she gained from her years of public service and very real experience in politics and with public policy," says Dr. Larry Levinson, Chair of the Division of Arts in the College of Arts and Sciences at GSU.

Halvorson will teach the graduate level course, Topics in Public Policy, in the Political and Justice Studies program. The class will also include policy formation and the implementation process.

"I was able to raise my children, be a State Senator, and go to school to earn my degrees all at the same time because of Governors State University. The flexibility of class scheduling enabled me to gain the education I had long desired.

The course will be held on Mondays from 4:30 to 7 p.m. in the fall trimester beginning on September 5. Currently, applications are being accepted, and registration for all fall trimester courses begins July 17. For more information, call (708) 534-4490, or visit www.govst.edu.
"Regular people'get say in debate

By Nick Needham
The Gamecock (U. South Carolina) (U-WIRE) CHARLESTON, S.C.—
Regular Americans got to the chance to spotlight some of the issues important to them and have their questions answered by the Democratic presidential candidates through serious, sometimes humorous, user-submitted videos in what was celebrated as a first-of-its-kind debate Monday night.

CNN partnered with Internet giant YouTube to offer users the chance to submit their video questions of what they would ask the candidates.

Nearly 30 of John and Jane Doe's video clips were used to offer up the largest spectrum of questions thus far in the debate season.

The opening clip itself was a far departure from the usual network run debate style. The user asked, 'What's up?' and challenged the candidates to explain how they would differ from the norm of negative political Washington. Anderson Cooper, who moderated the debate by making sure the candidates were answering the questions asked, chose Sen. Chris Dodd of Conn., a 30-year veteran of Congress, how he was any different.

"What have you done?" Dodd said. "If you want to get a good idea of where someone is going to lead or how they're going lead, I think it's very appropriate to say, what have you done?"

While Dodd was questioned on experience, it was Sen. Barack Obama of Ill., who was questioned on his inexperience. "As I travel around the country, people have an urgent desire for change in Washington," Obama said.

"And one of the things I bring in is a perspective as a community organizer, as a state legislator, as well as a U.S. senator, that says Washington has to change." The non-traditional format of the debate allowed several unusual questions to be asked of the candidates. One video clip raised the question of whether Obama was black enough for voters or whether Sen. Hillary Clinton of New York was enough of a woman to run.

"You know, when I'm catching a cab in Manhattan -- in the past, I think I've given my credentials," Obama said.

"Unfortunately, we've had a White House that hasn't invested in the kinds of steps that have to be done to overcome the legacy of slavery and Jim Crow in this country." Clinton responded with "Well, I couldn't run as anything other than a woman," which drew laughter and applause from the crowd.

The Citadel played host to this second Democratic debate in the state. South Carolina's military college came center stage when CNN put the pictures of 12 Citadel cadets killed in the war in Iraq up on the main screen, an introduction of sorts into the topic that most divides the country.

"You are the soldiers," Sen. John Edwards told the candidates, "and I'm calling on you to stand up to the president and keep our troops home." Edwards, who battled breast cancer. While the candidates were also asked if women should now be required to register for the draft along with males, none were opposed to the idea.

The majority of all the questions were centered around the two leading candidates in South Carolina's most recent political poll, Clinton and Obama, who were side by side on stage. Clinton proved a tough act to steal the spotlight from, leading some to refer to the democratic primary as a seven-against-one race.

"Although, Edwards did offer a few breakout moments using his skills as a former personal injury lawyer. He related to many questioners in the clips by offering short narratives from his own life experiences, several using wife Elizabeth Edwards, who battled breast cancer. Former Sen. Mike Gravel offered an angry disposition every time he was called on and quickly isolated himself on the edge of the stage.

Kucinich was the only candidate who said he would offer reparations to families of former slaves and Richardson was the first to admit that No Child Left Behind was failing this country miserably.

Sen. Biden ended the two-hour debate with a humorous remark toward Rep. Kucinich, saying, "the thing I like best about you is your wife."

Post-debate in the spin room, political experts and campaign staffers seemed to rejoice over the new debate format and had Rep. Jim Clyburn, D-S.C., predicting the day when all debates will be more like town hall meetings.

"This way has a lot of potential," Clyburn said of the YouTube debate. Coupled with April's debate in Orangeburg, the House Majority Whip said rural South Carolina voters and the largely unapted African-American vote were starting to have their voices heard.

In the latest CNN/Opinion Research Corp.'s poll of South Carolina voters nearly half, 48 percent, said they would vote for a democrat if the election were held right now. Clyburn said, "It's not crazy at all" to think a democrat could win this traditional GOP stronghold in the 2008 election. Even if South Carolina doesn't vote for a democratic president, the 62-year-old Congressman said he's almost certain the state's next governor will be a democrat.

"People make a mistake thinking African-Americans can't do the politics thing," Clyburn said, referring to the nearly 50 percent they make up in the state's primary vote. The South Carolina democratic primary is scheduled for Jan. 29.
To have your photo, painting, cartoon, drawing, poem, song, or short story featured in the Art Ark, please submit your work with caption to the Phoenix by stopping by the office in E1500 or email your submissions to phoenix@govst.edu

Yaffa Wainer, *End of summer Sea of Galilee, 2006.* Acrylic on Canvas 70x60
Thinking about journalism?

Like writing and coming up with story ideas?

The Phoenix is looking for you!

We are looking for:
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* Staff Reporters
* Page Layout Designer (Knowledge of QuarkXPress)
* Volunteer Reporters

All positions are for the Fall 2007 Trimester.

If you are interested in writing for the Phoenix, contact us at 708-534-4517 or email us at phoenix@govst.edu
For fire tenured professor Ward Churchill in Denver District Court on Lane, said he will file a lawsuit with loud jeers of cu . Churchill's dismissal to the and demoting Churchill .

two-and-a-half year duration of sparked a overhaul of CU's regent s, although a faculty committee after three hours of questions about academic conduct and free speech during the ing?, "

The regents made their decision after three hours of discussion, Board of Regents Chair Pat Hayes said in a press conference shortly after the vote. The regents did not discuss Churchill's Sept. 23 press conference after the vote didn't telegraph where they stood, for several years. Who is responsible for the events that occurred in the years prior to the vote? Is there a cover-up or a lack of accountability? The regents' decision was met with controversy and protests, as Churchill's supporters argued that his dismissal was unjust and that the university had mishandled the situation.

The decision by the regents to fire Churchill was not without consequences. The university faced lawsuits and protests from students and faculty members who believed that the university had acted inappropriately. The university also had to deal with the fallout from the controversy, including potential damage to its reputation and loss of donor support. The decision also raised questions about the role of free speech and academic freedom in higher education.

In conclusion, the decision to fire Ward Churchill was a major event in the history of the University of Colorado. It highlighted the tension between academic freedom and the responsibilities of public institutions, and it underscored the importance of careful decision-making in such situations.
Debating the YouTube Debates

By Nick Sarokhanian
(The Collegiate Times (Virginia Tech))

Town hall meeting. And to debate. Instead of the dreary and completely unsurprising questions and their follow-ups that most presidential candidates have faced in the past, they were confronted and smacked in the face with something different. The Democratic candidates faced what is usually known to strike fear in the most carefully polished, soundbite-ready politicians: the unpredictable. The Democrats were faced off with an entirely new format to debates: live, impromptu responses to, of all things, YouTube videos posted by Americans that wanted their voice heard.

As host Anderson Cooper and CNN mentioned before the debate, nobody knew how it was going to work, and more importantly, if it was going to work. The very idea of putting YouTube in the political limelight, especially when such a site usually contains banal and silly videos of absolutely anything someone with a camera wants to post was unconventional.

Comparing this historic first debate to the first debate ever to be televised wouldn't be that dramatic of a stretch. The Democrats admired, and the debate went without glitches, and some of the questions and videos, well -- were funny. It gave the candidates the chance to show their humorous side (or lack thereof) and their ability to answer questions candidly, without coaching from their aides and staffers. Think of it as a digital town hall meeting. And to make it even juicier for the viewers who tuned in, CNN had some of the questioners there live in the audience at the Citadel, and handed them a microphone to ask if the candidate actually answered their question.

Once that punch was pulled and a few candidates squirmed after being thrown under the bus by CNN, the candidates as a whole began to stick to the questions and answer them more directly and succinctly, even if the answer was at odds with the YouTube questions.

As for the actual debate, there was a bit of a surprising upwelling for training candidates like Joseph Biden and Bill Richardson, who wore points with the audience with their clear and unequivocal answers.

Biden was emphatic in reminding the Democrats that it would take at least a year to withdraw from Iraq if the orders went out this week, and he showed his considerable expertise he earned as the Senate Foreign Relations Chairman. Richardson's direct dismissal of President Bush's "No Child Left Behind Act" resonated with the audience when he candidly related that "it just doesn't work."

As expected, front-runner Hillary Clinton did well in the debates, and particularly fielded a question aimed at her and her main competition, Barack Obama about the authenticity of her gender and of her race.

She reminded the audience that she "couldn't run as anything but a woman" and was calm and controlled throughout the debate. Obama fielded his part of the question with a big smile and said that "You know, when I'm catching a cab in Manhattan -- in the past, I think I've given my credentials," to the laughter and applause of the audience.

Will this new format become a staple in American politics? At the very least, we all have had a chance to see it in action again when CNN and YouTube host the Republican candidates in September. I think that having ordinary Americans have their voice heard on a national forum like the debate last night is a great thing, even if I'm not totally sold on some of the wackier ways of asking questions, like singing about high taxes while strumming the guitar or making a snowman animation ask about global warming.

Sure, politics is extremely access and important for our nation and the world as a whole, but if we can have a bit of fun while we're having our elections, it might just get more people involved and interested.

Like it or not, YouTube and other interactive-style Web sites are probably going to get more and more exposure in this and future elections.

I welcome any chance to get more of this country interested in who makes the major decisions for us all, and if it takes a dressing snowman to make a point, so be it.

The Phoenix welcomes letters to the editor and/or editorials. Letters can be submitted to phoenix@govst.edu. Letters may be edited for space and content and must include your name and a contact number or email address by which you can be reached.
# 2007-2008 Academic Calendar

Financial Aid Priority Date for the 2007-2008 Academic Year is May 1, 2007. Contact the Financial Aid Office for final deadlines for each trimester.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FALL TRIMESTER 2007</th>
<th>WINTER TRIMESTER 2008</th>
<th>SPRING/SUMMER TRIMESTER 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Students who Register between Payment Deadline</td>
<td>Wed., Dec. 19</td>
<td>Thurs., April 3</td>
<td>Thurs., April 3</td>
</tr>
<tr>
<td>For Students who Pay by the Payment Deadline</td>
<td>Mon., Sept. 3</td>
<td>Mon., Nov. 12</td>
<td>Fri., May 16</td>
</tr>
<tr>
<td>100% Refund Deadline/Blocks 1 &amp; 2</td>
<td>Mon., Sept. 17</td>
<td>Mon., Jan. 14</td>
<td>Mon., May 12</td>
</tr>
<tr>
<td>Graduation Application Deadline</td>
<td>Mon., Sept. 10</td>
<td>Mon., Feb. 11</td>
<td>Mon., May 12</td>
</tr>
<tr>
<td>Withdrawal Deadline/Block 2</td>
<td>Mon., Oct. 8</td>
<td>Mon., Feb. 23</td>
<td>Mon., May 12</td>
</tr>
<tr>
<td>Tuition Payment Deadline for Block 3 Classes Only</td>
<td>Thurs., Nov. 29</td>
<td>Thurs., March 6</td>
<td>Thurs., July 3</td>
</tr>
<tr>
<td>Block 3 Classes Begin</td>
<td>Thurs., Oct. 25</td>
<td>Thurs., Feb. 28</td>
<td>Thurs., June 26</td>
</tr>
<tr>
<td>Faculty Submit Grades for Block 2 (5 p.m.)</td>
<td>Mon., Oct. 29</td>
<td>Mon., March 9</td>
<td>Mon., June 30</td>
</tr>
<tr>
<td>UNIVERSITY CLOSED HOLIDAY</td>
<td>Mon., Oct. 29</td>
<td>Mon., March 9</td>
<td>Mon., June 30</td>
</tr>
<tr>
<td>Block 2 Grades Available Online</td>
<td>Fri., Nov. 2</td>
<td>Fri., March 7</td>
<td>Mon., July 7</td>
</tr>
<tr>
<td>100% Refund Deadline/Block 1</td>
<td>Wed., Nov. 12</td>
<td>Wed., March 17</td>
<td>Mon., July 14</td>
</tr>
<tr>
<td>Withdrawal Deadline/Block 1</td>
<td>Mon., Nov. 12</td>
<td>Mon., March 17</td>
<td>Mon., July 14</td>
</tr>
<tr>
<td>UNIVERSITY CLOSED THANKSGIVING RECESS</td>
<td>Mon., Nov. 22-Sun., Nov. 25</td>
<td>Mon., Dec. 10</td>
<td>Mon., Aug. 11</td>
</tr>
<tr>
<td>Withdrawal Deadline/Block 3</td>
<td>Fri., Nov. 30</td>
<td>Wed., April 2</td>
<td>Thurs., July 31</td>
</tr>
<tr>
<td>Faculty Submit Grades for &quot;F&quot;, &quot;M&quot;, &quot;S&quot;, and &quot;E&quot; (5 p.m.)</td>
<td>Mon., Dec. 10</td>
<td>Mon., April 14</td>
<td>Mon., Aug. 18</td>
</tr>
<tr>
<td>Blocks 1 &amp; 3 Classes End</td>
<td>Mon., Dec. 17</td>
<td>Mon., April 3</td>
<td>Mon., Aug. 18</td>
</tr>
<tr>
<td>End of Trimester/Diploma Date</td>
<td>Mon., Dec. 17</td>
<td>Mon., April 21</td>
<td>Mon., Aug. 18</td>
</tr>
<tr>
<td>Faculty Submit Grades for Blocks 1 &amp; 3 (5 p.m.)</td>
<td>Thurs., Dec. 20</td>
<td>Thurs., April 24</td>
<td>Thurs., Aug. 21</td>
</tr>
<tr>
<td>COMMENCEMENT</td>
<td>Sat., Feb. 16, 2008</td>
<td>Sat., June 7</td>
<td>Sat., June 7</td>
</tr>
</tbody>
</table>

*Web Registration Available 24 hours, Monday – Sunday

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**First Friday Social Hour**
Sponsored by School of Interdisciplinary Learning and the Office of the Provost.
Friday, Aug. 3, 2007
3:30 - 4:30, room D1418

**GSU Senior Art Exhibit**
Friday, Aug. 3, 2007
6 - 9 pm, GSU Art Gallery, E-Lounge
Featuring the Undergraduate thesis works of:
Michael Costanza
Margie Glass-Sula
Patty McWilliams
Brian Marcotte
Exhibition dates are July 30 - Aug. 20: Mondays, 2 pm to 7 pm, and Tuesdays through Thursdays, 11 am to 4 pm

**Illinois Writing Project-Methodology for Teaching Writing**
Monday, Aug. 13 - Thursday, Aug. 16
8 am to 3:30 pm
Room E1552
Learn how writing happens and how you can help your students become effective writers.
Register for:
EDPD 650 - Topics in professional development. Earn 2 credit hours. GSU tuition and fees apply.
or
30 CPDUs - $200 registration fee
For more information, call 1-800-478-8478, ext. 4099 and ask for Renee Zdych.

**Library hours at GSU**
Monday - Thursday:
8:30 a.m. - 10:30 p.m.
Friday - Saturday:
8:30 a.m. - 5 p.m.
Sunday:
1 p.m. - 5 p.m.

**Recreation / Fitness Center hours**
Monday - Friday:
6 a.m. - 9 p.m.
Saturday: 8:30 a.m. - 4 p.m.
Sunday: Noon - 4 p.m.
Closed Sundays during the Spring/Summer trimester.