

February 5, 2015

To: Hank M. Huckaby, Chancellor, University System of Georgia Board of Regents

From: Lynsey Nejman, Graduate Admissions Counselor

Re: SELF-REGULATION IN THE COLLEGE CLASSROOM

The goals and aims of higher education are shifting. No longer do students go to college to enrich their academic palates. Today, students attend college in larger numbers than ever, because attaining a college degree is the only way to obtain a higher-paying job, and thus social mobility. It stands to reason that higher education is responsible for job skills in addition to a post-secondary education.

Similarly, higher education funding is dependent on the success of their students, and more importantly, their graduates. In order to increase our funding we must increase the success of our graduates. If universities are to be judged on the job placement of their graduates, it should be their responsibility to help these graduates become employees. One way to guarantee the success of our graduates and secure our financial future is by establishing the practice of self-regulation in the college classroom.

Self-regulation is the ability of a student to adjust his or her thoughts and behavior according to their own ideas of what is appropriate and inappropriate. This is a vital skill in the work place, regardless of field or rank. Our students must learn how to adjust their behavior based upon acceptable practices in the classroom, workplace, and daily life. In order to regulate their behavior, they must be made aware of what is, and is not, appropriate in certain situations in the workplace.

You should require self-regulation become part of the curriculum in every state college and university. One convenient way to do this is to require a Senior Seminar Course of all graduating students. In their final semester, most graduating seniors have acquired the knowledge they need to be successful in their respective fields. However, they are woefully ignorant of basic office etiquette. In a senior seminar course, students will learn the written and understood rules of etiquette for job interviews, networking, and workplace interaction. They will spend the semester navigating scenarios, in which they must self-regulate, that mimic those of job interviews, working with references, applying to graduate school, managing professional social media, daily life in a professional environment, and field specific interactions based upon the student's major.

Establishing this practice of self-regulation will give our graduates an advantage in the job market and improve the success rate of our alumni.

Sincerely,

Lynsey Nejman

Graduate Admissions Counselor