



NEAAC LETTER

BOTH SIDES

By Robert Bardwell, Director of Guidance
Monson High School (MA)
and Debra Johns, Associate Director of Admission
Fairfield University (CT)

WHAT DO SECONDARY SCHOOL COUNSELORS WANT FROM ADMISSION COUNSELORS?

A relationship is defined as connection between or among persons. I view the admission counselor-secondary school counselor relationship as an integral part of college counseling process. Neither one can do the job with any degree of success without the other. So, I offer some thoughts as to how we can make this process better for the students with whom we work.

IN GENERAL

Secondary school counselors have tremendous pressures, especially those of us who work in public institutions. Individual and group counseling, testing, scheduling, paperwork, crisis issues, conflict resolution and lunch duty are among the various tasks that we do on a daily basis. College counseling may be only one piece of our job responsibilities.

If you want to talk with us, the best time is early in the morning. Remember that our days start early and finish usually before you do. If we call you, it is important, since some counselors don't have the time to call. Our students like to hear from you as well. A human voice is so important for some of them. Taking the time to make that extra phone call will pay off in the end. Also, email is better than no mail. Email requires no letter opener and doesn't waste paper, so it could just make life easier for all of us.

While we want to meet your needs, sometimes the information you need or the time in which you need it is not possible. A good example is the mid year report form, which in some cases, is needed by February 1st. For those schools which have a first semester completion of late January, an updated transcript might not be available until mid-February. If you don't get something that you need or when you need it, don't assume we screwed up. Please call to find out the real story. Also remember that we are bound by rules of confidentiality, so we sometimes cannot give you the information you may need.

The bottom line: Communicate in many ways and often

HIGH SCHOOL VISITS

The most important way to ensure success of your high school visit is to befriend the secretaries. These folks are the ones who know everything and are most accessible to you. You make a friend in them and they will do anything for you. Be sure to find out the policies of visiting high schools before you set up the appointment and be prepared for any kind of meeting location – conference room, classroom, cafeteria, auditorium or hallway. Some schools have so little room that you never know where you will end up. Also, find out if you are meeting students during class time, study periods or at lunch in the cafeteria. This will make a huge difference in how you prepare your presentation.

You might also want to develop a one-page "cheat sheet" to give to the counselors as a quick reference about your school, programs and things that make you different from other institutions. This is very helpful to share among counselors, as well as

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2002-2003 GOVERNING BOARD

Executive Board

President	Linda Shapiro	Independent Counselor, MA	lshapiro@post.harvard.edu	617-969-2027
President-Elect	Kimberly Johnston	University of Maine, ME	kim_johnston@umit.maine.edu	207-581-1561
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Executive Administrator	Jennifer Dionne	PO Box 306, Newmarket, NH 03857	admin@neacac.org	603-659-9897

Individual committee chairs are busy working on behalf of members to make our association the best professional exchange it can be. A complete listing of committee chairs and their contact information can be found online at www.neacac.org or in the Summer 2002 issue of the NEACAC newsletter.

A REPORT ON THE NATIONAL ASSEMBLY OF 2002: SALT LAKE CITY, UTAH

Pete Caruso

Past-President and Chief Assembly Delegate
Boston College

The 2002 National Assembly met during the NACAC conference in Salt Lake City, Utah in late September and once again, the New England delegation was active, bringing several motions to the Assembly floor. In addition to contributing to electing the national candidates for NACAC office, New England worked collaboratively with the Western ACAC delegation to pass an amended national association budget which may have avoided the proposed budget being defeated on the Assembly floor. Several New England delegates presented motions regarding counselor recommendations, membership guidelines and a well-received, innovative motion from Steve McGrath regarding joint memberships. There were two motions in particular that warrant some emphasis given the effect on our organization.

As many of you may recall, NEACAC solicited your feedback regarding a po-

tential motion that would call for the restriction of Early applications to one per student. Based on the responses from our members, we decided as a delegation to instead present a motion to the National Admission Practices (AP) Committee asking them to examine their current policies with the intention of possibly imposing restrictions on the number of Early applications per student. The AP committee would then report its findings to the 2003 Assembly in Long Beach next September. The 208-member National Assembly overwhelmingly defeated the motion despite the endorsement of the motion from the National AP Committee. We have received assurances, however, that the National AP Committee will study the EA/ED issue as part of its annual review of all NACAC documents.

The second motion that I wanted to highlight stated the following: "NEACAC

Moves that the NACAC AP Committee examine the practice of colleges and universities denying or waitlisting applicants due to a perceived lack of interest on the part of the student. The committee would then report its findings to the Assembly in 2003". The original motion included the words "clearly admissible", but a friendly amendment was accepted to take that language out of the motion. After a spirited debate on the assembly floor, the National Assembly voted overwhelmingly to approve the motion. The motion has since sparked national debate and will surely be on the radar screen of counselors in the coming year.

I encourage you to contact me if you have any questions or comments about these issues, or if you would like more information about other issues presented on the Assembly floor this year at delegates@neacac.org.

NEACAC NEWSLETTER

Published five times per year, the newsletter strives to keep members informed and provides a forum for the exchange of ideas. All members are welcome to submit news or commentary for an upcoming issue of the newsletter. Submissions should be no longer than 500 words and should include your name and current position. They can be submitted to the Communication Services chair, Judy Dobai (link available on the NEACAC web site).

Issue	Deadline
Winter 2003	January 1
Spring 2003	March 15
Summer 2003	June 15
Early Fall 2003	August 1

CARE TO COMMENT?

The following topics may be covered in upcoming newsletters. If you have opinions, concerns or praise to share with your fellow members, we'd love to hear from you!

- the impact of technology
- admission and the media
- legal & ethical issues
- athletic recruitment
- the use of waitlists
- the role of independent counselors

PRESIDENT'S MESSAGE



This year we re-named our Multicultural Awareness committee the Diversity, Equity, and Access Committee. Renaming is easy; re-thinking is more difficult. But in fact we must change our ways of thinking and doing because the world is changing around us. In the olden days when I was young, differences were seen as leading to disharmony and conflict. We liberals were supposed to be "color blind" and to encourage everyone be a part of the "melting pot". Over the years diversity has emerged as an asset. Differences are seen as strengths, and the fact that we are in fact different should no longer be so frightening. Instead of the melting pot image, we might see our country and perhaps our world as a salad. Each ingredient remains unique, but variety is what makes the salad especially good.

While acknowledging and accepting differences, we have to learn how to bridge them, so we can work together for our students. Many of us have grown up in fairly homogeneous environments. We are not used to dealing with people of different colors, different cultures, different economic circumstances. We may be uncomfortable, not out of prejudice or fear, but because we worry about saying or doing the "wrong" thing. Within NEACAC we need to educate each other, take the risk of connecting with colleagues and students outside our group comfort zone, and have tolerance for people of good will who are making the effort to

reach out even if they blunder in the process.

Over the last 15 years we have depended on NECBAC, an organization of admission counselors of color from private colleges and universities in New England, to do much of this work for us. Though they are a separate organization, most of their members are also NEACAC members. NECBAC has developed panels for our Annual Meeting, given support for many of our members of color, and generally helped to encourage the idea that we welcome everyone. It is time that we take more responsibility for these functions. Our membership and the students we serve include people of color, gays, lesbians, transgendered people, those who were born in other countries, and those who are not Christian or Jewish. Each of us needs to learn how to deal with everyone else. Turning the gay student over to the gay person on your staff or asking the African-American counselor to deal with the African-American applicant is not acceptable. We must learn from our colleagues so each of us, while aware of differences, can go beyond them to our common humanity.

I have great hope that our Diversity, Equity, and Access Committee will begin the process of bringing us together. Shamikhah Dean is our new chair and she will welcome your comments, suggestions, and willingness to work. We need to help everyone feel wanted and connected within NEACAC and we need honest dialogue about how to bring this about. Please let us hear from you about how we can make our organization as inclusive as we want it to be. Both Shamikhah and I look forward to hearing from you.

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students who might not be able to meet with you during your visit. Although you might want to speak to a counselor, keep in mind that we are not always available, particularly in small schools where there might only be a few counselors on staff. If they are not available, simply leave a packet of information for them to look at another time.

Also be prepared to not have any students, or the students who you may want to see. Although we try to make sure students you meet with are appropriate for your institution, there may be some who are not or some who do not want to miss class. Having a few extra brochures to give to students unable to attend is helpful.

The bottom line: Be flexible and prepared for anything

LETTERS OF RECOMMENDATION

Letters of recommendation often pose a major dilemma for counselors, particularly those in large schools who do not have an opportunity to get to know their students well. On one hand, we are asked by the colleges to give detailed information about an applicant. However, if we don't produce the information, are we damaging the student's chance of being admitted? What are we to do? If we had the time we would love to spend more time with our students, but we don't have that luxury. We try to get the best possible information from our observations and from other sources, but sometimes the information is limited. Please try to understand this when reading our letters.

When reviewing a file, please take the time to read our letter. Many of us agonize over these letters and try very hard to individualize the information by giving specific examples. If we do take the time to submit something, especially something handwritten, please take the time to read it. We don't write letters because we have nothing else to do.

Also, look for what is not in the letter. Are the positive superlatives flowing freely or is the information limited and

more factual? What is not contained in the letter is often as important as what is there. Call us if you have a question. The bottom line: If you ask for it, read it. When you read it, look at what is and is not there.

Most of us love our jobs (even though we might complain just a bit) and we are very conscientious about helping our students reach their goals. We strive for a collegial relationship with college admission counselors. So, with a little bit of patience, open lines of communication and a great deal of support, we will all get through this process successfully.

WHAT DO ADMISSION COUNSELORS WANT FROM SECONDARY SCHOOL COUNSELORS?

I think we are seeking the same type of relationship that you seek with us. This relationship is built on trust, patience, open and timely communication, knowledge, respect and professionalism.

TRUST AND PATIENCE

It is so important that the foundation of the guidance counselor/admission counselor relationship be built on trust. Trust that the guidance counselor will keep conversations about an applicant in confidence, trust that the admission counselor will advocate to the admission committee for a student when possible and trust that each are doing the very best that they can for their institution and for the students seeking higher education. Trust and patience are also vital ingredients for open and timely communication, knowledge and professionalism.

Please be patient with me. I may be new to the profession. I may be new to my institution and may need to learn a lot of information about my institution and please have the patience and trust that I will get to know my stuff and will get back to you or your students if I don't immediately have "the answer". If I don't respond, call me on it!

OPEN AND TIMELY COMMUNICATION

Admission Counselors want to hear from secondary school counselors throughout the entire college search process. If students are inquiring about an institution and want specific information about that institution and you don't have the answer, please call or email us. We want to assist you throughout the entire process to ensure that students have reasonable choices associated with college. Some of these conversations may begin as early as sophomore year. It is never too early to know if a particular school has a special program, major, co-curricular activity, or athletic team that this student absolutely needs to know about "at the time" of inquiry. Additionally, please call or email me if you have any questions at all about high school course selection. Adjustments are much easier to make if the counselor has the information first hand from me, early in a high school career.

Please call about applicants, if you have specific questions or would like to share something about an applicant. While I can't tell you definitively about admission decisions, there is a good amount of information I can share with you and would be happy to. If there are extenuating circumstances about an applicant, I want to know. While the degree of sharing of information varies from institution to institution, I would rather have the conversation before and during the application process rather than after a decision has been made and a letter has been sent. And, remember our relationship begins as early as my first visit to your high school. There is a good chance I may read some or all of the applicants from your particular high school so the high school visit is a great opportunity to get to know me.

Again, patience and trust are paramount here. We are quite busy, especially during travel and reading season. During travel, we may be out of the office one or two weeks at a time and just can't respond on demand. During reading season, your question might require investigation, which, depending on an admission office's processing procedures

and the physical location of processing applications, it could take a good solid day. For example, our office receives 7000+ applications each year, modest by some standards, which equates to more than 50,000 pieces of paper. Bear with us as work with this process.

KNOWLEDGE

Get to know my institution, especially if your students apply year in and year out. Colleges and universities are dynamic and we do change. Please be aware of these changes. There are lots of ways to do this. One way is to take advantage of the internet. Your students are using the internet more and more for their college search, and you can be too. Another is to read the information we send and please pass it around to all counselors in your office. Many colleges and universities send yearly updates to the Director and I expect that this information will be shared with all counselors. Third, visit my campus and make it possible for counselors in your office to

visit my campus during the slower part of the year. Make appointments to speak with me directly, attend an information session and/or schedule a tour of campus. Many states and associations run guidance counselor tours and when possible, please take advantage of these tours.

RESPECT AND PROFESSIONALISM

Professionalism is a two-way street. Respect is something that professionals earn. Please think of me as a true professional and I will earn your respect. And, I will do the same.

You should expect that I would be professional and will know my stuff and conduct my duties in a professional manner. You should expect that I will contact you in a timely fashion and that I will arrive on time to my high school visit and when present, will treat you and your students with the utmost respect. You should expect that I treat each applicant as an individual.

In return, I will expect that you will contact me in a timely fashion with any questions you have about the institution I represent or about a potential or actual applicant to my institution. I expect you will follow admission decisions and have a good sense of my institution's "profile." I expect you will only schedule my visit during a time when students can meet with me. You will greet me, if only for a moment, to get me set up, and you will have policies at your school associated with visits that ensure that only students sincerely interested in my institution are present. You will counsel students to make wise decisions associated with application to college and will guide them to search and apply to schools in an ethical fashion.

The bottom line: Our relationship is truly symbiotic. We need each other to do our respective jobs well and we need each other to successfully represent the institutions and students we serve.

**2003 ANNUAL MEETING & CONFERENCE
UNIVERSITY OF MAINE
ORONO, ME**

The conference planning committee is asking all members to consider sharing their wisdom and talents by presenting at this year's conference. Proposal forms are available on the NEACAC website and the deadline for submitting proposals is Tuesday, December 17, 2002. Any questions? Please contact Suzanne Lavoie @lavoies@emmanuel.edu. We are still in need of committee members and if you are able to help, please contact Laura Brink at lbrink@endicott.edu or Heather Dudek at heather.dudek@uconn.edu.

The following collegiate members have chosen to sponsor membership for a secondary school for 2002-03. These are in addition to the list of 12 colleges that previously appeared in the newsletter. For a full list of sponsoring colleges, please see the NEACAC web site at www.neacac.org:

Boston College (2)

Gordon College

Steve McGrath, TRIO Advisor (2)

Quinnipiac University (2)

St. Joseph's College of Maine (3)

Smith College

University of Massachusetts-

Lowell

Warren Wilson College

Williams College

WHITE PINES COLLEGE
has announced a change in its name to
CHESTER COLLEGE OF NEW ENGLAND
effective following a vote of the Board of Trustees
in late September.
Further information can be found
on the college's web site at
www.chestercollege.edu

NEACAC SPEAKERS BUREAU

Volunteers are needed to become part of the NEACAC Speakers Bureau. The Speakers Bureau is a resource listing of members who are available to speak on the subjects of post-secondary planning and college admissions. Member names and the topics they are interested in speaking about will be kept in a Speakers Bureau Directory and used on an as needed basis.

If you are interested in becoming part of the NEACAC Speakers Bureau Directory, please contact NEACAC via e-mail at admin@neacac.org. Volunteers will be asked to provide contact information and topic areas that they would be interested in speaking about. Possible topics could include:

- College Admission
- College Admission Testing
- College Selection
- Ethics in College Planning
- College Visits and Interviews
- International Recruitment and Retention
- Multicultural Recruitment and Retention
- Athletic Recruiting in Admission
- Financing a College Education
- Professional Development
- Application Essay Writing

Thank you in advance for volunteering your time and expertise to become part of the NEACAC Speakers Bureau!

ARE WE IN THE DRIVER'S SEAT OR BEING TAKEN FOR A RIDE?

Brad MacGowan
Newton North High School (MA)

NACAC President Sandy Berhend's article in the NACAC Bulletin (Oct. 2002), "The NACAC Journey", uses road trip metaphors to discuss the college admission process and NACAC's role in it. Using my own related metaphors, here is a view of a different part of the admission process.

There is a lot that goes right in the college admissions journey; the final destination for most students is a good one. Most end up in good colleges that are good matches for them, and go on to good livelihoods in the longer journey after college whether their destination was in high school considered a "reach", a "safety" or anything in between.

The problems are not in the final destination, but in the journey itself. It is an increasingly stressful trip and much of the stress is needless, not to mention time-consuming and costly. Too much time, and increasing amounts of time, is spent repairing broken down vehicles, changing flat tires, sitting in traffic jams, and getting lost and trying to get back on the right road.

And more and more in this journey, high school and college counselors have ceased to be the drivers, navigators, or travel planners. Why? Because we have become victims of a carjacking.

So who carjacked the vehicle? The prime suspect is a third-tier news magazine that one week each year sheds its

vapid mantle and becomes the self-appointed arbiter of quality in higher education. And instead of having the thief arrested, we just sit in the backseat giving him encouragement, directions, and gas money.

We need to take a stand as individuals, institutions, and as an organization and let the public know who should be driving the car and who is just taking us all for a ride.

Note: According to the NACAC SPGP Section I. B. 3. and I. B. 4. - secondary school members and independent counselor members "will not use disparaging comparisons of secondary or postsecondary institutions." And Section I. D. - "All other members providing college admission counseling services to students agree to adhere to the principles in this Statement." Webster's definition of "disparage" is "to lower in RANK [emphasis added] or reputation." In addition, in the "Guide to College Guides - Counselors' Edition" section of "Association Policies" it states, "[NACAC] will not in any way encourage or participate in any rating or evaluation system undertaken for a guidebook or similar purpose." Why do we allow *U.S. News* to sponsor, exhibit, and present at our conferences when doing so clearly violates the spirit and letter of our guidelines and policies?

DID YOU KNOW?

NEACAC received two awards from the national association for growth in NACAC membership within New England. Not only did New England add the most new members over the past year but we also garnered the highest percentage growth of all state and regional associations. Great job everyone! If you are not currently a member of NACAC, you can learn more at www.nacac.org.

MAINE LEARNING RESULTS- CHAPTER 127-UPDATE

Maine Learning Results, particularly Chapter 127, was a major topic of conversation at the Maine caucus at the NEACAC annual meeting last spring. Since then, secondary and post-secondary representatives from NEACAC, the Maine Counseling Association and the Maine School Counselors' Association have met three times with Shelley Reed from the Maine Department of Education to discuss how the implementation of the Maine Learning results will impact students making the transition from secondary to post-secondary education beginning with the class of 2007. We have begun to identify the concerns that are specific to the guidance community, the admissions community and those that

are common to both groups. We are currently working on developing reporting mechanisms that identify which standards of Maine Learning Results have been met by individual students and how those standards will fulfill college admission criteria, scholarship requirements and NCAA and other athletic eligibility. At the next meeting on December 19, Judy Lucarelli, Deputy Commissioner of Education, will meet with the group to address the list of "Frequently Asked Questions" that we have developed. Our goal is to have some initial guidelines for guidance counselors as they meet with the eighth grade students who will comprise the class of 2007.

NACAC INTRODUCES DIVERSITY PLAN

In order to emphasize and vocalize its commitment to diversity, NACAC recently completed and released a 20-page diversity plan, outlining the association's history, methods and goals as they relate to matters of inclusion, access and equity.

The NACAC Plan for Inclusion and Diversity: Exploring Who We Are and Our Impact on Access and Equity Concerns is a companion to the *NACAC Strategic Plan 2003-2007*, released in August of 2002. NACAC created the plan in an effort to infuse diversity within the association, and to verbalize, as well as document, what it has already done – and continues to do – to encourage and promote inclusiveness.

NACAC's definition of diversity has expanded in recent years, as more members representing diverse concerns have sought visibility and recognition within the association's structure; not only does NACAC's diversity plan address multicultural issues, but it also commits

itself to religious, geographical, economic, generational, and sexual orientation concerns.

Some the plan's key inclusion and diversity statements are as follows:

- Elections for positions on the national Executive Board and national standing committees will strive to showcase the full breadth of diversity within the association membership
- NACAC membership should include greater representation of underrepresented or underserved schools, counselors, and admission professionals.
- All professional development programming will incorporate attention to issues of diversity.

For the complete story, see the front page of the October 2002 NACAC Bulletin. *The NACAC Plan for Inclusion and Diversity* is available for download on the "Members Only" section of the NACAC Web site.

PRESIDENTS' COUNCIL GRANT

Have you been unable to join NACAC, attend a national conference, or plan or participate in NEACAC professional development activities because of a lack of funding? Because many of our members are not able to participate in NACAC or NEACAC activities, the Executive Board of NACAC has made funds available through the Presidents' Council Grant program. Twice a year the grant sub-committee of the State and Regional Presidents' Council awards funding to groups or individuals for professional development activities. Past awardees have used grant money to develop workshops, help pay for membership in NACAC, attend the NACAC conference or a variety of other projects. There is a simple application process and Linda Shapiro, the President of NEACAC, must approve all applications. Preference is given to those applicants from high schools that serve underrepresented populations; admission professionals from community colleges; admission professionals from Historically Black Colleges or Universities, Hispanic serving institutions, or Native American institutions; or new admission professionals. Applications and detailed guidelines are available at the NACAC web site at www.nacac.org/s&r_pcg.html, from Jennifer Dionne, NEACAC Executive Administrator or any NEACAC committee chair. All grant applications for the next review period must be sent to Linda Shapiro and postmarked by January 15, 2003. The summer deadline is the postmark date of May 15, 2003.

MASSACHUSETTS EARLY COLLEGE AWARENESS COMMITTEE

Bruce J. Jones, Counselor, Plymouth (MA) South Middle School

The Early Awareness and Outreach Committee of the Massachusetts Association of Student Financial Aid Administrators (MASFAA) is looking for a few good colleges.

The Early Awareness Committee is interested in facilitating partnerships between Massachusetts colleges and local middle schools. The decision about whether or not to attend college is often made at the middle school level. Research indicates that many families, fearful of cost, often fail to encourage the goal of college attendance.

In an attempt to support the goal of college attendance, especially in areas of low college matriculation, the Early Awareness Committee has initiated a program, "Growing Your Students". The plan is to continue previous early awareness initia-

tives with a program that links college admission offices with neighboring middle schools.

At the annual MASFAA convention, financial aid officers will be asked to provide their admission office contacts. And admission officers can directly indicate an interest in gaining more information by contacting Early Awareness Committee Co-chairs Gail Holt (g.holt@neu.edu) or Julie Shields-Rutyna (Jrutyna@nelliemae.com).

This spring a "Growing Your Students" event is planned that will feature a college and middle school that have successfully developed a partnership. And this is your chance to get in on the ground floor of a program that will encourage college attendance, especially for underrepresented populations.

SUBMIT A CONFERENCE SESSION PROPOSAL

The University of Maine in Orono, ME will be host to the NEACAC 2003 Annual Meeting and Conference, scheduled for May 28-30. The campus provides an ideal setting for members of our profession to reflect on past years and think critically about the issues and challenges facing our profession in the future. Please consider sharing your knowledge and talents at this important professional development event.

We need sessions that address all areas and professional levels to ensure that our membership is fully represented. There should be programs for directors of guidance, deans of admission, as well as brand new professionals. The knowledge and diversity of our members will be the key to a successful conference. Since many of our members are unable to attend the NACAC annual conference, our forum provides a professional development opportunity where our members can make a difference. Some of the most requested sessions by our members include:

- Alumni Admission
- Athletics
- Affirmative Action
- Community Colleges
- Counseling Issues in High Schools
- Early Decision/Early Action
- GPAs, Rank in Class, and Profiles
- International Admissions
- Learning Differences
- Legal and Ethical Issues
- Lifestyle and Time Management Issues
- Multicultural Issues (*students, staff professional development, resources, etc.*)
- Parents and the College Admission Process
- Staff Management
- Student Admission Guides
- Transfer Students
- Underserved Populations

Please consider joining us by contributing your wisdom and talent to this year's conference. A session proposal form is available on the NEACAC website. The deadline to submit proposals is Tuesday, December 17, 2002. Thank you for contributing to the success of the NEACAC 2003 Annual Meeting and Conference!

Suzanne Lavoie
Programming Co-Chair
Senior Assistant Director of Admission
Emmanuel College
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Boston, MA -2115
Phone (617) 735-9715
Fax (617) 735-9801
E-mail: lavoies@emmanuel.edu

WHAT'S NEWS

Kristin Connors to School Counselor at Conard High School (CT) from intern at the school.

Kerrin Damon to Admission Counselor at Regis College (MA).

Dom Degnon to College Counselor at Fryeburg Academy (ME).

Nina DeVivo to Associate Director of Admission at Simmons College (MA) from Senior Assistant Director at Boston University (MA).

Meghan Farley to Assistant Director of College Counseling at Cheshire Academy (CT) from Associate Director of Admissions at St. Leo University (FL).

Elizabeth Ferrara to Assistant Director of Admissions at Pine Manor College (MA) from Project Manager with the College Opportunity and Career Help Program (MA).

Sydney Flowers to Admissions Counselor at Sterling College (VT).

Joakim Flygh to Admission Counselor at New England College (NH).

Ryan Forsythe to Assistant Director of Admission and Financial Aid at Westfield State College (MA) from Emmanuel College (MA).

Jay Frew to Assistant Director of Admission at Rivier College (NH).

Gigi Gorkem Kantar to Admissions Counselor at Pine Manor College (MA) in addition to her part time position as International Student Advisor at the College.

Janet Goulet to Assistant Director of Admission at Simmons College (MA) from Assistant Director at Wentworth Institute of Technology (MA).

Jennifer O'Loughlin Hieber to Director of Admission at Simmons College (MA) from Associate Director of Admission.

Dawn Hoblet to School Counselor at Conard High School (CT) from intern at Manchester High School (CT).

Stergos Kaloudis to Admission Counselor at New England College (NH).

Shawn Keenan to Admissions Counselor at Sacred Heart University (CT).

Fred J. Kuo to Senior Admission Counselor at Fairfield University (CT) from Assistant Director of Campus Activities/Campus Center at Merrimack College (MA).

Christine Mahler to School Counselor at Randolph High School (NJ) from School Counselor at Hall High School (CT).

Tracey Mann to Associate Director of Admission/Coordinator of Transfer Recruitment at Regis College (MA).

Arlene McElroy to Admissions Counselor at Wells College (NY).

Dan Monahan to Associate Director of Admission at Rivier College (NH) from Assistant Director.

Marie Myers to Assistant Director of College Counseling and Director of Multicultural Affairs at Dana Hall School (MA) from Wellesley College (MA).

Cori Nevers to Assistant Dean of Undergraduate Admissions at Sacred Heart University (CT) from Director of Undergraduate Admissions.

Maurice Ouimet Jr. to Assistant Director of Admission at Castleton State College (VT) from Assistant Dean at College of St. Joseph (VT).

Jenna Potash to Assistant Director of Admissions at Champlain College (VT).

Kristen Purrington to Associate Director of Admission at Regis College (MA).

Lisa Quintal to Assistant Director of Admissions for Operations at Pine Manor College (MA) from Data Entry Assistant and Campus Visit Coordinator at the College.

Amy Redfern to Senior Assistant Director of Admission at Bryant College (RI) from Assistant Director.

Tell us WHAT'S NEWS,

please clip and mail this form to the NEACAC Office



A new job or new staff member to your office

Name _____

To (new position) _____

From (former position) _____

An Award

Name of Award _____

Your name and institution _____

MORE WHAT'S NEWS

Amber Rich to Assistant Director of Admissions at Champlain College (VT).

Kelly Roosa to Assistant Director of Admission at Rivier College (NH).

Wesley Roy to Admissions Counselor at Johnson State College (VT).

Sharon Sardelli to Admissions Counselor at Pine Manor College (MA) from the Gillette Company.

Pamela St. Martin to Director of Undergraduate Admissions at Sacred Heart University (CT) from Associate Director.

Gregory Stillman to School Counselor at Conard High School (CT) from intern at Simsbury High School (CT).

Wanda Suriel to Associate Director of Admission/Coordinator of International Recruitment at Regis College (MA) from Senior Assistant Director.

Arlene Tierney to Director of Guidance at Ludlow High School (MA) from Guidance Counselor at Greenfield High School (MA).

Alice Walgreen-Warfield to Associate Director of Admission at New England College (NH) from Assistant Director.

Mark Wursthorn to School Counselor at Masuk High School (CT) from School Counselor at Hall High School (CT).

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