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Princeton and Yale Gain Competitive Edge With New Financial Aid Plan

By Sherri M. Culp
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In late January, the Board of Trustees at Princeton University announced the landmark approval of a dramatic new financial aid policy designed to “diversify the student body, which in recent years has become more affluent, and (to) attract top students who might otherwise enroll in more affordable state universities.” (*Boston Globe*, January 20, 1998, p. A3)

The new policy, which will be implemented in the fall with the Class of 2002 and phased in over the next four years, will replace student loans with grant funds for those students whose families earn less than \$40,000 per year. Additionally, the plan calls for the elimination of home equity from the calculation of financial need for families whose annual incomes fall below \$90,000. For those families earning more than \$90,000 per year, the contribution from home equity would be reduced by up to one-half. The new policy will also provide a substantial increase in scholarship funds for international students.

Princeton’s innovative financial aid plan will cost the institution an additional \$4 to \$6 million a year. These funds will be generated from the university’s \$4.8 million endowment as well as from both fund-raising and cost-cutting efforts. (*The Chronicle of Higher Education*, January 21, 1998)

For the past two years, Yale University has also been considering a dramatic change to their financial aid policy. Partially in response to Princeton’s announcement last month, Yale announced on February 6 that it too will implement a plan to ease the financial burden on the families of its middle-class students. Yale’s plan, which will be implemented in the fall for both current and incoming students, calls for a revised asset protection allowance

Join the Fight to Save Student Loans! Contact Your Congressman Now!

The change in student loan interest rates, scheduled to go into effect July 1, 1998, may result in the withdrawal of many lenders and secondary markets from the FFELP student loan program.

If this should happen, the Direct Lending Program would be unable to absorb the current total loan volume and, thus, the entire student loan program would be in jeopardy.

Help MASFAA protect the future of our students! Write your Congressman now!

Senator Edward M. Kennedy
315 Russell Senate Office Building
United States Senate
Washington, D.C. 20510

Senator John F. Kerry
421 Russell Senate Office Building
United States Senate
Washington, D.C. 20510

Rep. John W. Olver (Amherst)
1027 Longworth HOB
Washington, D.C. 20515-2101

Rep. Richard E. Neal (Springfield)
2236 Rayburn HOB
Washington, D.C. 2102

Rep. James P. McGovern (Worcester)
512 Cannon HOB
Washington, D.C. 20515-2103

Rep. Barney Frank (Newton)
2210 Rayburn HOB
Washington, D.C. 20515-2104

Rep. Martin T. Meehan (Lowell)
2434 Rayburn HOB
Washington, D.C. 20515-2105

Rep. John F. Tierney (Salem)
120 Cannon HOB
Washington, D.C. 20515-2106

Rep. Edward J. Markey (Malden)
2133 Rayburn HOB
Washington, D.C. 20515-2107

Rep. Joseph P. Kennedy II (Boston)
2242 Rayburn HOB
Washington, D.C. 20515-2108

Rep. John Joseph Moakley (Boston)
235 Cannon HOB
Washington, D.C. 20515-2109

Rep. William D. Delahunt (Quincy)
1517 Longworth HOB
Washington, D.C. 20515-2110

For more information on the scheduled change in student loan interest rates, please reference the February issue of the MASFAA Newsletter or the Nellie Mae web site (www.nelliemae.org).

Princeton and Yale...from page 1

that will shelter \$150,000 of a family's total assets from consideration in the need analysis formula. In addition, any money families receive from the HOPE Scholarship or the Lifetime Learning Credit will not be considered in the determination of the expected family contribution. The new policy will also reduce or waive the summer earnings expectation for students who perform low-wage public service internships or attend study abroad programs as well as increase the amount of financial aid available to international students. (*The Chronicle of Higher Education*, February 6, 1998.)

Although the Yale plan is not nearly as drastic as that approved by Princeton, approximately 20% of Yale's students will receive, on average, an additional \$1,400 per year in grant funding. Some students will see a grant increase of more than \$6,000 per year. (*The Chronicle of Higher Education*, February 6, 1998).

There has been much speculation within the higher education community as to what impact both Princeton and Yale's innovative financial aid plans will have on institutions across the nation. John O. Harney, editor of *Connection*, a New England journal on higher education, says that he 'imagines that others will be quick to jump on this. A competitive advantage can't remain...for long.' (*Boston Globe*, January 20, 1998, p. A3) Whether or not Princeton and Yale's competitors will allow them to keep this advantage still remains to be seen. In the meantime, they have both given us a lot to think about. ●



MASFAA Mailing Labels

The MASFAA Membership mailing list is made available to members only for purposes of announcing job openings and for other MASFAA related business.

To order mailing labels, contact **Kelly Morrissey**, Membership Chairperson, at (978) 636-6600, X382 or k_morrissey@mwcc.mass.edu.

There is a \$25.00 administrative charge for each set of labels ordered.



Committee Updates

The Latest News...

Conference

Michelle Mattie, *Westfield State College*
Linda Schoendorf, *Pine Manor College*

No update submitted this month.

Early Awareness and Financial Planning

Janice Evans, *Bridgewater State College*
Kathryn Gundlach, *Brandeis University*

See "Internet Information on Early Awareness" on page 8.

Graduate and Professional Concerns Committee

Laurie Hogan, *Harvard University*

No update submitted this month.

Legislative Affairs

Ray O'Rourke, *Bunker Hill Community College*

No update submitted this month.

Membership and Development

Kathy Methot, *Hampshire College*
Kelly Morrissey, *Mt. Wachusett Community College*

No update submitted this month.

Newsletter

Sherri Culp, *Brandeis University*
Donna Kendall, *Bentley College*

To lighten the mood at this particularly stressful time

of year, we have included some financial aid humor in this issue of the *Newsletter*. Check out the "Top 10 Reasons to be a Financial Aid Administrator" on page 5. We know you could use a good laugh!

If there is a topic that you would like to know more about, please contact the Committee so that we may better serve your needs. We greatly welcome and appreciate your suggestions, comments and written submissions!

The deadline for the April issue is March 17.

Professional Development and Training

Nina Musante, *BankBoston*
Jan Marie Combs, *Harvard Grad. School of Education*

The Professional Development and Training Committee is wrapping up a very busy February! To review, we did **four** Guidance Counselor Training Workshops throughout the state. Each free workshop provided the state's guidance counselors with an overview of the financial aid process, alternative financing information and a guide to financial aid resources on the web. Attendance at these workshops was high and the reviews were overwhelmingly positive. Many Committee and MASFAA members were called upon to produce these workshops. We would like to thank all those who gave presentations: Duane Quinn, Linda DaGradi, Scott Prince, Sally Connolly, Rich Dutilly, Karen LaCroix, Troy Davis, Kate Northway, Martha Savery, and Nina Musante, as well as all those who worked behind the scenes.

Also in February was the Support Staff Workshop. Again, Committee members and MASFAA members came together to offer our support staff a well balanced agenda which included Conflict Management, Team Building, Technology, Tax Review, and Health and Wellness information. The day was very well attended and received positive reviews.

The last event of the season will be the Novice Workshop. We are looking to give our attendees a day that will help them thrive both personally and professionally in the financial aid field. The workshop will be

held in June at the Concord Academy. There will be more information on this event in the next *Newsletter*.

If you have any comments that you would like to share with the committee, we welcome you to contact Jan Marie Combs at 617-496-3466 or Nina Musante at 401-278-8161.

Public Relations/Hotline

Sally Connolly, *Massasoit Community College*
Melissa Shaak, *Babson College*

See "MASFAA Financial Aid Hotline A Success" on page 7.

Technology

Richard Dutilly, *Framingham State College*
Ellen Kayser, *Montserrat College of Art*

The Technology Committee is pleased to announce that the MASFAA Listserv is now operational. We have taken the liberty of automatically signing up everyone who has an e-mail address on the MASFAA home page directory. Anyone wishing to unsubscribe can follow the directions in the initial e-mail that lets you know you are subscribed. Anyone who wishes to subscribe should

simply send an e-mail to list-request@masfaa.org with "subscribe" in the subject.

We would also like to announce that the *Newsletter* is now on the home page. All *Newsletter* articles have been converted to HTML and will appear on our home page under the *Newsletter* link. The web address is www.masfaa.org. Please let us know what you think!

The survey results from the 1998 MASFAA Conference are in and, unfortunately, the response was quite low. The Internet access survey was completed by only 26 members while the survey of those willing to be a technological contact was completed by only 12 members. Those willing to be a contact for technological help have been posted to the web site.

Our Committee also joined in with the Professional Development and Training Committee to do a session, entitled "Financial Aid Goes Electronic," at the Guidance Counselor Workshops. This session covered FAFSA on the Web, FAFSA Express, and Scholarship Search programs.

If you have a technology-related issue, please feel free to communicate it to one of the Technology Committee members. The Committee members are: Richard Dutilly, Co-chair, Ellen Kayser, Co-chair, Scott Jewell, Kate Northway, Karen LaCroix, Troy Davis, Michael Mullaney, Barry Paine and Del Brown. ●

Top 10 Reasons To Be a Financial Aid Administrator

(Editors' Note: This list was reprinted from the Financial Aid Information Page)

1. You don't have to worry about where to go on summer vacation.
2. Auditors know how financial aid really works!
3. There is always enough money to go around.
4. Registrar approved drops -- two years later.
5. You can order all the FAFSAs you want.
6. Friends and family understand exactly what you do for a living.
7. The Admissions Director is always satisfied with the date that new award letters are sent.
8. Sooner or later, you're bound to be right on loan fees.
9. If you're quick, you can usually send SAP suspension letters to obnoxious students right before Christmas.
10. It's still better than being a FED.

Financial Aid, the Law, and Your School

By Milton L. Kerstein, Esq.
Senior Attorney
Kerstein & Kerstein
KKLAW@concentric.net

Educational institutions are subject to termination of their eligibility for Title IV programs, substantial fines, and other sanctions if they violate one or more of many requirements set out in the Department's regulations. The specific violations that led to the termination of a beauty school were failures to verify accurate information supplied by student applicants for financial aid and failure to meet the financial responsibility standards. (Docket No. 96-145-ST, Init.Dec. August 14, 1997)

Good faith efforts and positive results have little effect on final determinations as they relate to alleged incidences of non-compliance. A community college gave Title IV funds to students who had not met mini-

imum ability-to-benefit requirements. The community college was required to pay back all monies disbursed to these students even though the students had successfully completed the academic program of study in which they had been enrolled. (Docket No. 96-159-SP, Init.Dec. August 7, 1997)

Congress has provided that a student lacking a high school diploma or its equivalent can take part in the Title IV programs upon showing an ability to benefit from the education offered at the institution. Ability to benefit is demonstrated by achieving a minimum score on an independently administered examination that has been previously approved by the Department of Education.

The aforementioned refund was required from the community college because the students involved were ineligible to receive Title IV assistance. The Hearing Officer ruled that the refund was required from the community college because students had failed to pass an approved ability-to-benefit test and therefore were ineligible to receive Title IV assistance. Further, the Hearing Officer ruled that it did not matter that the students had successfully completed their program of study.

In another matter, a Department Hearing Officer, with the discretion to permit oral argument regarding a matter in controversy pertaining to an institution's appeal of an adverse final determination by the Department, will deny oral argument if the hearing officer deems that oral argument is unnecessary. (Docket No. 97-1-SP, Init.Dec. August 1, 1997)

Oral argument may be heard if the Hearing Officer determines that oral argument is necessary to clarify issues and positions of the parties as presented in their written submissions. In this case, the Department alleged that the College 1) failed to obtain the necessary documentation to verify the need for Title IV assistance for 11 students, 2) failed to meet the FSEOG matching requirements, 3) failed to reconcile its fiscal records, 4) failed to implement its pro-rata refund policy, and 5) failed to properly administer its Ability-To-Benefit Test.

The Hearing Officer found that oral argument was unnecessary as the issues did not require further clarifi-

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MASFAA Financial Aid Hotline a Success!

Lisa Talbot
Product Marketing Manager
Fleet Bank
Lisa_A_Talbot@fleet.com

The 21st annual Financial Aid Hotline was held January 26 through February 19, 1998 at the Higher Education Information Center at the Boston Public Library. The Hotline was staffed with a tremendous amount of support and help from the entire MASFAA community. Special thanks to Cynthia Hairston and Ellen Ronayne from the Higher Education Information Center for every evening spent training and coordinating each group of volunteers for their evening shift commitment. They were instrumental and successful in every way!

On behalf of the Hotline Committee, Mike Wildeman and I would like to thank the following volunteers for all of their Hotline help and support! Every single one of these people gave up an evening to assist families and students with the financial aid process. Thanks goes out to the following individuals:

<i>Susan Gillespie</i>	Assumption College
<i>Meredith Stover</i>	Babson College
<i>Maureen McInerney</i>	Babson College
<i>Melissa Shaak</i>	Babson College
<i>Laura Cuniff</i>	Bentley College
<i>Kristen Wollenberg</i>	Bentley College
<i>Linda Gillette</i>	Bentley College
<i>Scott Lewis</i>	Bentley College
<i>Deborah Krok</i>	Berklee College of Music
<i>Debra Aracri</i>	Berklee College of Music
<i>Maria Fanelli</i>	Boston University
<i>Gail Holt</i>	Boston University
<i>Audrey Tanner</i>	Boston University
<i>Wende Wagner</i>	Boston University
<i>Scott Manley</i>	Brandeis University
<i>Paula Forte</i>	Brandeis University
<i>Sherri Culp</i>	Brandeis University
<i>Jill Desjean</i>	Brandeis University
<i>Michelle Byrnes</i>	Emerson College
<i>Ja-mel Ellis</i>	Emerson College
<i>Andrew Grilz</i>	Emerson College

<i>Catherine Miller</i>	Emerson College
<i>Michelle Smith</i>	Emerson College
<i>Richard Dutilly</i>	Framingham State College
<i>Shawn Morrissey</i>	Framingham State College
<i>Sally Connolly</i>	Massasoit Community College
<i>Katie Holland</i>	Massasoit Community College
<i>Sarou Ou</i>	Massasoit Community College
<i>Liz Barnes</i>	MIT
<i>Cecilia Corey</i>	MIT
<i>Yvonne Gittens</i>	MIT
<i>Elva Green</i>	MIT
<i>Scott Prince</i>	MEFA
<i>Tom Murphy</i>	MEFA
<i>Kelly Morrissey</i>	Mt. Wachusett Comm. College
<i>Richard Pastor</i>	Mt. Wachusett Comm. College
<i>Patrick Packard</i>	Nellie Mae
<i>Mike Mulaney</i>	Nellie Mae
<i>Martha Savery</i>	Nellie Mae
<i>Rick Goodenough</i>	Nellie Mae
<i>Ivette Gonzales</i>	Newbury College
<i>Kate Northway</i>	Northeastern University
<i>Frank Lauder</i>	Northeastern University
<i>Jennifer Amirian</i>	Northeastern University
<i>Beth Feinberg</i>	Northeastern University
<i>Bonnie Griff</i>	Tufts University
<i>John Caiazza</i>	Tufts University
<i>Patty Reilly</i>	Tufts University
<i>Sheila O'Connor</i>	Umass- Boston
<i>Monica Blondin</i>	WPI
<i>Anne Valerio</i>	WPI

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cation. The Hearing Officer further ruled that on each allegation the College had failed to meet its burden of proof and demonstrate that it had been in compliance and therefore found against the College on each allegation.

If you have any comments or questions, please contact Milton L. Kerstein, Esq. via e-mail or telephone (617-965-9698). ●

Internet Information on Early Awareness

By Grace Bartini
Vice President of Guarantor and Origination Services
American Student Assistance
bartini@amsa.com

How do parents lessen their anxieties about paying for college? How do we encourage more low income and disadvantaged students to think about the possibility of attending college? How do we dispel the notion that saving for college drastically penalizes parents? How do we help families be good consumers in the purchase of a college education?

The answer to all of these questions is EARLY AWARENESS. MASFAA's Early Awareness and Financial Planning Committee has instituted a number of initiatives over the last decade to bring early awareness to the public. These initiatives include the *College Savings Times*, the Speakers Bureau, participation in statewide seminars, and, our most recent effort, the Early College Awareness and Preparation Program (ECAPP), a community-based program for seventh-graders.

While all of these initiatives are helpful, the problem is that not enough people know about them. As one of the original members of the Committee, I have always felt that for early awareness to be effective, we need a national effort along the same line as the Army's recruitment theme of "Be All That You Can Be." So, I was quite excited by some information on the Internet designed to help sophomores, juniors, and seniors wend their way through the admissions and financial aid process. My hope is that this service will soon be available to middle-school students as well.

The service, *e-hound*, is linked to the "Mapping Your Future" web site, which was developed by a consortia of guaranty agencies. *E-hound* is linked through "Adventures in Education," which is a public service of the Texas Guaranteed Student Loan Corporation. Designed as a personal higher education information retriever, *e-hound* delivers information to both students and parents when and as they need it, without even having to ask for it. Based on individual member or student profiles, *e-hound* anticipates events and information, and delivers them via e-mail and Web dispatches.

E-hound will walk families through the financial aid process each year, keep families on top of deadlines, inform families about college savings and prepaid tuition plans, as well as provide job-hunt information and links to entrance exam dates and financial aid offices. The beauty of *e-hound* is that the information is customized to the grade level of the student, and the service can "hound" the student about deadlines, etc. It doesn't get any better than that! The site hopes to provide more early awareness information in the future.

To get to *e-hound*, access the "Mapping Your Future" web site at Mapping-Your-Future.org. At this home page, click on "Texas Guaranteed Student Loan Corporation." Look for the little Hound waving at you. This indicates the entrance to *e-hound*. While at the "Mapping Your Future" home page, take a minute to check out the section for middle-school students. Recommend this web site to families as they make their way through the admissions and financing process. The more they know, and the earlier they know it, the easier it is for all of us in delivering funds to students!

For further information about "Mapping Your Future", or *e-hound*, please contact **Duane Quinn**, at quinn@amsa.com or 1-800-999-9080, extension 4204. ●



Managing 101

By Daniel T. Barkowitz
Director of Student Financial Planning
Lasell College
dbarkowitz@lasell.edu

(Editors' Note: This article is part two of a two-part series. See the February issue of the Newsletter for part one of *Managing 101*.)

In the last issue of the *MASFAA Newsletter*, we began to examine the four functions of today's manager. These functions are to energize, empower, support and communicate. In part one of *Managing 101*, we discussed in detail the characteristics of a manager who energizes and empowers. To review, an Energizer works to inspire and excite those with whom she works while a person who empowers allows his employees to do great work.

In part two of *Managing 101*, we will discuss the roles of supporting and communicating. A *Supporter*

builds openness in her department and in her organization while a *Communicator* realizes that communication is a prerequisite for operating a successful office.

Support

To be a *Supporter*, a manager must be a coach, colleague, and cheerleader for the employees she supports. Today, the main concern of management has become creating a workplace where every employee feels valued and supported, and, therefore, more productive.

Just like a coach in a professional sport, a manager must conduct tryouts to select the best people for the "team." She must ensure that the entire team is well-rehearsed, is in good shape, and knows the "plays" as well as when to break them. A coach must set goals (and let his team determine how to accomplish these goals), support and encourage (be there to help the team through the rough times), emphasize team success over individual success, quickly assess the talents and shortfalls of team members (and be there to work with team members on their shortfalls), inspire the members of the team, create environments that allow individuals to be successful (by ensuring that risk-taking and limit-stretching are rewarded, not punished), and provide feedback (by keeping an open line of communication between the employee and the coach).

As a colleague, a manager must support other managers throughout the organization. She must realize that turf-wars and interdepartmental fights can only hinder the organization's mission and, in a very direct way, hinder her own chances at promotion and reward.

In my current position at Lasell College, I am blessed by relationships with other offices that are extremely positive. I count the Bursar, Director of Admissions, and Registrar as my friends and my colleagues. We do not have turf-wars. We support each other. While, in some ways, we feel blessed by our luck, we also work to make this happen. When the Bursar calls me, I usually drop everything to be sure her question is answered. She has

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taken on the job of learning my financial aid computer software so that she can answer basic questions without passing a student on to our office. With this kind of interoffice cooperation, the benefits to customer service and to employee morale are enormous.

Finally, a supportive manager must work her hardest to ensure openness in the department and throughout the organization. In an open environment, questions, comments, suggestions, and feedback, both positive and negative, are welcomed and encouraged. Staff don't feel at risk for retribution when they raise an issue, hidden agendas don't exist, and there is no need for office gossip. While many of us may not work in a perfectly open office, by striving for openness we can ensure that we will be moving our offices toward this goal.

By being a coach to the employees we manage, by supporting other managers, and by striving for openness

in our organizations we can ensure that we become *Supporters*.

Communicate

In order to succeed as a manager today, one must become an effective *Communicator*. It's a shame that the communication skills we learned in high school and college are exactly the opposite of what we need to know most often in the business world! As a manager, listening is the most frequently used skill, followed, in order, by presenting/speaking, writing, and reading. Interestingly, our high school curriculum focused on reading and writing almost exclusively. Some of us may have been lucky enough to elect to take a course in public speaking, but no one ever taught us how to listen.

Listening is the most important tool of the effective manager, and the most underused. When a person listens

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Janet Page has joined Citibank as an Account Manager. In addition, Janet and her husband, David, celebrated the birth of their second daughter on November 24, 1997. Kristen Mary Page joins her sister, Kathryn, who is four.

Michelle B. Smith and *Michelle Byrnes* have recently joined the Office of Financial Assistance staff at Emerson College. Michelle Smith is the Associate Director and Michelle Byrnes is an Assistant Director. Both came from Boston University where they were Assistant Directors of Financial Aid. ●

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effectively, he maintains his focus on the speaker, expresses his interest in what the speaker is saying, asks questions to clarify misunderstood information, avoids interruptions (telephone calls, other people), uses non-verbal cues to find meaning (facial expression, posture, tone, pace), and takes notes so he remembers what was said. The active listener realizes that listening is an activity – it takes energy. The active listener communicates to his employees that he thinks they are important.

Now, obviously, listening isn't the only part of communication. A good manager has to be sure to speak clearly – to say what he means. Very often, when we speak to employees, we hide our meaning in "double-speak" or "business gibberish." By stating exactly what we mean, and by checking in to be sure that the message was understood correctly, we avoid potential conflict down the line. A goal is great, but if a manager doesn't communicate what the goal is in terms the employees can understand, and doesn't provide feedback on the progress toward the goal, both the employees and the manager are bound to fail.

By ensuring that a manager says what he means, by actively listening to his employees, and by checking-in to be sure that his message is understood, a manager can be sure to become an effective *Communicator*.

Epilogue

Parts one and two of *Managing 101* present a beginning taste of the issues related to being a successful manager – energizing, empowering, supporting, and communicating. Hopefully, these ideas and examples have inspired you to look further at your management style and perhaps to do some additional research and reading

about management. If so, please consider purchasing *Managing for Dummies*, by Bob Nelson and Peter Economy; much of the information in this article was inspired by information from this book.

The road to becoming an excellent manager is long and arduous. But, somewhere along the journey, we finally realize that success does not lie in some ending point, but rather in making the journey. I wish you luck and welcome you as you embark or continue upon your journey. Remember, "a journey of a thousand miles begins with a single step..." ●

Check Out MASFAA on the Web!

Visit the Association home page at:

www.masfaa.org

Our site features such items as:

MASFAA Membership Directory

MASFAA Handbook

MASFAA Newsletter

Membership Application

Calendar of Events



Job Opportunities

Check These Out...

Bentley College, Database Assistant

Bentley College is seeking a Database Assistant to assist the Associate Director and Sr. Assistant Director of Financial Assistance with the management of the Banner financial system. The responsibilities of this support staff position include supervision of the daily workflow of the operations area and training the data input operator as the office's procedures continue to evolve. The Database Assistant will also provide assistance in creating and running population selections for various needs in the Office of Financial Assistance, downloading College Scholarship Service PROFILE data, resolving suspended records, loading data into Banner, managing student PROFILE and FAFSA data, resolving discrepancies, ensuring quality control, and initiating the review process. The candidate will assist financial aid staff and the Senior Assistant Director in troubleshooting and resolving system problems and will also manage the weekly generation of tracking letters as well as letter generation for large volume mailings and special projects.

A High School diploma and a minimum of one year of experience in financial aid are required. Experience with Banner or other comparable mainframe system is preferred. Must have excellent communication skills and knowledge of Microsoft and mail merge process.

Submit a current resume and letter of interest to: **Joseph Salvucci**, Bentley College, 175 Forest Street, Rausch Administration Center 217, Waltham, MA 02154.

Boston University, Assistant Director of Financial Assistance

Boston University is seeking a qualified candidate for the position of Assistant Director of Financial Assistance. The successful candidate will be able to work effectively within a team of financial aid professionals and support personnel. He/she will report directly to a Senior Assistant Director. Primary responsibilities will include need analysis review and awarding for a caseload of approximately 850 student applicants. Special responsibilities include coordinating the activities of the Office of Financial Assistance with one of the University's ten undergraduate schools/colleges and the management of other administrative liaison assignments.

A Bachelor's degree and one to three years of experience in a service oriented, counseling, analytical and/or detail oriented position are required. Must have excellent organizational, verbal and written communication and interpersonal skills. Knowledge of federal financial aid procedures and regulations as well as familiarity with automated office systems is preferred. Salary is competitive and an attractive benefits package is offered.

Submit a current resume and letter of interest to: **Virginia S. Gregory**, Employee Relations Representative, Boston University, 25 Buick Street, Boston, Massachusetts 02215. Inquiries may be directed to **David W. Janey**, Associate Director of Financial Assistance, at (617) 353-9093 or via e-mail at djaney@bu.edu.

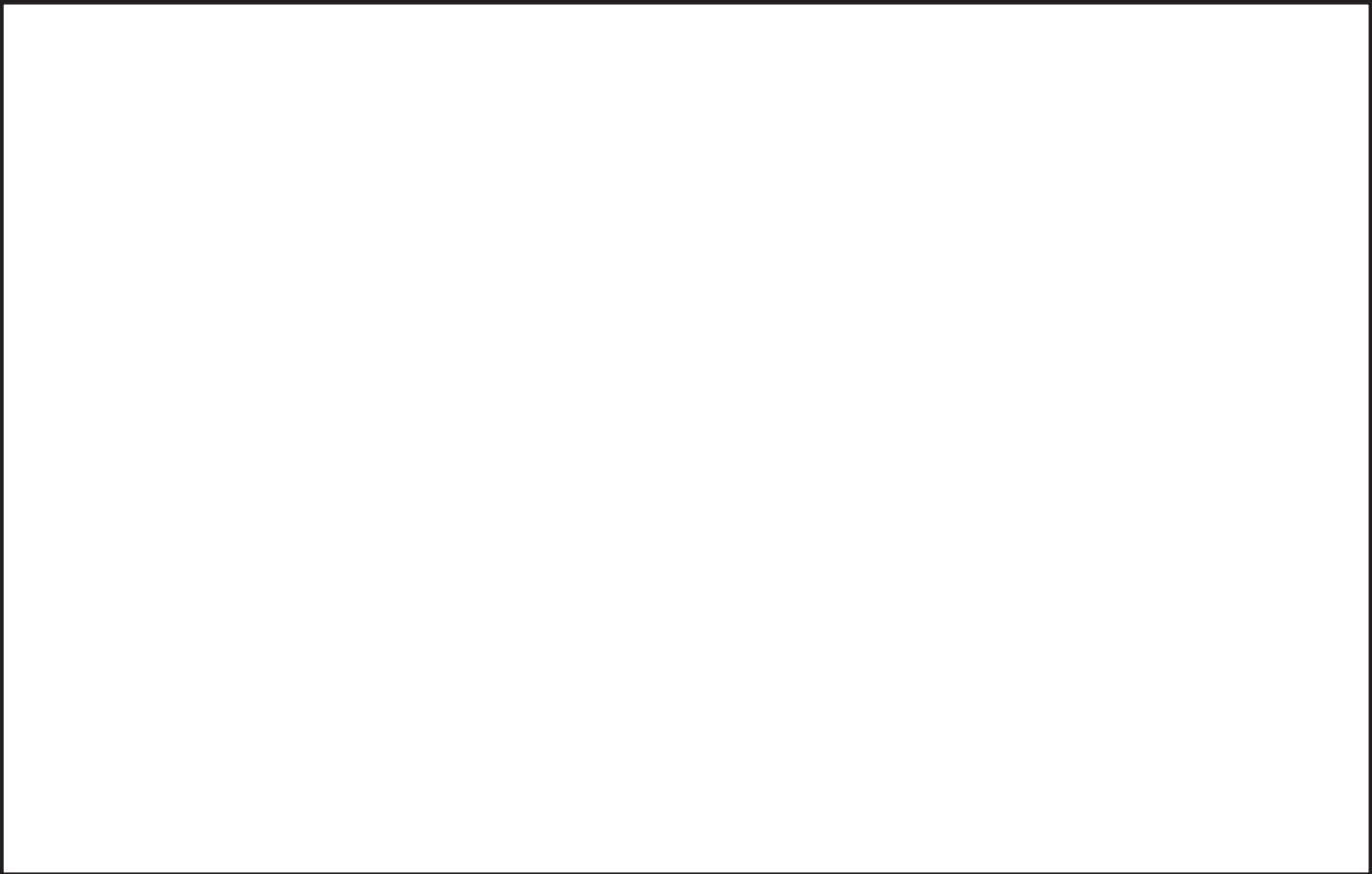
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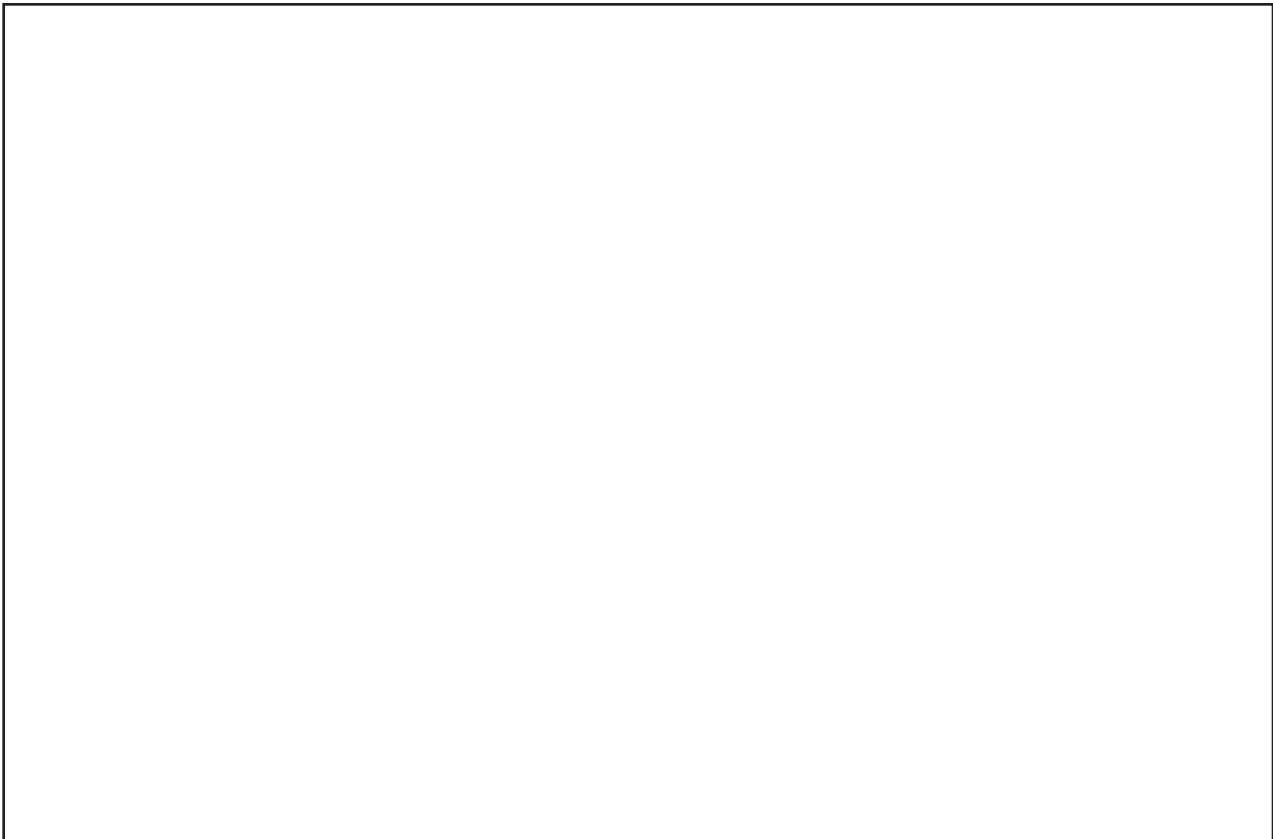
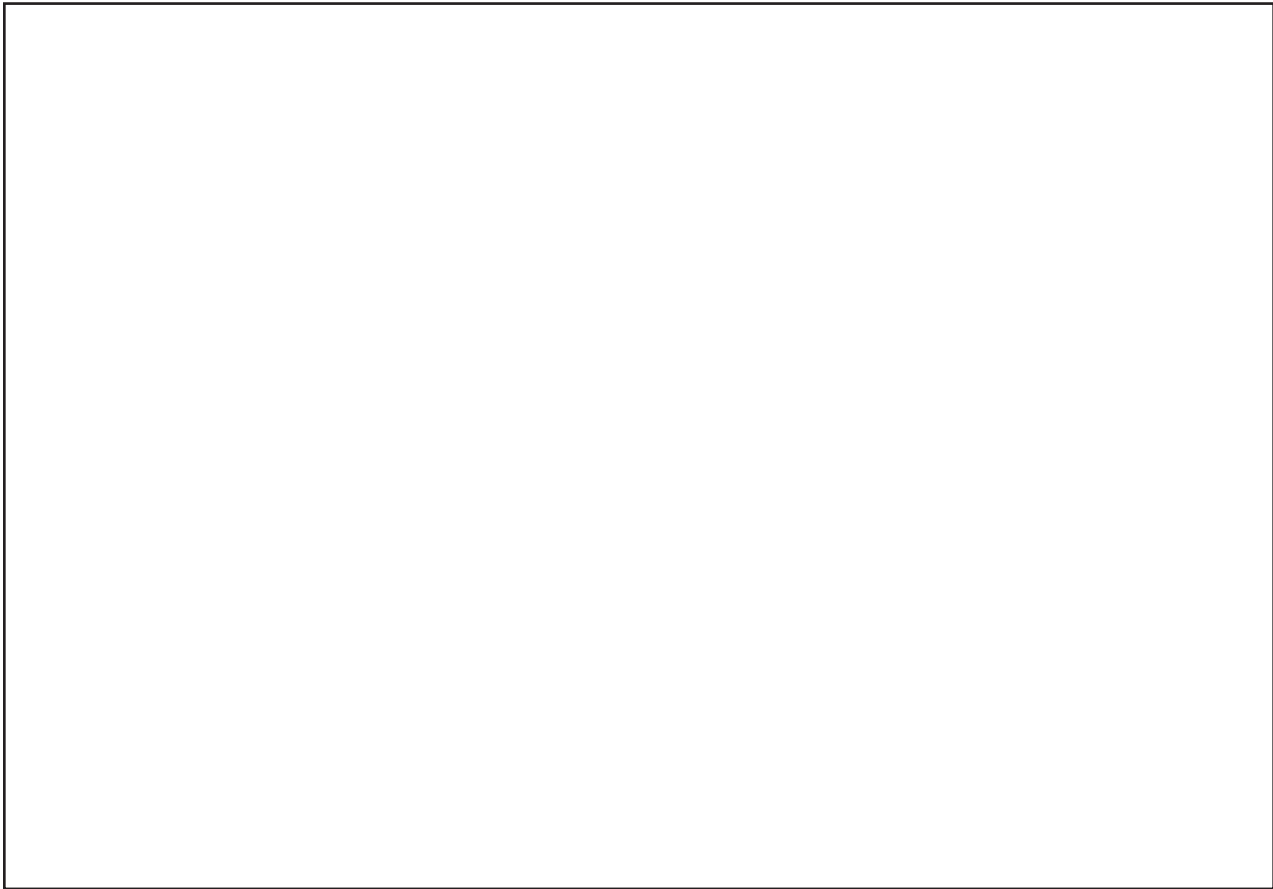
MASFAA Newsletter Article Submissions and Deadlines

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May Issue April 21

Please submit articles to either of the
Co-editors at the addresses
listed on the back cover of this issue.

Articles are accepted via mail, fax
or e-mail.





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Stop 40726
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(You must provide a STREET address, not a post office box.)

Job Opportunities...from page 12

Massachusetts Educational Financing Authority, Loan Operations Coordinator

The Massachusetts Educational Financing Authority is seeking a Loan Operations Coordinator to provide customer service for borrowers and prospective applicants, assist borrowers with origination and servicing related issues and interface with the loan servicer on a frequent basis. The Coordinator will also serve as a contact person with colleges and universities, track and monitor loan application and volume data, assist in the production of MEFA's Operations Manual and assist in other general administrative duties.

A Bachelor's degree and a demonstrated knowledge of customer service skills are required. Must have knowledge of Microsoft Word and Excel as well as a commitment to work in a team environment.

Send letter of interest and resume to: **Human Resources Department**, MEFA, 125 Summer St., Boston, MA 02110. Fax: (671) 261-9765

Wheelock College, Associate Director of Financial Aid

Wheelock College is seeking an Associate Director of Financial Aid to review applications for undergraduate and graduate students, determine eligibility, package, process FFELP, Pell and state grants, reconcile funds, provide financial aid counseling, develop and review policies and procedures and generate reports.

A Bachelor's degree and 3 to 5 years of experience are required. A Master's degree is preferred. Must have excellent time management and organizational skills, knowledge of Title IV regulations, strong interpersonal skills, and ability to work as part of a team. Experience with EDE software is required. Familiarity with PowerFAIDS is helpful.

Send letter of application, resume, and the names and daytime phone numbers of three references to: **Director of**



Agency Calendar of Events

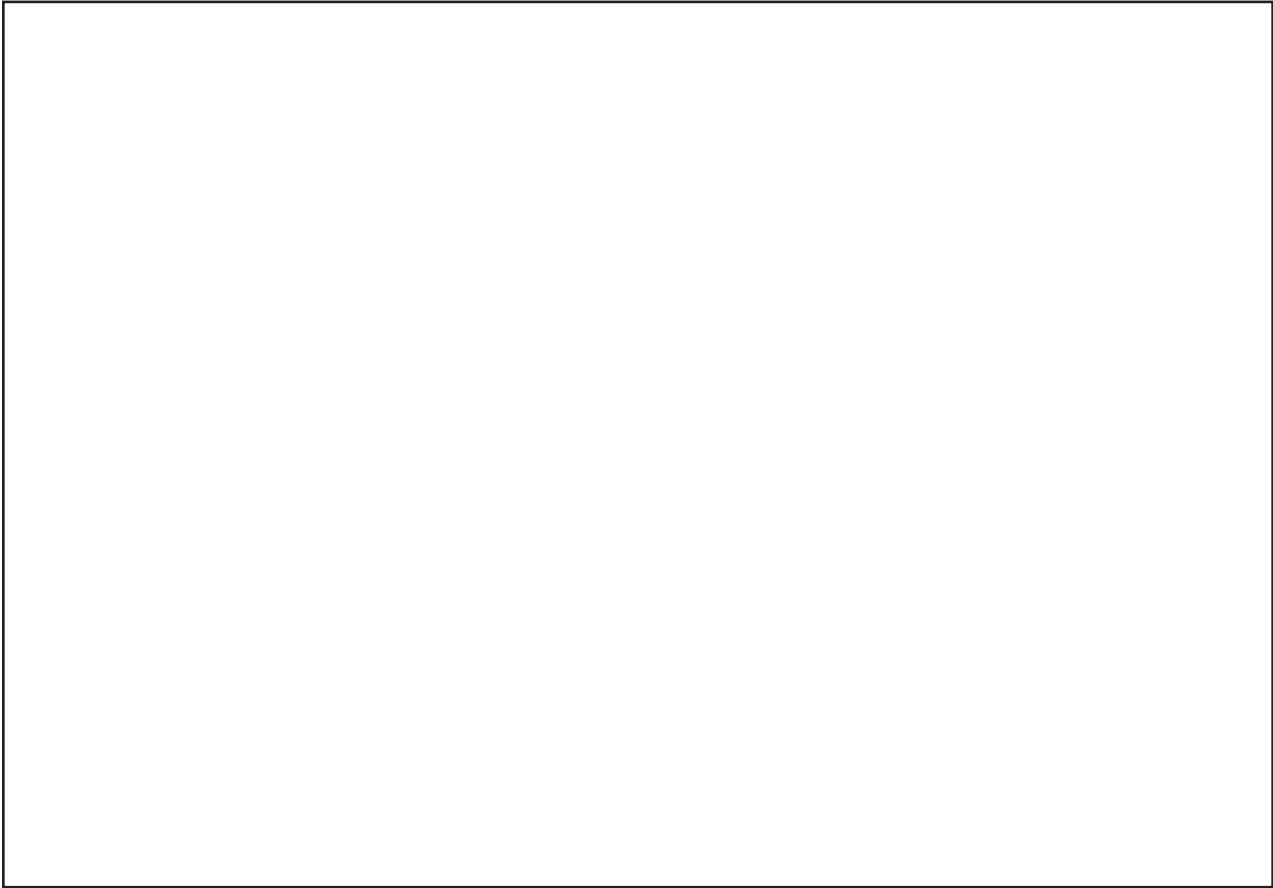
April

- 1 **ASA:** “*Forms and Reports --1998-99,*” 9:30 am - 1:00 pm
Sturbridge Host Hotel, Sturbridge, MA
- 1 **ASA:** “*Loan Counseling Session,*” 2:00 pm - 4:00 pm
Sturbridge Host Hotel, Sturbridge, MA
- 8 **ASA:** “*Forms and Reports --1998-99,*” 9:30 am - 1:00 pm
American Student Assistance - Dr. Sylvia Q. Simmons Training Center, Boston, MA
- 8 **ASA:** “*Loan Counseling Session,*” 2:00 pm - 4:00 pm
American Student Assistance - Dr. Sylvia Q. Simmons Training Center, Boston, MA
- 15 **ASA:** “*Forms and Reports --1998-99,*” 9:30 am - 1:00 pm
Tara Ferncroft Hotel, Danvers, MA
- 15 **ASA:** “*Loan Counseling Session,*” 2:00 pm - 4:00 pm
Tara Ferncroft Hotel, Danvers, MA

Contact People and Numbers

For information regarding any of the above training sessions, or for one-on-one training sessions, please note the following contact people and numbers:

- ASA:** **Jeanette Langham**, Training Assistant, (800) 999-9080, ext. 3099
- CSLF:** **Thomas P. O’Hare**, Manager of Client Services, (617) 598-6023
- MEFA:** **Scott Prince**, External Relations Manager, (617) 261-9760, ext. 214
- USA Group:** **Craig P. Anderson**, Senior Marketing Representative, (317) 578-6359



Year 2000 - Are You Ready For It?

Kate Northway
Assistant Director, Student Financial Services
Northeastern University
cnorthwa@lynx.neu.edu

Did you know that.....?

- Only 1 in 5 major employers has launched a full-fledged strategy to achieve Year 2000 compliance.
- 2 out of 3 lack a detailed plan.
- 7% have already experienced a Year 2000 computer failure.
- 82% have underestimated the cost of the fix.
- 77% have changed their approach to the problem since they started.

(Note: The above statistics were taken from Y2K WIRE, New York, NY, December 17, 1997)

The year 2000, also known as Y2K, is quickly coming upon us. Will your institution be ready technologically? Each of us constantly struggles to keep on top of changing federal and state regulations, as well as new institutional policies and procedures, while continuing to foster individual professional development. However, how many of us have really stopped to consider the technological impact the turn of the century will have on all of our lives?

The above statistics are new and surprising for some of us but devastating to everyone. "The Year 2000 problem needs to be taken more seriously because 1998 is the last chance to solve it," said Jim Woodward, senior vice president of Cap Gemini, a market leader in Year 2000 services. "Year 2000 is a high priority in ... technology organizations and conversions must begin now. America is disturbingly behind schedule in dealing with the Year 2000."

Here are some suggestions and ideas about ways in which your school should be or, hopefully, already is planning for the year 2000.

What is affected?

1. Do you have an inventory of all of your systems?
 - a. Main frames
 - b. Micros
 - c. PCs
2. What versions of your vendor software do you need?
 - a. Compilers
 - b. Operating system
 - c. Off the shelf software
3. Do you have any embedded failures? -- e.g. BIOS on your PC
4. Does your company use embedded dates? -- e.g. invoice or contract numbers

Continued on page 19



5. How will you test your changes?
 - a. Do you have test hardware, where you can set the system date to 2000?
 - b. Are you able to age your data and, if so, how will you do it?
 - c. Do you have a test bed?
6. What about outside interfaces?
 - a. Will they send you a 4-digit year?
 - b. If you or they are using windowing -- are you using the same window values?
 - c. Can the systems receiving your information handle the year 2000?
7. Beware of changing windows in vendor software (e.g. the date window changed from Office/95 to Office/97).

How do you know how big your Y2K problem is?

Determining the impact of the Y2K phenomenon on an organization is crucial to securing the appropriate amount of funding and resources necessary to resolve it. This is especially true with the limited time remaining (less than 150 weeks). A focused impact assessment can significantly maximize solution implementation effectiveness and minimize delivery cost.

Battelle Memorial Institute offers us a set of steps to chart our progress in order "to provide a timely correction and ensure ... greater productivity in the twenty first century." Their methodology is that you will not know the size of your Year 2000 conversion job unless you accurately assess your system(s).

1. Identification

The first step is to identify all of your systems. You must not forget the ones developed and maintained outside your IS department. You may elect to ignore those in the renovation phase (step 4) but they still need to be identified as potential failures. You also need to identify all the interfaces internally and externally. These may be possible to change but, more than likely, you will have some that you will not be able to coordinate a change with.

2. Analysis

Once all the systems and subsystems have been identified, you need to analyze the scope of the problem. During this phase you may identify systems that are no longer used or that should be redeveloped. This will assist you in step 4. Once you have analyzed the systems, you need to prioritize the needed changes. You then need to assess the impacts of this change to the current business development.

3. Testing

Testing is a crucial step and should not be underestimated. It is not unreasonable to devote a full year of testing to ensure that the selected correction has remedied the Year 2000 change. Testing time will be needed to validate the full suite of applications covering a complete year's cycle. Special care is also given to system interfaces.

Testing should start early. Early testing gives you the following advantages:

- a. Your test bed, which currently doesn't exist, will be complete. If it did exist, you would have already corrected your Year 2000 problems.
- b. You will have a baseline. This will help in identifying new problems created by the changed code.
- c. It will help quantify the scope of the problem.
- d. You may find some systems or programs that do not need to be changed.
- e. Time for testing is usually squeezed. By starting early, proper testing will take place.

4. Retire/Redevelop/Renovate

- a. You may elect to retire old programs or entire subsystems. This decision may be as simple as identifying unused programs or reports and deleting them. It may also be based on an economic decision. This subsystem will not return the investment required to make it Year 2000 compliant.

Continued on page 20

- b. Secondly, it may be decided to redevelop a sub-system. Such a decision may provide an opportunity to move a mainframe application to client/server.
- c. The third option is to renovate the current system.

5. Implement

Now it's time to put your changes into production. Here we need to remember all those interfaces that we had no control over. Knowing where we don't need to look, saves vast amounts of time. And then, based on the results of the analysis, knowing exactly where we need to focus our professional attention makes best use of our intellectual resources. By following the plan you will not miss any steps.

Reports have shown that following an outlined plan could help reduce the amount of conversion time from years to months. Although there are many types of outlines for assessing Y2K at your institution, it is important to make sure that you, or your IS department, has an outline, regardless of what type it is.

The questions that you should be asking within your own college or university are: Have you sat down with your computer programmers, contracted inside and outside your school, to prepare for the year 2000? What is your plan? ●

1998-99 MASFAA Election Results

Congratulations to our newly-elected officers! Best wishes as you assume your new duties on July 1, 1998!

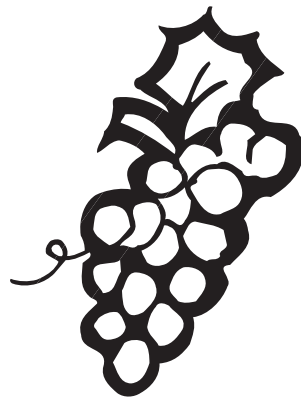
President-Elect:	<i>Katherine M. Nolan</i>	Director of Financial Assistance, Bentley College
Treasurer:	<i>Richard A. Dutilly</i>	Director of Financial Aid, Framingham State College
Executive Council Members:	<i>Jane L. Abbott</i>	Director of Financial Aid, Greenfield Community College
	<i>Carrie E. Glass</i>	Director of Financial Aid, Regis College
	<i>Michael W. Wildeman</i>	Director of Student Financial Services, Northeastern University

On behalf of MASFAA, the 1998 Nominating Committee would like to thank all those who agreed to run for office! We greatly value their past contributions and respect their leadership skills.

We hope that they will continue to be involved and to serve as leaders within the Association.



Have You Heard it Through the Grapevine?



The *MASFAA Newsletter*
wants the scoop on you and
your colleagues!

Please send your (or anyone else's!)
personal and professional news
to either of the Newsletter Editors.

See back page for contact information.

Improving Student Perception of the Financial Aid Office

(Editors' note: The following has been reprinted in part from the "Special Interest" section of the Financial Aid Information Page (www.finaid.org) maintained by Mark Kantrowitz.)

Have you been looking for ways to improve the image of your Financial Aid Office? Here's how!

- Become a guest speaker at a student government assembly meeting. If they know who you are, they're more likely to talk to you before going up the university hierarchy. This meeting could also be a good opportunity to educate student leaders about financial aid, and answer any questions they might have.
- Talk to the editor of the student newspaper. Do an interview. Offer to have a staff member assist with the writing of a column about financial aid (or even write it). When interviewing, be careful about the difference between "on record" and "off record."
- Create a financial aid advisory board including students, faculty and administrators. Avoid having too many people on the advisory committee, but try to get a representative sample of the campus community. For example, be sure that the students include both undergraduate students and graduate students. It is also helpful to have students, of both genders, who are foreign students, minority students, and married students, to ensure that you get a variety of perspectives. Likewise, make sure that different disciplines such as the humanities and the sciences are included.
- Compile a list of frequently asked questions (FAQs) and generate polished answers for those questions. Produce a brochure containing these FAQs that can be distributed to the students.
- Anybody who answers the phone should be trained in proper telephone etiquette.
- Every month, send a survey to the students who used your office recently, and ask them to rate different aspects of the office and to report any problems which weren't resolved to their satisfaction. Use these comments to improve the operation of your office from a student perspective.
- Constantly refer students to 1-800-4-FED-AID. Students would rather call a toll free number at their convenience than stand in line to wait for an answer.
- Assign one member of your staff as an ombudsman with responsibility for addressing student problems that "fall through the cracks."
- If there have been major changes in your financial aid office (e.g., major changes in staff or procedures), send a letter or bulletin to all the students. Try to keep them informed of any and all changes that will affect them.
- Create a bulletin board of scholarship opportunities.
- Produce a monthly financial aid newsletter, and send it to all students to keep them informed.

Spring into Action!!!



- Are you ready to embark upon your new financial aid journey? Pack your bags and register for the 1998 Novice Seminar.
- This all day workshop will provide the tools you need to become a seasoned aid professional. This year's workshop will take place at **Concord Academy** in early June.

Please watch your mail for more details

The College Board

1998 Summer Institute on Financial Aid Administration

July 26 - July 31, 1998
Ferncroft Conference Resort
Danvers, Massachusetts

For more information about the Institute or for registration materials, please call Rosalie Curcio at the New England Regional Office of the College Board at (781) 890-9150 or send e-mail to rcurcio@collegeboard.org.



Calendar

Here's What's Happening...

April

14 Executive Council Meeting
College of the Holy Cross

May

12 Executive Council Meeting
College of the Holy Cross

17-20 EASFAA Conference
Washington D.C.

June

12 Novice Seminar
Concord Academy

16-17 Electronic Aid Office Workshop
ED Regional Training Facility, Boston

25-26 Electronic Aid Office Workshop
ED Regional Training Facility, Boston

*Happy
St. Patrick's
Day*

The MASFAA Newsletter

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