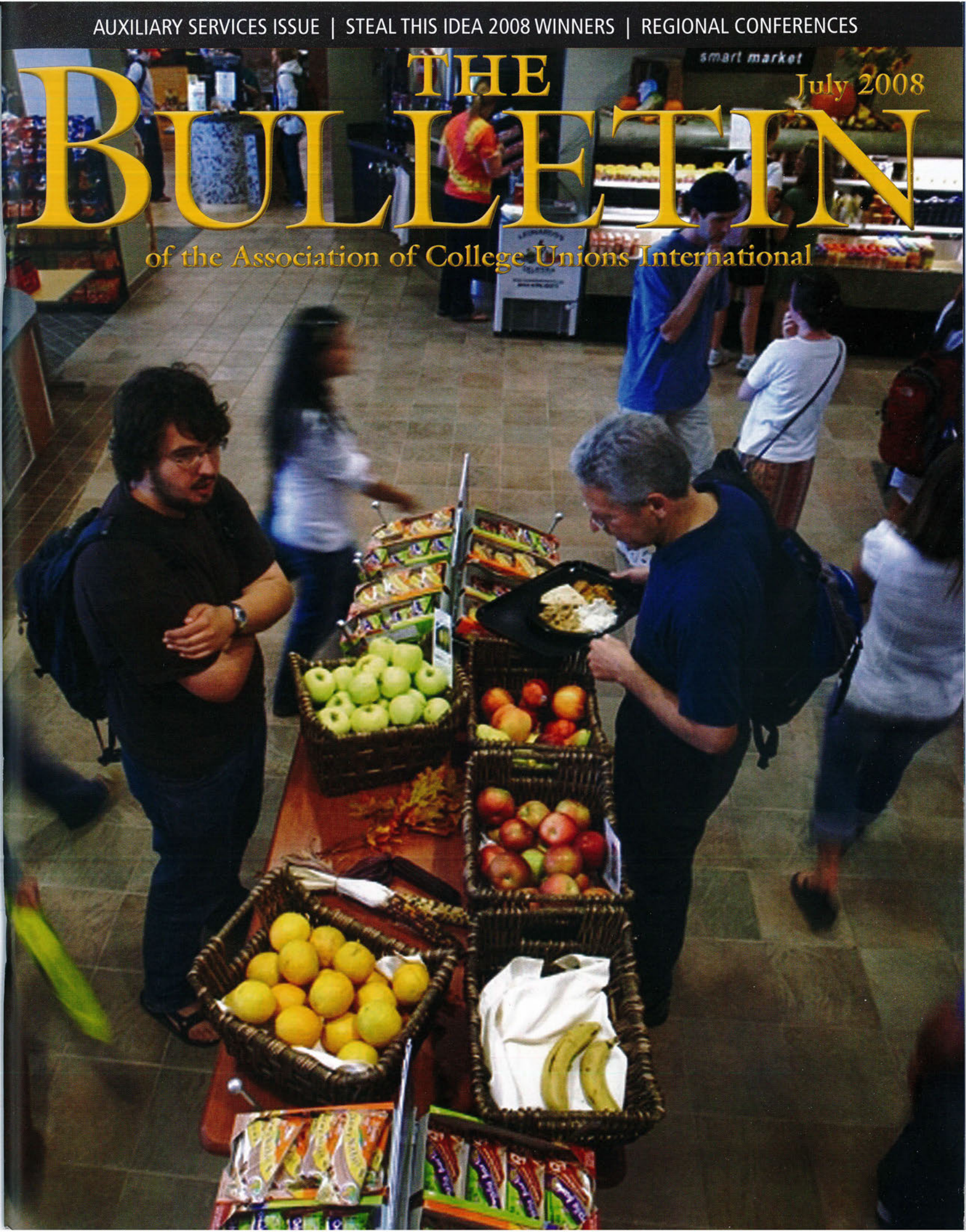


THE BULLETIN

July 2008

of the Association of College Unions International



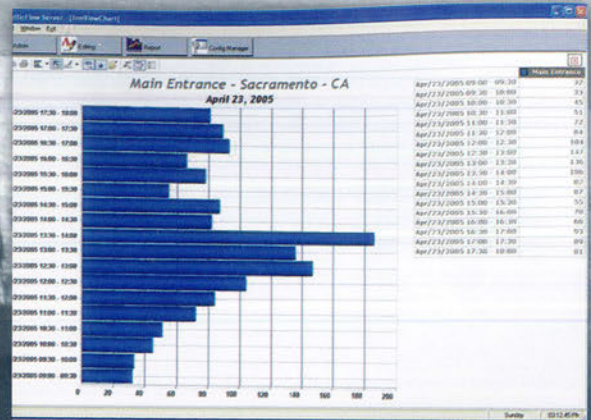
How many people come through your doors each day?

Walker Wireless People Counters available exclusively from **ACUI Procure!**

Eliminate human error and delays in data analysis!

For more information about people counters, call ACUI Procure at 812.245.8070 or e-mail save@acui.org.

ACUI **procure**
www.acui.org/procure



TRAFFICFLOW Performance

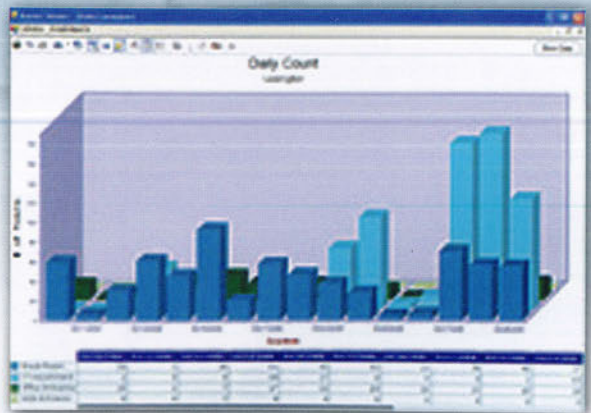
Data Import Settings

Import Data Every: 00:00:00

Schedule: Select Time: 11:30:00

Select Days: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Select All

Buttons: Save And Exit, Import Now, Exit Without Saving



THE BULLETIN

July 2008, Vol. 76, Issue 4

16

Made in Vermont: From slate to sushi, college union goes local

by Jeff Wakefield

When University of Vermont students called for the institution to integrate sustainability throughout the new Davis Center, they accepted that doing so would likely increase costs to consumers. However, through win-win partnerships with local growers and service providers, prices are not noticeably higher, waste is minimized, and buyers can feel good about giving back to the local economy.

THE CENTRE

24

Take a Number:
The relationship
between waiting in line
and customer service

by Elizabeth Beltrami

32

Beyond the Buzz:
Higher education leader offers
insight into sustainability

Interview by Bob Mindrum

36

Steal this Idea 2008

ASSOCIATION NEWS

50

ACUI regional conferences

51

College Bowl program
suspended indefinitely

52

2008 results for ACUI
recreation and leisure
activities competitions

54

Public policy update

56

Central Office emphasizes
membership with new hire

4

Contributors

Meet the authors from
this issue of *The Bulletin*

5

Kiosk

An assortment of fun
facts and quick information,
including the ACUI
educational calendar, The
List, and Check this Out

10

Boardroom

Columns from the
ACUI president and the
ACUI executive director

58

Union Spotlights

The Commons at Lone
Star College–Montgomery
and the Ray Van Den
Heuvel Family Campus
Center at St. Norbert
College

60

Pro-File

A Q&A with
Corbin Smyth,
Indiana University

"The illiterates of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

— Alvin Toffler



Being a better customer and citizen

Every year I eagerly anticipate the opening of the Bloomington Farmer's Market. Held adjacent to one of the city buildings, dozens of vendors set up booths on Saturday mornings to sell everything from beeswax candles to arugula. Several bands can be heard over the sounds of neighbors meeting, shoppers haggling, and kettle corn popping in huge copper drums.

While the farm-fresh eggs, just-baked scones, and homemade barbeque sauce might be popular among some market-goers, I can usually be found near the local produce. I'm not much of a chef, but fresh herbs can make anything taste better, especially when served with sweet corn (just boil water!), tomato and onion salad, and for dessert, berries over ice cream. On Saturday mornings, my grocery bag is filled with these items, all purchased directly from local growers.

The cover story for this auxiliary services edition of *The Bulletin* talks about the importance of buying local. The University of Vermont used a substantial amount of locally obtained building materials for its new Davis Student Center, the first-ever college union to earn a LEED Gold rating from the U.S. Green Building Council. But the Davis Center didn't stop there; additionally, it carried on the "localvore" concept even once the facility was complete, using partnerships with local growers to source produce for its food service (p. 16). This turned out to be a sustainable and smart business practice for the campus.

On p. 32, sustainability expert Tom Kelly highlights such partnerships as one way to integrate sustainability throughout the college campus. However, he emphasizes that sustainability is not just an environmental concept; it is a framework for a new kind of experiential learning in higher education. Kelly's discussion highlights the social aspects of sustainability, with the goal of creating a better community in which to live and work.

Finally, I've written an article about another social concept: the line (p. 24). Lines are ubiquitous in the services we encounter on a daily basis. However, I never understood why I found a disorderly clump of people around a table at the farmer's market to be so irksome. And I certainly never considered that I barely noticed such disorder when waiting in line near the performance space versus a back corner of the plaza. These are emotional reactions to the experience of waiting in line. If service-providers understand these issues, they can take the appropriate steps to improve customers' experience—like similar to how the farmer's market turns a shopping expedition into a leisurely Saturday pastime.

My penchant for such foods as coffee, citrus fruit, and seafood determines the likelihood that most of my groceries will continue to come from far-away places. Therefore, beyond the environmental implications of these purchases, I will continue to rely on service-providers other than the farmer's market. This means there will always be ways I can reduce my carbon footprint, and there will always be times when I will need to have greater patience and acceptance while waiting for service. So, in addition to improving our customer service and limiting our environmental impact as service providers, we can each be better customers and citizens too.

Elizabeth Beltramin



BOARD OF TRUSTEES

PRESIDENT, Rich Steele
Georgia Institute of Technology, rich.steele@stucen.gatech.edu
PRESIDENT ELECT, Donald E. Luse
University of North Carolina—Chapel Hill, used@email.unc.edu
AT-LARGE MEMBER, David Barnes
James Madison University, barnesda@jmu.edu
AT-LARGE MEMBER, Adam Burden
The Ohio State University, burden.37@osu.edu
LEGAL COUNSEL, Mark Guthrie
University of Wisconsin—Madison, mcguthier@wisc.edu
AT-LARGE MEMBER, Alana Hamlett
Indiana University—Bloomington
ashamlet@indiana.edu
EX OFFICIO MEMBER, Marsha Herman-Betzen
ACUI Central Office, mherman@acui.org
PAST PRESIDENT, L. Lincoln Johnson
University of Washington, llj@u.washington.edu
AT-LARGE MEMBER, Thomas Lane
Missouri State University, thomaslane@missouristate.edu
AT-LARGE MEMBER, Holly F. Sateia
Dartmouth College, holly.sateia@dartmouth.edu
AT-LARGE MEMBER, TJ Willis
North Carolina State University, tj_willis@ncsu.edu

ACUI CENTRAL OFFICE

EXECUTIVE DIRECTOR, Marsha Herman-Betzen, mherman@acui.org
DIRECTOR OF FINANCE AND ADMINISTRATION, David Teske, dteske@acui.org
FINANCIAL SERVICES COORDINATOR, Scott Testy, stesty@acui.org
ADMINISTRATIVE SYSTEMS MANAGER, Karen Bazur, kbazur@acui.org
WEB DEVELOPER, Kevin Mauer, kmauer@acui.org
DIRECTOR OF EDUCATIONAL PROGRAMS AND SERVICES, Michelle J. Smith, mjsmith1@acui.org
DIRECTOR OF MEMBER SERVICES, Zack Wahlquist, zwahlqui@acui.org
DIRECTOR OF MEMBERSHIP DEVELOPMENT, Jason Cline, jascline@acui.org
MEMBERSHIP DATA AND SERVICES COORDINATOR, Nicole Brooks, nbrooks2@acui.org
CUSTOMER SERVICE COORDINATOR, Helen Colosimo, hcolosim@acui.org
DIRECTOR OF COMMUNICATIONS, Elizabeth Beltramini, ebeltram@acui.org
MARKETING DESIGNER, Andrea Langeveld, alangeve@acui.org
EDITORIAL AND DESIGN ASSISTANT, Elizabeth Stringer, elstring@indiana.edu
DIRECTOR OF CORPORATE PARTNERSHIPS, Martha J. Blood, mblood@acui.org
VENDOR AND MEMBER SERVICES MANAGER, Ty Franke, tyfranke@acui.org

THE BULLETIN STAFF

MANAGING EDITOR, Elizabeth Beltramini, ebeltram@acui.org
MARKETING DESIGNER, Andrea Langeveld, alangeve@acui.org
EDITORIAL AND DESIGN ASSISTANT, Elizabeth Stringer, elstring@indiana.edu

One City Centre, Suite 200
120 W. Seventh St.
Bloomington, IN 47404-3839 USA
812.245.ACUI • Fax 812.245.6710
acui.org

The Bulletin covers issues relevant to the college union and student activities profession, and provides members a forum to exchange ideas and opinions through letters and columns. The Bulletin is a publication of the Association of College Unions International, ISSN 0004-5659,

July 2008, Vol. 76, No. 4

Copyright ©2008 ACUI. Periodical postage is pending at Bloomington, Ind.

Permission to reproduce, distribute, or post any part of The Bulletin must be obtained in writing from the managing editor.

The Bulletin is issued six times a year, in January, March, May, July, September, and November. Annual subscription for libraries is US \$50 and international institutions is US \$65. ACUI institutional and associate members receive The Bulletin at an individual subscription rate of US \$60, payment of which is included in annual membership. Individual student members receive The Bulletin at a subscription rate of US \$20, payment of which is included in annual membership.

POSTMASTER: SEND ADDRESS CHANGES TO ACUI, ONE CITY CENTRE, SUITE 200, 120 W. SEVENTH ST., BLOOMINGTON, IN 47404-3839.

ADVERTISING SALES

Martha Blood
One City Centre, Suite 200, 120 W. Seventh St.
Bloomington, IN 47404-3839 USA
e-mail: advertise@acui.org
812.245.8070 • Fax 812.245.6711

ps
event furniture™

Introducing a new line of
PS Event Furniture
Portable Lecterns!



Lectern One Series with
Dark Cherry Finish



Lectern Two Series
with Natural Oak Finish



LT3 with Dark
Cherry Finish

your one source
for portable event furniture

800.762.0415
palmersnyder.com

ACUI **procure**
a smarter way to save
To view college & university products, visit our Shop by
Market/College section of our website.



CONTRIBUTORS



Elizabeth Beltramini

Elizabeth Beltramini serves as director of communications for ACUI and as the managing editor for all ACUI publications. Liz is also responsible for website content as well as all ACUI marketing efforts and communications. Originally from Arizona, Liz started with ACUI in October 2002 after receiving her degree in journalism from Indiana University.



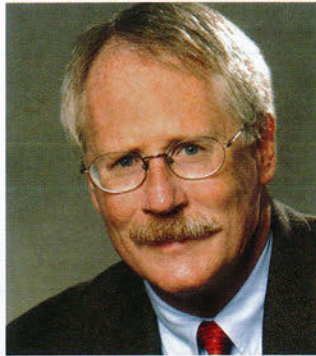
Tom Kelly

Tom Kelly, Ph.D., is chief sustainability officer (CSO) and director of the University Office of Sustainability at the University of New Hampshire. He also works with the New Hampshire Center for a Food Secure Future; the Institute for the Study of Earth, Oceans, and Space on Carbon Solutions New England; and the Advisory Council for the Association for the Advancement of Sustainability in Higher Education (AASHE). He is a founding member of the Northeast Campus Sustainability Consortium.



Bob Mindrum

Bob Mindrum is director of the Purdue Memorial Union at Purdue University, and he has served ACUI in many capacities including president in 2006–07. He met Tom Kelly at the National Association of College and University Food Service's Visioning Summit in February 2008. During this experience, he was struck by Kelly's passion and insight into sustainability's close connection to ACUI's core mission of community building.



Jeff Wakefield

Jeff Wakefield is associate communications director at the University of Vermont. He holds a bachelor's degree from the University of Massachusetts. Before coming to UVM in 1999, he worked as a senior manager in public relations firms in Burlington and Boston, specializing in education. His clients included McGill University, New England Conservatory, New England Culinary Institute, the School-to-Work programs in Vermont and Rhode Island, and the Vermont Department of Education.

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
<p>The Bulletin Administration, finance, and management edition with Renovation and Construction Showcase</p>	<p>Feb. 8–9 Regional Leisure Activities Region 6</p> <p>Feb. 15–16 Regional Leisure Activities Region 4</p> <p>Feb. 16 Regional Leisure Activities Region 3</p> <p>Feb. 16–20 National Association for Campus Activities national convention St. Louis, Mo.</p> <p>Feb. 21–23 Regional Leisure Activities Regions 13 and 15</p> <p>Feb. 22–23 Regional Leisure Activities Regions 2, 5, 7, 8, 9, 10, 11, 12, and 14</p> <p>Feb. 29–March 4 National Association of College Stores Campus Market Expo San Antonio, Texas</p>	<p>March 8–12 National Association of Student Personnel Administrators Annual Conference Boston, Mass.</p> <p>March 16–19 ACUI Annual Conference New Orleans</p> <p>March 27–31 Honda Campus All-Star Challenge Orlando, Fla.</p> <p>March 29–April 2 ACPA: College Student Educators International Annual Convention Atlanta, Ga.</p> <p>The Bulletin What's new in college unions and student activities showcase</p>	<p>April 2–5 College Unions Poetry Slam Invitational University of New Mexico</p> <p>April 2–5 National Intramural-Recreational Sports Association Annual Conference Austin, Texas</p> <p>April 10–13 40th Annual Intercollegiate Clay Targets Championships San Antonio, Texas</p> <p>April 10–13 College Table Tennis National Championships Rochester, Minn.</p> <p>April 22 Becoming a Resonant Leader Webinar</p> <p>April 23 Copyright/Fair Use Issues in the College Union Webinar</p> <p>April 25–27 National College Bowl Tournament Macalester College</p>	<p>May 25–30 National Association of International Educators Annual Conference Washington, D.C.</p> <p>The Bulletin Facilities and operations edition</p>	<p>June 28–July 2 Indiana Professional Development Seminar Bloomington, Ind.</p>
JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<p>July 20–25 Institute for Leadership Education and Development (I-LEAD®) Bloomington, Ind.</p> <p>The Bulletin Auxiliary services edition with Steal this Idea special feature</p>	<p>Aug. 3–5 Innovative Marketing Solutions for the Campus Community Cosponsored with NACAS University of Minnesota–Minneapolis</p>	<p>Sept. 21 Programmer's Drive-In Workshop Four locations</p> <p>Sept. 28–Oct. 1 ACUI Institute: Contract Negotiation & Management Purdue University</p> <p>The Bulletin Campus life and program management edition</p>	<p>October ACUI Regional Conferences (see p. 50)</p>	<p>November ACUI Regional Conferences (see p. 50)</p> <p>Nov. 2–5 National Association of Campus Auxiliary Services Annual Conference Chicago</p> <p>The Bulletin Conference edition</p>	<p>Dec. 7–10 Women's Leadership Institute Ritz-Carlton Amelia Island, Fla.</p> <p>Dec. 11–14 ACUI 2020: Vision for the Future of the Profession</p>

2008

2008



WE WANT TO HEAR FROM YOU!

If you have comments or suggestions about *The Bulletin*, e-mail us at acui@acui.org with the subject line "Bulletin: Mail Room." Please include your name, title, and institution. Letters chosen for publication may be edited for length and clarity.

YOU ASKED FOR IT

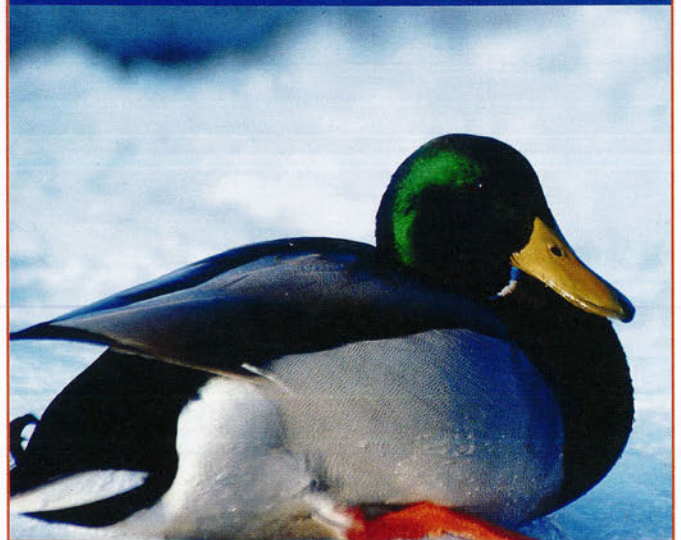
The backbone of ACUI publications is writing by members. Writing is a valuable form of professional development. Whether you choose to write about an area of expertise or a program you helped coordinate, your information may interest and help colleagues. Hot topics that need writers include managing wedding services, strategies for dealing with challenging employees, transitioning to centralized scheduling, and successful indoor recreation programs. For submission guidelines or more information, e-mail ebeltram@acui.org.

THE LIST

Five oddest things left in a guest room at the Iowa House Hotel in the Iowa Memorial Union

- ✗ A live duck.
- ✗ Thirty pairs of soaked men's boxers.
- ✗ Crockpot full of chicken and rice in the closet.
- ✗ Propane camping stove complete with propane tank.
- ✗ Suitcase full of rocks.

Submitted by: Randy Mosier, Housekeeping Supervisor, University of Iowa



STATS

DID I OFFEND YOU?

A poll by Harris Interactive shows what statements Americans found offensive.

Michael Richards using racial slur during comedy act in 2006

69%

Don Imus referring to Rutgers female basketball players with racially and sexually demeaning terms

64%

Mel Gibson's use of Jewish slur while being pulled over in 2006

63%

Isaiah Washington using a homosexual slur when referring to co-star in 2007

54%

Rush Limbaugh calling Sen. Barack Obama "Obama Osama" on radio

50%

SOURCE: http://www.harrisinteractive.com/harris_poll/index.asp?PID=784



CHECKTHISOUT

Is this seat taken?

Creating effective rooms set-ups

- ✘ Ever wondered the differences between different room designs? Check out this informative document to learn about different set-up styles and when you should use each type: <http://www.experient-inc.com/solution/publications/convene/Conferon.chap.07.pdf>
- ✘ If you are looking for quick room set-up suggestions, visit docle.com. Here, after answering a few questions about number attending and technology needed, the website provides you with two or three options, giving pros and cons of each: <http://www.dolce.com/meetings/roomselector.php>
- ✘ Adding food and drink to a room set-up can dramatically change style. Meetingsnet.com offers some advice on incorporating food tables: http://meetingsnet.com/food_beverage/strategy/insurance_setup_success/
- ✘ On the Thwing Center website, Case Western Reserve University provides diagrams of different room set-ups to consider when reserving a room for an event: <http://studentaffairs.case.edu/thwing/facilities/setups.html>
- ✘ SUNY–Oneonta offers specifics about meeting rooms online, allowing prospective users to see what technology is available as well as what type of programming is usually held there: <http://www.oneonta.edu/development/huntunion/Policies.asp>

LOSTANDFOUND

Excerpt from September 1996 *Bulletin*

THE POLITICS OF FOOD SERVICE

"The union must serve as more than a service provider if it is to help build a true community spirit on campus. It must be a gathering spot that draws people because 'good things happen'—such as laughter, camaraderie, inclusion, and connectedness—when they go there.

"In this context then, we must remember that food is not an impersonal product like a shirt or a book. Rather, it is a very personalized and highly subjective experience often played out in a social setting. The union food service program, in effect, is the setup for the lunch, dinner, or snack meeting. Even the so-called 'grab-and-go' customer really is not interested in socializing benefits from an effective union food service. When commuting students or the ones leaving campus for a job or academic internship have confidence that even their quick needs can be met on campus, then they are more likely to feel connected.



"This sense of connectedness—which occurs through involvement in a student organization, work as a student employee, or reliance on excellent services provided by the union—undergirds the quality of student life and thus contributes toward retention."

SUSTAINABILITY: SMARTS



Special SAY WHAT? edition

On p. 32, you can hear from an expert about the relevance of sustainability to higher education. Start the sustainability dialogue on your campus by practicing green speech.

CAP AND TRADE:

A market-based policy that mandates carbon emissions be "capped" at a predetermined level for any industry, after which companies within that industry can buy or trade carbon "credits"

CARBON NEGATIVE:

A process, lifestyle, or invention that removes a net amount carbon from the atmosphere

CARBON SINK:

Natural resources, such as the ocean, that absorb large amounts of carbon dioxide from the atmosphere

CLEAN TECH:

Companies that focus on efficiency and the reduction of environmental impacts

COAL GASIFICATION:

The industrial process of breaking coal into its component parts, hydrogen and other gases, before burning; this is believed to be a clean method

DISTRIBUTED GENERATION:

Electricity made near where it is used, such as solar installations on a house, as opposed to depending on large power plants

ECOLABEL:

A seal of green approval by a private or government certification organization

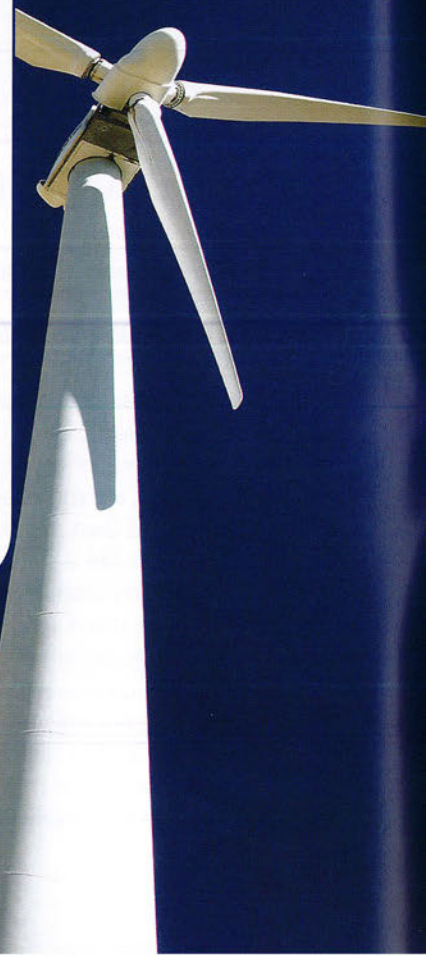
INTERMITTENCY:

A challenge that effects some renewable energy technology; for example, a wind turbine's output can be compromised by sporadic winds

TRIPLE BOTTOM LINE:

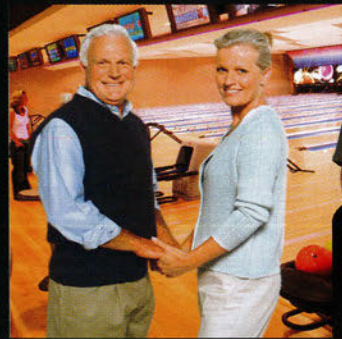
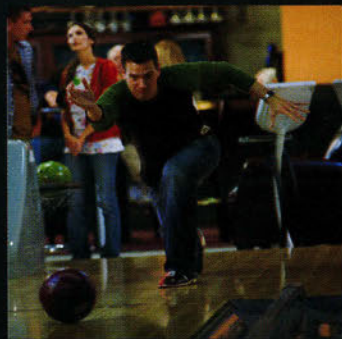
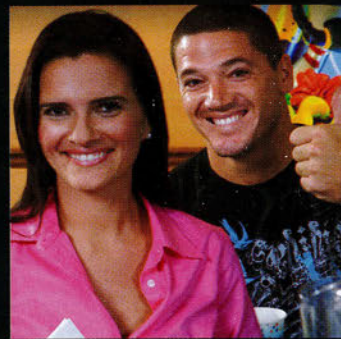
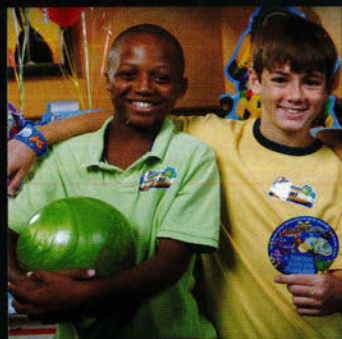
Considering not only financial results, but also social and environmental when analyzing a business

SOURCE: The New York Times Magazine, The Green Issue, 2008



STARRING

THE REVOLUTIONARY BOWLER ENTERTAINMENT SYSTEM



BES OFFERS UNMATCHED ON-LANE ENTERTAINMENT FOR EVERY MARKET SEGMENT TO GROW YOUR BUSINESS.

The only Bowler Entertainment System on the market today, no other system provides such a unique, fresh customer experience for each segment of your market. With up to 14 exciting environments and 11 fun games, see how BES can help you provide on-lane entertainment for every kind of customer to drive repeat visitations and an increased number of games played.



QUBICAAMF

THE POWER OF PARTNERSHIP

Worldwide Headquarters: 8100 AMF Drive - Mechanicsville, VA 23111 - USA - tel. (804) 569-1000 - fax: (804) 559-8650 - toll free 1-866-460-QAMF (7263) - European Headquarters: via della Croce Coperta, 15 - 40128 Bologna - ITALY - tel. +39 051.4192.611 - fax +39 051.4192.602
www.qubicaamf.com - info@qubicaamf.com

A little confused

BY RICH STEELE
GEORGIA INSTITUTE OF TECHNOLOGY

In the past five years or so, I have developed a condition that could be described as “budget cognition dysfunction.” It is a rare form of dementia whereby I have absolutely no idea what year it is. I have pinpointed the source of the condition. Let me describe how this happens.

During the first semester of the academic year, we begin our budget planning cycle for the following fiscal year. So, in late 2008, while in fiscal year 2009, we will plan the budget for fiscal year 2010 based on actual results from fiscal years 2007 and 2008 and also show projections for fiscal years 2011 and 2012. Sound familiar? I believe it is warranted to blame the budget for this problem.

Of course, this planning goes on for months and by the time the calendar actually rolls over to 2009, I am fully exhibiting the signs of my cognitive dysfunction. This is evident anytime I need to date something. I feel an overwhelming sense of discomfort when writing the year. I ask anyone around, “What year is it?” They look at me dubiously as they sense my disbelief in their answer. It gets even better if someone asks me a question about “last year,” and I have to ask, “What year would that have been?” I am obviously a little confused.

My personal problems aside, it is certainly a worthy effort to ponder the past, assess the present, and plan for the future, especially with financial matters. Indeed, this is one of the primary tasks for the ACUI Board of Trustees.

Under the leadership of Adam Burden of The Ohio State University, the Finance Committee is charged to ensure that the organization is in good fiscal health. The committee meets monthly with the full membership of the board to review financial statements, approve budget amendments, assist with the preparation of the annual budget, assess financial opportunities, and establish financial policy.

At Georgia Tech, our business manager gets his work-outs by hauling around a shopping basket full of overstuffed budget binders to meetings around campus. This ritual ensures that he has any tidbit of spending or revenue history at his fingertips as we plan for the future.

Conversely for the board, Dave Teske, ACUI director of finance and administration, provides a robust spreadsheet that can produce just about any historical information with a swift click of the mouse. There is no shuffling through reams of paper or frantic clicking of calculator keys. Just a single computer screen or one printed page (albeit tabloid size) to see four years past, the current year, and five years forward. This is a software tool that truly helps the board make better financial decisions.

Reviewing line-item expenditures is not really what the board is about; ACUI Executive Director Marsha Herman-Betzen relies on the board to establish strategic direction for financial matters. In 2003, the board updated a policy regarding the ACUI contingency reserve fund. God forbid that the annual conference is ever cancelled due to weather or labor strike, but we must be prepared for the worst. The balance of the contingency reserve fund has grown to more than \$240,000 in just a few years, and we are well on our way to reaching the goal: 50 percent of the annual operating expenses (a goal of approximately \$1 million).

As a new professional, I learned several interesting facts about money. I never knew that the color of money was important or that each color had a unique set of rules about how it could be spent. I had never thought about the importance of what bucket the money is placed and why it might be important to move some money from one bucket to another. I had always operated in what I learned was called the “big pot” theory.



You may be pleased to hear that your contributions to the ACUI Education and Research Fund are indeed located in a bucket separate from regional funds, which are separate still from general operating funds. ACUI has three buckets. But knowing that there is power in numbers, the board established an investment policy in 2007 to take the "big pot" of available cash and put it to work. The earnings from these investments are then reallocated to the three buckets.

Of course, the "big pot" is made up of several different colors of money, which each have special handling requirements. Some money gets spent quickly; other funds such as endowments are restricted and have the sole purpose of earning interest to be used to fund scholarships. So, the investment portfolio was spread into short-term and longer-term options with a conservative approach and minimal risk.

Two other financial concepts the board practices are: drilling down and disaggregating. ACUI finances are managed through six cost centers, and each of these operates like a small business. So, when more detail is needed for a certain revenue or expense data point, we can drill down into the details for each of the six cost centers. In doing so, we essentially divide a total into its collective parts, disaggregating the totals. These cost centers allow the Central Office to move revenue and expenses into the proper buckets to clearly show which activities are contributing to the bottom line.

In recent years, the Association has put considerable efforts into reviewing and, when necessary, improving our financial policies and procedures. Two separate task forces have addressed these issues in an effort to create consistent practices for all areas of the Association and to ensure the financial operations are being conducted in the membership's best interests.

Probably the most exciting financial discussion for the board is when we consider potential new revenue streams. It was almost a decade ago when the concept of ACUI Procure was developed. That original idea has morphed into what is now a successful corporate partnership program, run by Martha Blood, which contributes significantly to the revenue of the Association. Other ideas have been considered; some were implemented, some not, and some are still in consideration. But board and staff scrutiny ensures that only the most promising ideas go forth, and only if they will indeed enhance our mission or our association.

I do get a little confused with calendar years around budget time, but I can assure you that your Board of Trustees and Central Office staff work to eliminate all confusion when it comes to the stewardship of the funds you invest in ACUI.

2000?

2007

2002

1998

2003

2006

2010

Partnership: An old idea's new importance

BY MARSHA HERMAN-BETZEN



What do Barnum and Bailey, Procter and Gamble, Ben and Jerry, Abercrombie and Fitch, Black and Decker, and Batman and Robin have in common? You guessed it, they are famous partners.

There have been famous pairings throughout history from Antony and Cleopatra to Butch Cassidy and the Sundance Kid to Beavis and Butthead. However, as I discussed in a 1994 *Union Wire* column, mutually beneficial partnerships really took off in the 1990s when political, economic, and corporate entities developed strategic alliances at an accelerated pace. We can remember Bill Clinton and Boris Yeltsin announcing an economic partnership between Russia and the United States; Yasir Arafat and Yitzhak Rabin signing a peace treaty uniting Palestine and Israel; and the United States, Mexico, and Canada establishing the North American Free Trade Agreement to facilitate the importing and exporting of goods and services among the three countries. Even fierce competitors found ways to align with each other when Apple and IBM cooperated on the development of software that could communicate, and carmaker Nissan agreed to buy parts from its archrival Toyota.

The same quote I used in 1994, from futurist John Naisbitt's book, "Global Paradox," holds true today. Naisbitt (1994) says:

Competition and cooperation have become the yin and yang of the global marketplace. Like yin and yang, they are always seeking balance and always changing. Competition we know about. One thrust of the new cooperation, the new strategic alliances, is to carve out a piece of your world in which you agree to cooperate with your strongest competitor. (p. 95)

While it appears counterintuitive to suggest that there are ways in which business competitors might collaborate, there are actually sound reasons why this approach is necessary. As Naisbitt (1994) explains, modern orga-

nizational success lies in connections and intangible experiences, not only in physical assets and economies of scale:

The selection of strategic partners with whom to collaborate is now becoming a life or death issue for most firms. In the new economy, strategic alliances enable business to gain competitive advantage through access to a partner's resources, including markets, technologies, capital, and people. (p. 12)

Today, "partnership" has become even more of a buzzword as well as a sound and proven business principle. In 2008, two defense giants, Lockheed Martin and Boeing, created the industry's dream come true when they announced plans to work together on the Air Force's next-generation bomber. Their mindset is "half a pie is better than no pie." In fact, economist Alan Greenspan (2004) has said, "I have found no greater satisfaction than achieving success through honest dealing and strict adherence to the view that for you to gain, those you deal with should gain as well" (¶ 18).

"Star Wars" filmmaker George Lucas obviously does not underestimate the power of partnerships. U.S. movie giant Lucasfilm announced an alliance with toymaker Lego Systems more than a decade ago. After successfully joining forces to create Lego characters Luke Skywalker and Darth Vader, Lucas saw a familiar way to introduce a new generation to Indiana Jones during this year's release of the fourth film in the series. As Nancy Mullane (2008) reported for NPR, "They're putting the Indiana Jones sets next to 'Star Wars' on their website, in their stores, and in their magazine. And the campaign is working. Kids are craving it" (¶ 16). Lucas leveraged the existing connection between "Star Wars" characters and their Lego counterparts to sell Indiana Jones to youngsters who did not experience the magic of the original.

Partnerships also are proving successful in a more familiar arena: higher education. Faced with increased competition from the private sector, reductions in state support, insistence on quality improvement, and the ever-growing public outcry about rising tuition costs, colleges and universities are always looking for ways to do more with less. One of the best examples of higher education collaborations is the Auraria Higher Education Center, which serves the Community College of Denver, Metropolitan State College of Denver, and the University of Colorado—Denver.

Until Auraria was built, the three institutions were spread throughout the city with inadequate facilities. Options were limited for Denver residents who could not afford to leave home or needed a low-cost education that could be combined with work. Auraria was planned as a nontraditional campus, where a student theoretically could enter without a high school diploma at Community College of Denver, receive a four-year undergraduate degree from Metro State, and continue through a master's and Ph.D. program at the University of Colorado—Denver. (Auraria Higher Education Center, n.d., ¶ 3)

No single institution could have built as comprehensive a facility on its own. These three institutions identified their commonalities, and now working in tandem, can provide outstanding products and services to their constituents.

Higher education associations also have had a strong history of collaborating, even among organizations that have been long-established competitors. Since the mid-1990s, ACUI has worked tirelessly to position itself for the future by developing cooperative ventures with a variety of organizations. We have partnered with sister student affairs organizations to organize study tours to Ireland, Australia, and South Africa, drawing on the expertise of each educational partner. For example, on each of the study tours NASPA has been in charge of the faculty and curriculum, while ACUI has managed the logistics and delegate registration. Without exception, each study tour has been a successful revenue-generator for each participating association. Additionally, ACUI has two partner programs scheduled for this year: Innovative Solutions for the Campus Community (with NACAS) and the Women's Leadership Institute (with eight higher education associations), not to mention all the webinars available through our partnership with KRM. While each organization must agree to take a calculated risk with these ventures, it is always satisfying to collectively share the rewards from our collaborations.

College unions and student activities have begun to do the same. In 2003, the University of Wisconsin—Madison's Wisconsin Union partnered with the on campus dairy to develop and name a new ice cream in honor of the union's upcoming 75th anniversary celebration. Names and flavors of ice cream could be submitted online or in person. The recipes were tested, and a committee narrowed down the choices to five new ice creams. The delectable concoctions were prepared and members of the campus community were invited to taste each one and vote for their favorite. The winner was Union Utopia, a scrumptious vanilla ice cream laced with swirls of peanut butter, caramel, and chocolate. One of the best ways to tell the college union story is by building connections with another campus entity.

10 STEPS

to Successful Partnerships

1. The partnership must be voluntary in nature.
2. Partners must share a common interest.
3. A mutual dependency arising from sharing risks, responsibilities, resources, competencies, and benefits should be established.
4. There must be understanding between the parties that the total is greater than the sum of its parts.
5. Each party must be explicitly committed to the project.
6. Working together at all levels from initiative to implementation to evaluation is vital.
7. There must be an environment of complementary support.
8. A commitment to sharing competencies and resources should be fundamental.
9. Good communication must be practiced and refined.
10. The partnership should operate in an environment of respect and trust.

SOURCE: http://www.1000ventures.com/business_guide/partnerships_main.html

Another great example of a partnership between the union and a campus department happened at Clemson University's Brown University Union. The student-run coffee shop Loggia Latte, opened for business in 2002. Through its partnership with the Clemson food science department, beans were roasted, classes were taught on business development, and the coffee shop went from on-campus learning lab to a small student-run enterprise.

We must continually find ways to expanding our relationships with our campus and corporate partners to find new ways to enhance each other's successes and minimize our threats. We need to be the leaders in forming partnerships with academic departments as well as others in student affairs. How about reaching out to our competitors in the community at large, creating winning alliances and improving town-and-gown relationships along the way? Partners are well-known allies who are united with each other in a sphere of common interest, sharing monetary, professional, and personal risks and rewards. John Naisbitt best summarizes the importance of partnering: "The industry establishment and entrepreneurial upstarts alike are partnering at a dizzying pace, fully aware that no single company—and no single country—can alone be a successful player in the new global game" (p. 54).

We need to continue to seize every opportunity to be the true leaders in building campus community. This can be accomplished by tearing down the old barriers and boundaries that divide us from one another, keeping us in our all-too-familiar silos, and limiting our possibilities for interaction, cooperation, and growth. As Winston Churchill so eloquently stated, "If we are together, nothing is impossible. If we are divided, we all will fail."

REFERENCES

Auraria Higher Education Center. (n.d.). The Auraria campus: A brief history. Retrieved June 3, 2008, from <http://www.ahec.edu/campus/history.htm>.

Greenspan, A. (2004, May 13). Remarks by Chairman Alan Greenspan at the Federal Reserve Bank of Chicago's Money Smart Conference, Chicago, Ill. Retrieved May 29, 2008, from <http://www.federalreserve.gov/Boarddocs/Speeches/2004/20040513>.

Herman-Betzen, M. (1994, December). Competition gives way to cooperation. *Union Wire*, p. 2.

Mullane, N. (Reporter). (2008, May 19). Lego promo eyes new 'Indiana Jones' fans. On All Things Considered [Radio broadcast]. Transcript retrieved May 28, 2008, from the National Public Radio website: <http://npr.org>.

Naisbitt, J. (1994). *Global paradox: The bigger the world economy, the more powerful its smallest players*. New York: William Morrow and Co.



PARTS of Partnerships

- ✘ Clear and common goals based on mutual benefit
- ✘ Clear roles and responsibilities
- ✘ Understanding of resources, capacities, and constraints
- ✘ Open, regular, transparent communication
- ✘ Accountable structures for joint decision making and conflict resolution
- ✘ Evaluation and celebration of successes.

SOURCE: http://www.1000ventures.com/business_guide/partnerships_main.html



Hiring or hoping to be hired?

Check out the new ACUIRES Career Center

In addition to a completely redesigned job posting/job searching service, you'll find these new resources:

- * College union/activities-specific job descriptions
- * 2007-08 salary survey
- * 101 interview questions for student affairs
- * 20 tips for student affairs resumes
- * 10 topics to avoid during recruitment
- * Helpful hints for interviewing, including attire, handshakes, and how to exhibit poise during questioning

ACUIRES
career center

www.acui.org/career



MADE *in* V



VERMONT

From slate to sushi, college union goes local

CORECOMPETENCY

FISCAL MANAGEMENT, FACILITIES
MANAGEMENT, PLANNING



BY JEFF WAKEFIELD

Thomas Case opens the door and feels the chill of the walk-in cooler in a weather-beaten barn in Burlington, Vt.'s Intervale.

Passing by frosty plastic bags of carrots, boxes of glossy eggplant, and racks of knobby Brussels sprouts still on the stalk, he grabs two 4-lb. bags of mesclun, carries them into the daylight, and puts them into the back of a waiting car.

The Intervale is Burlington's fertile crescent, a 700-acre swath of silty agricultural land created by the floodplain of the looping Winooski River that nearly surrounds the area.

Dotted with small farms, the Intervale is an epicenter of the "localvore" movement. Case and partner Ben Dana are co-owners of Arethusa Farms, a certified organic, 16-acre operation; Arethusa Farms is an up-and-coming supplier of Burlington's growing appetite for locally grown food. The farm's clients are a mix of upscale restaurants, boutique retailers, a wholesaler, and many community members, who flock to Arethusa's stall on Saturday mornings at the local farmers' market.

But this batch of lettuce has a different destination. It's headed not for the enlightened palette of a Burlington localvore, but for the formidable maw of the multinational giant Sodexo, a contracted food service provider for the University of Vermont.

The story of Case—a progressive young farmer in jeans, checked shirt, and clogs—and Sodexo is also the story of the Dudley H. Davis Center. The \$61 million union opened on the University of Vermont campus in August 2007 and its team of passionate and creative colleagues changed the way business is traditionally done on college campuses.

Photo by Andy Duback



A funny thing happened

In 2003, the trustees approved the budget for a new union at the University of Vermont, the culmination of a decade-long battle for the facility. The student life team in charge of the new building wanted to make sure it lived up to its billing as a campus hub that would attract large numbers of students.

To determine exactly what students wanted in their new building, the team developed a comprehensive survey and emailed it to the entire campus community. More than 3,700 responses were returned, close to a 30 percent response rate.

But a funny thing happened on the way to gathering this much-needed information.

The innocent subject line on the e-mail, “Retail Survey,” alarmed students.

“There was a real backlash,” said Kate Strotmeyer, the center’s communications and marketing director (personal communication, September 7, 2007).

The reaction came through loud and clear in the survey’s open-ended section.

“It was like ‘Oh, my gosh, the Davis is going to be a mall. Oh, my gosh, there’s going to be an Abercrombie & Fitch,’” Strotmeyer said (personal communication, September 7, 2007).

The survey also asked if students preferred local over nonlocal vendors, even if prices were higher.

“Everyone wanted local,” said Pat Brown, Davis Center director (personal communication, September 7, 2007). “That was when we got the first hint of how important supporting local business was to the student body.”

That basic insight was supported by a second research initiative, this one more hands-on. To determine exactly what kind of food students wanted in the Davis Center, the team held a “brand fair” in partnership with Sodexo, inviting local, regional, and national retailers to campus for a taste test and evaluation.

Students not only scored local vendors higher, but also made it very clear in conversations with staff that they wanted their money to support local merchants.

The making of a localvore

Because of this student feedback, which validated the already existing sustainability orientation of university leaders, the Davis Center has itself become localvore over the past four years, consuming local materials and labor and featuring native-Vermont products and food in unprecedented





fashion for a building of its size, located on the campus of a mid-sized public institution.

“We applaud such a strong commitment by the Davis Center to local and regional products and services,” said Judy Walton, director of strategic initiatives for the Association for the Advancement of Sustainability in Higher Education (personal communication, November 5, 2007). “It is an impressive endeavor that places it as a leader among student centers that are striving to become sustainable.”

The story of how such a building emerged on the campus of a public institution is an instructive one.

According to project manager Ray Lavigne, who oversaw the building’s 23-month construction, the Davis Center owes its composition and character to an institution-wide commitment to sustainability that originated with University of Vermont President Daniel Mark Fogel.

“If it doesn’t start from the top, it’s not going to happen,” Lavigne said (personal communication, Oc-

tober 16, 2007). “President Fogel made the commitment, and everyone climbed on board and worked toward the same goals.”

It helped that the University of Vermont had a long tradition of promoting environmental responsibility, beginning with one of its benefactors, George Perkins Marsh, who founded the modern conservation movement in the 19th century.

The university’s interdisciplinary environmental studies program, one of the United States’ oldest, was launched in 1973, and nearly 170 faculty research and teach in environmentally related areas today. The university put comprehensive recycling and energy efficiency programs in place in the early 1990s, an environmental council formed in 1996, and a green building policy was developed in 2004.

Reflecting these programs, the Sustainable Endowments Institute recently ranked University of Vermont among the top six schools nationally for green practices and policies, with an overall grade of A-, the highest grade granted, on its 2008 College Sustainability Report Card (2007).

Taking the LEED

When plans were designed for the new union in 2003, there was no question that it would be a green building. Planners even aspired to LEED certification, a stretch at the time as there were few LEED-certified college unions in the United States then.

LEED, a system devised by the U.S. Green Building Council to promote environmental design, is usually thought of as a means of producing energy-efficient buildings. The Davis Center fits that bill. Compared with a conventional building its size, it will use 52 percent less energy and 41 percent less water.

But to cut down on fuel used for transport, LEED also encourages the use of construction materials sourced within a 500-mile radius of a project. University staff and its construction management firm, William A. Berry & Son of Danvers, Mass, took on the



challenge of local sourcing, managing to obtain 65 percent of the building's materials locally, more than triple the original goal.

The combination of the building's energy efficiency, its commitment to locally produced and sourced materials, and several of its other innovative features eventually won it a LEED Gold Designation. The Davis Center was the first college union certified at that level.

Adding to administrators' commitment to local suppliers was the building's prominent location on Main Street, where it would serve as a gateway to the university and the city.

As the only public university in Vermont, "We wanted it to showcase that this was a Vermont building using Vermont products," said Robert Vaughan, director of capital planning and management (personal communication, October 17, 2007).

Seasonal brick

According to Vaughn, early decisions about local materials that could be used were another key element in making the project work, such as the 280,000 bricks that compose the building's skin (personal communication, October 17, 2007).

The bricks are made from Vermont clay and manufactured at the Ver-

mont Brick Co., about 40 miles from the building.

But their Vermont provenance comes at a price: each brick sells for a few cents more than bricks mass produced at larger plants outside the state, several of which bid the Davis Center job.

Vermont Brick very much wanted the Davis Center job, but knew its bid had to be competitive. So, the question was how to create a fair price that would work for everyone.

The answer, it turned out, was the timing of the order.

Jeff Carlson, senior project manager, knew from the outset that locally sourced building materials were integral to the Davis Center; therefore, he was able to take advantage when realizing that Vermont Brick normally closed down and laid off its workforce during the winter months.

Carlson approached the company in the fall, six months before he needed the bricks, and asked if management would be willing to do the job over the winter, keeping the company productive and its workforce employed, at a more competitive price.

Ownership went for the deal.

"We ended up with a positive buy-out for us and a good deal for Vermont Brick and their workforce," Carlson said (personal communication, October 23, 2007).

The Vermont Brick experience is a telling example.

"You have to make sure your [sustainability] objectives are in place before you get started," said Vaughan (personal communication, October 17, 2007). "Trying to do it two-thirds of the way through doesn't work. It can't be a second thought."

Slated for success

In addition to a commitment to sustainability from leadership on down and a think-ahead mentality, the Davis Center benefited from long-term thinking.

If the building had sprouted on campus 100 years ago, no one would have thought twice about the orderly rows of blue gray slate shingles that march up and down its mammoth roof.

But a slate roof on such a large scale in the 21st century is a different matter. The 62,000 slates shingles added an approximately three-to-one premium to the project's budget over a conventional fiberglass-shingled roof. But this ratio didn't phase the Davis Center team.

"From the beginning, folks on the design team and at the university thought that if we could do a slate roof, it would be better," said Hank Colker of Pittsburgh's WTW Archi-



texts, the lead architecture firm working on the building (personal communication, October 18, 2007). “Slate has so much more texture, depth, and character than a normal shingle roof.”

The material also echoed the university’s signature historic buildings, most of which had slate roofs.

And there was one more advantage to slate—Vermont has a long history of mining and manufacturing the material. Slate was purchased from a local firm, located about 65 miles away from campus. It helped the cause that the university was willing to look at the slate as a long-term investment.

If properly maintained, “slate can last 100 years or longer. It’s a very durable product,” Colker said (personal communication, October 18, 2007). By comparison, a fiberglass-shingled roof would require replacement at least every 30 years.

All of the university investments in Vermont products can be viewed with this same long-term mindset, according to Vaughan.

“Even after I’m not here, people can talk about how we constructed the student center with all these Vermont materials,” he said (personal communication October 17, 2007). “It’s a story that won’t get old.”

Other aspects of the building also have Vermont origins. Much of the furniture in the building comes from Vermont companies; maple paneling on all four floors of the building was harvested at Bostwick Farm, a few miles from the Davis Center; the large clock in the building’s atrium was created by the local Custom Conant Brass; and some floors in the center are finished with an ecological, whey-based product developed by a University of Vermont professor and manufactured and sold by Vermont Natural Products.

Local challenge

It’s the combination of the Davis Center’s cross-the-board use of locally sourced and harvested materials with the local flavor of its food offerings that truly sets the Davis Center apart.

The availability of locally grown Vermont food products varies at the Davis Center, given the limitations of the Vermont growing season. But when it's in full swing, Vermont products account for up to 92 percent of the Davis Center's menu.

That number falls significantly in the dead of winter—to under 10 percent—but even then the Davis Center manages to feature Vermont produce, such as potatoes, beets, squash, turnip, parsnips, mushrooms, and apples. The university and Sodexho compensate for this drop-off by asking its local Vermont wholesaler, Black River Produce, to buy food from suppliers that most resemble the small, family-owned operations that make up the Vermont agricultural landscape.

While some colleges have student populations small enough for the college itself to manage its food service operation, it is another matter for a mid-sized institution like the University of Vermont, which serves a population of more than 13,000 undergraduate and graduate students, faculty, and staff.

With such large customer bases, universities are virtually required to use a professional food service supplier, which can present a challenge when trying to buy locally.

Big providers like Sodexho benefit from their international buying power. When Sodexho's education, health-care, and corporate divisions combine forces to buy hamburger from one supplier, for instance—an order that could reach 4 or 5 million pounds a year—the cost-per-pound savings are significant.

How then does Sodexho make the opposite arrangement work, buying small quantities of products from a range of small providers, as the corporation is doing at University of Vermont?

Based on customer portion, local food "isn't really that much more expensive; it's a misnomer," said Tom Oliver, Sodexho's food service director for the Davis Center (personal communication, October 15, 2007).

Consider Case from Arethusa Farms at the beginning of this article. A 4-lb.

box of lettuce shipped in from outside the region might cost \$16, compared with \$25 for the equivalent quantity from Arethusa Farms. But for a 7-oz. salad, the cost differential nearly disappears; the Arethusa Farms salad might add 10 cents to the cost.

Since locally grown produce has much better "yield"—meaning much less of it needs to be thrown away compared with goods that have been trucked across country, and the product has a longer shelf life—the added costs passed on the customer can shrink to virtual insignificance.

And with the marketing advantages locally grown foods bring, "the benefits far outweigh the slightly higher cost," Oliver said (personal communication, October 15, 2007).

While Sodexho did not agree early on, Oliver's arguments eventually won them over. As long as he makes his numbers, Sodexho is fine with his embrace of local foods—and Oliver is making his numbers.

In fact, Sodexho is now so enamored with the local foods approach, thanks to the success of Oliver and others at the university, that its entire University of Vermont management team toured Arethusa Farms last year. The corporation is looking to replicate the Vermont experience at other schools in its higher education group.

"Sodexho's leadership on this really needs to be acknowledged," Brown said (personal communication, September 17, 2007).

In addition to offering its own food at the facility, Sodexho also brought a number of independent food retailers to the Davis Center. For those outlets, too, preference was given to operations that could offer local food. Vendors include New World Tortilla, a Vermont eatery that uses locally grown produce; Ben & Jerry's, which uses milk from Vermont dairy farms; and Sakura, a local sushi restaurant. Sodexho and University of Vermont even managed to convince the one regional chain in the center, New Orleans-based Wow Café and Wingery, called Brennan's Pub in the Davis

Center, to offer locally grown food, including Case's mesclun, on its menu.

'Blown away'

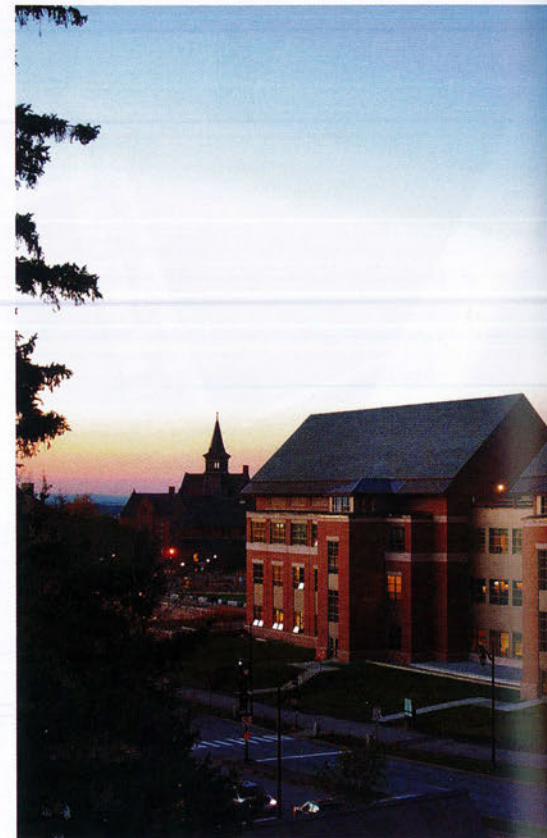
Case is still "blown away" by it all (personal communication, October 19, 2007).

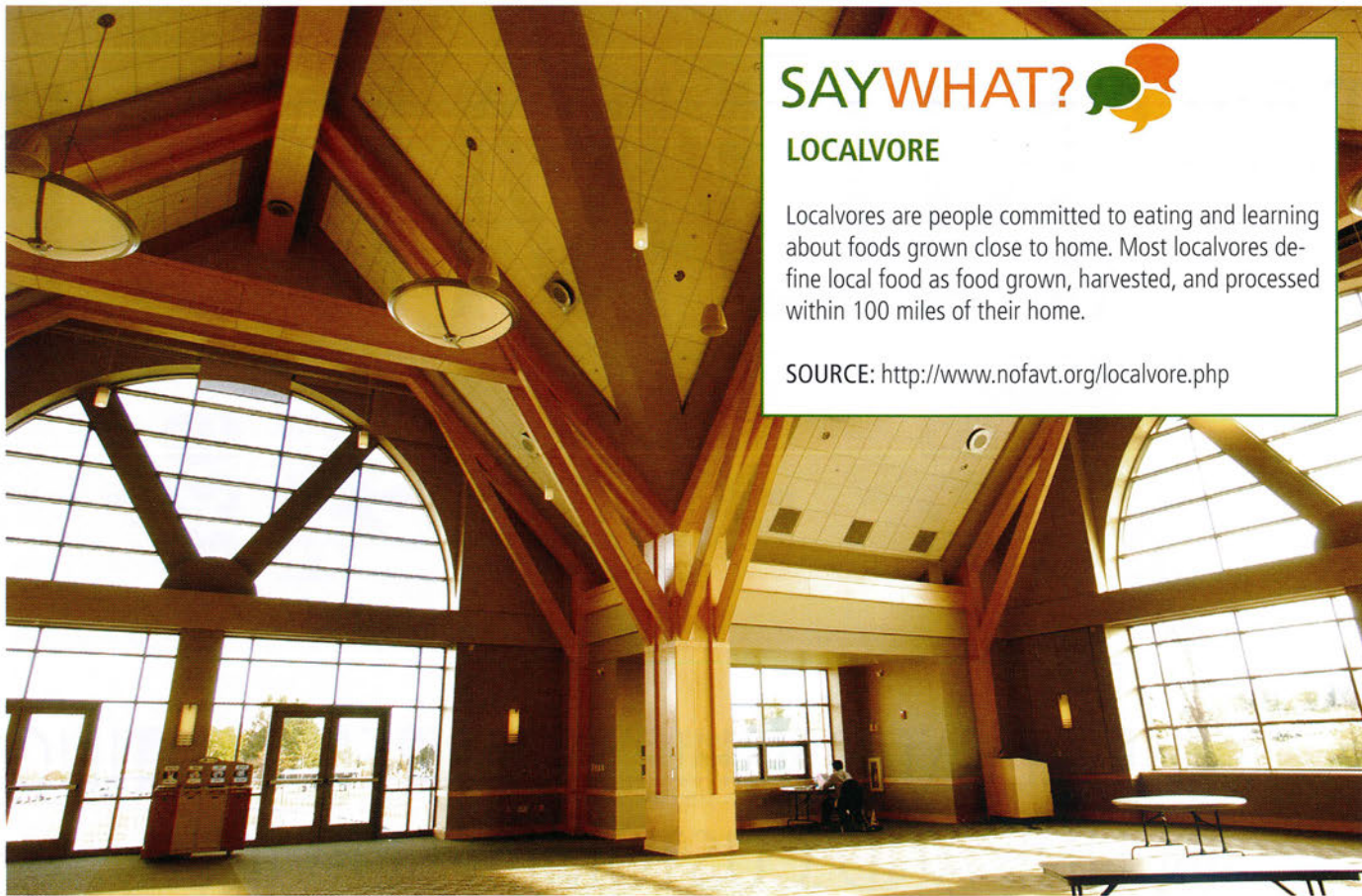
He vividly remembers the first meeting he had with Sodexho's University of Vermont team. Annie Harlow, Black River Produce's representative, whose passionate advocacy for local food has had a major impact on the university's menus and helped bring Arethusa Farms on board, also was present.

Case received an e-mail from Sodexho asking if there were any local farmers interested in working with the university.

"Being the entrepreneurial guy I am, I said, 'Sure.' But I was thinking, 'They'll never buy from us,'" Case said (personal communication, October 19, 2007).

But, Sodexho struck a deal. As Case and Harlow exited the building, they couldn't contain their joy.





SAYWHAT?



LOCALVORE

Localvores are people committed to eating and learning about foods grown close to home. Most localvores define local food as food grown, harvested, and processed within 100 miles of their home.

SOURCE: <http://www.nofavt.org/localvore.php>



“How did we ever get involved with this huge foodservice company?” Harlow remembered asking Case (personal communication, October 19, 2007).

While Arethusa Farm’s University of Vermont order averages 100 pounds of mesclun a week, along with assorted quantities of carrots, butternut squash, beets, scallions, tomatoes, and eggplant, some weeks the order is much larger. Last year, the farm supplied 100 pounds of mesclun for one special event at the Davis Center alone.

All of this is of more than academic interest to Case.

“It has really translated” to the bottom line, he said (personal communication, October 19, 2007).

When the localvore movement first started gathering steam a few years ago, Case thought “it would be a fad” (personal communication, October 19, 2007).

Now, Arethusa Farms has to turn away business.

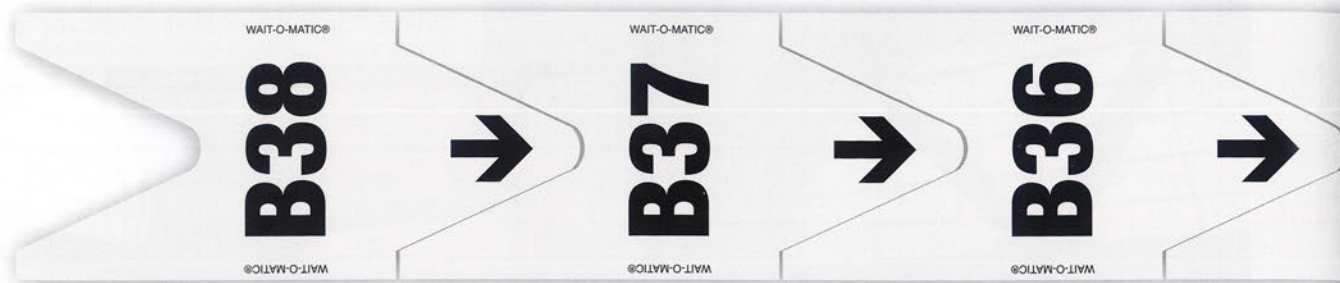
According to Brown, that sums up the point of the Davis Center’s emphasis on the local. “When you bring all these pieces together ... it’s more than a structure than just saves energy,” Brown said. “It’s all about trying to do the right thing that’s best for everybody. Sometimes that costs more; sometimes it doesn’t” (personal communication, September 17, 2007).

In the end, the Davis Center’s taste for local materials and support of the local economy is part of a larger mission of college unions: by emphasizing sustainability furthers the student-centered environment and community building on campus, locally, and globally.

REFERENCE

2008 College Sustainability Report Card. (2007). Retrieved September 17, 2007, from the Sustainable Endowments Institute: <http://www.endowmentinstitute.org/sustainability>.

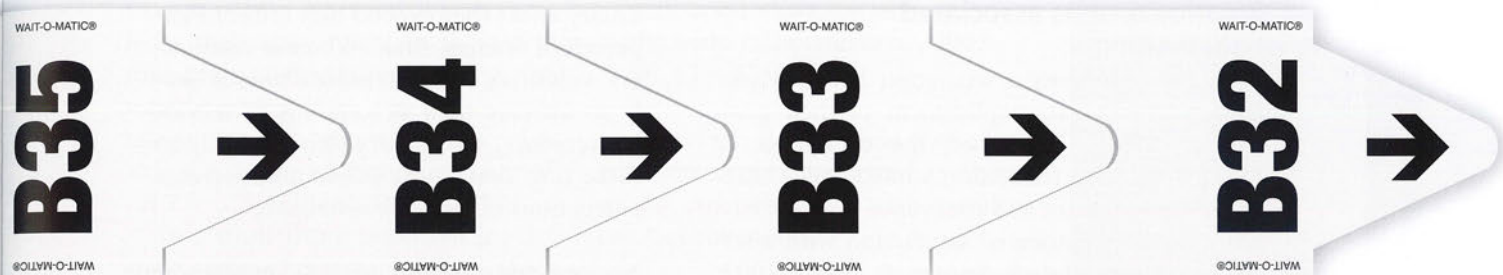
TAKE A NUMBER



THE RELATIONSHIP BETWEEN WAITING IN LINE AND CUSTOMER SERVICE

BY ELIZABETH BELTRAMINI

CORECOMPETENCY 
FACILITIES MANAGEMENT,
HUMAN RESOURCE DEVELOPMENT,
MANAGEMENT



Next month, a similar scene will be played out on thousands of college campuses as another academic year is about to begin. A reporter for the San Diego State University student newspaper detailed this scene on her campus:

There's a line to buy coffee at Starbucks, a **line of crashers standing near the door of a classroom, and a line all the way around the San Diego State Bookstore. While thousands of faculty, staff, and students get settled on campus, it's likely many of them will have to wait. (Domdom, 2006, ¶s 1–2)**

Waiting in line is a ubiquitous, cross-cultural experience. In some situations, such as the SDSU Starbucks, consumers can choose whether a service is worth their wait. Unfortunately for campus service providers, in a world in which “fastness” continues to affect revenue, customer wait time is “significantly and negatively related to both sales and profit” (Kacmar, Andrews, Van Rooy, Steilberg, & Cerron, 2006, p. 139). In fact, “83 percent of women and 91 percent of men indicate that long lines have prompted them to stop patronizing a particular store” (Nelson, 2000, p. 1).

Conversely, a stop at the campus bookstore is likely more of a requirement than a recreational activity, and with such necessary services, consumers have less freedom to decide whether to stay in line (Berry, Seiders, & Grewal, 2002). Instead, they must wait, and as they wait, their agitation grows and their opinions of the service provider decrease. “When consumers believe that a service provider has control over a delay, affect and judgments of fairness and service quality are adversely affected” (Berry, Seiders, & Grewal, 2002, p. 3).

Knowing that customer wait time is a fact of life, how can campus service providers limit the impact the wait has on sales and profit? It begins by better understanding the emotional issues tied to the experience of waiting. Using this framework, service providers can ensure the retail environment, employees, and line structure all work together to provide an enhanced customer service experience in which the costs of consumer waiting are minimized.

Emotional costs associated with waiting

A line represents a separation between customers and the accomplishment of their goals (Meyer, 1994). Therefore, the experience of waiting can cause frustration, unhappiness, boredom, stress, anxiety, and annoyance—all of which can influence customers' satisfaction with a service encounter (Rafaeli, Barron, & Haber, 2002; Berry, Seiders, & Grewal, 2002). As cited in Rafaeli, Barron, and Haber (2002, p. 126):

Waiting can be associated with multiple attitudes. One can, for example, feel helpless in a wait of unknown duration or with unknown results (Peterson, Majer, & Selifman 1993). When will the wait end? What will the service provider require of me? Anxiety may also be about the extent to which one is treated fairly: Did others receive service before I did? Feelings of complacency may emerge when a long wait is due, but a clear system of waiting that guarantees social justice exists (Larson, 1987). Agitation and irritability may replace complacency when social justice is not maintained by the queue structure (Maister, 1985).

These emotions are negatively linked to customers' evaluation of their wait time, as "uncertain and unexplained waits are perceived to require more time and effort costs than waits that are defined-or-explained" (Berry, Seiders, & Grewal, 2002, p. 9).

Another problem with waiting is that individuals have little control over their wait, which adds to their frustration (Rafaeli, Barron, & Haber, 2002). Therefore, innovations in the service industry have been aimed at decreasing customer wait time and increasing the control customers feel over the service encounter. Examples of these respective goals are point-of-sale systems that do not require credit card signatures and online bank account management tools.

According to Berry, Seiders, and Grewal (2002, p. 6):

The perception of high effort costs may inflate the perception of time costs, which occurs when a consumer who is supposed to be at work is waiting at home for a late-arriving plumber and expending involuntary mental and emotional effort during the wait. Alternatively, when consumers self-scan their grocery purchases, the voluntary effort they expend may reduce their perceived waiting time. Whereas consumers' voluntary effort to reduce time is likely to increase their perceptions of service convenience, involuntary effort is likely to make time costs more salient and decrease perceptions of service convenience.

No one today seems to have enough time (Schwartz, 2007); however, waiting does not affect us all the same way. College students are an especially unique audience in which emotional costs of waiting might be higher. In addition to this generation's general impatience (Schwartz, 2007), college students also typically exhibit high public self-consciousness. Public self-consciousness means that individuals spend sizable effort considering how others perceive them (Marquis & Filiatrault, 2000). These individuals are prone to discomfort while waiting and often attribute control over delay to others. Therefore, "it seems very difficult to expect a favorable evaluation of a waiting experience" (Marquis & Filiatrault, 2000, p. 374).

However, in some instances, waiting might actually have emotional profits, with long lines being attributed to higher service quality. According to Marquis and Filiatrault (2000), "while knowing that high public customers may have an aversion to waiting, at the same time, seeing customers waiting may be used by others as a positive indicator of a great entertainment" (p. 372). Additionally, customers might perceive enhanced value from a longer wait; "For example, customers may not expect to wait more than three to five minutes at McDonald's but be willing to accept and even expect a longer wait at Burger King because they know their burger will be made 'their way'" (Grewal, Baker, Levy, & Voss, 2003, p. 265).

Atmospherics

By better managing the emotional and time costs to customers based on wait time, service providers can limit their financial costs. One way

to do this is by making customers' time spent in line a fun, sensory experience.

Customers' lack of activity while in line can contribute to waiting costs. "Research suggests that consumers typically overestimate time spent waiting when they are in a passive mode" (Berry, Seiders, & Grewal, 2002, p. 8). Therefore, activity occurring in the immediate vicinity of the line can serve to engage customers and distract them from their wait. "Katz et al. (1991) found that distractions during the waiting period (e.g., a news board or television) made the wait more palatable and improved service evaluation" (in Zhou & Soman, 2003, p. 518).

In a study using simulated jewelry store, researchers manipulated three factors:

... number of visible employees, number of customers, and the presence (or absence) of music. The number of customers should increase perceptions of customer density (measured by perceived physical density in our study) and, therefore, wait expectations. Two possible ways to combat the adverse effects of high wait and customer density expectations are by having more employees visible on the retail floor and/or adding enhancing elements. (Grewal et al., 2003, p. 259)

Often these "enhancing elements" are called "atmospherics." Examples of atmospherics are visual elements, sounds, and even scents. Compared to hiring more staff, ambient music is a fairly inexpensive atmospheric strategy for distracting waiting customers. "Music can also influence mood ... and mood has been found to mediate the relationship between a service waiting experience and customers' evaluations of the service organization" (Carmerson, Baker, Peterson, & Braunsberger, 2003, p. 422). Further:

Mood was found to be more important than wait-length eval-

uations in overall evaluations of the simulated service experience. Therefore, atmospheric cues that improve the mood of waiting customers ... become very important in managing a low-cost wait experience. Creating a mood-enhancing environment can also be accomplished with service setting elements other than music, such as color, lighting, large windows with good views, or pictures on the walls. (Cameron et al., 2003, pp. 427-428)

Therefore, despite time costs, longer waits may be perceived as higher quality experiences if service providers can "set the mood."

Staffing

Employees also can serve important roles in minimizing waiting costs. The first role is simply their presence; "when customers perceive there are more (compared with fewer) employees visible in the store, their wait expectations are more positive" (Grewal et al., 2003, p. 265). Secondly, employees serve as vehicles of communication. Waiting costs are reduced if customers are given information that (Berry, Seiders, & Grewal, 2002, p. 13):

1. Reduces consumers' uncertainty and anxiety about delays ("The doctor is running about 20 minutes late.")
2. Helps consumers use the service system properly ("Please use this line for mailing packages outside of the United States.")
3. Explains the reasons for delays ("Because of the inclement weather, air traffic control is slowing the arrival of aircraft to the airport.")

Finally, appropriately trained employees are critical to minimizing waiting costs in a service environment; "firms that successfully create, maintain, and apply job-relevant knowledge will perform better in the marketplace than firms that do not. Two

NO CUTTING!

Lines as a moral construct

Despite queues' commonplace nature, they are systems based on moral architecture (Schmitt, Dube, & Leclerc, 1992). Upsetting this framework can cause undesirable emotional costs beyond those already inherent in the act of waiting.

Most lines operate under a "first come, first served" premise. "The semi-moral concept involves the idea that any person in the line has some sort of right not to have others sneak in front of him and some sort of obligation not to sneak in front of others" (Moessinger, 1977, p. 173). These tenets are learned from an early age as is the concept that "cutting in line" or "jumping the queue" is inherently unfair. "If customers voluntarily switch positions, the new order is more efficient than the original allocation. However, if an individual lets someone cut in, his decision creates a negative externality for those waiting behind him" (Oberholzer-Gee, 2006, p. 429). This is why, even if it would be more logical, service-providers cannot construct lines to favor those who are in the greatest hurry or who most need something.

Generally it is only acceptable to jump the queue in situations when the net welfare gains from doing so or on a one-time basis due to a "special case" or "emergency" (Oberholzer-Gee, 2006). If a person leaves the line, in most cases it is impermissible for that individual to return to his or her previous position in line, and he or she must instead go to the end of the line.

key aspects of this theory are knowledge transfer and coordination” (Kacmar, 2006, p. 135).

While most retail or food service providers offer employees some sort of training program, it’s the tacit knowledge acquired with on-the-job experience that can be the most beneficial in situations when customers are required to wait for service. “An example of tacit knowledge gained in the fast-food environment is the ability to anticipate when another batch of fries will be needed on the basis of the length of the customer line” (Kacmar et al., 2006, p. 135).

Employees also must be trained to manage their own reactions to long lines and learn coping skills for dealing with customers who have been waiting.

For example, if contact personnel attribute the cause of waiting to the client’s decision to come and see the movie on a “movie premiere evening,” then the personnel may not feel compelled to give an apology for waiting. Similarly, during the same evening, consumers who attribute controllability to service managers for the cause of an additional delay will feel angry and irritated and expect at least apologies. (Marquis & Filatrault, 2000, p. 374)

Therefore, managers might try to schedule employees with longer tenure and who have good coping skills during peak traffic times. Unfortunately, this is not always possible because of employee turnover.

One industry plagued by exorbitant turnover is the food service industry, where turnover rates often exceed 100 percent annually (Zuber, 2001). Costs associated with turnover in the U.S. fast-food industry have been estimated at \$500 to \$3,600 per crew member (White, 1995). (in Kacmar et al., 2006, p. 133)

The initial cost of employee turnover is an efficiency disruption, as management turnover in particular is “positively and significantly related to customer wait time” (Kacmar et al., 2006, p. 141). Eventually high employee turnover—in part because of customer wait time—negatively affects sales and profit (Kacmar et al., 2006). Therefore, service providers should see the benefit of trying to improve the work environment so as to retain employees. Additionally, when there is staff turnover, new employees should be trained on as much tacit knowledge as explicit instruction.

Line structure

Beyond staffing concerns, service providers also must take into account the structure of the line itself. Theme parks are masters of controlling crowds through line structure. They often hide parts of the line to limit perceived crowd density, favorably influencing customers’ expectations of the wait and opinions of store atmosphere (Grewal et al., 2003). Also, because park-goers typically spend hours in line, theme parks also show us that time may not be the most critical criterion customers use to determine whether to wait in line.

One way customers determine quality of the waiting experience is based on procedural justice. A single-queue structure is clearly first come, first served, whereas in a multiple-queue structure, “it is possible that people waiting in one queue will receive service after people who came later but selected another queue” (Rafaeli, Barron, & Haber, 2002, p. 128). Therefore, “fairness perceptions in the [multiple-queue] structure are lower even through the actual average time in this queue structure is shorter” (Rafaeli, Barron, & Haber, 2002, p. 135).

Theme parks most commonly use a single-queue structure, which is “both preferred by most people and likely to produce more positive attitudes” (Rafaeli, Barron, & Haber, 2002, p. 136). They also use line barriers—such as ropes and ushers—to maintain queue

discipline and deter queue jumping. These elements make it difficult for customers to leave a queue because customers would need to backtrack past everyone behind them in line. Also, according to Zhou and Soman (2003), “a larger number of people waiting behind a consumer ... decreases the likelihood of leaving the queue” (p. 527).

Of course, even though a single-queue structure might appear more fair, there are times when a multiple-queue structure is more advantageous, such as “when service capacity exceeds the speed that customers can move through a [single queue] and when personalized service is appropriate because they allow customers to choose the service provider” (Rafaeli, Barron, & Haber, 2002, p. 126).

Regardless of queue structure, directional signage and outstanding customer service remain important. “Consumers who know where to go and what to do as participants in a service operation minimize wasted time and energy” (Berry, Seiders, & Grewal, 2002, p. 11). And even in an uncongested or short line structure, not only do consumers expect a decreased delivery time, they expect increased service quality (Ho & Zheng, 2004). As Cameron et al. (2003) found:

Even in a low-cost waiting situation, consumers may evaluate the service experience negatively, and that may influence their intent to return to the organization. Thus, service managers should not ignore these seemingly short, low-cost waits, believing they are not important to the customer. (p. 427)

The good news is that despite long wait times or queue structure, “as people get closer to their destination, they are more content, regardless of queue structure” (Rafaeli, Barron, & Haber, 2002, p. 134).

Focusing on service

Campus service providers can benefit from reviewing literature not just



CELL PHONE USE IN LINE

While it's probable that most college union operations prohibit employees from using personal cell phones while on the sales floor, often customers call others as a way to fill time while waiting. Unfortunately, when customers reach the front of the line and still do not hang up, they inhibit accuracy, efficiency, and courtesy. Sprint has declared July "National Cell Phone Etiquette Month," and with this in mind, we ask:

How can service-providers manage this widespread form of poor etiquette?

- ✘ **Politely ask the customer to hang up.** This is easier said than done, but one suggestion is to say, "To serve you properly, we cannot take your order while on a cell phone."
- ✘ **Use humor to your advantage.** One restaurant declares to customers that "cell phone waves are harmful to the cooking of our risotto."
- ✘ **Post a "no shirt, no shoes"-style sign.** The wording one Subway branch uses is: "We will not take your order if you are on a cell phone in line. Sorry for the inconvenience."
- ✘ **Ignore the chatty customer** and move to the next person, serving the cell phone user once he or she has disconnected. "We have learned that just ignoring them is better than confronting them. They get offended if you ask them to step out of line," said Patricia White, the manager of Pizza Hut in Thomson, Ga. "But if we get their order wrong, they are mad with us."
- ✘ Take a page from many hospitals and **offer a gentle reprimand**, telling customers that they will receive much better reception outside the store/food court.
- ✘ For those who hang up when they get to the front of the line, **affirm their polite behavior** with a simple, "Thank you; that was very courteous."
- ✘ **Start a "no cell phone line,"** permitting customers to talk in other, regular lines. This recognizes well-mannered customers and provides a subtle reminder of appropriate behavior.
- ✘ Allow the cell phone user to complete the transaction while talking, **but attach a note to their receipt**, stating: "Thank you for your purchase today. In the future, we hope that you will please end your call before reaching the sales counter so that we can better serve you."

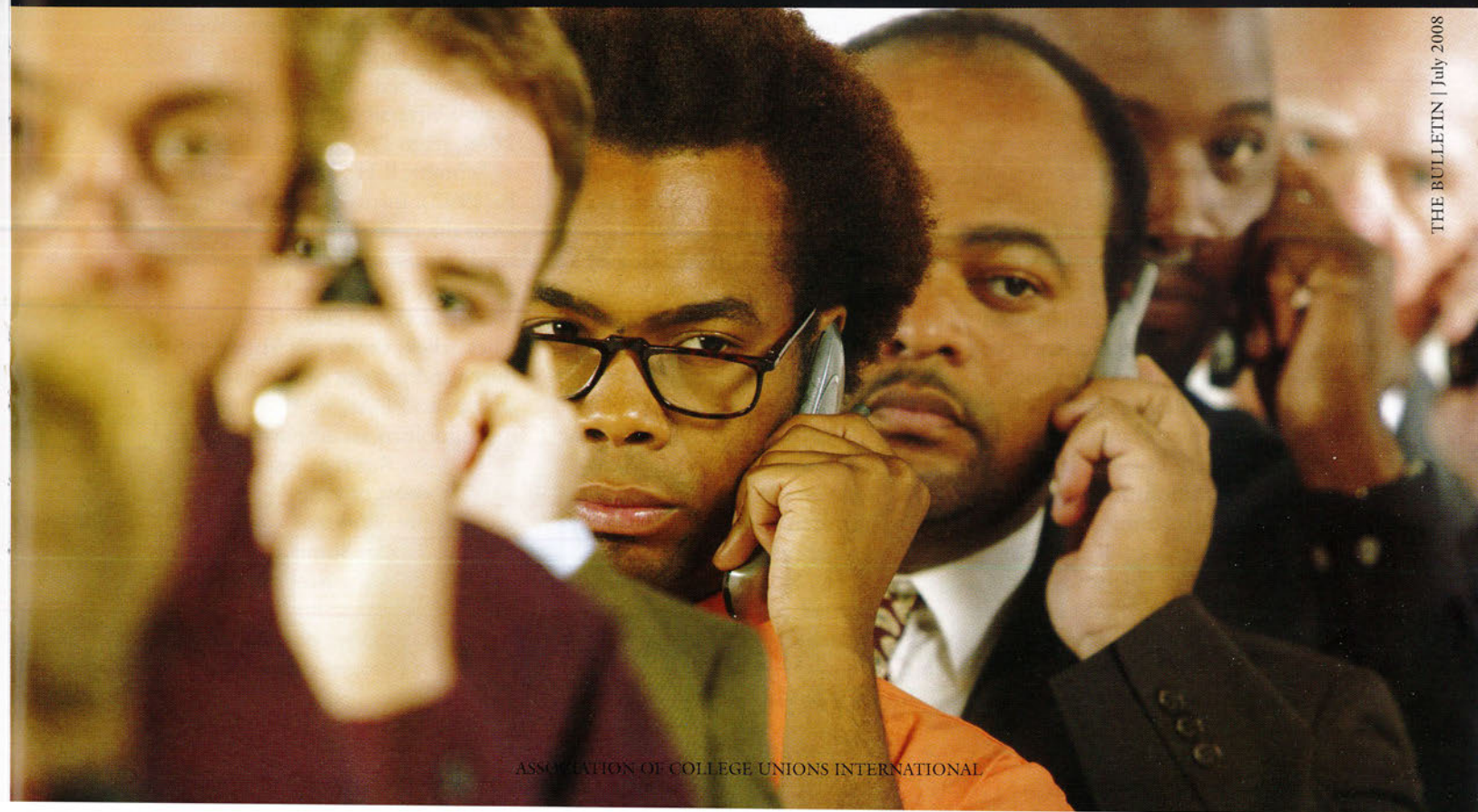
Short of a legalization of signal-jammers, most service-providers are forced to accept their customers' rude behavior without comment. At least each employee can be proactive in practicing the Golden Rule, and not chatting away when they themselves reach the front of a line.

SOURCES:

http://mirror.augusta.com/stories/100407/new_146228.shtml

http://www.starchefs.com/features/editors_dish/etiquette/index.shtml

http://www.textually.org/textually/archives/cat_cell_phone_etiquette.htm?p=2



about the operational management of customers through a line but the social system that the line represents. Zhou and Soman (2003) indicate that, "Recommendations for queue management arising from a consideration of consumer experiences are quite different from the recommendations from operations research since such experiences are critical to reported satisfaction with the service encounter" (p. 518).

Of course campus service-providers must balance customer priorities with operations practicalities, but often this can be feasible if proper consideration is given to both. For example, in addition to increasing staffing levels during peak traffic times, Bowling Green State University's Bowen-Thompson Student Union bookstore has moveable display racks that allow for additional cash registers. While the bookstore might be prone to crowds during back-to-school time, these steps create order and prevent clumping in line or queue jumping. In terms of atmospherics, the Long Beach City College Bookstore has four 15-inch LCD screens embedded into a rubber floor mat in front of the register to advertise campus events and distract customers from even a minimal wait time. And many campus retail outlets use music to create the desired ambiance.

During renovation or construction projects many college unions have optimized facility layouts to successfully manage customers waiting in line. At the new Indiana University-Purdue University-Indianapolis Campus Center, the bursar, registrar, and financial aid offices are all located in one suite. This allows students the benefit of one-stop shopping and a preferred single-queue structure. But what works for one campus might not work for another. For instance, the University of Washington Husky Den has à la carte purchasing in its food court whereas the Cornell University Campus Dining Center uses a cafeteria-style payment system. Maximizing traffic flow and minimizing customer wait time are interrelated objectives and a new facility project might be

the ideal time to assess them.

Additionally, service providers must look beyond the customers physically waiting in their facilities and consider how to limit the wait costs associated with virtual experiences. For example, a study of online retailers found that long download time caused by large file sizes and inefficient server technology were direct impediments to successful e-commerce (Rose, 2000). Additionally, in studying line structure, Zhou and Soman (2003) used an experimental paradigm they say translates easily to virtual waits. With students increasingly desiring online services, wait costs are important factors in discussions about implementing new technology.

Unfortunately, all waits, whether virtual or in person, have associated emotional, time, and financial costs. But the good news is that these costs can be managed based environmental factors, appropriate staffing, and queue structure—resulting in a higher quality service experience for customers.

REFERENCES

- Berry, L.L., Seiders, K., Grewal, G. (2002, July). Understanding service convenience. *Journal of Marketing*, 66, 1–17.
- Cameron, M.A., Baker, J., Peterson, M., & Braunsberger, K. (2003). The effects of music, wait-length evaluation, and mood on a low-cost wait experience. *Journal of Business Research*, 56, 421–430.
- Domdom, G. (2006, August 31). Long lines on San Diego State U campus are common for new semester. *The Daily Aztec*. Retrieved May 21, 2008, from LexisNexis database.
- Grewal, D., Baker, J., Levy, M., Voss, G.B. (2003). The effects of wait expectations and store atmosphere evaluations on patronage intentions in service-intensive retail stores. *Journal of Retailing*, 79, 259–268.
- Ho, T.H., & Zheng, Y. (2004, April). Setting customer expectations in service delivery. *Management Science*, 50(4), 479–488.
- Kacmar, K.M., Andrews, M.C., Van Rooy, D.L., Steilberg, R.C., Ceron, S. (2006). Sure everyone can be replaced ... but at what cost? Turnover as a predictor of unit-level performance. *Academy of Management Journal*, 49(1), 133–144.
- Marquis, M., & Filiatrault, P. (2000). Cognitive and affective reactions when facing an additional delay while waiting in line: A matter of self-consciousness disposition. *Social Behavior and Personality*, 28(4), 355–376.
- Meyer, T. (1994). Subjective importance of goal and reactions to waiting in line. *Journal of Social Psychology*, 134(6), 819–827.
- Moessinger, P. (1977). Development study of the idea of lining up. *The Journal of Psychology*, 95, pp. 173–178.
- Nelson, E. (2000, March 13). Big retailers try to speed up checkout lines. *Wall Street Journal*, Section B, p. 1.
- Oberholzer-Gee, F. (2006). A market for time: Fairness and efficiency in waiting lines. *KYKLOS*, 59(3), 427–440.
- Rafaeli, A., Barron, G., Haber, K. (2002, November). The effect of queue structure on attitudes. *Journal of Service Research*, 5(2), 125–139.
- Rose, G.M. (2000). The effect of download time on e-commerce: The download time brand impact model [Unpublished dissertation], Georgia State University. Retrieved May 21, 2008, from ProQuest database.
- Schmitt, B.H., Dube, L., & Leclerc, F. (1992). Intrusions into waiting lines: Does the queue constitute a social system? *Journal of Personality and Social Psychology*, 63(5), 806–815.
- Schwartz, S. (2007, January 22). Click, click, time's up: Hurry, hurry and get out of my way. From laptops to PDAs, we have more and more tools to accomplish more and more tasks. But that just seems to leave us short of time—and patience. *The Gazette (Montreal)*, p. D1.
- Zhou, R., & Soman, D. (2003, March). Looking back: Exploring the psychology of queuing and the effect of the number of people behind. *Journal of Consumer Research*, 29, 517–530.

Integra[®]



coffeehouse
collection



PO BOX M WALWORTH, WI 53184 800.235.0234 fax 262.275.3614 INTEGRASEATING.COM

ACUI **procure**

Beyond the

BUZZ

Higher education leader offers insight into sustainability

INTERVIEW BY BOB MINDRUM

Everyone has heard the eco-awareness buzz. From light bulbs to LEED, sustainability has become a bonafide trend on which college union professionals—and the rest of the world—are being called upon to act. But what does sustainability mean beyond environmental sensitivity? What should those beyond higher education facilities professionals be doing to make our campuses more sustainable?

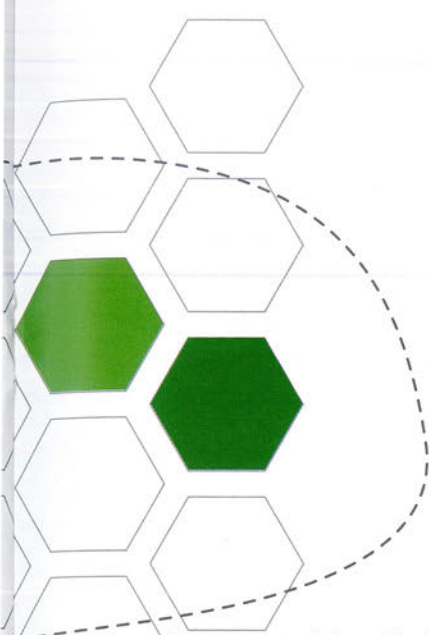
Tom Kelly, chief sustainability officer (CSO) and director of the University Office of Sustainability at the University of New Hampshire, provided answers to these and many more questions during an interview on May 5, 2008. Kelly has been working in the field of higher education and sustainable development for more than 15 years in the United States, Colombia, and Brazil. He is a founding member of the Northeast Campus Sustainability Consortium and is involved in numerous projects throughout the world relating to sustainability.

ACUI: Tom, the “CSO” title is relatively uncommon. Tell me about how this position evolved.

TOM KELLY: Well, I began in 1997 as the founding director of the Office of Sustainability at the University of New Hampshire. From the beginning, our charge was to integrate sustainability across the entire fabric of the university, so it really had a university-wide vision and charge. We organized this program over four thematic areas: climate and energy; biodiversity and ecosystems; the food system; and culture, and we look at how those systems are treated within our core components of curriculum, operations, research, and engagement.

While this approach worked reasonably well, at the level of a director you don't always have the necessary access to policy-making to make things happen. After 10 years as director of this area, we had a new president arrive who was interested in having my office report directly to the provost, and as his first official act on the job, he not only made that change but also renamed the position

CORECOMPETENCY
LEADERSHIP, STUDENT LEARNING



What has changed is the priority level of sustainability and its central role in decision-making, and that brings greater empowerment to move things forward as well as greater accountability for ensuring we are setting the right goals and achieving them.

"chief sustainability officer" both to convey that it was a senior-level responsibility and also to underscore that it was a senior-level commitment to sustainability on the part of the university.

ACUI: What are your primary responsibilities as CSO?

TOM KELLY: I think the primary goal has not changed, and that is to ensure that we are systematically integrating sustainability into our programming, into our policy making, and into our decision-making in every aspect and at every level of the university. What has changed is the priority level of sustainability and its central role in decision-making, and that brings greater empowerment to move things forward as well as greater accountability for ensuring we are setting the right goals and achieving them. That means that I work with administrators from all across the university in areas as diverse as finance, enrollment management and research, as well as directly with the provost on things relating to our academic plan. I also work with many groups of faculty, staff, and deans and with a wide variety of departments and organizations on specific programmatic innovations.

ACUI: So, it sounds like you're in a lot of meetings, yes?

TOM KELLY: Yes, that's true—a lot of meetings to be certain. It's about bringing people together across these boundaries that are so well established at the institution, across colleges, across departments, and across a host of functions involving faculty, staff, and students—a lot of bridging.

ACUI: Regarding the term "sustainability," it seems to mean different things to different people, and it also seems to be an issue on many levels. Could you give us your thoughts on a global level on the challenges we face?

TOM KELLY: Sure, and my comments here really derive from the framework that I mentioned earlier, where we built around the findings of the international scientific community and the international policy community. So we look at the four major areas of crisis. Regarding the climate system, the Intergovernmen-

tal Panel on Climate Change (IPCC) Fourth Assessment shows that the science is crystal clear. Ecosystem health, as reflected in the millennium ecosystem assessment, is also crystal clear scientifically. In the food system, from a health and nutrition standpoint, we see an epidemic of obesity but also continuing hunger on all scales—global, national, and local. And in the cultural system, we see a consumer society all caught up in the unsustainable pattern of consumption, raising serious questions about the quality of life and what really sustains a high quality of life. And people are increasingly coming to the conclusion that it's a lot more than just high levels of consumption. So from a sustainability viewpoint, we have these many complex challenges that need to be addressed, and the key to sustainability is that we don't look at any of them in isolation, but rather push them together and look at how they overlap so that we can find creative solutions that work across all of these systems.

ACUI: Now, bring us down to the level of higher education. Can you comment on how these issues play out there?

TOM KELLY: Certainly. When we take it to higher education, that's where we address what we call the CORE: Curriculum, Operations, Research, and Engagement. And in that continuum of the CORE, when we put it all together, that is what we refer to as the "sustainable learning community." For example, let's talk about the area of food, which is one of the four key systems. Within our own operations we have a Local Harvest Initiative with our dining services area wherein we work closely with the dining staff who are engaged in efforts such as local and regional procurement, the composting of all food waste, and making the dining hall itself more energy efficient and more water efficient. At the same time, we are educating students (who are their customers) about where their food comes from and about healthy eating. So that's an operational example.

On an academic level, we've worked for the past two years on a curriculum project to create a new dual major in Eco-Gastronomy, linking sustainable agriculture, food entrepreneurship, and nutrition. So, students from any primary major will be able to opt for

this major, and it will be an experiential, interdisciplinary, and international experience. As a part of that effort, we're collaborating with the University of Gastronomic Sciences in Italy, which was started by the Slow Food International founder, Carlo Petrini. Our students will go to the University of Gastronomic Sciences as part of this dual major, and students from the University of Gastronomic Sciences will come to the University of New Hampshire as well. So, that's an example of a curricular project within this framework that I've been talking about.

We've also gone through a year-long strategic planning process here to create the New Hampshire Center for a Food-Secure Future. That's a research and engagement activity bringing faculty together from the areas of sustainable agriculture, food enterprises, and nutrition to look at the health and sustainability of the food system in our state and in our region.

ACUI: Tom, to your knowledge, is this the first-ever Eco-Gastronomy curriculum?

TOM KELLY: Yes, it is the first that I'm aware of, although in Italy, the University of Gastronomic Sciences has started similar initiatives. We gave Carlo Petrini, the founder of Slow Food International, an honorary degree in 2006 here at the University of New Hampshire, and he spent four days with us. We had a whole series of meetings with different groups of faculty, and through our conversations with him, we created this idea. It's really exciting.

ACUI: OK, so in the context of a college union, which has as its primary mission the building of community on campus, but which also involves itself in a variety of auxiliary operations like dining services, what challenges and opportunities do you see for us in the area of sustainability?

TOM KELLY: I really believe that the concept of community is at the center of sustainability. I mean, that whole notion of building a community—which I know speaks to your audience—is what sustainability is all about for me. So, I think one opportunity for your colleagues is to now see their longstanding efforts to build community in a new light, which could perhaps deepen the connections they feel and broaden the collaborations that they en-

gage in with faculty, staff, and administrators towards what I feel is the larger goal of a sustainable community.

One example of how this plays out on our campus is the annual Local Harvest Dinner, where members of both the university and the larger community come together for a great, huge dinner. Local farmers set up tables where people can meet them and learn about their efforts, a wide variety of other groups set up information tables, and it's just a very nice community-building activity.

We also have a number of student organizations that have formed in these areas of interest. For instance, we coordinate a working group on food systems that got a plot of land certified organic on the main campus about five years ago and almost immediately, an organic gardening club was formed. Now in their fourth year of existence, the club has won all kinds of awards for their efforts. They sell vegetables to our dining halls, they set up a farmers' market tent in the spring and fall, they donate to local food pantries on a regular basis, and they organize a community dinner once a month to help build community in our area.

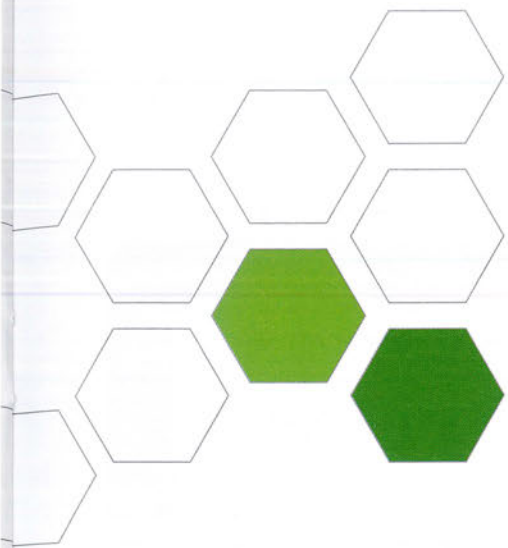
ACUI: Tom, let's talk a bit about students as customers or consumers. We are seeing increased interest in nutritional labeling, in environmentally responsible meal plans, and in things like fair trade coffee and sweat shop abuse. Can you comment on those movements?

TOM KELLY: I think the challenge and the opportunity with those kinds of issues is to connect them with the larger framework of sustaining a community. As we try to advance a common conception of sustainability, we always run into those who think it's just about the environment—about recycling and preserving natural resources. But when we rephrase the question to read: "What is it that sustains us as human beings and as human communities?" we find that beyond clean air, clean water, and healthy food, people want to talk about a whole host of other things such as a sense of community, common experiences, transportation, livelihood, and companies that don't exploit labor in order to get a cheap retail price for their products. In truth, all of these things can be addressed together in a large, integrated manner.

I think there is a tendency for campuses to have a collection of special interest groups, each of which has its own little niche, as in "I'm a human rights advocate," or "I'm an environmental advocate," or "I'm a nutrition advocate." The opportunity in sustainability is to very actively ask: "How do all of these different concerns, each of which is clearly important, connect in a larger framework?" That kind of approach gets us to the heart of sustainability and to the public policies that need to be addressed.

ACUI: The whole area of student involvement is something that we are a part of as college union and student activities professionals. Do you have thoughts on what we can do to help students engage in the sustainability effort?

**I really believe that
the concept of
community is at
the center of
sustainability.**



This idea of a **sustainable learning community** is a key concept for us, and in a sustainable learning community, everything is curriculum, everyone is an educator, and it's really about how we put it all together. It's taking the service-learning model and placing it within a framework that reflects a continuum of activities—all of which are required to create a sustainable community.

TOM KELLY: Sure. An example of student involvement on our campus is a group called the Ecological Advocates. This student organization formed as result of a competition called the Waste Watch Energy Challenge that takes place in our dormitories. After that competition, some students assumed leadership roles in their dorms and continued to get together around ecology issues. And we certainly have other student groups that have formed to advocate for sustainable living activities in the context of their living units.

Professional staff in college unions can really assist these different interest groups by creating an opportunity for them to explore how their various areas of interest relate to each other, and that can be a very interesting intellectual exercise as well as a practical way to think about collaboration. Certainly any kind of programming or facilitation that college union professionals can provide in this regard, particularly in collaboration with faculty in a co-curricular context, would be extremely helpful.

Another way for your colleagues to nurture student involvement, and particularly for those who have their own facilities, is to engage students in looking at practices within their buildings relative to energy, water, food, and all those various factors.

ACUI: You just mentioned partnerships with faculty, which makes me wonder about the applicability of the service-learning model to sustainability. Can you comment?

TOM KELLY: Certainly. This idea of a sustainable learning community is a key concept for us, and in a sustainable learning community, everything is curriculum, everyone is an educator, and it's really about how we put it all together. It's taking the service-learning model and placing it within a framework that reflects a continuum of activities—all of which are required to create a sustainable community. It's people seeing activities that they are already engaged in, but in a broader framework, which can lead to new kinds of collaboration. For example, we have a program called

the New Hampshire Carbon Challenge developed by two women to focus on household-level changes that people can make. And it's led to a whole series of things and a growing demand from communities for technical support and assistance on how to make adjustments within their own households, businesses, and towns to reduce energy consumption, reduce emissions, and, quite frankly, save money. While we focus a lot on climate, energy, ecosystem, and other environmental issues, we need to make sure that students understand that literacy programs and outreach to those who are experiencing difficulties are also part and parcel of what sustains a human being and a high quality of life. In other words, we keep coming back to sustainable communities.

ACUI: Have you had any more thoughts about the future of dining services as they relate to sustainability?

TOM KELLY: There is in my mind a potential disconnect between our sustainability goals and the sort of "marketing perspective" that characterizes the student mantra as "I want what I want, when I want it." One of my pet peeves, quite frankly, is the whole notion of the consumer. I think it's a degraded notion of a human being and a caricature of someone who's driven by price and convenience. "Consumer" may indeed be one piece of a person, but what about the "citizen," who represents the human being in social or political settings? Citizens do buy things, so they are customers in that respect, but they also have a set of values and concerns that extend far beyond price and convenience. So I think that re-engaging the civic culture and the "student as citizen" is a really vital part of a sustainable community. And I would put that in contrast to the consumer notion or the conception of the consumer. You know, from a business standpoint, when you look at student behavior and you look at the focus group feedback, it really is a generation that "wants what they want, when they want it." So it's not that you can ignore that, but I think to see and engage the other dimensions of the students is not just important, but is a very fulfilling thing to do.

Steal this idea
2008

ACU's Promotion and
marketing competition

SIDE
A

FEATURING Best in Show, Four-Color Posters,
T-Shirts, and many more

The Steal this Idea competition, now in its 15th year, recognizes excellence in college union and student activities graphics and marketing materials. Readers are encouraged to "steal the ideas" they find in the following pages of winners, similar to the way we've borrowed the color scheme and some graphical elements from this year's Best in Show.

Entries were judged on the strength of their concept, design, editorial content, and effectiveness. Entries were categorized by medium and whether they were created by students or staff. In categories where few entries were submitted, the student and professional distinction was removed or some places were not awarded. In cases where the judges felt there was a tie, more than one entry was awarded the first place. Judges were Caroline Hackman, Katy Riediger, Vida Sacic, and Bryeanne Summers. Winners also were featured at the annual conference in New Orleans.

1. Best in Show



2.



5.



6.



8.



Boise State University
Children's Center

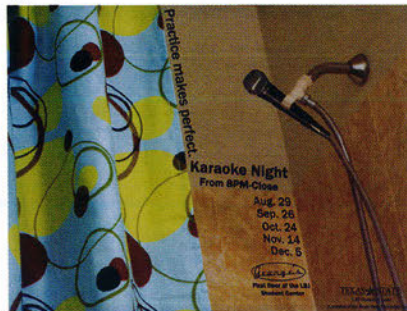
3.



4.



7.



9.



Steal This Idea 2008

BEST IN SHOW

1. Matafest
California State University-Northridge
Tiffany Olay

LOGO/BRAND IDENTITY

PROFESSIONAL

2. **1st place**
Whipped
University of Arizona
Meredith Burton, Nick Adamakis
3. **2nd place**
Children's Center
Boise State University
Cale Cathey

LOGO/BRAND IDENTITY

STUDENT

4. **1st place**
Breakin' Point
University of North Carolina-Chapel Hill
Cara Shih
5. **Honorable mention**
Core
University of Arizona
Acacia Betancourt, Jackson Boelts,
Nick Adamakis

6. **Honorable mention**
Full Belly
Southern Oregon University
Ashley Fuszek

PRINT ADVERTISEMENTS

STUDENT + PROFESSIONAL

7. **1st place**
Karaoke Night
Texas State University-San Marcos
Michael Clayton
8. **2nd place**
Open Mic Night
Eastern Michigan University
Alan Langvirand
9. **Honorable mention**
Slice It Campaign
University of Arizona
Nick Adamakis, Misha Harrison

Steal-idea UNIS 2008

FOUR-COLOR POSTERS

PROFESSIONAL

1. **1st place**
Pub After Dark
California State University–Northridge
James Matzen
2. **2nd Place**
Four
University of Arizona
Gary Rozanc, Misha Harrison,
Nick Adamakis
3. **3rd place**
Bob Dylan
Clemson University
Daniel Austin, Richard Gregory,
Tina LeMay
4. **Honorable mention**
Hygiene for Humanity
University of Arizona
Misha Harrison, Nick Adamakis
5. **Honorable mention**
Mother's Day Brunch Poster
Southern Illinois University–Carbondale
Kathryn Randall

FOUR-COLOR POSTERS

STUDENT

6. **1st place**
Homecoming '07
The Ohio State University
Laura Sanders
7. **1st place**
Priceless
Boise State University
Greg Rowe, Sandy Friedly
8. **1st place**
SAF Spring Poster
The Ohio State University
Erin Lucarelli
9. **2nd place**
Company of Thieves
University of Illinois–Urbana-
Champaign
Kristie Weaver
10. **Honorable mention**
Emerson String Quartet
University of Southern California

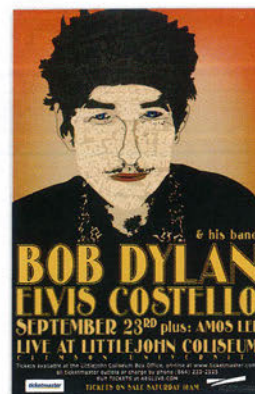
1.



2.



3.



4.



5.



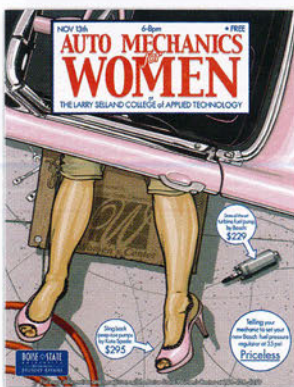
6.



8.



7.



9.



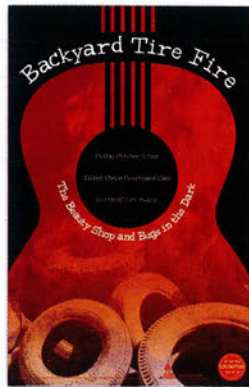
10.



11.



12.



Steal This Idea 2008

TWO-COLOR POSTERS

PROFESSIONAL

11. **1st place**

Film Connections
University of Michigan—Ann Arbor
University Unions Graphic Design
Office, University Unions Arts and
Programs, Inga Brege, Benita Murrel

12. **Honorable mention**

Backyard Tire Fire
University of Illinois—Urbana-Champaign
Monica Venhuizen

TWO-COLOR POSTERS

STUDENT

13. **1st place**

Billiards Tournament
University of Cincinnati
UC Campus Services Marketing,
Justin Curtis, Vicki Rogers, Eryn Yancy,
Adam Bankovich

14. **1st place**

Billiards Tournament 2007
University of Cincinnati
UC Campus Services Marketing,
Justin Curtis, Vicki Rogers, Eryn Yancy,
Jessica Butler

15. **Honorable mention**

Big Free Concert
The Ohio State University
Laura Sanders

16. **Honorable mention**

USU Program Council \$2 Movie Series
Flash Pass
California State University—Long Beach
Chris Miller

ONE-COLOR POSTERS

STUDENT + PROFESSIONAL

17. **1st place**

ASI Mandatory Funding Workshop
California State University—Los Angeles
Saul Vargas

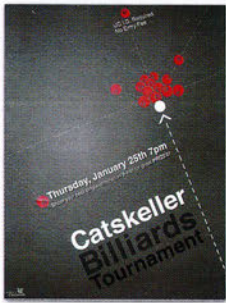
18. **2nd place**

Women's Music Festival
Boise State University
Jeremy Webster

19. **2nd place**

ASI Student Government Beach Clean-Up
California State University—Long Beach
Miriam Farooq

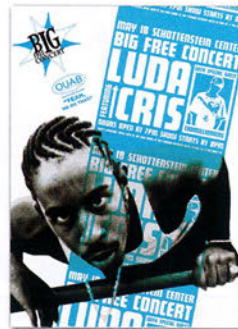
13.



14.



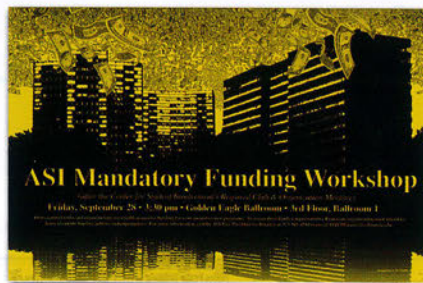
15.



16.



17.



18.



19.



Steal This Idea 2008

ONE-COLOR BROCHURES (EIGHT PANELS OR LESS)

PROFESSIONAL

- Honorable mention**
2007 Madrigal Dinner Mailer
Oklahoma State University

TWO-COLOR BROCHURES (EIGHT PANELS OR LESS)

STUDENT

- 1st place**
Baladi Fan
Boise State University
Paige Weber

FOUR-COLOR BROCHURES (EIGHT PANELS OR LESS)

PROFESSIONAL

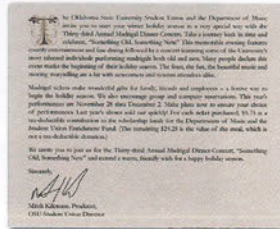
- 1st place**
Healthy Options
University of Arizona
Meredith Burton, Nick Adamakis

FOUR-COLOR BROCHURES (EIGHT PANELS OR LESS)

STUDENT

- 1st Place**
LGBT Spring Calendar of Events
University of Southern California
- 2nd place**
Fine Arts Series
University of North Texas
Ashley Ellis
- 3rd place**
Stars Mentor
California State University—Los Angeles
Tanya White

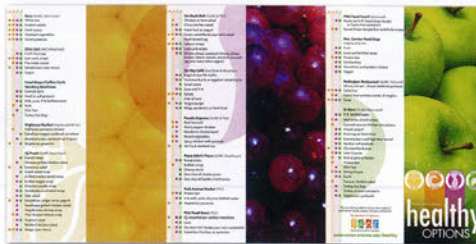
1.



2.



3.



5.



4.



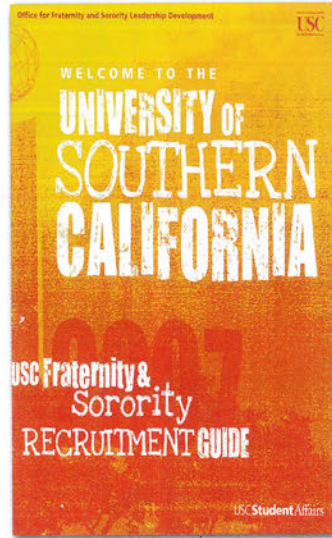
6.



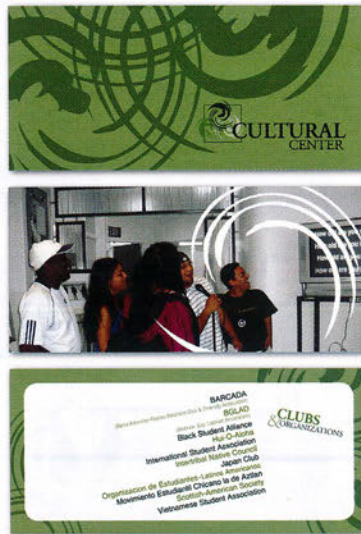
7.



8.



10.



9.



Steal This Idea 2008

BROCHURES (MORE THAN EIGHT PANELS)

PROFESSIONAL

- 7. **1st place**
Arts@USC 07/08
University of Southern California
- 8. **Honorable mention**
Fraternity/Sorority Recruitment Guide
University of Southern California

BROCHURES (MORE THAN EIGHT PANELS)

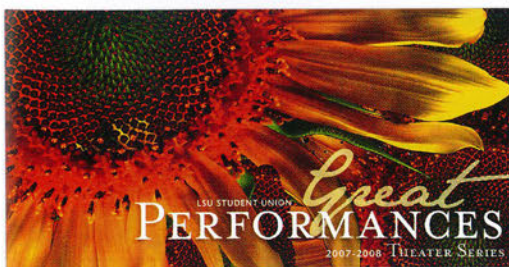
STUDENT

- 9. **1st place**
USU Brochure
California State University–Northridge
Sean Ruge, Tiffany Olay
- 10. **2nd place**
Cultural Center
Boise State University
Maria Kauffman
- 11. **3rd place**
Great Performances Theatre Series
Louisiana State University
Magen Gladden
- 12. **3rd place**
USU Year in Review 2006–07
California State University–Long Beach
Arian Franz, Chris Miller

12.



11.



Steal Ideas 2008

PROMOTIONAL CAMPAIGNS

PROFESSIONAL

1. 1st place

"More Than a Building" Carolina Union
University of North Carolina—Chapel Hill
Megan McGuire, Adrienne Edwards,
Allison Badea

2. 2nd place

Hunger Banquet
University of Arizona
Nick Adamakis, Misha Harrison

3. Honorable mention

Great Performances at Vanderbilt Season
2007–08
Vanderbilt University
Linda Marks

4. Honorable mention

Sweet [Design] Promotional Campaign
University of North Carolina—Chapel Hill
Adrienne Edwards, Roxanne Shabani

1.



2.



3.



4.



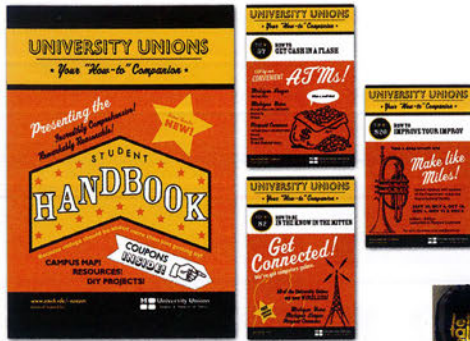
Steal This Idea 2008

PROMOTIONAL CAMPAIGNS

STUDENT

5. **1st place**
University Unions 2007–08
Image Campaign
University of Michigan–Ann Arbor
Inga Brege, Laura Nichols,
Laura Hillenbrand
6. **2nd place**
CSULB Student Recreation and
Wellness Center Educational
Campaign
California State University–Long Beach
Abel Rodriguez
7. **3rd place**
Tunnel of Oppression 2007
University of Arizona
Hsin Yi Lin, Misha Harrison,
Nick Adamakis, Sharon Claros
8. **3rd place**
Volunteer Center 2007–08
University of Southern California
9. **Honorable mention**
Alcohol Awareness Week
California State University–Los Angeles
Eric Simabukuro
10. **Honorable mention**
Spring Quarterly Training
California State University–Los Angeles
Mina Nakashima
11. **Honorable mention**
Summer Session Programs 2007
University of Wisconsin–Eau Claire
Maria Nocenti
12. **Honorable mention**
The Forum and Artists Series 2007–08
Season Promotion
University of Wisconsin–Eau Claire
Maria Nocenti

5.



6.



7.



8.



9.



10.



11.



12.



Steal This Idea 2008

T-SHIRTS

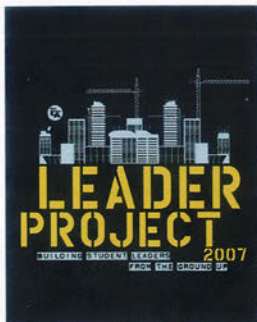
STUDENT + PROFESSIONAL

1. **1st place**
Leader Project
California State University—Los Angeles
Christian H. Campos
2. **2nd place**
Fall Student Fest
California State University—Los Angeles
Christian H. Campos
3. **3rd place**
CSULA Commencement
California State University—Los Angeles
Judy Thang
4. **Honorable mention**
Go Greek
Boise State University
Cale Cathey

MISCELLANEOUS

5. **1st place**
100th Anniversary Celebration
University of Wisconsin—Madison
Wisconsin Union Marketing and Graphics
6. **2nd place**
Beauty, Elegance, and Southern Miss Heritage
University of Southern Mississippi
Jennifer Rigney
- 3rd place
Union Gift Cards
University of Arizona
Meredith Burton, Nick Adamakis, Hsin Yi
No photo available
7. **Honorable mention**
Rec Room Table Tent
University of Illinois—Urbana-Champaign
Louis Morton
8. **Honorable mention**
USU Summer Mural
California State University—Los Angeles
Tanya White
9. **Honorable mention**
Social Justice Leadership Center:
Act. Educate. Empower.
University of Arizona
Jessica DeWitt, Meredith Burton,
Nick Adamakis

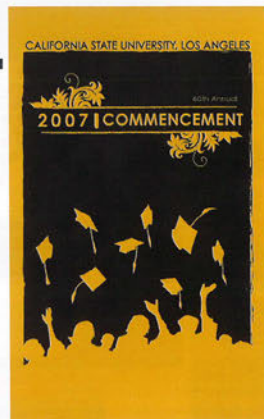
1.



2.



3.



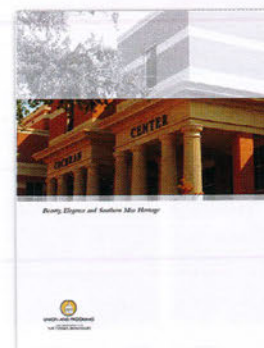
4.



5.



6.



7.



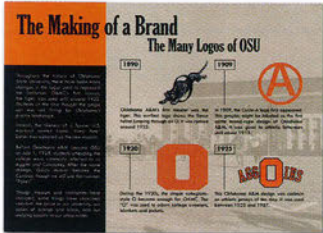
9.



8.



10



11.



13.



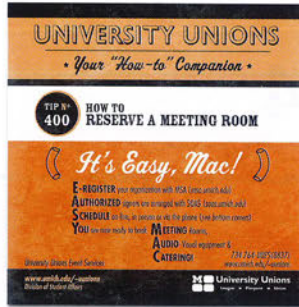
12.



14.



15.



16.



17.



18.



Steal This Idea 2008

SPECIALTY ITEMS

PROFESSIONAL

- 10. **1st place**
DSU Brand Buttons
Oklahoma State University
- 11. **2nd place**
Rutgers Magic 8-Ball
Rutgers University—Camden
Tom Di Valerio
- 12. **2nd place**
New Student Admissions Initiative:
You Always Get the Red Carpet
Treatment
Rutgers University—Camden
Tom Di Valerio
- 13. **Honorable mention**
New Student Admissions Initiative:
The Lunch Box Project
Rutgers University—Camden
Tom Di Valerio
- 14. **Honorable mention**
TigerPaw Truck Wrap
Clemson University
Daniel Austin, Richard Gregory,
Tina LeMay

SPECIALTY ITEMS

STUDENT

- 15. **1st place**
"Easy Mac"
University of Michigan—Ann Arbor
University Unions Event Services,
Margaret Aldridge, Laura Hillenbrand
- 16. **2nd place**
Fall Fest Buttons
University of North Carolina—
Chapel Hill
Roxanne Shabani
- 17. **3rd place**
2007–08 Official Trojan Spirit Box
University of Southern California
- 18. **Honorable mention**
Bowling Lane Back Panels (3' x 60')
Oregon State University
Matt Teske

Steal This Idea 2008

CALENDARS

1. **1st place**
U-SU Fall Calendar of Events
California State University—Los Angeles
Mirai Takashima
2. **2nd place**
Make More Noise (Fall 2007)
California State University—Northridge
Tiffany Olay
3. **3rd place**
ASI Fall Calendar of Events
California State University—Los Angeles
Christian H. Campos
4. **3rd place**
Norris Fall Events Calendar
Northwestern University
5. **Honorable mention**
University Unions Staff Calendar
University of Michigan—Ann Arbor
University Unions Staff, Laura Seagram,
University Unions Graphic Design Office,
Laura Hillenbrand

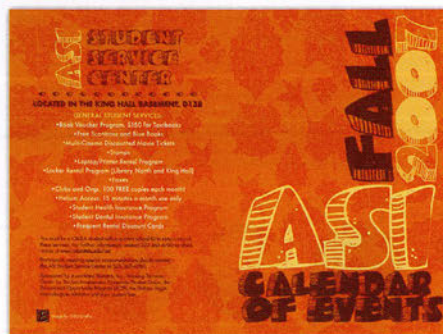
1.



2.



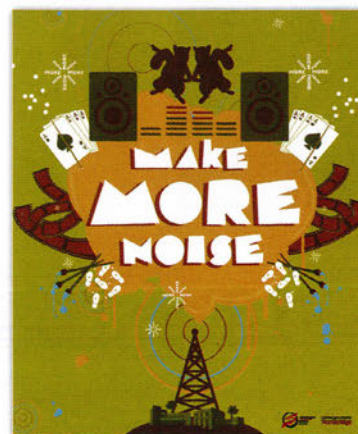
3.



4.



5.



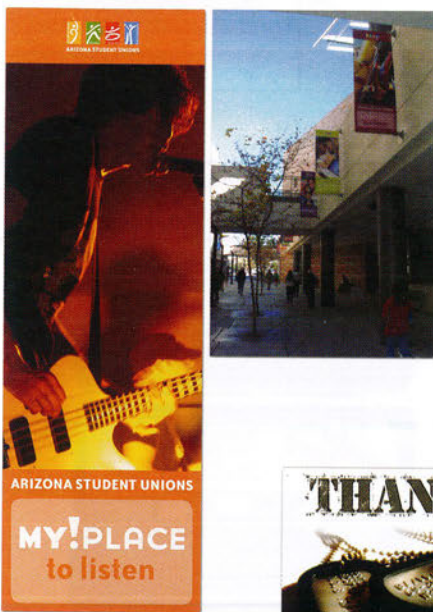
6.



7.



8.



9.



10.

11



Steal This Idea 2008

SIGNS/BANNERS

PROFESSIONAL

6. **1st place**
Beyond the Foodcourt
University of Arizona
Meredith Burton, Nick Adamakis
7. **2nd place**
Moving 'Round the Bases:
The New Ohio Union Campaign
The Ohio State University
Chris Garbe
8. **3rd place**
MY PLACE! Banners
University of Arizona
Meredith Burton, Nick Adamakis,
Misha Harrison

SIGNS/BANNERS

STUDENT

9. **1st place**
Veteran's Day Celebration
Boise State University
Greg Rowe
10. **Honorable mention**
Core
University of Arizona
Acacia Betancourt, Jackson Boelts,
Nick Adamakis
11. **Honorable mention**
Summer Events for Student Activity Fee
The Ohio State University
Stephanie McIlvoy

Steal This Idea 2008

CARDS/INVITATIONS

PROFESSIONAL

- 1st place**
More Served
California State University–Northridge
James Matzen
- 2nd place**
Carolina Union Holiday Card
University of North Carolina–Chapel Hill
Adrienne Edwards
- 3rd place**
Positive Change
Boise State University
Jeremy Webster
- Honorable mention**
A Night at Sothern Miss
University of Southern Mississippi
Jennifer Rigney

CARDS/INVITATIONS

STUDENT

- 1st place**
Matafest
California State University–Northridge
Tiffany Olay
- 2nd place**
Matador Nights
California State University–Northridge
Mauricio Urquilla

1.



2.



3.



4.



5.



6.



Multiple Application Mobile Folding Tables



www.sicoinc.com

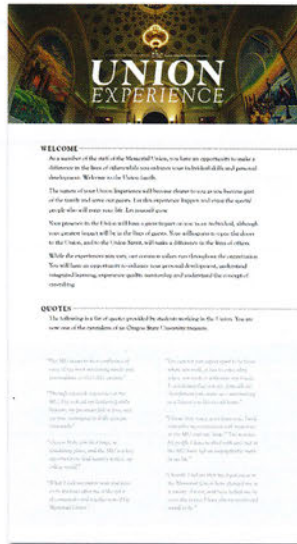
SICO AMERICA INC., 7525 Cahill Road, Minneapolis, MN 55439
Toll-Free: 1-866-702-8308, Fax: 952-941-6688, e-mail: sales@sicoinc.com



7.



8.



9.



10.



11.



Steal This Idea 2008

CARDS/INVITATIONS

(CONTINUED)

STUDENT

7. Honorable mention

Holiday on Main
University of Cincinnati
UC Campus Services Marketing,
Justin Curtis, Vicki Rogers, Eryn Yancy,
Linda Gindele

8. Honorable mention

The Union Experience
Oregon State University
Chris Arth

MULTIPAGE PUBLICATIONS

PROFESSIONAL

9. 1st place

ORSP Annual Report
California State University—
Los Angeles
Veronica Woo

10. Honorable mention

Meeting Services
California State University—Northridge
James Matzen

MULTIPAGE PUBLICATIONS

STUDENT

11. 1st place

Union Weekly 30th Anniversary Issue
California State University—
Long Beach
Union Weekly Staff

ACUI Attendees: **Did You TASTE Jump? Did You LIKE Jump? Why Not SERVE Jump?**



- ZERO Trans Fat
- NO M.S.G.
- 35+ Vegan Choices
- Low-Skill Labor
- On-Site Training
- 24/7 Intranet



866-888-JUMP • www.JumpAsian.com • Info@JumpAsian.com



2008 ACUI Regional Conferences

REGION 1

When: Nov. 21–23, 2008
 Where: University of Vermont
 Conference Chair: Amy Liss, University of Massachusetts—Lowell
 Contact: amy_liss@uml.edu
 Website: <http://region1.acui.org/region/01>

REGION 2

When: Nov. 7–9, 2008
 Where: SUNY—Oneonta
 Conference Chair: William G. Harclerod, SUNY—Oneonta
 Contact: harclweg@oneonta.edu
 Website: <http://region2.acui.org/region/02/fallconf08/fallconf08.html>

REGION 3

When: Nov. 7–9, 2008
 Where: West Chester University
 Conference Chair: Regina Finan, SUNY Downstate Medical Center
 Contact: regina.howell@downstate.edu
 Website: <http://region3.acui.org/region/03/rconf.php>

REGION 4

When: Nov. 14–15, 2008
 Where: University of Maryland—College Park
 Conference Chair: Andre Adams, University of Maryland—College Park
 Contact: anadams@umd.edu
 Website: <http://region4.acuiweb.org/region/04/programs/conference.asp>

REGION 5

When: Nov. 14–16, 2008
 Where: Vanderbilt University
 Conference Chair: Melissa Winter Means, Watkins College of Art
 Contact: mmeans@watkins.edu
 Website: <http://www.vanderbilt.edu/acui2008/>

REGION 6

When: Oct. 24–26, 2008
 Where: Augusta State University
 Conference Coordinator: Vickey Hanson, Augusta State University
 Contact: vhanson@aug.edu
 Website: <http://region6.acui.org/region/06/regional.htm>

REGION 7

When: Nov. 7–9, 2008
 Where: Eastern Michigan University
 Conference Chair: Carlos Costa, Eastern Michigan University
 Contact: carlos.costa@emich.edu
 Website: <http://www.emich.edu/studentcenter/acui>

REGION 8

When: Nov. 7–9, 2008
 Where: University of Wisconsin—River Falls
 Conference Co-chairs: Jon Levendoski, University of Wisconsin—River Falls
 Joan McDonald, University of Wisconsin—River Falls
 Contact: jonathan.m.levendoski@uwrf.edu
joan.m.mcdonald@uwrf.edu
 Website: <http://region8.acui.org/region/08/conferences.html>

REGION 9

When: Nov. 14–16, 2008
 Where: Indiana University—Purdue University—Indianapolis
 Conference Chair: Susan Canady, IUPUI
 Contact: scanady@iupui.edu
 Website: <http://region9.acui.org/region/09/conference2008.asp>

REGION 10

When: Nov. 6–8, 2008
 Where: North Dakota State University
 Conference Chair: Dave Swenson, University of Minnesota—Morris
 Contact: dswenson@morris.umn.edu
 Website: <http://region10.acui.org/region/10/regionalconference.htm>

REGION 11

When: Nov. 7–9, 2008
 Where: Missouri State University
 Conference Chair: Bob Rathbun, Missouri State University
 Contact: bobrathbun@missouristate.edu
 Website: <http://region11.acui.org/region/11>

REGION 12

When: Oct. 3–5, 2008
 Where: Texas Tech University
 Program Leader: Pamelyn Klepal Shefman, Rice University
 Contact: pamelyn@rice.edu
 Website: <http://region12.acui.org/region/12>

REGION 13

When: Oct. 2–4, 2008
 Where: Weber State University
 Conference Chair: Blaine Nickeson, Auraria Higher Education Center
 Contact: nickesonb@ahcc.edu
 Website: <http://region13.acui.org/region/13/conference2008/conf2008prev.php>

REGION 14

When: Oct. 16–18, 2008
 Where: Portland Community College—Rock Creek
 Conference Chair: Mandy Ellertson, Portland Community College—Sylvania
 Contact: melletso@pcc.edu
 Website: <http://www.acui.org/programs/professional/program.aspx?id=4308>

REGION 15

When: Nov. 2–4, 2008
 Where: University of Nevada—Las Vegas
 Conference Co-chairs: Blake Douglas, University of Nevada—Las Vegas
 Kelsey Harmon Finn, University of Nevada—Las Vegas
 Contact: blake.douglas@unlv.edu
kelsey.finn@unlv.edu
 Website: <http://region15.acui.org/region/15>

To find out what ACUI region your institution is in or to register for a regional conference, visit <http://www.acui.org/regions>.

College Bowl program suspended indefinitely

In early June, the College Bowl Company decided to suspend the campus program, effectively ending ACUI's partnership with the company. According to company president Richard Reid, College Bowl, in its current form, is no longer effective nor can it sustain itself.

"For years, College Bowl has been an important and valuable program on so many university and college campuses," said Gail Ferlazzo, ACUI's College Bowl Program Team leader. "It is disappointing that future generations may not have the opportunity to enjoy this fun, educational, team-building experience. Including some aspect of intellectual recreation will certainly be considered as ACUI explores other program options for the future."

The end of College Bowl presents an opportunity for the Association to review our strategic priorities and determine how we can best offer a developmental experience for college students.

College Bowl is a question-and-answer competition that tests participants' knowledge and quickness. ACUI has been an educational partner of the College Bowl Company since 1976, assisting the tournament at both the regional and international levels. Each year, hundreds of ACUI volunteers would give of their time to serve as officials, hosts, or coordinators.

The first College Bowl competition began on October 10, 1953; and the first annual College Bowl National Championship was held in 1978. In its tenure, the program received recognition from U.S. presidents, Congress, and state officials as well as received many awards.

"I can only imagine the thousands of students who have battled each other with brain power on our campuses over the years. College Bowl will certainly be missed from the recreation tournaments held an-

nually throughout the United States," said ACUI President Rich Steele.

College Bowl, however, will continue to produce the Honda Campus All-Star Challenge, an annual academic competition among students at historically black colleges and universities.

"Year after year, it brings me such joy to witness the tremendous minds and competitive spirit showcased through the Honda Campus All-Star Challenge," said ACUI Executive Director Marsha Herman-Betzen. "I'm thankful that despite the end of the College Bowl program as a whole, enough financial support exists to save this particular program."

The Association must now look into how to provide a fun, team-building, educational

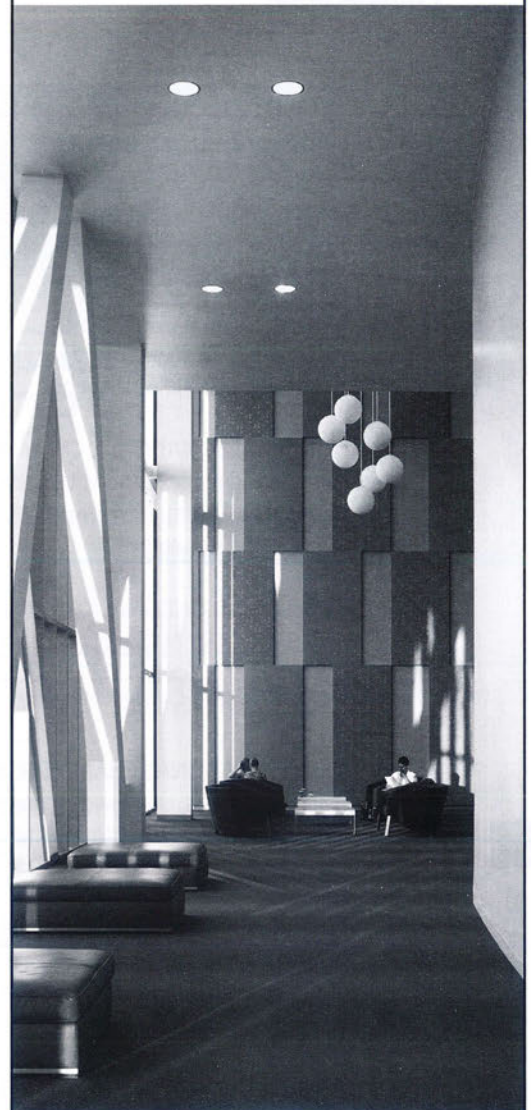
experience such as College Bowl for students in the future.

"The end of College Bowl presents an opportunity for the Association to review our strategic priorities and determine how we can best offer a developmental experience for college students. The Board of Trustees' Strategic Direction Committee will be discussing options for researching this opportunity," said Thomas Lane, chair of the ACUI Board of Trustees Strategic Direction Committee.

To add comments to the discussion about the future or for questions about ACUI's competitive programs, contact Michelle Smith at mjsmith1@acui.org.

Schools that already placed orders for the 2008-09 season will be refunded via form of original payment. Direct refund requests and questions to Frank Gencur at 818.610.8225 or frank@collegebowl.com.

**Expertise
Imagination
Partnership
Performance**



**Boston 617.742.5440
St. Louis 314.241.6250
Los Angeles 310.229.2700**

Baltimore • Boston • Buffalo • Calgary • Chicago
Houston • Los Angeles • Mumbai • New York
Phoenix • St. Louis • San Francisco • Shanghai
Toronto • Vancouver • Victoria • Washington DC

CANNONDESIGN
AN IDEAS BASED PRACTICE

www.cannondesign.com



2008 results for ACUI recreation and leisure activities competitions

College Bowl

The National College Bowl Tournament was held at Macalester College from April 25–27. College Bowl is a question-and-answer game of general knowledge and quick recall. The 2008 champion was the University of Rochester, which defeated the University of New Mexico 405–230 in the final round. For full results on the tournament, visit: <http://www.collegebowl.com/nct08/playoffchart.asp>.

Clay Targets

The 40th annual Intercollegiate Clay Targets Tournament was held April 10–13, in San Antonio, Texas. Nearly 300 students from 37 institutions participated in the tournament. Partial results are listed below; for complete results, visit the ACUI website.

INTERNATIONAL SKEET NATIONAL CHAMPIONSHIPS

- Men: Troy Kensigner, Texas A&M University
- Women: Alexandra Chiang, Lindenwood University
- Team: Texas A&M University

INTERNATIONAL TRAP NATIONAL CHAMPIONSHIPS

- Men: Kory Stassi, Lindenwood University
- Women: Mimi Wilfong, Texas A&M University
- Team: Lindenwood University

AMERICAN SKEET NATIONAL CHAMPIONSHIPS

- Men: Mark Schutzius, Lindenwood University
- Women: Laura Kolb, Texas A&M University
- Team: Lindenwood University

AMERICAN TRAP NATIONAL CHAMPIONSHIPS

- Men: Derrick Mein, Kansas State University
- Women: Katherine Fichtner, United State Military Academy
- Team: Lindenwood University

FIVE STAND SPORTING CLAYS NATIONAL CHAMPIONSHIPS

- Men: Travis Mears, Lindenwood University
- Women: Laura Kolb, Texas A&M University
- Team: Lindenwood University

HIGH OVERALL NATIONAL CHAMPIONSHIPS

- Men: Derrick Mein, Kansas State University
- Women: Laura Kolb, Texas A&M University
- Team: Lindenwood University

Poetry Slam

The 2008 Poetry Slam Invitational was held April 2–5, at the University of New Mexico in Albuquerque, N.M. Results are listed here and online at <http://www.acui.org/programs>.

BEST POEM

Josh Bennett, University of Pennsylvania

BEST FEMALE POET

Carrie Rudzinski, Emerson College

BEST MALE POET

Josh Bennett, University of Pennsylvania

BEST COMEDIC POEM

University of California–Santa Cruz

MOST ORIGINAL POEM

Colleen Mayo, Hendrix College

BEST GROUP POEM

University of California–Santa Cruz

MOST INNOVATIVE TEAM

University of Wisconsin–Madison

MOST SPORTSMANLIKE TEAM

University of Wisconsin–Madison

BEST PRESENTATION AS A GROUP

Stanford University

Table Tennis

The 2008 Table Tennis Tournament was April 10–13, in Rochester, Minn. ACUI partnered with the National Collegiate Table Tennis Association for the doubles portion of the event. Partial results are listed below. For complete results, visit: <http://nctta.org/champs/2008/results.html>.

MEN'S SINGLES

Alfred Najem, Emporia State University

MEN'S CONSOLATION SINGLES

Eric Leventhal, University of Pennsylvania

WOMEN'S SINGLES

Ines Perhoc, Texas Wesleyan University

WOMEN'S CONSOLATION SINGLES

Min Li, The Ohio State University

MIXED DOUBLES

Adam Hugh, Princeton University, and Judy Hugh, Rutgers University

MEN'S DOUBLES

Adam Hugh, Princeton University, and Tahl Leibovitz, Queens College

WOMEN'S DOUBLES

Jasna Reed and Ines Perhoc, Texas Wesleyan University



Billiards

The Billiards 9-Ball Championship will be held in July. Results of this tournament will appear in the September edition of *The Bulletin*.

If you are interested in more information about next year's events – participating, joining a committee, or serving as a tournament host—please e-mail Michelle Smith, ACUI director of educational programs and services, at mjsmith1@acui.org, or the appropriate volunteer: Jason Meier, jmeier@uab.edu, ACUI Poetry Slam Program Team leader; or Betsy Sundholm, sundholm@umich.edu, ACUI Leisure Activities Program Team leader.

SPECIAL THANKS TO OUR RECREATION SPONSORS



BILLIARD CONGRESS OF AMERICA





PUBLIC POLICY UPDATE

Higher Education Act Reauthorization

Congressional committee staff continue to work on resolving differences between House and Senate versions of the Higher Education Act reauthorization legislation (S. 1642/H.R. 4137). While there had been hopes to finish work on the bill sooner, stumbling blocks include House-passed provisions on penalizing states for cutting their higher education budgets, requirements for publishers and colleges to disclose more information regarding textbook costs, and mandatory emergency notifications within 30 minutes. As chairman of the Senate education committee, Sen. Edward Kennedy's unexpected illness and recent surgery raised some initial concerns about completion of the bill. However, news reports indicate that fellow committee member Sen. Barbara Mikulski of Maryland will be stepping in to lead any necessary member negotiations. Meanwhile, Congress continues to approve monthly stopgap measures (P.L. 110-230, 110-238) extending programs under current law. By only making short-term extensions, congressional leaders are keeping the pressure on lawmakers to work toward final passage of the legislation before the end of the 110th Congress this year.

Student Loans

The Ensuring Continued Access to Student Loans Act of 2008 was signed into law by the president on May 7 (P.L. 110-227). While the Department of Education works to implement its expanded authority to aid loan companies and to advance capital to guaranty agencies as lenders of last resort, the legislation also increased the maximum amounts students can borrow under the federal loan program by \$2,000, reducing the need for private loans. Despite these actions, concerns remain about fair-weather lenders—who may withdraw from federal lending programs or discontinue lending at specific institutions—as well as the continued growth of the private loan industry, which tends to have less favorable terms for borrowers than federal programs. Still under negotiation in the Higher Education Act reauthorization is language in the House-passed version that requires new disclosure and certification requirements for private lenders.

Veterans' Education Benefits

In anticipation of Congress enacting a significant expansion of the Montgomery G.I. Bill as part of a war funding bill (H.R. 2642), higher education institutions are considering a possible surge in the enrollment of veterans. Currently, only 6 percent of veterans exhaust the educational benefits available to them, while 71 percent use some portion. The top institutional recipients of that aid are for-profit institutions such as the University of Phoenix. While the expansion of benefits is still under negotiation, there is recognition in the higher education community that unique consideration is due to those transitioning from active military service to campus life. In early June, the American Council on Education held a two-day conference at George-

town University where top college officials and policymakers gathered to present best practices and discuss some of the issues faced by student veterans such as feelings of isolation, accommodations for disabled veterans, and access to financial aid.

Legislation Introduced to Broaden Definition of Disabilities

Although action is presently stalled, legislation introduced (H.R. 3195/S.1881) by House Majority Leader Steny Hoyer to expand the protections of the Americans with Disabilities Act (ADA) has garnered attention in higher education circles. The ADA Restoration Act seeks to reverse Supreme Court interpretations that set strict standards of inclusion under the law. While ADA defines disabilities as "impairment that substantially limits ... major life activities," the Supreme Court determined both the impairment and life activities must be significantly major and drastically reduces the scope. According to reports by the *Chronicle of Higher Education*, most universities voluntarily exceed current ADA standards in their accommodations, but some institutions worry that broadening the parameters would inundate campus services with accommodations requests beyond their capabilities and resources.

Federal Budget

The House and Senate narrowly approved a compromise budget resolution (S. Con. Res. 70/Conference Report 110-659) that represents the initial step in the congressional process by determining funding ceilings for broad categories of expenditures. This blueprint is then used by congressional appropriators to set specific allocations for individual programs. Additionally, any updates or new authorization legislation (such as the Higher Education Act) can be subject to these budgetary restraints in attaining passage. To facilitate passage of a Higher Education Act reauthorization and other education bills with budgetary implications, the resolution includes significant increases for Title I, services under the Individuals with Disabilities Education Act, Pell Grants, and other key programs. For the category of education, training, employment, and social services that total spending limit is an increase above the current fiscal year's levels as well as \$8.4 billion or 5.9 percent above the president's budget request for 2009. However, outstanding veto threats against increased spending as well as election year politics make it unlikely an education spending bill would reach the president's desk this year. The expectation is that lawmakers will finance most areas through a series of continuing resolutions that fund the federal government at current levels and would effectively freeze spending levels well into 2009.

If you are interested in being involved with the ACUI Public Policy Team or have any suggestions or questions regarding ACUI's efforts in this area, please contact Helen Colosimo at hcolosim@acui.org.

54 THE BULLETIN | July 2008



SPECIAL THANKS TO OUR 2008 ANNUAL CONFERENCE SPONSORS



Sodexo Alliance
Senior Management Professionals
Program reception and dinner;
Leadership Team reception and dinner



American Honda Motor Company
Caryl M. Stern keynote address



Perkins+Will
Enacting Sustainable Initiatives on
Campus preconference seminar



Chartwells
Box lunches for the community
service project



WTW Architects
Transportation in conjunction with the
Habitat for Humanity community
service project



Mackey Mitchell Architects
Delegate name badge



CollegiateLink
Administration, finance, and management
educational sessions



Holzman Moss Architecture
Delegate notepad



Coca-Cola
Bottled water for community service project



New Orleans Marriott
ACUI Expo Lunch



Central Office emphasizes membership with new hire



In April, the Central Office welcomed Jason Cline as its director of membership development. In this newly created position, Cline will be responsible for the recruitment and retention of members for the Association by developing and implementing campaigns, maintaining membership content on the ACUI website, and producing and analyzing reports on membership data and trends.

Previously, Cline has worked in the membership area for both the Roller Skating Association and the American Bar Association. Through his experience, Cline has grown passionate about membership.

"Membership is the reason associations exist. Each association has varying benefits to offer, and each member perceives differently which benefits are most valuable," Cline said. "What I have enjoyed most about working with and for members of associations is developing a relationship with each member and learning what is important to each of them. This is especially helpful when recruiting new members because there is a very rewarding feeling when I help someone discover something new that is extremely beneficial to them."

Cline decided to apply for the ACUI opening when he realized what a good fit the position was for his area of expertise.

"When I found this job posting, I was extremely excited to see so many requirements matched with my skill set and experience. There were also plenty of challenges that would allow me to continue emerging in the field of membership and association management," Cline said. "The most intriguing part of the job description for me was having a decision-making voice in the planning and execution of campaigns and programs."

And Cline believes that he can make a difference for membership at ACUI, first and foremost by building relationships.

"I believe each member and prospective member can benefit from at least one thing ACUI offers. Otherwise, the Association would not exist. I thrive in environments that allow me to connect with people and build

long-lasting, trusting relationships," Cline said. "Because of this, I feel confident that I will build the same relationships as I have in the past and have a positive impact on the membership count of the Association."

In his first weeks working for the Association, Cline focused on learning as much as possible about ACUI.

"I think the best way to describe it is being a human sponge," Cline said. "I didn't want to begin developing anything until I was comfortable the amount of information I had obtained was sufficient to make strategically advantageous decisions."

Cline already has few ideas for his first major projects, including developing calendar of campaigns and assembling a historical membership report that can be used for years to come as a way to compare and contrast membership programs and campaigns.

And Cline has also discovered that ACUI is somewhere he enjoys being.

"From my first moments with Marsha [Herman-Betzen, ACUI executive director], I knew that ACUI was the place I wanted to be. I felt valuable to the Association from Day 1, and the atmosphere she has created at the Central Office is very conducive to my work style and habits," Cline said.

In the future, Cline hopes to be able to form relationships with many members.

"I am most looking forward to meeting everyone in this field. What motivates me in my position is seeing the passion that people have for their work," Cline said.

Sustainable design for residential, food service, classroom, performing arts and administrative environments

Bethel College
Brandeis University
Brown University
Colby College
Dartmouth College
Dean College
Hamilton College
Harvard University
Lesley University
Macalester College

Massachusetts Institute of Technology
Northeastern University
Radcliffe Institute for Advanced Study
Stonehill College
Tufts University
University of Chicago
University of Florida
University of Maine
Vanderbilt University
Williams College



The new Commons Center, Vanderbilt University
Nashville, Tennessee

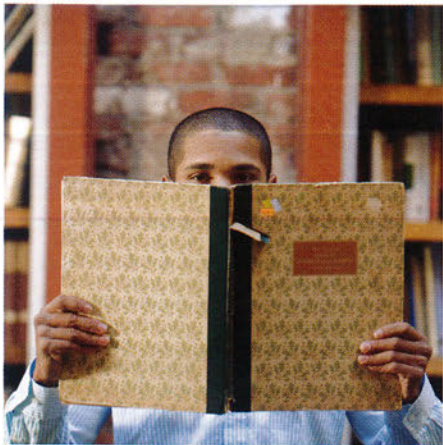


photos: Rick Mandelkorn

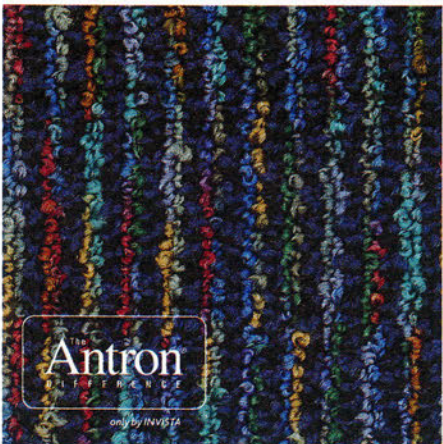
Bruner/Cott
architects and planners

Contact: Dana Kelly, DIRECTOR OF MARKETING
130 Prospect Street, Cambridge, Massachusetts 02139

617-492-8400 • dkelly@brunercott.com • www.brunercott.com



From dining areas to meeting spaces, from bookstores to theaters, conference facilities, and everything in between, college unions are the heart of community life for students. So it's important to have the right product for the right application. At Tandus, our product offering is as diverse as the needs of your college union.



tandus.com 800.248.2878

design • technology • sustainability

inunison



Tandus
EXPECT INNOVATION



LONE STAR COLLEGE-MONTGOMERY

The Commons

LONE STAR COLLEGE-MONTGOMERY

Two-year, public, commuter, suburban
FULL-TIME ENROLLMENT: 5,375
LOCATION: Conroe, Texas

THE COMMONS

DIRECTOR:

Joseph Maurer

SIZE: 10,000 sq. ft.

FLOORS: 2

BUILT: 1995

ANNUAL BUDGET:

\$180,000

STUDENT STAFF:

8-10 (part-time)

NONSTUDENT STAFF:

2 (full-time);

3 (part-time)

WEB SITE:

<http://montgomery.lonestar.edu/studentactivities>



History

When The Commons was built at Lone Star College-Montgomery, it served mainly as a cafeteria/eating area and a bookstore. But over the past three years, it has been renovated to include the Office of Student Activities, a games room, student lounge area with television, and a performance area.

"It has evolved into a space that the students now see much more as a campus 'living room' rather than just a dining area," said Joseph Maurer, director.

An annual event helped provide perspective on the pre- versus post-renovated area. According to Maurer, President Tom Butler holds an all-employee lunch at the beginning of each academic year; the event is always held in The Commons.

"At the employee lunch [post-renovations], President Butler jokingly alluded to the reduction of available space for the event, saying that things were 'a lot easier before all of these students started hanging around,'" Maurer said.

Unique features

Since students did not have a hang-out area before the building's renovation, the fact that The Commons serves this purpose is still unique.

"There was a lack of a 'real' campus feel, and students reported that they had no sense of community," Maurer said. "The evolution of The Commons into a student center space has completely turned around that atmosphere, and it is now a space where students gather to catch up with friends, relax between classes, watch a performance, or play some games."

Students' role

Each semester, 8-10 students are hired to assist in running The Commons.

"They are responsible for our front-line customer service: greeting students, employees, and visitors, answering phones, providing information about campus, printing student and employee IDs, overseeing the games room and checking out equipment for games, and managing the student lounge space," Maurer said. "They also support and assist the 'regular' staff with projects and programs throughout the year."

And because of all the resources provided, The Commons is a top spot for students to socialize.

"The students feel comfortable there, and they know that it's a flexible area for a variety of needs," Maurer said. "We also get students planning study groups in that area, but it depends on what programs and activities are going on at the same time that might make it difficult to study due to noise levels."

Programming

The performance area in The Commons allows for a variety of programming.

"We have hosted a Lunchtime Concert Series on the Corner Stage, bringing singer/songwriters from around the country to perform in The Commons twice monthly," Maurer said.

Also, The Commons presents a Fall Family Festival each October; the event includes games, food, and activities geared toward nontraditional students.

"It gives them the opportunity to bring their kids and families out to campus and share this part of their lives," Maurer said.

Other programs include open mic events, multicultural programming, and recreational tournaments.



Photo courtesy of Joseph Maurer

ST. NORBERT COLLEGE

Ray Van Den Heuvel
Family Campus CenterST. NORBERT
COLLEGE

Four-year, private,
suburban,
religious-affiliated

FULL-TIME
ENROLLMENT: 2,000
Location: De Pere, Wis.

RAY VAN DEN
HEUVEL FAMILY
CAMPUS CENTER

DIRECTOR:

Tamie Klumpyan

SIZE: 52,036 sq. ft.

FLOORS: 3

YEAR BUILT: 1999

ANNUAL BUDGET:

\$150,000

STUDENT STAFF:

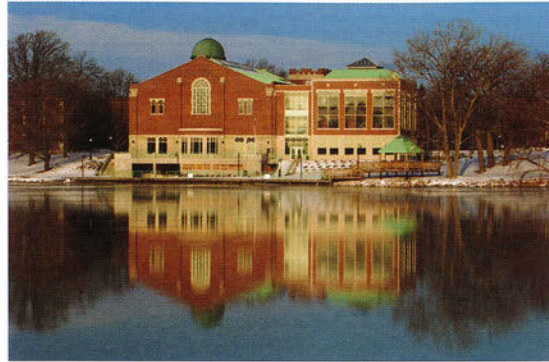
36 (part-time)

NONSTUDENT STAFF:

2 (full-time)

WEBSITE:

<http://www.snc.edu/cc>



History

The Van Dyke Gym, built in 1929, housed a basketball court, classrooms, bowling lanes, and observatory; it "served as the hub of college life" at St. Norbert College until 1979, according to John Seckel, associate director.

In that year, the Schuldes Sports Center was constructed, and the Van Dyke Gym became home to the college's facilities and grounds departments, textbook center, and mail center.

In 1996, the Student Government Association made the first call for the need of a union at the college. During the next three years, the Campus Center Committee mapped out a college union. And in 1999, the Van Dyke Gym was renovated into the Ray Van Den Heuvel Family Campus Center. With the support of the Ray Van Den Heuvel Family, this facility was created where experiential learning and healthy lifestyles would blend together social, recreational, and spiritual programs to strengthen the sense of community on campus through the Norbertine principles of community and service.

According to Seckel, new additions are added annually. Major improvements include: expansion of the Cardiovascular Center, wireless Internet, surround sound system, addition of four basketball hoops in the gym, and redesign of the gazebo as a stage for outdoor entertainment.

"This summer we will be replacing all the 'comfy couches' and carpeting on the first floor," Seckel said.

Unique features

From the Campus Center, students have a great view of Fox River, making sitting in the café on the first floor a truly unique experience. In addition, the river can be used for university functions through a relationship with Thompson Marina, Seckel said.

Other offerings of the Campus Center include the Cardiovascular Center exercise facility, student organization offices, and the Reflections Lounge.

"The Reflections Lounge is a quiet space inviting individuals and groups from the campus community to think, reflect, and pray," Seckel said.

Students' role

According to Seckel, "every aspect of the Campus Center is designed around developing students through cocurricular engagement."

This includes working as building and information desk employees, student programmers, and leading student organizations.

"We would not be able to accomplish what we have without the involvement of the students," Seckel said.

As far as hanging out, students like to gather in the first floor lounge.

"It is located next to the café and offers a large screen TV, comfy couches, fireplace lounge, and plenty of seating," Seckel said. "It is also the location of 200 programs that take place during the year."

Programming

The Campus Center offers a wide array of programming throughout the year. One notable event attracting around 700 campus and community members is the concert series Knights on the Fox. Also offered are Native American Week, Hispanic Awareness Week, and Sunday afternoon Java Jams featuring acoustic artists.

Also, annual Kickoff and End the Year events draw around 1,500 student, faculty, and staff for picnics and live music.

"The Kickoff takes place the Sunday prior to the start of classes and includes a professional fireworks display," Seckel said. "The End of the Year party includes inflatable games that students use as stress relievers, and the children of faculty and/or staff enjoy as well."



INDIANA UNIVERSITY Corbin Smyth

NAME:

Corbin Smyth

TITLE:

Assistant Director for Leadership Development

UNION:

Indiana Memorial Union

INSTITUTION:

Indiana University

LOCATION:

Bloomington, Ind.

YEARS IN THE

PROFESSION: 12

Q. What do your job responsibilities entail?

A. The basis of my role revolves around helping others. I have the opportunity to serve as a teacher with the School of Education, as a mentor to numerous graduate students, as a supporter and challenger of student leaders, and as a trainer of our full- and part-time employees. A typical week for me involves managing our Outdoor Adventures program, teaching a course on leadership roles in society, supporting other departments in their program planning, and setting up training sessions for our employees.

Q. What would your staff, colleagues, or students say about you?

A. I did something crazy . . . I actually asked them. It was a fun exercise, and I encourage everyone to ask their students and colleagues what they would say about them. Here's what I found out: I am open-minded and a good listener. I'm supportive and a risk-taker. I show care and concern for others in their learning process, and I care about people on a personal level. This comment summed it up perfectly: "Corbin is like a fine Indiana wine; not characterized by its sophistication, instead full of character and hearty enough to get the job done right."

Q. What's one innovation or project of which you're proud to have helped implement?

A. One of my major initiatives has been the creation of a comprehensive leadership development program, known on campus as LEAD IU. Along with colleagues from student activities, residence life, and the School of Education, I have helped to develop a program which incorporates academic courses with the co-curricular application of leadership skills and techniques. At present, we have in- and out-of-class experiences designed for emerging leaders, organizational leaders, service-oriented leadership roles, and seniors as they make the transition beyond IU.

Q. What's the biggest lesson you've learned while working in the profession?

A. It is my strong network of colleagues that allows me to be successful. Through some luck, but mostly determination, I have surrounded myself with productive and successful individuals. It is this network that I turn to when I need help, when I am faced with challenging decisions, and when I simply need someone to help me remember why I have chosen to serve the college union field.



Q. What is one phrase to live by or bit of advice you might have for future generations of union professionals?

A. Slow down, and take advantage of opportunities as they arise. It sounds simple, but experience only comes with experience; it takes time and requires both success and failure. Nothing is instantaneous, and I see many young professionals (I admit I was one myself) who assume they should be given opportunities before they are fully ready for them. Ronnie Van Zant of Lynyrd Skynyrd said it best, "Take your time; don't live too fast. Troubles will come and they will pass."

Q. Is there anything else you would like ACUI members to know about you?

A. I am a family man for sure; I have a lovely and caring wife and two energetic and creative boys. But I have also found time for professional volunteer involvement, which has been the most rewarding experience in my career. I have created connections with people that would never have been possible if it were not for volunteering with ACUI and other associations. I have been encouraged by others to get involved, and it has allowed me to grow in so many ways. So now I encourage you, as ACUI members, to get involved if you haven't done so.

“ SLOW DOWN, AND TAKE ADVANTAGE OF OPPORTUNITIES AS THEY ARISE. ”

women's leadership institute

Dec. 7–10, 2008 | Ritz Carlton, Amelia Island, Fla.

Coproduced by ACUI and NACUBO with support from NASPA, ACPA, NAEP, APPA, ACRL

Now in its third year, ACUI is excited to partner with our sister associations in higher education to present a new and improved Women's Leadership Institute. Through an application process, women from each association will be identified to take part in an unforgettable professional development experience. This institute creates a learning environment in which all participants engage in the same curriculum so that learning continues to happen even outside the sessions.

During this institute, participants will:

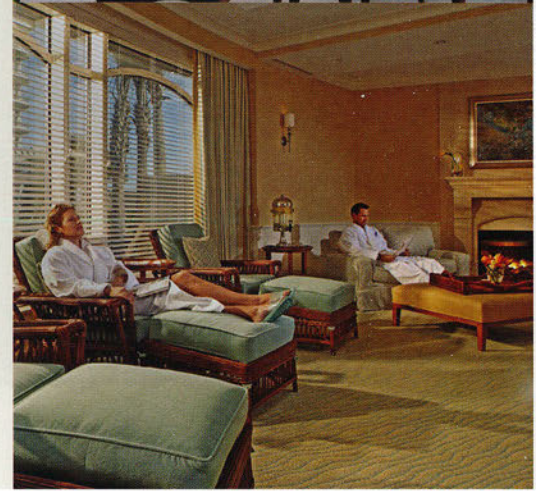
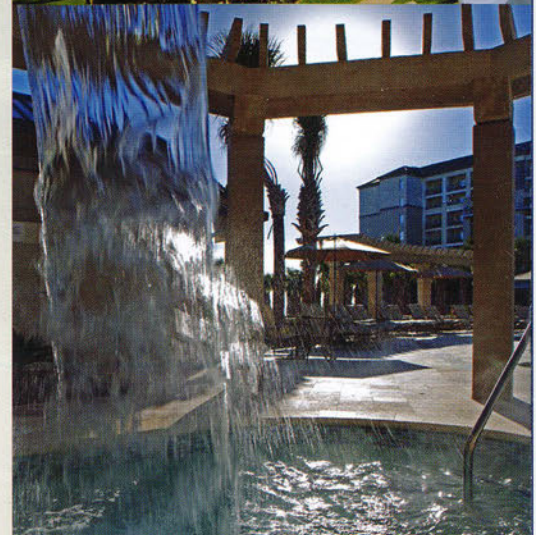
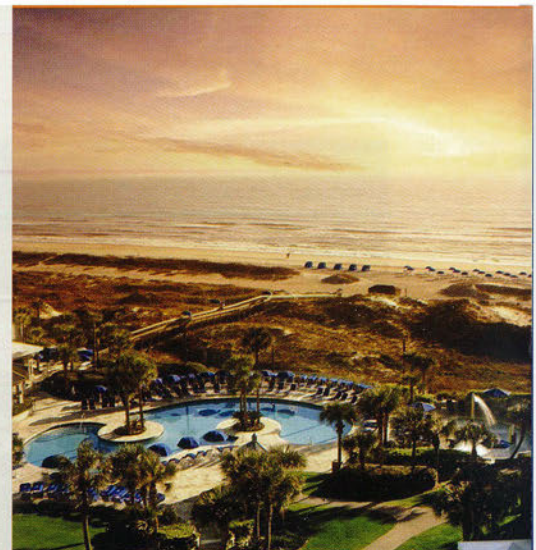
- ✦ Gain perspective on gender communication.
- ✦ Take an introspective look at leadership styles.
- ✦ Learn how to create a woman-friendly work environment.
- ✦ Examine mentorship and supervision habits.
- ✦ Assemble a career map.
- ✦ Acquire strategies for negotiating salaries.

Apply now to participate in the Women's Leadership Institute and become an integral part in building the next generation of women leaders!

Core competencies:

Communication, Human Resource Development, Intercultural Proficiency, Leadership, and Management

For more information and to register now, visit
www.acui.org/programs



ACUI **procure**
a smarter way to save

www.acui.org/procure
812.245.8070
save@acui.org



ps

event furniture

Trusted Name.

Great Products.

Palmer Snyder Event Furniture

www.palmersnyder.com