Academic Leadership Beyond the Classroom: The Residential Tutoring Centers
By Amber Carr

The Residential Tutoring Centers (RTC’s) are an initiative developed jointly by the Division of Campus Residences by which tutoring centers are coordinated and operated on site within the residence halls. The development of a residentially based and operated tutoring center is a response to students academic needs, and providing them with qualified tutors to help answer specific questions in some of the University's most demanding introductory courses. In addition these RTC’s, provide a centralized location for students to work with fellow classmates to help them learn from one another.

Tutors employed at the Residential Tutoring Centers must not only have retained knowledge from their coursework, but must also be able to convey it to the students attending the centers in a manner that facilitates their understanding of the material. This responsibility requires tutors to be sensitive to the difficulties that may arise for other students in learning the material.

When the tutor works with a group, he/she often encourages members of the group to assist one another, a strategy that has been repeatedly proven to improve students’ retention of material. This focus on developing individual and group strategies for learning is often not provided in the college classroom due to limitations of time and class size. Tutors therefore offer an important service that their students might not be able to find elsewhere in the University.

Students attending the centers often rely on the tutors to serve as unofficial academic advisors, as many students in the University often do not have a significant relationship with the academic advisor assigned to them. Tutors assist their students in setting personalized goals for academic achievement, help the students’ in evaluating their progress towards these goals, and help them plot a course for future success and for the enjoyment of learning that usually accompanies academic achievement. Thusly, students employed at the RTC’s gain important leadership skills that serve to benefit their future academic progress as they advance in their studies. Tutors, also gain vital leadership skills that are indirectly related to academics through the interpersonal interactions experienced while tutoring.

The skills and confidence that tutors obtain through this position assist them not only for future jobs in the field of teaching, but also prepare them for future leadership positions as doctors, scientists, lawyers, and engineers. Additionally, the participation of tutors in a leadership role has the potential to increase their commitment to developing leadership skills in others.

The Residential Tutoring Centers thus not only supply an important academic service to students, but also provide present and future opportunities for leadership to all of the students involved in this program.
Who are our Emerging Leaders?
By Melissa Borneman

Colleges and universities are not the same as they were twenty years ago, and for a good reason. The students attending college today are part of a different generation; a generation unlike any we have seen before. They have unique characteristics and different needs than we are often prepared to handle. For that reason, we need to know who our emerging leaders are: the millennials. According to William Strauss and Neil Howe (1991), each generation spans approximately 20 years. Millennials are people who were born between 1982 and 2002.

According to Strauss and Howe, the millennial generation has been described as possessing seven common characteristics; which are described in more detail below. It is important to note that the following information is a generalization and can not be applied to every student on campus. Additionally, these attributes will predominately be seen in a millennial’s adult life, not necessarily while he/she is still in college.

Special:
Typically born to older parents and from small families (frequently only children), millennials are part of a “wanted” generation. Often the lives of parents’ revolve around their children and their activities.

Sheltered:
With this “wanted” generation comes special care and consideration. Parents have become overprotective of their children. They want to know where their child is and what is happening at all times.

Team Oriented:
Teamwork is valued over autonomy in this generation. Connections and cooperation are important to them and that is how they learn.

Confident:
Millennials have a higher average IQ than any generation and often receive higher test scores without as much effort. They are technologically savvy. Millennials have grown up hearing that they will “change the world.”

Conventional:
Millennials respect authority and often favor tougher rules against bad behavior. They are more conscious of their own behavior and want to be a part of something popular.

Pressured:
College is no longer an opportunity that few are able to take advantage of, but is now expected. Parents often have some higher education and the child is expected to excel beyond the accomplishments of his/her parents.

Achieving:
Millennials are highly motivated, yet constantly being measured and compared. Students often have unrealistic academic expectations of themselves.

Claire Raines has created six principles in leading millennials:
- They want leaders
- They want to be challenged
- They want to work with their friends.
- They want to be respected
- They need flexibility

As college students, millennials expect the same individual attention and basic comforts they had at home. In this regard, students expect immediate solutions to their problems and questions. Millennials have high expectations of faculty and staff and are not afraid to challenge or ignore policies they do not think make sense.

How do we as professionals engage our students and help foster their development? Part of the answer is in recognizing the differences. Understanding and appreciating differences will help generations interact with each other. Professionals will better be able to anticipate the needs are our students. In doing so, we can assess how to modify our practices to develop our students to their full potential.
You learn of an available leadership position on your campus. You campaign fervently to get the position you desire. Then, as luck would have it, you get it! You become a leader on your campus, a voice for the student population and a role model to your peers. On most campuses, you are required to attend some sort of training for the position you now hold. You learn about the “secrets to success” and the essentials to leadership.

Undoubtedly, you are given pamphlets and handouts highlighting tips to being a successful leader. You’re given the best motivational talk you’ve ever heard. You are now even more excited about your new leadership position than ever before and you can’t wait to get to work. Then, reality sets in. The work required of you is tremendously daunting and seems endless. The tension between you and the fellow student leaders on your team is at its breaking point. You become extremely stressed, depressed and feel as if you were hoodwinked when you were trained for the position. You’re ready to quit. But wait! Success as a student leader is possible. You just have to remember a few things discussed during that rousing training session.

**Time management:**
Learning how to manage your time will be a skill you’ll treasure for a lifetime. Don’t take on extra commitments if you are already overwhelmed. It’s okay to aspire to be a Resident Assistant, a Senator on the Undergraduate Student Government, and an active member of the Golden Key Honor Society, but how are you going to do all of that, and have time for school, your family, or yourself? Be realistic, it is great to be a part of various organizations, just make sure you are not taking on more that you can handle.

**Stress Management:**
It is a well-known fact that as a student leader, you are constantly going to be under some type of stress. Hence, you should plan ahead and develop healthy coping strategies for dealing appropriately with stress, anxiety and depression. Some great ways for dealing with stress is exercising, doing yoga and sleeping. Utilize your school’s Health Services Center for additional help in coping with stress.

**Academics:**
Being a student leader is great. But as a student leader, it is important to remember that you are in fact a student! Avoid taking on too many leadership positions, so you do not spread yourself too thin. You worked hard to get into the college and you should continue to do so in order to graduate. In order to ensure that your leadership position is not getting in the way of your studies, set this standard: academic studies before work.

No matter what position you hold the tips mentioned above will help you be the best student leader you can be!

For more information on the millennial generation, please consider the following sources:

- *Connecting Generations: A sourcebook for today’s multigenerational workplace* by Claire Raines.
- *Boomers, Gen-Xers, and Millennials: Understanding the new students* by Diana Oblinger.
- *Tucking Them In – In the Dorm: Colleges Ward off Overinvolved Parents* by Sue Shellenbarger
V is a Senior Psychology & Sociology double major. V is the Vice President of the Residence Hall Association. As a student at Stony Brook University for four years, he has gained valuable leadership experience and has become a respected student leader on the campus.

What clubs and organizations are you in?
I was a PR in LEG my freshmen year, then I became an RHA Rep my sophomore year. My junior year I was elected to become the NCC for RHA and I was also elected as Vice President for the Vietnamese Student Association. I am also currently in Psi Chi Honor Society.

Why did you get involved with RHA?
I heard a lot about RHA from my Rep. and RHD when I was a freshman. I also wanted to become a RA so RHA was a great stepping stone. When I became a Rep. I was chosen to attend one of the conferences at SUNY New Paltz. After I attended that conference I realized this was an organization that I wanted to be involved with. I saw RHA as a great way to give back to my community. I wanted to make my college experience count. RHA was an opportunity for me to improve my leadership skills. I remember how shy I was and now I am facilitating meetings and speaking at different events.

Has being a student leader helped benefit your academics?
I don’t know what to say here because I don’t think it helped me directly. It definitely challenges my abilities and in a way made me a better student. Being a student leader involves a lot of time and commitment. You have to know how to time manage and prioritize. There are times when you will find yourself overwhelmed, going to one club meeting after another and then going to class, then office hours, then to research, then work. You just want to quit, but you know that you can’t because you love it. Just make sure you find time for yourself. Don’t forget to relax and hang out with friends.

What does being a student leader mean to you?
There are many meanings to being a leader. I see a leader as someone that encourages greatness in others. Leaders create opportunity for others to lead.

Using the skills that you have acquired as a leader- How do you think they will help you in the future?
The skills that I acquired will definitely help me with many aspects of my life. On a social level, I am more open to people now, more sociable, not afraid to speak in public. I am more active in class and I’ve developed a better relationship with my professors. I know that when I go “career hunting” I’ll have the confidence and skills to get the job I desire.

The Emerging Leaders Magazine will provide the Stony Brook University community with a plethora of scholarly articles about the latest theories and practices in leadership styles and development. Additionally, we will spotlight student leaders on campus.

If you are interested in submitting an article for use in a future issue of the Emerging Leaders Magazine:
- All persons submitting materials to the Emerging Leaders Magazine must sign the Leadership & Development Committee’s Contributor Agreement.
- All submissions must be scholarly in nature and proofed for spelling and grammatical errors.
- All submissions should be no more than 250-500 words in length. All submissions must be original material created by the submitter or properly referenced.
- Please submit all materials as attachments to the e-mail in the form of Microsoft Word or Microsoft Works documents.
- All submissions should be emailed to leadership_and_service@notes.cc.sunysb.edu.