



**NUFP Fellow Name**

**2016-2017 NUFP FOUNDATION   
GRE SCHOLARSHIP   
MENTOR RECOMMENDATION**

**Please complete all fields. Proposed mentor must be a member of**

**NASPA during duration of program.**

|  |  |
| --- | --- |
| **Recommender Name** |  |
| **Title** |  |
| **Institution** |  |
| **Phone** |  |
| **Email** |  |

Below is the rubric assessing your student in four areas. Please read the criteria and assign your student in each of the four areas:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Poor | Good | Strong | N/A |
| This student demonstrates a commitment to the field of student  affairs. |  |  |  |  |
| This student demonstrates financial need. |  |  |  |  |
| This student demonstrates a commitment to NASPA. |  |  |  |  |
| This student demonstrates a commitment to academic success. |  |  |  |  |

**Please provide any narrative or additional context for the above areas.**

**Mentor Assessment Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **SCHOLARSHIP**  **CRITERIA** | **Poor** | **Good** | **Strong** |
| Poor evidence in regard  to scholarship criteria | Moderate evidence in  regard to scholarship criteria | Significant evidence in  regard to scholarship criteria |
| This student demonstrates a commitment to the field of student affairs | • Inconsistent meetings with mentor  • Does not complete assignments/projects  • Limited engagement/interest in professional  development activities (webinars, conferences, reading, case studies, discussions, etc.)  • Has expressed second thoughts about a career in student affairs | • Can clearly articulate reasons for pursuing a career in student affairs  • Completes assignments and readings  • Engages in professional development activities (webinars, conferences, reading, case studies, discussions, etc.) | • Can clearly articulate reasons for pursuing a career in student affairs  • Completes assignments and readings  • Engages in professional development activities (webinars, conferences, reading, case studies, discussions, etc.)  • Proposes/engages in development opportunities in addition to what mentor already provides  • Exploring graduate school options or has been accepted into a graduate program  • Evidence of networking with other student affairs professionals |
| This student demonstrates financial need | • Unclear evidence of financial need  • Making “ends meet” is not difficult | • Financial need is evident, but maybe not significant  • Student can make “ends meet” but struggles occasionally  • Has taken steps to alleviate financial burden (scholarships, budget management, job, etc.) | • High risk/financial burden significant – making  “ends meet” is extremely taxing; causes unnecessary stress  • Has taken steps to alleviate financial burden (scholarships, budget management, job, etc.) |

**Mentor Assessment Rubric (cont.)**

|  |  |  |  |
| --- | --- | --- | --- |
| This student demonstrates a commitment to NASPA | • Demonstrates limited engagement with the association (webinars, recruiting NUFP fellows, NASPA social media, conferences, etc.)  • Exploring other career options  • Exploring other professional associations without a commitment to  NASPA | • Participates in NASPA activities (webinars, conferences, social media, etc.)  • Wants to continue NASPA membership after graduation  • Although exploring various professional associations, NASPA remains primary affinity | • Participates in NASPA activities (webinars, conferences, social media, etc.)  • Wants to continue NASPA membership after graduation  • Discusses avenues for NASPA involvement with mentor(s)  • Actively recruits students for NUFP and connects them to NASPA members on campus for mentoring and application materials  • Although exploring various professional associations, NASPA remains primary affinity |
| This student demonstrates a commitment to academic success | • Low GPA/barely meets minimum  requirements for  NUFP  • Shows little effort to improve GPA | • GPA of 2.8-3.2  • Shows continued effort to improve or maintain GPA (academic advising, tutors, group study, time management, prioritizing responsibilities, etc.)  • Requests avenues for accountability (grade checks, meetings with mentor, etc.) | • GPA of 3.3 or higher  • Shows continued effort to improve or maintain GPA (academic advising, tutors, group study, time management, prioritizing responsibilities, etc.)  • Requests avenues for accountability (grade checks, meetings with mentor, etc.) |