

**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 studentaffairs. |  |  |  |  |
| 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 regardto scholarship criteria | Moderate evidence inregard to scholarship criteria | Significant evidence inregard 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 professionaldevelopment 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 toNASPA | • 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 minimumrequirements forNUFP• 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.) |