

# 17-18 NASPA Undergraduate Fellows Program (NUFP) Handbook



**NASPA**

Undergraduate  
Fellows Program



## Table of Contents

Table of Contents .....	2
I. NASPA Mission and Vision .....	3
II. NUFP Mission.....	3
III. NUFP Learning Outcomes.....	3
IV. NUFP History.....	4
V. How to Use This Handbook .....	6
VI. NUFP Program Elements .....	7
A. Shared Components.....	7
B. NASPA Sponsored Experiences .....	8
VII. NUFP Curriculum .....	10
VIII. NUFP Mentor/Fellow Activities.....	11
X. Renewal/Exit Process (dates subject to change) .....	13
A. NUFP Renewal Process.....	13
B. NUFP Exit Process .....	13
C. NUFP Graduation Stoles .....	13
Appendix I. Learning Outcomes: Pedagogy and Assessment .....	14
1. Develop writing, research, and presentation skills.....	14
2. Developing Ethical Decision Making Skills .....	15
3. Develop Cultural Competency Skills .....	15
4. Develop professional networking skills.....	16
5. Develop person, academic, and career goals.....	16
6. Develop an awareness, understanding, and practice of engaged citizenship and service .....	17
7. Develop an understanding of multiple relationships to power and privilege.....	17
8. Understand the history, mission, and purpose of student affairs and the various institutional types and structures within higher education.....	18
9. Develop an understanding of the structure and organization of NASPA .....	18



### **PROGRAM CONTACT: Nathan Victoria**

Director of Member Engagement and Student Initiatives  
NASPA – Student Affairs Administrators in Higher Education

Email: [nufp@naspa.org](mailto:nufp@naspa.org)

Phone: 202.265.7500, ext. 1163

Fax: 202.898.5737

Twitter: [@NASPAtweets](https://twitter.com/NASPAtweets)

Twitter: [@NathanVictoria](https://twitter.com/NathanVictoria)

## I. NASPA Mission and Vision

The mission of NASPA – Student Affairs Administrators in Higher Education is to be the principal source for leadership, scholarship, professional development, and advocacy for student affairs.

NASPA, as the leading voice for student affairs administration, policy, and practice, affirms the commitment of student affairs to educating the whole student and integrating student life and learning.

NUFP exists to further the mission of NASPA.

## II. NUFP Mission

The mission of the NASPA Undergraduate Fellows Program is to increase the number of historically disenfranchised and underrepresented professionals in student affairs and/or higher education, including but not limited to those of racial and ethnic-minority background; those having a disability; and those identifying as LGBTQ+.

## III. NUFP Learning Outcomes

To achieve this mission, NUFP Fellows will develop:

- Writing, research, and presentation skills;
- Ethical decision making skills;
- Cultural competency skills;
- Professional networking skills;
- Ability to identify and develop personal, academic, and career goals;
- Awareness and understanding of engaged citizenship and service;
- Understanding about multiple relationships to power and privilege;
- Understanding of the history, mission, and purpose of student affairs and the various institutional types and structures within higher education; and
- Understanding of NASPA's organization and structure.



## IV. NUFP History

The NASPA Minority Undergraduate Fellows Program (MUFP) was initiated in 1989-90 under then NASPA President Doug Woodard. Concerned by the lack of persons of ethnic-minority in the student affairs profession, President Woodard sought to identify ways for members of those communities to become aware of and involved in the field and to continue in higher education. He asked Constance Rockingham, an at-large member of the NASPA Board of Directors, to develop a program that would identify and encourage undergraduate students of ethnic-minority to continue in higher education, and even more than that, encourage them to consider student affairs as a profession. Frederick Preston, a former at-large member of the NASPA Board, had given consideration to the same issues some years before. With the benefit of Preston's experience and Woodard's encouragement, Constance Rockingham developed MUFP.

Nearly a decade after its founding, discussions began about including students with disabilities within the scope of MUFP. NASPA President Shannon Ellis, National MUFP Coordinator Saunie Taylor, and MUFP Advisory Board President Sarah Shumate worked together during the 2000-01 year to develop consensus for the broadening of the scope of MUFP's mission, and they along with Disability Concerns Network Coordinator Michael Shuttic set in motion the outreach effort.



At the December 2003 meeting of the NASPA Board of Directors, the proposed recommendation was reviewed, discussed and approved: "In recognition of changes in society, the Task Force for Undergraduate Mentoring Opportunities recommends designing and implementing a selective undergraduate fellows program to increase the numbers of underrepresented ethnic minorities, LGBT, and disabled professionals in the fields of student affairs and higher education. The mission of the program will be reviewed every five years with the first review to occur in July 2009."

The MUFP Advisory Board, representatives from six NASPA knowledge communities and others met in July 2005 in order to realign MUFP with NASPA's goals and vision, including the recent NASPA Board of Director decision to expand undergraduate mentoring opportunities to LGBT students. This planning group reviewed all aspects of the current

program, the new program considerations and redesigned the program to continue to support underrepresented students and address changing constituencies.

In 2009, the review committee decided to add an additional learning outcome about the various institutional types and history of student affairs, as well as clarified the mission of the program to be the following:

*The mission of the NASPA Undergraduate Fellows Program is to increase the number of historically disenfranchised and underrepresented professionals in student affairs and/or higher education, including but not limited to those of racial and ethnic-minority background; those having a disability; and those identifying as LGBTQ.*



## V. How to Use This Handbook

One of the integral components of NUFP is the flexibility for fellows to develop their own relationships and expectations with their mentors based on interests and background; however, another essential component of NUFP is the relationships they can develop with their class of Fellows. The opportunity to have a shared experience with other NUFP Fellows on their campus is invaluable, and as they listen, learn and share with one another through face-to-face interaction, a community of support and camaraderie will be built. In order to help facilitate these interactions, we have created a handbook as a means to ensure that NUFP fellows have a similar experience and are getting the most out of the program.



The goal of this handbook is to provide a foundation to your NUFP experience. It will help you and your mentor in setting expectations for one another and give you a clear picture as to what a strong experience might look like. **Shared Components** are elements that will



be completed by all Fellows. **NASPA Sponsored Experiences** are recommended activities for all Fellows to participate in, yet it is up to the Fellow and the Mentor to determine which ones to focus on and to create an individual action plan. **NUFP Curriculum** is a list of sessions suggested to be covered with Fellows. **Individual Components** are broken into categories based upon the 9 Learning Outcomes. It is highly suggested that each Fellow completes at least one activity for each Outcome. Examples of activities can be found on the NUFP website:

<https://naspa.org/constituent-groups/professionals/nufp/initiatives/nufp-learning-outcomes>

**By no means should this document define your entire experience.** Use your interests, background, and mentor to make the most of your individual components, but without forgetting about the shared components. We want this to be **your** experience, but we also want it to be the NUFP experience!

## VI. NUFP Program Elements

### A. Shared Components

Assignment	Description	Due Date
<b>On-Campus Mentorship</b>	<p>Fellows and their Mentors participate in an ongoing exchange designed to provide Fellows a chance to develop a sense of what a career in student affairs or higher education might be like.</p> <p>Fellows and Mentors should meet in a formal advising session at least once a month. Within the first 3 weeks of each semester or quarter, the Fellow and Mentor should develop a schedule of meetings, as well as expectations for one another.</p> <p>Fellows and mentors should also participate in an activity together at least three times a semester (e.g., Mentor inviting Fellow out for lunch, going to a football game together, visiting a museum, etc.).</p> <p><b><i>These program elements will be completed by all Fellows. Please see Appendix I for the NUFP Learning Outcomes and Pedagogy.</i></b></p>	<i>Ongoing</i>
<b>Reading Assignments</b>	<p>All Fellows are encouraged to read the seminal documents for student affairs listed under the NASPA Member's Only website and discuss them with their Mentors. Mentors and Fellows should work together to develop a calendar for your reading and assign specific meeting times to discuss the assignments. Readings should provide a framework for discussion; come to your meetings prepared to ask questions and engage in dialogue with your mentor on that particular topic.</p>	<i>Ongoing</i>
<b>Mid-Year NUFP Evaluation</b>	<p>You will be sent a mid-year evaluation, giving you an opportunity to evaluate your experience with NUFP to date. This information will be shared with the NUFP Board.</p> <p>You will also need to meet with your mentor regarding your experience thus far. More information will be forthcoming.</p>	<i>Online Assessment will be due mid-January 2018.</i>
<b>End-of-Year NUFP Evaluation</b>	<p>You will be sent an end-of-year evaluation, giving you an opportunity to evaluate your overall NUFP experience for the year. This information will be shared with the NUFP Board.</p>	<i>Online Assessment will be due</i>

	You will also need to meet with your mentor regarding your experience thus far. More information will be forthcoming.	<i>early July 2018.</i>
--	---	-------------------------

## B. NASPA Sponsored Experiences

*These program elements are sponsored by NASPA and highly encouraged.*

Activity	Description
<p style="text-align: center;"><b>NASPA Undergraduate Pre-Conference</b></p>	<p>In this highly interactive two-day pre-conference, undergraduates will have an opportunity to learn more about student affairs as a possible career choice. This experiential learning opportunity gives participants an understanding of student affairs work and national associations and helps hone the tools and resources necessary for a successful career in the field.</p> <p>Bringing together current NUFJ fellows and other undergraduate students interested in a career in student affairs, NUFJ alumni, NUFJ board members, and accomplished professionals in the field will program around the following areas: a brief overview of student affairs, the rewards of working on a college campus, ways to get relevant student affairs experience as an undergraduate, and graduate school as a pathway to the profession, among other things. Participants will also have a chance to network with faculty, graduate students, and student affairs professionals from colleges and universities across the country. <b>Visit the following for more information:</b> <a href="https://conference2018.naspa.org">https://conference2018.naspa.org</a></p>
<p style="text-align: center;"><b>NASPA Annual Conference</b></p>	<p>Fellows are provided specific programming at NASPA's annual conference. Small amounts of funds are available to help defray the cost of attendance. <b>Visit the following for more information:</b> <a href="https://conference2018.naspa.org">https://conference2018.naspa.org</a></p>
<p style="text-align: center;"><b>NASPA Regional Conferences</b></p>	<p>Fellows are provided specific programming at many regional conferences. Please see your specific Region's website for more information about your regional conference. <b>Visit the following for more information:</b> <a href="https://naspa.org/constituent-groups/regions">https://naspa.org/constituent-groups/regions</a></p>
<p style="text-align: center;"><b>NASPA Educational Conferences</b></p>	<p>NASPA offers additional professional development opportunities, from one-day regional drive-in conferences to our Multicultural Institute and Civic Learning &amp; Democratic Engagement Conference. Please see the events tab on the NASPA website for more information, and please consider submitting an educational session to one or all of these conferences.</p>



<p style="text-align: center;"><b>Dungy Leadership Institute (DLI)</b></p>	<p>Fellows are invited to apply for and attend the Dungy Leadership Institute (DLI), a five-day workshop focused on skill building and career development. DLI provides an in-depth leadership development experience. It also prepares Fellows for graduate work in student affairs/higher education and develops cultural competence and networking skills. During the institute, Fellows have the opportunity to meet and interact with other Fellows and administrators from across the country, as well as student affairs administrators serving as institute faculty. DLI Applications for Fellows are due <b>March 12, 2018</b>. <b>Visit the following for more information:</b> <a href="http://naspa.org/constituent-groups/professionals/nufp/research-grants">http://naspa.org/constituent-groups/professionals/nufp/research-grants</a></p>
<p style="text-align: center;"><b>NUFP Summer Internship</b></p>	<p>Fellows can apply and, if selected, participate in a paid summer internship in student affairs or higher education at an institution other than their own, as a means of broadening professional experience and perspective on student affairs and higher education. Applications are due in early January. <b>Visit the following for more information:</b> <a href="http://naspa.org/constituent-groups/professionals/nufp/issues">http://naspa.org/constituent-groups/professionals/nufp/issues</a></p>
<p style="text-align: center;"><b>Bacchus General Assembly</b></p>	<p>The BACCHUS Initiatives of NASPA, NASPA's Peer Education Initiative on Alcohol and Other Drug Abuse, host their General Assembly each November. During the General Assembly, NUFP Fellows may participate in a student affairs-Specific track of educational sessions. Check out the 2017 General Assembly schedule for reference: <a href="https://www.naspa.org/events/2017GA">https://www.naspa.org/events/2017GA</a></p>
<p style="text-align: center;"><b>Scholarships</b></p>	<p>Fellows can apply for a variety of scholarships through the program. Scholarship opportunities include stipends for conferences, GRE scholarships, and graduate school scholarships. Scholarship applications will be sent out via monthly NUFP notes.</p>

## VII. NUFP Curriculum

Meetings/sessions between Mentor and Fellow can be bi-weekly, or even once a month. These sessions are meant as suggestions and recommendations.

Setting your agenda at the start of the year will provide Fellows and Mentors more of an opportunity to prepare and be aware of what is to come in the following weeks. We encourage that Fellows and Mentors have 1:1 meetings to discuss more in-depth topics that particularly interest the Fellow.

### Fall Semester

- NASPA and NUFP Orientation
- Introduction to Higher Education and Student Affairs
- Celebration of [Careers in Student Affairs Month](#) in October
- Hot topics in Student Affairs
- Ethical decision making
- Graduate school search
- Professional development: Resume/cover letter/personal statement

### Spring Semester

- Professional Development: Mock interviews to prep for [summer internship process](#)
- Professional Development: Successful networking
- Navigating etiquette during business meals
- Regional and/or NASPA Annual Conference
- Conference debrief
- Hot topics in student affairs
- NASPA campus members reception
- NUFP Research presentation

## VIII. NUFP Mentor/Fellow Activities

Below are a few suggested activities that Mentors and Fellows can work on together to further the NUFP experience:

### **Cultural Event Attendance**

- Encourage your fellow to attend cultural events with you that may represent a different social identity group than they are familiar with. This can help them gain a better understanding and appreciation for the diversity of students they will one day serve. Events can be supplemented with literature and/or current research about specific identity groups.

### **Graduate School/Post-Graduate Career Planning**

- Discuss graduate school, post-graduate career options, or gap year opportunities with your Fellow. Connect them to current and graduate students from graduate programs they are interested in, or with professional staff members in fields they may be interested in.
- Assist them in developing a timeline for graduate school search and the overall process of applying for graduate school or post-graduate jobs.

### **Group Activities**

- Plan an outing or professional development opportunity with other NUFP Fellows and mentors at your institution and/or in your region. Everyone can get to know each other and share experiences.

### **Informational Interviews**

- Set up meetings/informational interviews for your fellow with other departments/professional staff members on campus. Your fellow will be able to learn about the various departments and jobs within student affairs.

### **Lunch**

- Take your fellow to lunch to check in on them, get to know them, and to see how they are doing. This builds the relationship between the Mentor and the Fellow as it is not as formal as a typical business meeting.

### **Reading Suggestions**

- Suggest articles/books to your fellow to read that will help them learn more about the field of student affairs or current issues in the field. Set up meetings to talk specifically about the articles/meetings.
- Below are a list of articles/books/resources that may be useful to share with your Fellow:
  - [Leadership Exchange](#)

- [Chronicle of Higher Education](#)
- [Journal of Student Affairs Research and Practice](#)
- [Journal of College and Character](#)
- [NASPA Journal About Women in Higher Education](#)
- [Beginning Your Journey](#)
- [Careers in Student Affairs](#)
- [The Student Affairs Collective](#)

### **Resume Sharing**

- Building a strong resume is key for a Fellow. Share your resume or other student affairs professionals' resumes with your fellow. Discuss what the different opportunities in the field of student affairs are.

### **Shadowing**

- Have your fellow shadow you in your office or another office that relates to their interests.
- Suggest your fellow to join search committees, departmental committees, task forces, advisory boards, etc.



*Graduation Brunch at the 2017 Dungey Leadership Institute hosted by California State University, Fullerton.*

## X. Renewal/Exit Process (dates subject to change)

### A. NUFP Renewal Process

The NUFP renewal process is intended to ensure that Fellows will still receive benefit from participating in the NASPA Undergraduate Fellows Program for an additional academic year.

All application materials need to be submitted by **Friday, May 11, 2018**. Fellows will be notified of their application status in mid-June 2018. Fellows that do not submit renewal applications by this deadline will not be a part of the 2018-2019 NUFP class.

Each Fellow wanting to return to the program will submit demographic information and responses to a series of reflective questions. Each NUFP mentor will have to submit an evaluation of their Fellow based on their experience in the past academic year.

*A full renewal guide will be sent out to all Fellows and mentors in Spring 2018. The 2016-2017 renewal guide is available in the "resources" section of the NUFP website for reference.*

### B. NUFP Exit Process

Fellows who are graduating in Spring/Summer 2018 or who do not have an interest in returning to the program, do **not** have to complete a form notifying the NASPA Central Office. An end of the year evaluation will be sent out to all Fellows in the 2017-2018 class. Completing this evaluation is the final component needed to signify that Fellows are officially NUFP Alum!

It is also recommended that Fellows update their NASPA profiles with updated contact information, institution affiliation, and other relevant information once they have exited NUFP as a Fellow. Future communication will detail how Fellows can purchase a NASPA membership, if desired.

### C. NUFP Graduation Stoles

Represent NUFP with an official stole for graduation! Please visit <http://bit.ly/NUFPStole> to purchase your stole. Stoles will also be available in the NASPA Bookstore at the Annual Conference in Philadelphia, PA.



## Appendix I. Learning Outcomes: Pedagogy and Assessment

### 1. Develop writing, research, and presentation skills

Content Area	Pedagogy	Assessment
<ul style="list-style-type: none"> <li>• Research topics in student affairs</li> <li>• Presentation skills</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introductions of research in student affairs</li> <li>• SLI contain an “intro to research” component</li> <li>• Mentors expose fellows to research in student affairs</li> <li>• Mentors ask for presentation by fellow to campus group and then fellows in advance</li> <li>• Regional coordinators solicit program proposals from fellows</li> <li>• Required readings from NASPA journal or other publication</li> <li>• Journaling in portfolio</li> <li>• Writing presentation at the SLI</li> <li>• Critique of statements of purpose and resume review by mentor at SLI</li> <li>• Online course(e-learning) about writing and research</li> </ul>	<ul style="list-style-type: none"> <li>• Conference/Presentation</li> <li>• Portfolios</li> <li>• Pre/Post test at SLI and with mentors</li> <li>• Look at work produced and the comfort level around the act of writing</li> </ul>

## 2. Developing Ethical Decision Making Skills

Content Area	Pedagogy	Assessment
<ul style="list-style-type: none"> <li>• Code of ethics for functional areas/departments</li> <li>• CAS standards</li> <li>• NASPA standards</li> <li>• Understanding right vs. wrong</li> <li>• Research ethical and value-based decision making models</li> <li>• Values clarification related to ethical decisions making (self-awareness and awareness of differences)</li> </ul>	<ul style="list-style-type: none"> <li>• Exposing to broad and specific standards for organizations and disciplines (functional areas)</li> <li>• Presentations by experts in the field/functional area</li> <li>• Interviews with professionals</li> <li>• Case Studies with staff members</li> <li>• Inventories for ethical-decision making</li> <li>• Values continuum/clarification</li> <li>• Role playing: Exercises</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Video tape of a presentation</li> <li>• Presentation content</li> <li>• Reflection paper</li> <li>• Feedback from panel of coaches or experts</li> <li>• Case study competition</li> </ul>

## 3. Develop Cultural Competency Skills

Content Area	Pedagogy	Assessment
<ul style="list-style-type: none"> <li>• Understanding one's own definition of culture</li> <li>• Understanding institutional culture and campus culture</li> <li>• Understanding/Awareness of and respect for cultures</li> <li>• Intentional promotion of all cultures</li> <li>• Ally Development</li> <li>• Understanding power and privilege</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure (Art films, attending cultural events on campus, etc.)</li> <li>• Reflection paper/writing</li> <li>• Simulation exercises (discussions/forum for people to share culture)</li> <li>• International study abroad or other immersion experience, i.e. alternative spring break</li> <li>• Joining, support, etc. cultural student organizations</li> <li>• Attending/visiting another institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-view reflection and post view reflection (or pre and post of experience)</li> </ul>

#### 4. Develop professional networking skills

Content Area	Pedagogy	Assessment
<ul style="list-style-type: none"> <li>• Attire</li> <li>• Communication</li> <li>• Etiquette</li> <li>• Interviewing</li> <li>• Understanding the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Attire               <ul style="list-style-type: none"> <li>○ Career services guidance of peers</li> </ul> </li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Practice panel of coaches</li> </ul> </li> <li>• Etiquette               <ul style="list-style-type: none"> <li>○ Formal training</li> </ul> </li> <li>• Interviewing               <ul style="list-style-type: none"> <li>○ Formal training</li> </ul> </li> <li>• Understanding the environment               <ul style="list-style-type: none"> <li>○ Formal training and using the web to research individuals and organizations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Attire               <ul style="list-style-type: none"> <li>○ Video tape presentation</li> </ul> </li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Mock interviews with feedback given</li> </ul> </li> <li>• Etiquette               <ul style="list-style-type: none"> <li>○ Feedback from mentor or a panel of coaches</li> </ul> </li> <li>• Interviewing               <ul style="list-style-type: none"> <li>○ Feedback from mentor or a panel of coaches</li> </ul> </li> <li>• Understanding the environment               <ul style="list-style-type: none"> <li>○ Feedback from mentor or a panel of coaches</li> </ul> </li> </ul>

#### 5. Develop person, academic, and career goals

Content Area	Pedagogy	Assessment
<ul style="list-style-type: none"> <li>• Personal               <ul style="list-style-type: none"> <li>○ Values clarification</li> <li>○ balanced lifestyle</li> </ul> </li> <li>• Academic               <ul style="list-style-type: none"> <li>○ Study Habits</li> <li>○ Preparation for the GRE and grad school</li> <li>○ Fellowship &amp; assistantships interview skills</li> </ul> </li> <li>• Career               <ul style="list-style-type: none"> <li>○ Skill assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Personal Assessment</li> <li>• Develop a personal mission statement</li> <li>• Identify a set of strengths/weaknesses</li> <li>• Values clarification exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection paper</li> <li>• Portfolio presentation</li> <li>• Personal               <ul style="list-style-type: none"> <li>○ Self-assessment</li> <li>○ Case studies</li> <li>○ Interviews with current professionals</li> </ul> </li> <li>• Academic               <ul style="list-style-type: none"> <li>○ Group discussions</li> <li>○ Panel of faculty, staff, and current graduate</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Awareness of multiple career paths</li> <li>○ Developing a professional plan</li> </ul>		<p>students assist with mock interviews</p> <ul style="list-style-type: none"> <li>• Career <ul style="list-style-type: none"> <li>○ Developed plan</li> </ul> </li> </ul>
--	--	--

## 6. Develop an awareness, understanding, and practice of engaged citizenship and service

Content Area	Pedagogy	Assessment
<ul style="list-style-type: none"> <li>• Understanding the concept of community</li> <li>• Responsibility to your community</li> <li>• Developing a purpose statement</li> <li>• Leadership development</li> <li>• Ethnic development</li> <li>• Interpersonal skills</li> <li>• Learning history of higher education</li> <li>• Research and information seeking</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Retreats</li> <li>• Conversations in regards to power and privilege</li> <li>• Research and information</li> <li>• Community Service</li> <li>• Experiential activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Hours of community service</li> <li>• Presenting to a panel/board</li> </ul>

## 7. Develop an understanding of multiple relationships to power and privilege

Content Area	Pedagogy	Assessment
<ul style="list-style-type: none"> <li>• Know your campus culture</li> <li>• Learn about power and multiple identities you may possess as well as within your organizational structure</li> <li>• Identify and/or develop friends and allies on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Take class related to these topics</li> <li>• Know when to listen and when to speak</li> <li>• Research</li> <li>• Discussion group focused on understanding power privilege and multiple identities</li> </ul>	<ul style="list-style-type: none"> <li>• Journaling that includes reflection</li> <li>• Discussion groups</li> <li>• Council of elders</li> <li>• Create a hidden (informal) power and formal "organizational" chart</li> <li>• Identifies leaders and hidden leaders</li> </ul>

<ul style="list-style-type: none"> <li>• Understand the campus culture which you are stepping</li> <li>• Operationalize power politics and privilege</li> </ul>		
---	--	--

8. Understand the history, mission, and purpose of student affairs and the various institutional types and structures within higher education

Content Area	Pedagogy	Assessment
<ul style="list-style-type: none"> <li>• History of student affairs</li> <li>• Institutional student affairs structure and function</li> <li>• Understand the relationship between mission and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Review your home institution's student affairs mission statement.</li> <li>• Find mission statements from various student affairs departments at different institutions and identify trends and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on comparative practices in student affairs.</li> </ul>

9. Develop an understanding of the structure and organization of NASPA

Content Area	Pedagogy	Assessment
<ul style="list-style-type: none"> <li>• History of NASPA</li> <li>• Website, conference connections material provided</li> <li>• Culture of student affairs and NASPA</li> <li>• Structure of regions, regional coordinators, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• History in folders, binders, etc. at all programs</li> <li>• Banner at all programs</li> <li>• Have history in the info for the mentors</li> <li>• Speakers from different organizations</li> <li>• Fellows should meet with professionals at all levels</li> <li>• "Reality show test", skits, scavenger hunt</li> <li>• Letter or contact between fellow and RVP and/or RC</li> <li>• Note on nametags "fellow"</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios-fellows include something related to history in these</li> <li>• Tracking of Fellows into student affairs and/or NASPA, esp. NASPA leadership</li> <li>• Track number</li> </ul>



	<ul style="list-style-type: none"><li>• Certification of completion upon graduation from program</li><li>• Mentor must be a NASPA member</li><li>• Recognize mentors such as at a lunch or reception (regional conference and/or national conference)</li></ul>	
--	---	--