

# 13-14 NASPA UNDERGRADUATE FELLOWS PROGRAM PROGRAM HANDBOOK



## HANDBOOK CONTENTS

- I. NASPA Mission and Vision
- II. NUFP Mission
- III. NUFP Learning Outcomes
- IV. NUFP History
- V. How to Use This Handbook
- VI. NUFP Program Elements
  - a. Individual Based Experience
  - b. NASPA Sponsored Experience
- VII. Potential Curriculum Guide



Appendix I. Learning Outcomes: Pedagogy & Assessment



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## 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 at all aspects of the current program, the new program considerations and redesigned the program to continue to support underrepresented students and address changing constituencies.



## 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. These assignments should be completed in a timely and responsible manner and should be submitted to Nathan Victoria in the NASPA office via email ([nufp@naspa.org](mailto:nufp@naspa.org)) by the end of the day on each due date, unless otherwise noted. **Individual Components** are recommended activities that we suggest all Fellows complete, yet it is up to the Fellow and the Mentor to determine which ones to focus on and to create an individual action plan. 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. Records of these activities do not

need to be sent to Nathan.

**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. Individual Based Experience**

Assignment	Description	Due Date
<p><b>On-Campus Mentorship</b></p>	<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 over for dinner, going to a football game together).</p> <p><i><b>These program elements will be completed by all Fellows. Please see Appendix I for the NUFP Learning Outcomes and Pedagogy.</b></i></p>	<p><i>Ongoing</i></p>
<p><b>Reading Assignments</b></p>	<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>	<p><i>Ongoing</i></p>
<p><b>Mid-Year NUFP Evaluation</b></p>	<p>You will be sent a mid-year evaluation from Nathan, giving you an opportunity to evaluate your experience in the 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>	<p>Online Assessment must be completed by January 13, 2014.</p>
<p><b>End-of-Year NUFP Evaluation</b></p>	<p>You will be sent an end-of-year evaluation from Nathan, giving you an opportunity to evaluate your overall NUFP experience for the year. 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>	<p>Online Assessment must be completed by June 30, 2013.</p>

## B. NASPA Sponsored Experiences

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

Activity	Description
<p><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. Bringing together current NUFP fellows and other undergraduate students interested in a career in student affairs, NUFP alumni, NUFP 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.</p>
<p><b>NASPA Annual Conference</b></p>	<p>Fellows are provided specific programming at NASPA's annual conference, as well as many regional conferences. Small amounts of funds are available to help defray the cost of attendance.</p>
<p><b>NASPA Regional Conference</b></p>	<p>Fellows are provided specific programming at NASPA's annual conference, as well as many regional conferences. Please see your specific Region's website for more information about your regional conference.</p>
<p><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><b>Dungy Leadership Institute</b></p>	<p>Fellows are invited to apply for and attend the Dungy Leadership Institute (DLI), a five-day workshop focused on skills 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. <b>Visit the following for more information:</b> <a href="http://www.naspa.org/programs/nufp/sli">www.naspa.org/programs/nufp/sli</a>.</p>

## NUFP Summer Internship

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. **Visit the following for more information:** [www.naspa.org/programs/nufp/intern](http://www.naspa.org/programs/nufp/intern).





## VII. NUFP CURRICULUM

Meetings/sessions can be bi-weekly, or even once a month, no longer than 1.5 hrs. 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

- Orientation NASPA and NUFP
- Introduction to Higher Education and Student Affairs
- Celebration of Careers in Student Affairs Month (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 and feedback
- Professional Development: Successful networking
- Navigating etiquette during business meals
- Regional and/or Annual NASPA Conference
- Conference debrief
- Hot topics in student affairs
- NASPA campus members reception
- NUFP Research presentation

**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 ones 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 balanced lifestyle</li> </ul> </li> <li>• Academic               <ul style="list-style-type: none"> <li>- Study Habits</li> <li>- Preparation for the GRE and graduate school</li> <li>- Research and writing skills</li> <li>- Fellowship &amp; assistantships interview skills</li> </ul> </li> <li>• Career               <ul style="list-style-type: none"> <li>- Skill assessment</li> <li>- Awareness of multiple career paths</li> <li>- Developing a professional plan</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 students assist with mock interviews</li> </ul> </li> <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 you 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> <li>• Understand the campus culture which you are stepping</li> <li>• Operationalize power politics and privilege</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>

**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 with your mentor.</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> <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>	<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> </ul> <p>Track number</p>