

NASPA UNDERGRADUATE FELLOWS PROGRAM: MENTOR

University of Vermont

Fall 2016- Spring 2017

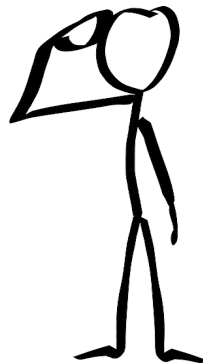
UVM NUFP Program

University of Vermont

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*Find 7 tips about what a great mentor is on pages 1, 5, 6, 8, 9



What is a NUFP?

The NASPA Undergraduate Fellows program is a semi-structured mentoring program for undergraduate students wishing to explore and better understand the field of student affairs and/or higher education. Students and mentors apply as a pair, and if selected are provided the foundation to establish a semi-structured mentoring relationship at their institution.

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.

NUFP PROGRAM Components

On-campus Mentorship

Fellows and their Mentors participate in an ongoing exchange designed to provide the Fellow with a chance to develop a sense of what a career in student affairs or higher education might be like.

Regional and Annual Conference Programming

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.

Summer Internship

Fellows are offered the opportunity to apply and participate in a paid summer internship in student affairs or higher education, at an institution other than their own, as a means of broadening their experience base and their perspective on student affairs and higher education.

Dungy Leadership Institute

Fellows are invited to apply to and attend the Dungy Leadership Institute (DLI), a five-day workshop focused on skill building and career development.

NASPA Regional Awards and Scholarships

NASPA offers different awards for undergraduate students. Some of these are at a regional level and would be great for our students.

1. Region 1: [Catch a Rising Start Scholarship Award](#)
2. NUFP GRE Waiver
3. NUFP Annual Conference Stipend

NASPA Resources

1. NASPA hosts webinars and conference calls for NUFP students where they can interact with one another; most of these discussions are led by faculty or professional staff.
2. Graduate Program Directory allows students to research various graduate schools based on what they are looking for. The directory can be found [HERE](#).

EXPECTATIONS

Fellows

- Fulfill at least five of the six learning outcome areas
- Attend at least one Leadership Lunch per semester
- Create reflection document (i.e. Paper or final presentation)
- Be prepared and on time for all meetings with your Mentor
- Meet with your Mentor at least once a month for a formal meeting
- Complete all assignments in a timely and responsible manner
- Be a role model for other students and represent student affairs in a professional and positive manner.

Mentors

- A Mentor is expected to adopt an attitude of openness to sharing their experiences and ideas, to be supportive of their Fellow's interest in student affairs or higher education as a career option,
- Serve as a role model to your Fellow.
- Meet with your Fellow at least once a month
- Establish short-term and long-term goals
- Be prepared to discuss the readings that your Fellow has picked to read.
- Encourage and provide networking experiences
- Ensure that your Fellow completes all Shared Components assignments in a timely and responsible manner.

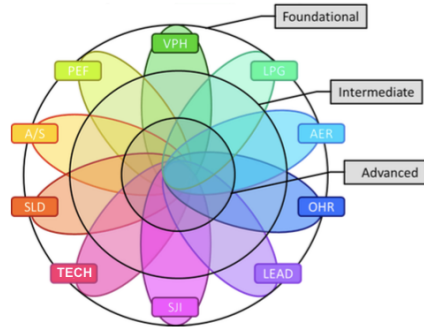
YEAR 1 AND 2 FELLOWS: Set aside time in your first meeting with your Fellow to discuss and agree to expectations for and of each other.

LEARNING OUTCOMES

Student affairs is a competency and learning outcomes driven profession. At all stages of career development, student affairs practitioners are encouraged to hone their skills and develop higher levels of competency. The following learning outcomes have been identified as key areas of development for emerging practitioners:

- Cultural Competency
- Ethical Decision Making
- Personal Academic Career Goals
- Professional Networking
- Student Affairs Mission and Structure
- Writing, Research, and Presentation

Figure 1. Visual Representation of the Intersection of the 10 Competency Areas



<https://www.linkedin.com/pulse/grounding-student-affairs-work-technology-acpanaspa-updated-ahlquist>

YEAR 1 FELLOWS:

- Review learning outcomes
- Discussion:
 - What learning outcomes do they feel they want/need to focus on most?
 - How have NASPA & ACPA competencies have impacted your professional practice?

YEAR 2 FELLOWS:

- Review learning outcomes
- Discussion:
 - What learning outcomes do they feel most comfortable with?
 - What learning outcomes do they want/need to focus on this year?

STUDENT AFFAIRS MISSION & STRUCTURE

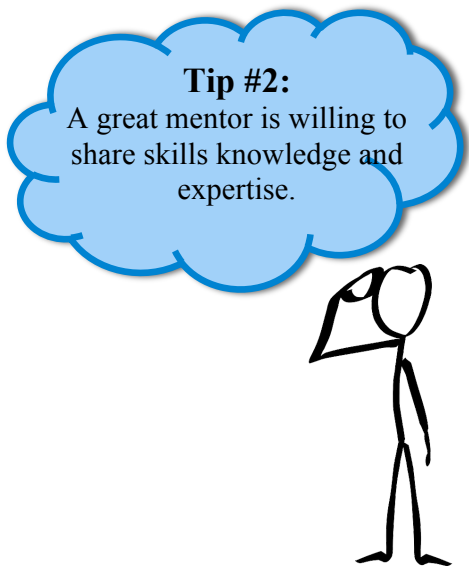
1. Develop understanding of UVM structure

UVM Student Affairs Structure	<ul style="list-style-type: none">• Review the organizational chart on UVM’s website and discuss this with your mentor the following questions:<ul style="list-style-type: none">○ Why UVM is organized the way it is?○ What is unique about it?○ What is similar, as compared to other institutions?
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2. Develop understanding of NASPA leadership and structure
3. Participate in at least one webinar per semester
4. Attend Leadership Luncheons

YEAR 1 FELLOW:

- Answer the questions listed above
- If you have worked at a different institution, share experiences with organizational structures other than UVM’s.



YEAR 2 FELLOW:

- Discussion:
 - What are some different organizational structures?
 - What can be inferred from different organizational structures (hierarchical and power dynamics, horizontal and equity, etc.)
 - What organizational structure appeals to Fellow?
 - How to recognize structure during graduate school/job search: Find organizational tree, ask questions about supervision, access to administrators, etc.

PERSONAL ACADEMIC & CAREER GOALS

1. Develop goals and plan of action with Mentor: **Due NOVEMBER 2016**
 - a. Submit to Jilliene at jilliene.johnson@uvm.edu and Mentor
 - b. Utilize the SMART goal setting process
2. Attend workshops by Career Center

YEAR 1 FELLOW:

- Help Fellow identify goals, NUFP/student affairs related, or other
- Share personal experiences with goal setting, as appropriate

YEAR 2 FELLOW:

- Help Fellow identify goals, NUFP/student affairs related, or other
- Post-graduation plan
 - Graduate school, job search, other?
- Talk about The Placement Exchange & the Oshkosh Placement Exchange

Tip #3:

A great mentor demonstrates positive attitude and acts as a positive role model.

Tip #4:

A great mentor takes personal interest in the mentoring relationship.



WRITING, RESEARCH, & PRESENTATION

SKILLS

1. Journal NUFP Experiences
2. Reflection Paper to a NASPA Publication: **Due November 30, 2016**
 - a. Submit to Jilliene at jilliene.johnson@uvm.edu and Mentor
3. Develop a Learning Contract with Mentor
4. End -of -the-Year Presentation: **Due in May 2017**
5. **Second years only:** Develop personal statement/cover letter

YEAR 1 FELLOW:

- Student may need advice on how to find quality scholarly articles or Chronicle articles
- Learning contract- refer to academic and professional goals

YEAR 2 FELLOW:

- Learning contract- refer to academic and professional goals.
- Help brainstorm topics for personal statement/cover letter, proof read and give advice

ETHICAL DECISION MAKING SKILLS

1. Write your professional ethics statement (in journal)- discuss with Mentor
2. Discuss ethical dilemma case studies with Mentor
 - a. First Years:
 - i. [Picking Up the Slack](#) (Markkula Center for Applied Ethics)
 - ii. [Can You Keep a Secret?](#) (Markkula Center for Applied Ethics)
 - b. Second Years:
 - i. [Members Only](#) (Markkula Center for Applied Ethics)
 - ii. [Outside the Fold](#) (Markkula Center for Applied Ethics)
3. Attend at least one Leadership Luncheons per semester

YEAR 1 AND 2 FELLOWS: Read over and review the assigned case studies with Fellows. Inquire about thought process, possible outcomes, and intersectional identities that need to be considered when making a decision.

Jenna Matsumura 6/22/16 9:13 PM

Comment [1]: Still haven't received document. Also haven't followed up since initial contact.

CULTURAL COMPETENCY SKILLS

1. Attend to training or Conference

Conferences	<ul style="list-style-type: none">• Translating Identity Conference: October 8• Examining White Privilege: November 11-13• Next STEP: January 20-22• Dismantling Rape Culture Conference: April 2017• NCORE: May 30- June 3
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2. Suggested readings

a. First Years:

- i. *Borderlands/La Frontera: The New Mestiza* by Gloria E. Anzaldúa
- ii. *Feminism is for Everybody* by bell hooks

b. Second Years:

- i. *Pedagogy of the Oppressed* by Paulo Freire

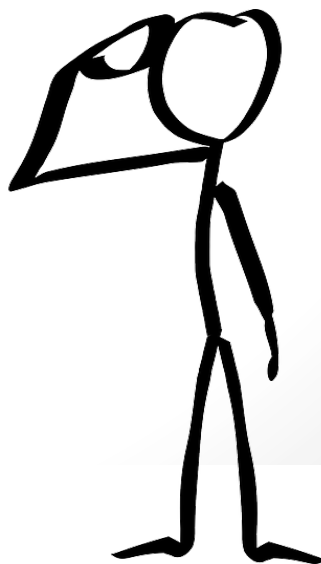
YEAR 1 AND 2 FELLOWS: It is important that as events and interactions occur during the semester that you make space to process them with your Fellow. These situations may range from understanding and preserving through microaggressions to the racial climate of the United States, to a specific incident on campus. Talk with them about what it means to culturally competent and how it impacts you as student affairs professional. If the Fellow has decided to read the books, make sure to check in about how they are progressing and what their thoughts are about the text.

Tip #5:

A great mentor provides guidance and constructive feedback.

Tip #6:

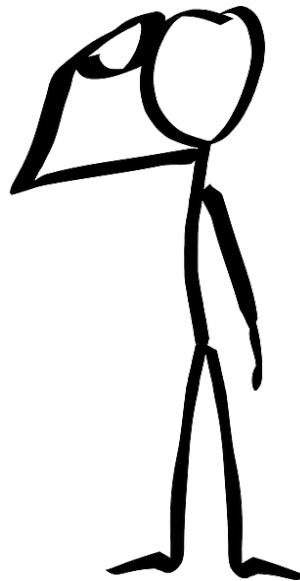
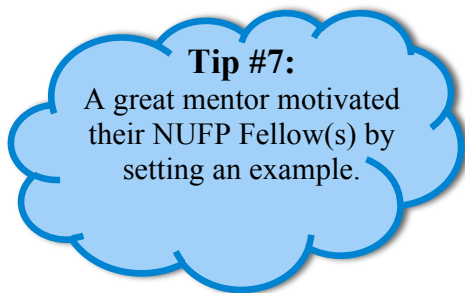
A great mentor sets and meets ongoing personal and professional goals.



PROFESSIONAL NETWORKING SKILLS

1. Informal interviews with SA professional: **DUE FEBRUARY 2017**
 - a. [Tips on Informational Interviewing](#)
2. Opportunities to get involved with association (NASPA or ACPA)
 3. LinkedIn- LinkedIn workshops hosted on Mondays in The Hub

YEAR 1 AND 2 FELLOWS: If you Fellow is interested in a specific functional area, help connect them to professionals in your own network. Especially for individuals who are serious about graduate school or a specific region for the job placement, help them to reach out to professionals beyond UVM and Vermont.



CALENDAR

NASPA Deadlines to consider:

- **December:** Mid-Year Evaluation
- **December/January:** Summer Internship application process begins. The deadline is in January!
- **May:** End of Year Evaluation

FALL 2016			
Date/Time	Location	Topic/Description	Facilitator
Month of October	N/A	Careers in Student Affairs Month	N/A
October	Dean Of Students (DOS) Conference Room	UVM NUFP Luncheon	Jilliene
October 8	Davis Center	Translating Identity Conference	Free to Be
October 19	Davis Center	Fall Career Fair	Career Center
November	TBD	NUFP Team Social Activity	Jilliene
November	TBD	Leadership Lunch: Resume, Graduate School, & Job Search Preparation Workshop	Jenna Matsumura
November 11-13	Starksboro, VT	Examining White Privilege Retreat	ALANA Student Center
November 13-16	Burlington, VT	NASPA SALT & Region 1 Conference	NASPA
November	San Francisco, CA	NCORE Student Leadership Development Conference Scholarship Program Application Due	N/A
December 1	DOS Conference Room	Leadership Lunch: Applying to NUFP Summer Internships	Jilliene

Spring 2017

Date/Time	Location	Topic/Description	Facilitator
January	TBD	Welcome Back/Leadership Lunch: Graduate School Interview Tips	Sophia Ciminello
January 20-22	TBD	Next Step Retreat	Leadership & Civic Engagement
February	TBD	Leadership Lunch: Self-Care	Living Well Staff
March	N/A	Dungy Leadership Institute Application Due	NASPA
March 1-3	TBD	Leadership Lunch: Conference Etiquette and Conference Prep (Ex: SALT, Region I, National etc.)	Jilliene
March 11-15	San Antonio, Texas	NASPA Annual Conference /NUFP Reception	NASPA
March 12-13	San Antonio, TX	NASPA Undergraduate Pre-Conference Session	NASPA
March 25-26	Columbus, OH	(ACPA) Next Gen Conference	ACPA
April 4 – April 8	TBD	Leadership Lunch: Student Affairs Professionals Panel & Discussion	Jilliene
April 30 - May 4	DOS Conference Room	NUFP Presentations/Finale	Jilliene
May 30-June 3	Fort Worth, TX	National Conference on Race & Ethnicity	NCORE
June	TBD	Dungy Leadership Institute	NASPA

RESOURCES

Advice from Previous UVM Academic Mentors:

“Allow your mentee to see who you are authentically, who you are how you lead and what drives you in an authentic manner.” – Rafael

Rodriguez, Director of Residential Life

“Keep revisiting why your fellow got into the program in the first place. Encourage them to follow through, remind them of their purpose and you, do everything to support them” - Ferene Paris Meyer, First Year Experience Program Director

“Personalize their experience. Hear their stories, their goals, and what they hope to accomplish and how you, together, can create that experience during the year.” –

Kimberlee R. Monteaux De Freitas, Fraternity and Sorority Life Advisor



SOME OF THE WORDS THAT PAST UVM MENTORS SAID
CAME TO MIND WHEN THEY THINK OF THEIR NUFFP
MENTOR EXPERIENCE

Motivation

- [The Puzzle of Motivation](#): Dan Pink’s Ted Talk
- [My Year of Saying Yes to Everything](#): Shonda Rhimes’ Ted Talk
- [Motivating Students](#): Vanderbilt Center for Teaching

READINGS

MENTORING TIPS:

“Making the Difference: Exploring the Perceptions of Student Affairs Administrators and Their Mentoring Relationships” by Paublo Martinez Jr.

Abstract:

Focusing specifically in Chapters 1 and 2, Paublo Martinez focuses on how student affairs administrators perceive their mentoring and their mentoring relationship with undergraduate students. Martinez describes for us what a mentee, mentor and mentoring is and then breaks down what each of them should look like. He also shares the competencies and they have been used by various student affairs professionals.

The most relevant paragraph is located on page 19 under the section “Benefits of Mentoring for Mentors.” This section could help encourage mentors to continue working with their mentees and encourages mentors to celebrate the small accomplishments.

Full article can be found [here](#).

“Building Successful Mentoring Relationships” sponsored by Emory Laney Graduate School

Abstract:

The Laney Emory Graduate School provides helpful tools when thinking about creating the mentoring relationship. First, they begin by acknowledging that no mentor to mentee relationship is the same. This is critical to remember, so that as new mentors you are not trying to replicate what you might have had or what you might see, but really make it your own.

The section titled “Initial Conversation,” provides some reflection questions. Some of these include, “how would you categorize your own mentoring experience? Why have you decided to advise/mentor this student?” among others. Based on these questions it advises mentors to create a framework for not only how they would like to mentor, but also to create one with your mentee, which includes goals for themselves and the relationship.

Full Article can be found [here](#).

THE IMPORTANCE OF MENTORSHIP:

Banas, M. D. (2010). *[A study of the impact of mentoring relationships on the entry level job search process in the field of student affairs](#)* (Order No. 3488881). Available from ProQuest Dissertations & Theses A&I. (911786662).

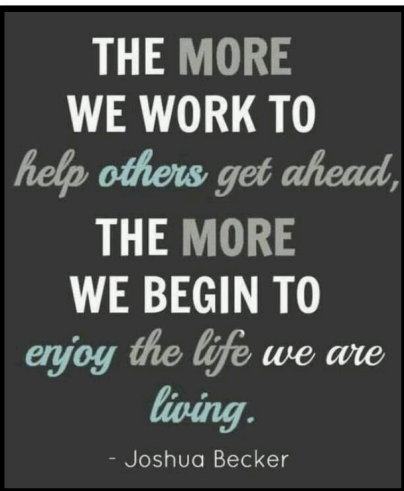
Clifford, M. W. (2009). *[Exploring mentoring experiences in college student affairs: A/Q methodology study](#)* (Order No. 3388786). Available from ProQuest Central; ProQuest Dissertations & Theses A&I. (305167200).

Every Kid needs a Champion: Rita Pierson's Ted Talk

Pearl, D. C. (2013). *[Support and retention: Exploring the role of mentoring relationships and social capital between college students and student affairs professionals](#)* (Order No. 3560002). Available from ProQuest Dissertations & Theses A&I. (1355719737).

ADDITIONAL RESOURCES TO CONSIDER:

- a. [The Drucker Institute](#)
- b. [Mentor Cloud Blog](#)
- c. [Someone Like Me Can Be Successful](#)
- d. [How to be an Amazing Mentor: 12 Way to Make a Positive Impact on Others](#)



Have a wonderful
year! Remember that
you are great!