

NAFA JOURNAL

SUMMER 2006

NAFA JOURNAL

<http://www.nafaadvisors.org>

Dear NAFAn,

Welcome to the first edition of the NAFA Journal. It has been a year since the Louisville conference when Amy, Judy and Julia first boldly expressed a willingness to resurrect our tradition of a newsletter/journal, and I am grateful for their collaboration and hard work in bringing this document to life. The Journal will touch on issues of importance and amusement. You will have the chance to learn a bit more about some of NAFA's board members and get a new advisor's perspective on the first year, in case you have forgotten what that felt like. Judy will update us on valuable resources for advisors and Julia will discuss that controversial and frustration-provoking ritual, endorsement letters. You will also learn about the virtues of starting scholarship cycles early and hear my reflections on a visit to two Fulbright Student Fellows in Southeast Asia. Perhaps most significantly, you'll get a report on the NAFA survey many of you responded to some time during the last academic year.

In addition to the work devoted to making the Journal happen, during the past year, your officers, board members and volunteers have been working on projects such as the two summer workshops, the DC 2007 conference, and the UK trip among other things. As we enter into a "workshop summer," I urge you to attend one of the workshops offered to NAFA members. These shorter sessions have tended to provide us with topics for the subsequent conference, and are a great way to connect and share insights and practices in more intimate settings.

I wish everyone a restful "off season" and look forward to hearing from you as we begin plans for NAFA's Washington, DC conference in July of 2007.

Sincerely,



Beth Powers
NAFA President

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DIARY OF A NEWBIE

NANCY L. MILLER

I became a fellowship advisor on February 1, 2005—the day I began my full-time position as “Coordinator of Special Projects” in the President’s Office at UMBC. After a 25-year Federal career and two years as a volleyball mom/statistician/college search assistant, I was more than ready to embark on a second career in higher ed.

The first thing I discovered was that my predecessor (who had moved to another state months earlier) left mountains of paper, organized in a system that may have fit her heuristic map but definitely did not fit mine. Since her field was art history and mine political science/government, that could account for some of the difference. I found duplicate and triplicate copies of countless documents, filed in binders, folders and on the C drive, H drive, and I drives—hmm.

What I did not find was any record of scholarship activity that took place earlier than the 2003-2004 academic year. I had an office full of information about the past two years and nothing older...Hmmm. I found that to be emblematic of the way many things go at the university; so much excitement about the current initiative, and so little knowledge about anything that came before. When your university was founded in 1967, is it asking that much to have a sense of history? After all, I personally remember when this campus was built, so it has not been all that long...

Plunging in, my first scholarship mission was to support a student applying for the Udall Scholarship. She was a reluctant applicant, who had been advised to apply by the faculty committee that rejected her application for Goldwater. Competition for our four Goldwater slots is fierce because we have such a strong science focus, heavy in biology and biochemistry, but we are also growing strong in engineering. So our Goldwater applicant who was an environmental science major applied for Udall. She had a fine GPA and had a lot of good research experience, but her heart was not in it; that probably came through between the lines of her essays. She was not selected. It was a strange first experience, working with that type of applicant.

My next big mission was to plan and execute a major event—the Scholarship Awareness Event for high-GPA students. This was the second annual such event, so there was not a lot of history to fall back on. (That will be a recurring theme.) And since it happened during my second month on the job, it was definitely a trial by fire experience. The invitation was issued by our ebullient President, who was a speaker—the kind of speaker who ignores the podium and strides up and down the aisles giving a revival-style pitch to the students. “You need to be able to present yourself and your story in less than one minute—the time it takes to ride the elevator from the lobby to the 10th floor. Speak up, look people in the eye, and do not giggle!” To illustrate his point, he called on random semi-terrified students to demonstrate their elevator-introduction skills.

We invited almost 800 students to the event and about 150 actually attended (200 had sent a positive RSVP), and that was pretty amazing. One of my lessons learned: students have no idea how to respond to an RSVP. Here are some choice examples:

"Hello. I will try to make it to the event if I can, but no promises." (no name given)

"To whom it may concern: Julia Suzanne Grinnell-Smith is pleased to accept the invitation to the President's dinner." (There was no dinner!)

Finally, there was the excruciatingly succinct RSVP message:

"William P. O'Donnell, III" (just the name, no "I will attend" or "I regret that I will be unable to attend")

I discovered that students have vivid imaginations and that being summoned to an event by the President conjured up a wide variety of scenes—anything from a formal ball with tuxes to something more akin to a firing squad. They wanted to bring friends (not OK because we invited students with high GPAs only), to bring parents (because they thought it was an awards ceremony), to come only if they were guaranteed a scholarship by UMBC. Some assumed they would have to make a speech! Some had no idea where the University Center was located! (Hint: it is near the center of the university.)

Well, after that event, the rest of the semester was all downhill. Instead of dealing with students "en masse," I had more opportunities to meet with individual students, some of whom were fascinating, impressive, articulate, and mature well beyond their years. Our Marshall finalist, who was also our 2005 Valedictorian, went off to Cambridge to study Old Norse mythology or some such thing. His senior thesis was about Yeats, and he was well-versed in Far Eastern philosophy. His commencement speech was a work of art.

In the fall, my first season with Fulbright was wild! When I took my own daughter back to college at Carnegie Mellon, I saw a large sign advertising a Fulbright workshop (Judy Zang's sign!) and I resolved to have such a workshop. I was aware of 2-3 students working on applications, but I thought the early September workshop might bring out a few more. In fact the workshop developed quite a "buzz" and there were more than 20 students there, about 15 of whom were serious about applying! My next month was sheer chaos, but we did send forward nine applications in October, of which four were recommended for funding. As of this writing, all four have received final approval—T.A.'s for Germany and Malaysia and full grants for France and Morocco. My Fulbright lesson learned: some of the best applicants show up at the last minute!! Note for the record: none of the early birds who spent six months on their applications were funded.

I am tempted to tell about other wonderful students I have met over this year, but readers of this article know already from your own experiences that the opportunity to work with these academic stars is what makes the fellowship advisor job so rewarding. Last week the biochem major who won the Fulbright to Malaysia came by (I was meeting with a Jack Kent Cooke applicant at the time) to tell me about his approval letter and he was beaming from ear to ear. I gave him a hug and he thanked me—there are no sweeter words than "I could not have done it without you, Mrs. Miller!" And it's true—he needed the encouragement and editorial support he got from me and I was happy to be there to give it. My second year promises to be even better. And more organized...maybe? **x**



AN INTERVIEW WITH PAULA WARRICK

Paula Warrick is Director of the Merit Awards Office in the Career Center at American University. Paula is Vice-president of NAFA.

Beth Powers: What is your idea of perfect happiness?

Paula Warrick: I studied art history and am fairly visually oriented. Happiness for me is a day off to indulge in my passion for looking at things—sand not just works of art! Among my favorite places is the National Aquarium in Baltimore with its huge assortment of colorful, delicate sea creatures.

BP: What is your favorite aspect of scholarship work?

PW: Helping students to “connect the dots” between their diverse experiences—and to set new, more focused goals for themselves.

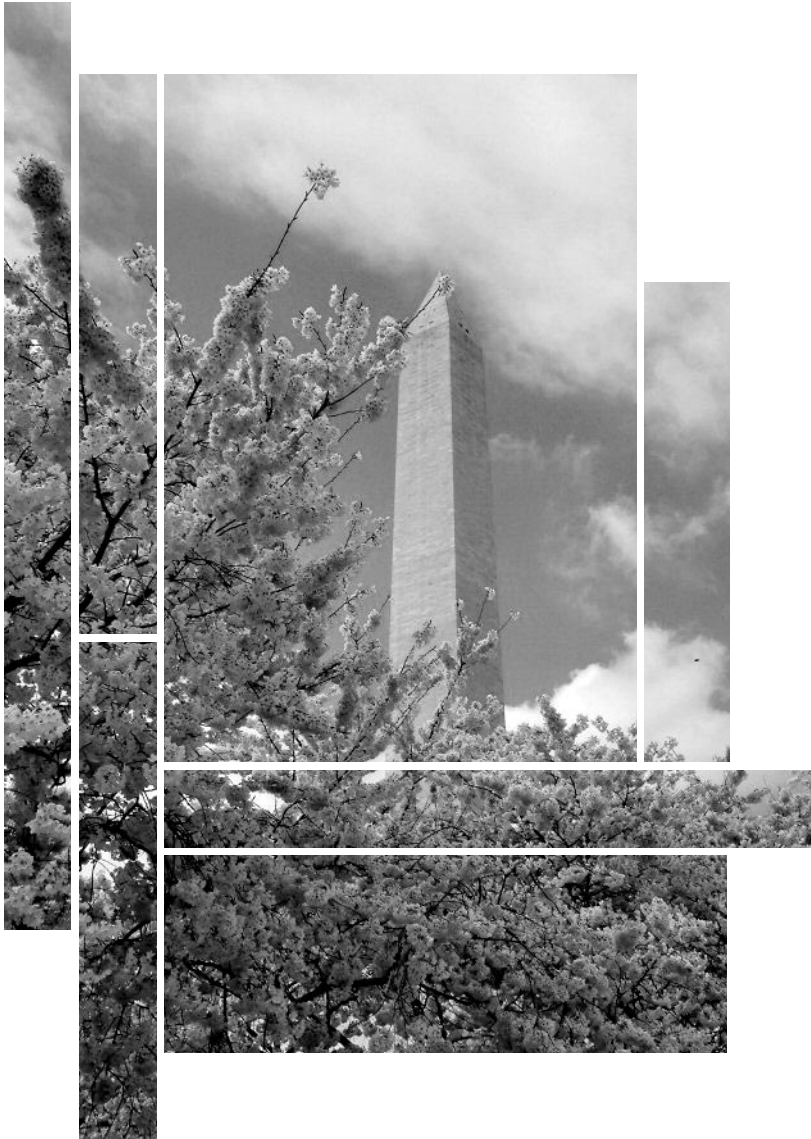
BP: Least favorite?

PW: My university is home to lots of international and part-time students who are self-financing terminal master’s degrees. I am frustrated by my inability to help most of them in any substantial way (due to a lack of scholarships).

BP: Which historical figure do you most identify with?

PW: Brahms comes to mind for his studiousness and sense of perfectionism—he ripped up completed works that did not live up to his standards! In all seriousness, I admire Brahms for his patience, his ability to see beauty in a variety of music (such as folk songs), and his approach to instrumentation.

BP: Which campus offices do you work most closely with in supporting/identifying candidates?



PW: Our Honors Program and a student leadership program housed in our School of Public Affairs. I also work a great deal with my colleagues in the Career Center.

BP: Which words or phrases do you most overuse in letters of recommendation?

PW: "If I may provide additional testimony on his/her behalf, please do not hesitate to let me know."

BP: Who are your favorite writers?

PW: I enjoy memoirs and biographies of all sorts. Two memorable books I've read recently straddle the line between autobiography and fiction. They are Tim O'Brien's *The Things They Carried*, about the Vietnam War, and Albert Camus's *The First Man*, set in colonial Algeria and France. I am moved by Camus's characterization of education as a force that liberates his protagonist yet permanently distances him from his illiterate, impoverished family. His descriptions of Algeria are so vivid.

BP: Where would you like to live?

PW: I'm a "city person" who has deliberately chosen a job in Washington, DC. But I would love to lengthen the vacations I take every year to Utah's Wasatch mountains. The views are stunning and the air is so dry that the sky is almost violet. My camera has never truly captured the color.

BP: What would you be doing if you weren't doing scholarship work?

PW: Working in the education department of an art museum or historic home. As a student I worked at the National Gallery, Monticello, and the Colonial Williamsburg Foundation. I enjoyed these chances to work with the general public and to come to know the art in my immediate environment.

x

LETTERS OF ENDORSEMENT¹

JULIA A. GOLDBERG

The letter of institutional endorsement is often the first item that committees will read beyond the applicant's particulars (e.g., resume and basic information). As such, it "opens the door" for the applicant by making the complete, most persuasive case for the candidate. But unlike letters of recommendation, which are intended to offer valuable, individualized and detailed perspectives of the candidate, the letter of endorsement is intended to offer committees a more comprehensive overview of the candidate.

The endorsement letter "packages" and contextualizes the candidate, enticing the committee to "read on" and to "look favorably upon" the candidate, warts and all. The letter is the PR, the blurbs on the "dust jacket" that announce and guide the way to the hidden gems (not the costume jewelry) within. As such, the letter of institutional endorsement plays a very important role in the scholarship selection committee's deliberations.

The endorsement should highlight various aspects that may be overlooked or otherwise deemed insignificant by committee readers when not explained and/or placed within the context of the candidate and/or institution.

At a small liberal arts institution where the student body is "indifferently" engaged in outside concerns and questions of civil society, a student's ability to

mobilize a tiny fraction of the student body or raise a small sum of money for a cause may be a significant accomplishment.

Inform the committee that although the candidate is planning on pursuing a career in East Asian development studies, and he is teaching himself Mandarin Chinese because the college does not offer instruction in any of the East Asian languages.

Similarly, as committees scrutinize the depth and breadth of the courses on the student's transcript, it is important to let the committee know if students at your institution are limited to the number of courses (hours/credits) they may take each term. This is particularly important where the college considers a full course load to be four courses/semester and the student was able to successfully petition to take a course overload while engaged in varsity athletics or working part-time.

The endorsement letter should also address anomalies in the candidate's record.

Explain the candidate's lone "C" (or worse yet, "D") in an otherwise unblemished transcript—a grade that also had the misfortune of being assigned to an upper division course in the candidate's major—because the student slept through her midterm exam at 8am and, rather than get a dean's excuse by claiming to be ill, she showed up for and wrote the exam with only 15 minutes left in the period. (Believe me, it does happen! Moreover, the student's honesty and sense of responsibility can speak volumes on her behalf. (By the way, students at Cambridge and Oxford don't get make-up exams; they take exams at the same time as everybody else, even if they are in the infirmary.))

It should pay attention to the scholarship's criteria and priorities. If the ideal scholar is a leader, change agent, or consummate scholar, than the letter should highlight, demonstrate, or otherwise explain why and how the candidate fits the program's ideal without reiterating what is already evident in the application packet.

Tell the scholarship committee how, as editor of, or columnist for, the campus newspaper, the candidate is able to provoke serious, informed debate about important issues on or off campus or why the candidate was selected to serve on a faculty governance committee or to make a presentation to the board of trustees on an issue that is vital to the future of the college or university. Although such information may show up in the candidate's application résumé or be mentioned in passing in a letter of recommendation, it will lack the necessary detail and punch if the endorsement letter fails to comment upon the honor and high regard in which the institution as a whole regards the candidate.

It should tell the scholarship committee about the candidate's strengths, extraordinary circumstances, and weaknesses, and why, despite those weaknesses, he/she should be awarded that particular scholarship.

Additionally, the endorsement letter should, when necessary, mention the strengths or weaknesses of those writing the letters of recommendation, informing the committee how to read those letters, particularly in those cases where the referee is not amenable to elaborating upon or modifying the content of his/her letter².

If a professor at your institution is notorious for writing very terse letters that on the surface say very little UNLESS you know that the professor typically will not write a letter for a student he does not feel very positively about, it is important to mention this fact.

Likewise, if a professor says the student is one of the best she has taught but does not provide a framework for evaluating this claim, do so in your endorsement. Let the committee know that the professor in question has been teaching at some of the nation's most reputable institutions for 20 odd years, and that her students have gone on to illustrious professional careers or are currently enrolled in graduate programs of the highest caliber. Without this context, the professor's praise is virtually meaningless.

Letters of endorsement should also be up front and frank regarding how a candidate might perform during a committee interview. Let the scholarship committee know that the candidate may become excessively nervous, may come across as too self-assured, or may be mistakenly perceived as being aggressive or strident when passionately defending her position. Likewise, inform them about the candidate's speech or language impediment, his need for special accommodation (e.g., is hearing impaired), or if he has a disturbing tic or lazy eye. Sharing this information will not (or should not) damage the individual's candidacy in any way; but it will allow the interviewing committee to take the appropriate extra steps to make the candidate feel more at ease during his/her interview.

As you can see, the letter of endorsement's impact is significantly enhanced when the letter indicates genuine, personal familiarity with the candidate. Letters that contain concrete examples of unique or interesting aspects of the candidate's personality, or that display initiative and true leadership are much more helpful than general laudatory prose. This type of information is especially important when the candidate is either shy about or unable, due to space constraints, to share such information in his/her application.

Use the endorsement letter to tell the committee that as well as being a top-flight physicist, Sally is also the lead guitarist in an all-girl band that has recently released an album, or that Robert had started up a very successful used text book business, selling to other students.

So, what should you do if you do not know the candidate well enough to write such an endorsement letter?

- (1) Ask the candidate to provide additional information and talking points not covered in his/her application.
- (2) Talk with those individuals who wrote letters of recommendation.
- (3) Talk with other faculty, with students and/or other relevant constituents (e.g., members of community service organizations and their target populations).
- (4) Go with what you know. Review early drafts of the application and decide what is impressive to you.
- (5) Be honest about the depth (or lack thereof) of the relationship with the student. Don't dwell on it, but a simple "Becky just identified this interest in Sub-Saharan Africa" is much softer than the student getting surprised with a question about Sub-Saharan Africa during an interview that is well beyond her nascent, albeit burgeoning, level of knowledge.
- (6) Write about what you learn about the candidate. But use quotes sparingly.

In the final analysis, however, it is vitally important that you do not oversell (or undersell) the candidate. According to Gerson (Rhodes), the propensity to oversell candidates "is more serious than grade inflation." When you oversell a candidate, you are doing a disservice to both the candidate and your institution. The candidate may be embarrassed and/or fail to live up to expectations. In the latter case, the institution loses credibility. National and regional scholarship selection committees have long memories!

A Word of Caution: Although many scholarship programs do not limit the number of candidates an institution may endorse, foundations do caution against putting applicants forward who meet the minimum qualifications but who are not realistically competitive. Putting forward non-viable candidates neither benefits the candidate nor the institution. According to Pendergrast (Mitchell), "It becomes very obvious that the [campus] process is deficient when endorsements are made for weak, uncompetitive candidates." Cracraft (Marshall, Chicago Region) heartily concurs, adding that, these competitions are "for the shooting stars, which is why is it better to send in a superlative candidate once every five years than five good, but not stellar, candidates every year."

So what should you do if you are "obligated" to endorse candidates who are not particularly strong or viable? Signal that ambivalence in your endorsement. This is where the boilerplate, perfunctory endorsement letter comes into play.

In Summary: Use the letter of institutional endorsement as an opportunity to give scholarship committees a deeper insight into the candidate's qualities and potential. Provide perspective—placing the candidate, the letters of recom-

mentation, and the application in context. Let the committee know how the candidate performed throughout the college or university selection process, and why the institution chose to endorse that candidate. Such information is essential for scholarship committees to determine why and how the candidate best fits the criteria sought.

The endorsement letter should NOT repeat what is covered elsewhere in the application and letters of recommendation. Scholarship committees do read the application! What they want is for the endorsement letter to tell them what they cannot know from the application, the résumé, and recommendation letters.

In the final analysis, the letter of endorsement should resonate with, and complement, the entire application packet. When taken as a whole, the application becomes a seamless, coherent argument for why and how the candidate should be taken seriously.

In general, those institutions with the most success have been those that took the endorsement letter seriously and submitted well-crafted, comprehensive statements of institutional support.

SCHOLARSHIP SPECIFIC INFORMATION

TRUMAN

- Avoid overly long letters; the letter should typically be no more than two pages in length.
- For students who are studying abroad (either during the term of selection or immediately before), you **MUST** state this in the endorsement letter. This will

explain why the candidate suddenly stopped participating in particular activities or why there is a gap in the transcript.

- If you do or do not know the candidate very well, be honest about the depth of that relationship with the candidate.
- Selection committees feel that paragraphs about how competitive the Truman process is at an institution (or long discussions of who sits on the institution's selection panels) are not particularly helpful.
- Unless the institution is truly unique (like a Deep Springs), paragraphs describing the institution are not useful. Most of the Truman selection committee members are familiar with the institutions in question.
- Letters that go into a lot of detail about the Faculty Rep's (the person writing the endorsement's) background are not helpful.

BEINECKE

- If possible, include insights about the candidate from faculty at your institution who are well known or respected in the candidate's proposed field of study, particularly if they did not write letters of recommendation on behalf of the candidate.
- Avoid discussion of the candidate's financial need.
- Stories about the candidate's childhood or other character reference type issues tend to be of limited value.
- Elaborate upon the candidate's plan for graduate school and beyond, including specifics about the graduate schools and programs.
- Endorsing or recommending a candidate "without reservation" doesn't mean anything to the committee.
- Letters of endorsement should, in general, be no longer than two pages long.

MITCHELL

- Letters of endorsement can be submitted by ANY college/university official from the president to the fellowship advisor.
- Letters of endorsement should describe the on-campus review or selection process. According to Pendergrast, the Mitchell selection committee “like[s] to see and respect[s] a deliberate, careful campus review of prospective candidates, which should be highlighted in the endorsement.”
- Letters of endorsement tend to be around two to three pages (sometimes longer). Avoid short, routine one-page letters as they will not have much value or impact. Such letters do not necessarily cripple a candidate’s prospects, but they would certainly fail to take advantage of what can be a very effective part of the applicant’s portfolio.

MARSHALL

- The letter of endorsement should come from the senior-most academic possible (but may be drafted/ghost written by someone else). This practice may vary by region. Some regions are more “relaxed” than others and will accept letters from deans or others with appropriate “senior level” authority. When in doubt, ask.
- For some regions, like the NY, the letter of endorsement should briefly describe the Marshall selection and candidate preparation process in place at your institution.
- The letter of endorsement and the letters from the primary and secondary referees should blend together into a coherent whole.

RHODES

- In light of the fact that the candidate must submit five to eight letters of recommendation, the letter of endorsement is less important than it might be for other scholarships.

This is particularly the case if the candidate has selected referees carefully to convey a diverse and balanced perspective.

- If the candidate has only one non-academic (i.e., character) letter of recommendation, it is helpful for the endorsement letter to provide insights into the candidate’s character.
- Provide insight into the interview and discussion among the campus selection committee that led to the candidate’s endorsement.
- Avoid extremely long letters of endorsement. Letters of endorsement tend to vary in length. Typically they are two to three pages long.

MARSHALL, MITCHELL, RHODES

- Letters of endorsement should tell the committee WHAT makes the candidate outstanding and WHY it is so important for him/her to engage in the course of study/research at the university and department identified (as well as HOW he/she is excellently prepared to successfully complete the said program of study/research).
- The endorsement letter is the place to inform the committee of the candidate’s need for special care while in the UK or Ireland.
- Provide a candid and credible explanation of the candidate relative to past and current candidates from your institution. **x**

¹ This article would not have been possible without the tremendous assistance rendered by the following individuals: Gillian Cooper (Programme Officer, Marshall Scholarships, Atlanta Region); Caroline Cracraft (Vice Consul Politics Press & Public Affairs, Marshall Scholarships, Chicago Region); Elliot F. Gerson (American Secretary, Rhodes Scholarship Trust); Thomas L. Parkinson (Program Director, The Beinecke Scholarship Program); Dell F. Pendergrast (former Director, George J. Mitchell Scholarships); Ray Raymond (Selection Committee Chair, Marshall Scholarships, New York Region); and Tara Yglesias (Deputy Executive Secretary, Harry S. Truman Scholarship Foundation). Any errors or misrepresentations are solely those of the author.

² Scholarship foundations expect fellowship advisors to help their applicants choose their referees appropriately. The letters should not replicate each other but provide a balanced, comprehensive perspective on the applicant vis-à-vis the scholarship. These letters should be as specific and detailed as possible, replete with examples garnered from written papers, classroom discussion, and observed performance outside the classroom and the student’s comfort zone.

VISITING FULBRIGHTERS IN ASIA: WHAT REALLY HAPPENS AFTER THEY LEAVE OUR OFFICES?

BETH POWERS

When students win overseas fellowships, they are thrilled, advisors are excited and institutions are appreciative, but what happens when the publicity stops and the adventure starts? Several of my students have been good email correspondents and I've been able to get intermittent glimpses of what their time abroad was like, but I've always wanted more, to see them in action and get a better sense of what they are experiencing. Combining this urge with a long-held (but never acted upon) desire to take a vacation in March, I booked tickets to visit a friend in Singapore and two UIC graduates in Southeast Asia over spring break. I met the Fulbrighters in Kuala Lumpur, Malaysia. Sae Rom Chae is doing research at the University of Malaya; Brandi Mora, an ETA in Indonesia, flew to Kuala Lumpur to meet with us for three days.

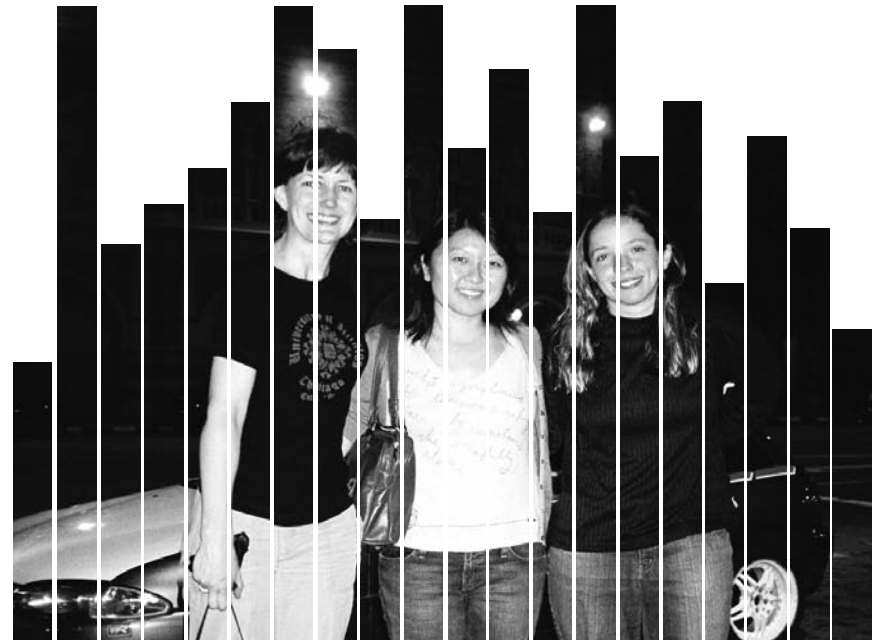
One thing became clear quickly. As one would suspect, the Fulbright experience varies greatly from place to place, person to person, and project to project. Sae Rom lives in a building in Kuala Lumpur near other Fulbright researchers, and her days are spent researching in libraries and on the Internet, attending lectures and conferences and tracking down and talking to people who can assist with her research project on how religious background influences attitudes toward sexual health, especially HIV/AIDS. Brandi is one of the only westerners in her suburb

of Jakarta (Depok). She hops on the back of random motorcycles to get to school where she teaches English in the early part of each day to 14-17 year olds. When her classes are finished for the day, she plans lessons, keeps up with friends through the Internet, and ventures out to the market for food. Despite their different settings and activities, their trials and rewards have been fairly similar. Both cite bureaucracy, more frequent illness than they experienced in the States and, adjusting to cultural norms as issues that required patience and inner strength. For instance, Brandi, a left-hander, found students and staff offended by her use of this hand to write on the board and to eat. When she understood why (related to bathroom practices), she explained that she did not use her left hand in that way, which seemed to alleviate their concerns.

The best thing about the Fulbright year for Sae Rom has been the freedom to structure her own learning experience. Both students also noted how much they valued getting a personal insight into Islam at this crucial juncture in history, as well as being able to offer a perspective on the US and North Americans to combat stereotypes their friends and students held. On a personal level, the level I always find the most intriguing, they mention having pushed their boundaries of comfort to find that they could deal with a lot more loneliness, stomach troubles and confusion than they ever thought possible. They both agreed that despite the challenges, the friendships made, the personal boundaries broken, and the insight into self and a new culture make it all worthwhile. Having known Sae Rom for over four years and wondered if her reserved personality might hold her back in her career, I almost cried like a proud parent as I heard her say, "I've realized that I will learn more if I put myself out there, approach people with my questions and thus create my own network of professional contacts."

When I asked them about how the application and advising process helped them (if at all), they said that consulting with faculty on their applications, going through a committee evaluation, and getting feedback was extremely valuable. Both students have continued to communicate with key mentors through email both for academic and personal support while they have been abroad. Learning this spoke volumes to me about the ancillary benefits of the process—learning to appreciate and respond to faculty feedback, and building strong relationships with mentors that continue past graduation. Both students sought out people from their host countries before leaving the States and claim this was very helpful in getting advice on what to bring, getting a glimpse into the host culture from someone who had gone through a reverse of their adaptation experience, and creating ties that in some cases have played out with family visits in the host country.

Adjusting to a new culture and their academic pursuits has played out differently for the two; Sae Rom is Korean-American and finds she is generally taken for Chinese Malaysian, which has minimized the perception of her as foreign. She feels the diversity of our university prepared her well for the diversity of Kuala Lumpur. Classes on globalization, women in international perspective and public health got her thinking about the issues she is working on today, and laid a strong foundation for her research. Brandi mentions her challenges in adjusting to UIC, from a high school that offered inadequate college preparation, as helpful to her in adjusting to the cultural and language differences of Indonesia. Her teaching experience in Chicago area high schools and a methods course at UIC helped her to walk more confidently into the classroom.

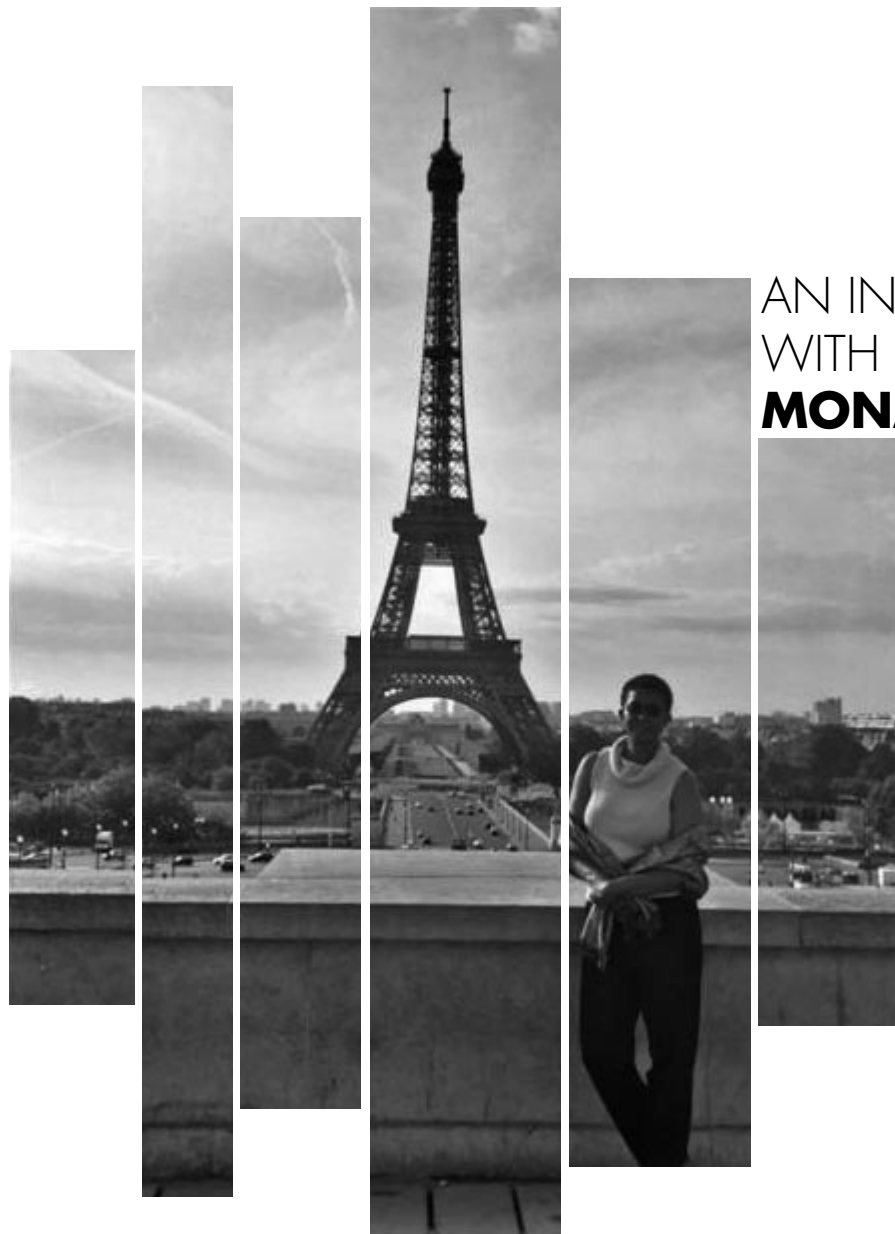


I was curious to learn if the experience had influenced their career goals. Both claimed it had without any doubt. Sae Rom had long considered a career in "international health," but had limited knowledge of what that might entail. Her work with NGOs through her research has shown her the vital impact they can have, thus expanding her ideas of the kind of institutions through which she could make a difference in the future. She is returning to pursue medical study in the fall. Brandi has applied for several graduate programs in education and is also exploring links with UNESCO that she made in Indonesia. She has long considered a career as an educator at some level, and her teaching experience has focused her interest on the varying approaches to education and the learning process itself. She was impressed to note high achievement among her students despite a lack of classroom resources and amenities like computers, air conditioning, and multi-media. Can educational advances be made without financial resources, she wonders. Conversely, she was concerned to see children she thought might have learning disabilities labeled as "lazy." She is more convinced than ever of the importance of maintaining an open approach to diverse educational philosophies as US schools and school districts seek solutions to their problems.

My final question to them was, "What does it mean to you to be a Fulbrighter?" Although I asked this question to each of them while the other was not around, their responses were almost identical. They were incredibly grateful to Fulbright for the opportunity to be a part of a powerful process of enriching the lives of young North Americans who are simultaneously debunking stereotypes and teaching others about what at least one version of being a citizen of the United States is like. They referred to themselves as cultural ambassadors, whether they wanted to be or not; they knew that the concept of the US held by people they came into contact with would be influenced by their actions in their host country.

When I asked them which personal qualities they called upon most in making their current experiences work for them, they cited patience, open mindedness, persistence, stamina, perseverance and a good attitude. I'd like to think that they strengthened a few of those qualities as a result of going through the steps the campus Fulbright process asked of them way back in 2005. Regardless of who can be credited for helping them successfully navigate their Fulbright year, I am deeply moved by my glimpse into their experiences, and am more firmly convinced than ever that the Fulbright and other overseas scholarships open doors to learning, opportunity and personal growth that leave a lifelong imprint. I am proud to be part of the process. **x**





AN INTERVIEW
WITH
MONA PITRE-COLLINS

Mona Pitre-Collins is Director of the Undergraduate Scholarship Office at the University of Washington. Mona is a member of the NAFA Executive Board.

BP: What is your idea of perfect happiness?

MPC: Having enough time to work in my garden, and after a satisfying day, enjoy the results with a good book and some wonderful libation.

BP: What is your favorite aspect of scholarship work?

MPC: Getting the opportunity to become acquainted with the students.

BP: Least favorite?

MPC: Trying to schedule meeting times around our very busy schedules.

BP: Which historical figure do you most identify with?

MPC: I would have to think about that for a while longer.

"In addition" and "also" – and got to love those adjectives.

BP: Which campus offices do you work most closely with in supporting/identifying candidates?

MPC: The Office of Undergraduate Education, to whom we report, generously supports our efforts; the Center for Experiential Learning (where we are housed) and the UW Honors Programs assist with the connections to outstanding students. In addition, we also work with academic departments and various student services programs to identify great students.

BP: Which words or phrases do you most overuse in letters of recommendation?

MPC: "In addition" and "also"—and got to love those adjectives.

BP: Who are your favorite writers?

MPC: Wow!! Too many to list, but I am currently reading Tommie Shelby's *We Who Are Dark*, and revisiting Derrick Bell's *Silent Covenant*, and am listening to Isabel Allende's *Paula* in the car to and from work. Okay - got to mention Toni Morrison, Jamaica Kincaid, Louise Erdrich (those women write stories that reach into your soul) and Raymond Carver, James Baldwin, Skip Gates and, yes, I am waiting for Rowling's next *Harry Potter*. I could go on and on. So many books...so little time.

BP: Where would you like to live?

MPC: Easy-Paris.

BP: What would you be doing if you weren't doing scholarship work?

MPC: I would be working in some aspect of academic advising or directing programs in multi-cultural services. **x**

DEVELOPING WINNERS: HELPING STUDENTS NOW TO BE COMPETITIVE LATER

BECKY MENTZER

There are many strategies for assisting students with scholarship applications. Of primary importance is conveying the value of starting early to be competitive later. If we can meet with students early in their college career and encourage them to work on the following seven areas for personal growth, there is no doubt they will become “winners.”

- **Maintain academic excellence**

Most winners of national, prestigious scholarships are students with a GPA of 3.7/4.0 or above.

- **Sharpen writing skills & seek feedback on scholarly writing**

Impress upon students the importance of sharpening their writing skills. This is absolutely necessary when applying for scholarships requiring a research proposal or essays.

- **Work toward professional experiences through internships & research**

Relevant professional experiences (e.g., research, independent study, internships) help both refine career goals and demonstrate skill development and knowledge in the field. Being able to write about specific/specialized examples is critical.

- **Choose wisely how to become involved in organizations & activities**

Superficial involvement in many organizations is not helpful. Committees do not

want a laundry list of every organization joined or every activity done. They want to know specifics of applicants’ involvement and what compels their participation. Have they pursued an innovative approach to a specific cause or formed a new organization or event? What is their niche on campus or in the community?

- **Develop leadership skills and a record of community service**

Students who get involved develop leadership skills. Those who can garner an enthusiastic commitment from others, who are otherwise gifted in organizing and promoting, or are good behind the scenes are “leaders.” Civic engagement and community service, the commitment to a greater good, are beneficial.

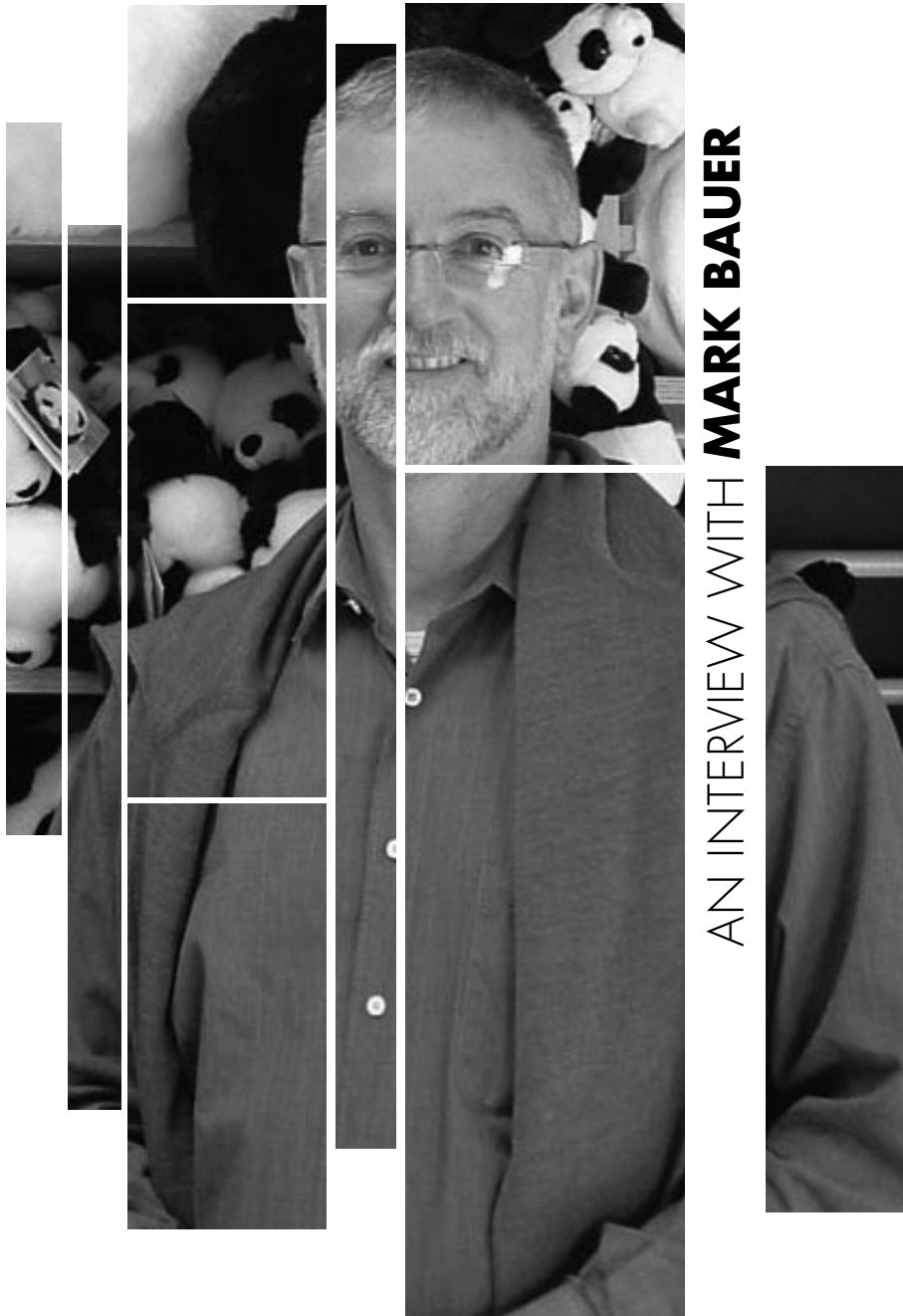
- **Get acquainted with professors to obtain excellent references**

Students will need referees who know their character, personality, skills, and ability to adapt to unfamiliar contexts. Being involved in discussions and engaged in their learning is only half the battle; the other is using their professors’ office hours to learn more about relevant research or to discuss their own aspirations. In the process, students may be offered opportunities to do special projects or research.

- **Know the application process and timeline well in advance of applying**

Students should also be encouraged to initiate the process early on as underclassmen. By sharing with them that many prestigious scholarships require campus nomination and/or limit the number of candidates nominated, they should become aware of the need to start early and to engage in the other essential behaviors as discussed above.

Our mission is convincing students that personal growth is an important component if they are to win major scholarship competitions. In the process they will develop the knowledge and skills that will make them competitive for life. If we succeed, we will be developing winners regardless of scholarship success. **x**



AN INTERVIEW WITH **MARK BAUER**

Mark Bauer is Associate Director for UK and Irish Fellowships in the International and Educational Fellowships Office and Tutor for the Bass Writing Program at Yale University. Mark is a member of the NAFA Executive Board.

Beth Powers: What is your idea of perfect happiness?

Mark Bauer: A bracing lake swim (preferably with Border Collie).

BP: What is your favorite aspect of scholarship work?

MB: Working with students on their essays.

BP: Least favorite?

MB: Breaking disappointing news.

BP: Which historical figure do you most identify with?

MB: Maxwell Perkins (in my dreams!).

BP: Which campus offices do you work most closely with in supporting/identifying candidates?

MB: Our residential college deans.

BP: Which words or phrases do you most overuse in letters of recommendation?

MB: "Furthermore"

BP: Who are your favorite writers?

MB: Too hard! Let's just say, I'm currently enjoying Orhan Pamuk.

BP: Where would you like to live?

MB: Bolinas, CA.

BP: What would you be doing if you weren't doing scholarship work?

MB: Teaching literature and composition classes.

x

RESOURCES FOR FELLOWSHIP ADVISORS

JUDY ZANG

The resources we give our students vary. Not only does it depend on the award they seek, their field, class level, level of experience, and goals, but also on our personal preferences—each of us has a different perception of what is effective in helping students in the scholarship search, preparation, and application process.

When it comes to our own questions about awards, however, there is solidarity among us. Our top six resources are not surprising. Nonetheless, the search for the most commonly used resources was worth it, just to gain this affirmation. This conclusion was based on responses to a survey conducted during Spring 2006. It was however, a small survey. I received responses from approximately twenty Fellowship Advisors (FA's).

Resources 1-6 represent those that are most commonly used by FAs in descending order of frequency of use. Resources 7-15 are listed in random order since these results were more scattered. These include resources we recommend to students.

TOP SIX RESOURCES

- (1) **Go to the award website.** This is the first thing we do.
- (2) **Speak to the award contact at the foundation or organization office.** Even the best websites are not perfectly clear on all criteria, requirements, and application instructions. The most commonly stated mode of action at this point is to go straight to the source.
- (3) **Contact fellow FAs.** What is your most respected/successful/experienced FA doing?
- (4) **Consult the NAFA listserv.** Use the listserv to post an inquiry, look for a posting (one previously posted or an incoming one), or to keep up with the shared information (widening our knowledge base).
- (5) **Use NAFA conference material.** Information included: NAFA Business, Advising Reflections and Resources, Alternative Resources, Scholarship Foundations, and Material for New Fellowship Advisors. (Last updated in 2005. Not currently available online, but can be obtained.)
- (6) **Feedback from past applicants and winners.**

OTHER RESOURCES

- (7) **The Advice and Guidance section on the Harry S. Truman Scholarship Foundation website** (<http://www.truman.gov/advice/>). The articles, tips, and samples to assist Truman candidates with writing personal statements and policy proposals may be useful for other awards.

- (8) **The online Applicant Newsletters from the Fulbright Program for U.S. Students** (http://us.fulbrightonline.org/thinking_applicant.html). Provides useful instructions for planning projects, writing proposals, crafting personal statements, as well as other application preparation advice.
- (9) **Grants for Individuals** (<http://www.lib.msu.edu/harris23/grants/3subject.htm>). Provides a comprehensive resource of funding opportunities, categorized by subject, academic level, and population group. Created by Jon Harrison, Funding Center Supervisor/Social Sciences Collections Coordinator at Michigan State University Libraries.
- (10) **Individual handouts**
- (11) **Writing Recommendation Letters** by Joe Schall (To order call Thomson Customer Service 1-800-355-9983). Schall teaches writing and advises fellowship applicants at Penn State. This faculty handbook offers letter writing advice and tips, and sample recommendation letters specific to national awards.
- (12) **“Key Information and Resources for Study in the UK,”** found on “Mark’s Page for UK” and Irish Fellowships (<http://www.yale.edu/iefp/fellowships/other/resourcesUK.html>; http://www.yale.edu/iefp/fellowships/UK_Irish_fellowships.html). This website proffers an assortment of links to funding resources, specific programs, and rankings of courses and institutions. Handy for students who are looking into graduate education in the UK.
- (13) **Morris K. Udall Foundation’s sample rating sheet** (<http://www.udall.gov/scholarship/?link=110>). Although designed for rating the “Commitment to Improving or Preserving the Environment; or Commitment to Health Care or Tribal Public Policy,” this sheet serves as both a self-assessment tool for students pursuing other awards, and a guide for FAs to evaluate award candidates.
- (14) **NAFA Bulletin Board** (<http://www.nafadvisors.org/board/>). This is a valuable yet underused resource. It offers a forum for in-depth discussions (organized by topics), contains slide presentations of prestigious awards, pre- and post-conference material, and more. *An excerpt of Mark Bauer’s 5/23/06 NAFA listserve posting in which he “reintroduce(s) the NAFA Bulletin Board, how to access it, and its structure” immediately follows this article.*
- (15) **The University of Maryland’s Scholarship Office** webpage for International Students (<http://www.scholarships.umd.edu/internationalstudents.html>). Links to funding opportunities open to non-US citizens. Compiled by Camille Stillwell, National Scholarships Coordinator at the University of Maryland.

With your help, we hope to expand upon this list in future issues of the NAFA Journal. Begin compiling your list of resources for the next time. Or, if it is easier, the moment a favorite resource occurs to you, send me an email and I will add it to the list.

✘

NAFA BULLETIN BOARD
<http://www.nafadvisors.org/board>

The Bulletin Board offers a forum for in-depth discussions (organized by topics), contains slide presentations of prestigious awards, pre- and post-conference material, and more.

It is divided into two basic types of postings: Discussions and Documents. Discussions are divided by Topic and by Fellowship. Documents are divided by the Audience to whom the document is addressed (students, committee members, faculty at large...) and by individual Fellowship (this will be a good place for foundations to post their informational material about particular fellowships). Beyond these key divisions, the site maps will show you the way to a number of categories, documents, and discussion topics already in place.

Bulletin Board Guidelines:

- (1) To gain entry to the Bulletin Board you will need a user name and a password. Username: whatever comes before the @ in your email address (e.g., mark.bauer). Password: your last name (e.g., bauer). To change your username and password to something less formulaic, just contact Tom Nagel <tom@midwestnewmedia.com>.
- (2) Documents you wish to upload to the site should be named so that they do not have any spaces. Thus, a file name might be "AskingForLetters" rather than "Asking for Letters." It is also best to avoid other special characters such as # and &. The safe way to go is letters and numbers only.
- (3) Every posting requires a Subject and a Message. The Subject is what people will see when they view a list of postings, so it should give a brief overview of the posting topic in a simple phrase. Unfortunately, the Message can be quite extensive. Sometimes, however, it may just repeat the Subject.
- (4) If you want to set up a series of discussion topics in a particular order, post the topics from the last to the first. This way your postings will show up in the right order on the Bulletin Board, which puts the latest posted entry to the top.
- (5) If you have several documents you would like to post under the same topic, you can do this by uploading successive documents as responses to the original posting. (Institutional users, such as NAFA for pre- or post-conference materials or fellowships with multiple information documents, will be able to simultaneously upload ten or more documents in consultation with Tom Nagel).

ESSENTIAL RESOURCES FOR A FELLOWSHIP ADVISING OFFICE

PAULA GOLDSMID

*In her **emailed response** to Judy Zang's inquiry about recommended resources, Paula Goldsmid offers another perspective. It may be helpful to know that Paula wears two hats as Coordinator for the Graduate Fellowships Office and the Medical Sciences Program.*

The most important resource for me is not physical, it's the support of colleagues, especially faculty. Many people are generous with their time and energy if they believe what you're doing is worthwhile for the students. This means, of course, that students' intellectual & personal development must be high on their priority list. I can't control that, and am fortunate to be at an institution whose reason for being is the education (broadly speaking) of undergraduates. Pomona calls itself a "research college" these days—there are pros and cons to that. Among other things it means higher expectations for publication/performance and professional participation than used to be true here, and that's true currently at many undergraduate liberal arts colleges. So faculty are pretty stretched, but most are willing and able to stretch a bit further to e.g., read applications and do practice interviews.

"The most important resource for me is not physical, it's the support of colleagues..."

A close second, and maybe equally important, is skilled and willing support staff, whether a part-time admin assistant like mine or, in a university with grad programs, perhaps graduate assistant help. I couldn't keep my head above water, let alone wear my two hats, without help from someone who takes initiative and makes suggestions and doesn't just wait for instructions.

As far as the types of resources I think you're asking about:

- A place to sit (mine is a windowless 8.5' x 8' office, but I can fit one or maybe two others in with me).
- Access to larger spaces for meetings etc. and to privacy when needed for sensitive conversations.
- Speedy computer, and reasonably good IT help with problems, with new ventures such as setting up a website, and with troubleshooting (e.g., I maintain my simple website, but I can get help when needed).
- Some \$ for events on campus, e.g., minor refreshments to attract students.
- More \$ for phone & mail & duplicating and travel. Best if some travel \$ in own budget for annual workshops or meetings, so additional funding must be requested only for special projects such as NAFA summer trips.
- \$ for modest purchases of books etc. I hardly rely on print publications at all for detailed help with students, but find it very useful to direct them to e.g., a publication on writing personal statements. I get some postgraduate prospectuses free in the mail from UK each year (they come around December for the current year, but they don't change a lot from year to year) which are useful to thumb through with students, pass around at info meetings, etc. Detailed information is web-based, and I also try to save electronically anything I think will be useful for future

applicants such as examples of good personal statements, information sheets, etc. Thus, the need for computer help close at hand!

- Cooperative relationships with other depts. for help and advice and contacts that can take many forms. For me, this includes buying into some shared equipment so I don't have to buy my own (I don't have room for a fax machine and copier anyway); professional courtesies such as being able to put notices on the Career Development Office weekly electronic bulletin to students; and counting on depts. posting notices I send them. I don't have much to offer them, but I do try to build good relationships and provide info when I can.
- The means to send information and announcements to faculty, staff, and students in a timely way; for me, this is electronic.
- Access to information about student applicants without having to go through layers of bureaucracy each time I need e.g., GPA information.
- A negative "resource" for me is things I don't have to do—not being part of a department or "unit" means I don't attend dept. or divisional meetings, and have more control over my own calendar than most people who are part of a career center or honors program or other "unit" might have. There are drawbacks—I may be the last to hear about something, but I have close enough relationships with people in other areas that I'm not completely out of it. My schedule is like faculty—I make my own appointments, do not have a set lunch hour, and am often here for several hours on the weekend. But I think I spend many fewer hours in non-productive meetings than most.

As I think about it, there's not much in the way of physical resources. It's more about access to communication, to help from others, and to what money can buy. **x**

NAFA FELLOWSHIP ADVISORS SURVEY

AMY ECKHARDT

This article is a follow-up to the 2003 work “Surveying the Profession: A Guide to National Scholarship Advising” by James Duban, Mary Engel, and Richard Badenhausen. That survey sought to answer questions raised by fellowship advisors in the inaugural 2001 NAFA conference in Tulsa, Oklahoma. A primary purpose of the 2003 survey was to provide quantitative data on the relative level of support at an advisor’s institution as well as to support the advancement of the institutionalization of fellowship advising. The results of that survey have helped advisors advocate for new offices, staff, teaching relief, and salary increases. The development and growth of fellowship advising within our institutions has most certainly been helped by this survey.

Over the past five years, we have seen a tremendous increase in the activity of the listserv, the emergence of new fellowship offices, the hiring of new personnel, and the 300% growth of NAFA membership. This would seem to be evidence of the growth and institutionalization of fellowship advising within our institutions. I would also say that the activities of NAFA and the changing relationship of NAFA and advisors to the foundations and agencies that fund scholarships point to the emergence of a new class of professional academics. We are all aware of a “professionalization” of what we do and who we are. As we carve our place within the larger landscape of undergraduate education, we are now beginning to evaluate who we as a group are. What are the similarities among us? What differentiates us? This brings us to the most recent survey. In addition to the questions covered in the 2003 survey, I have sought to ask questions that may help to answer these new questions and to update the state of the profession as well as the state of the fellowship advisor. What follows are comparative and composite data collected during spring 2006 that seek to provide concrete data on the current state of the profession and a sense of who we, fellowship advisors, are.

The online survey was presented to 274 college/university fellowship advisors responsible for advising and facilitating undergraduate and graduate students in applying for regional, national, and international scholarships/fellowships. One hundred and seventy-eight (178) surveys were completed for a response rate of 65%. In the following sections, a narrative description of the prompts, the measures used, and the composite results are provided. While statistical analyses of the quantitative results are presented in this paper, analysis of the qualitative data will be presented in a later paper.

Questions for the survey were compiled by the author with assistance from Thomas Zagenczyk, Assistant Professor of Management, Clemson University and the NAFA Journal co-editors Julia A. Goldberg, Associate Dean of Studies, Postgraduate Studies and Fellowship Advisor, Lafayette College and Judith Zang, Scholarship Coordinator, Carnegie Mellon University. Many of the questions from the 2003 survey were included as well as other standardized measures from organizational behavior literature.

DESCRIPTION AND MEASURES OF AGGREGATED RESULTS

Gender. Respondents indicated whether they were male or female. Gender was utilized as a dummy variable in which 0 = male and 1 = female.

	Male	Female
Number (#)	53	119
Percent (%)	31	69

Age. Respondents indicated the year in which they were born using five-year increments (1940-1945, 1946-1950, etc.).

	1935 -	1941-	1946 -	1951-	1956 -	1961-	1966 -	1971-	1976 -	After 1980
#	3	19	17	31	21	26	21	23	11	1
%	2	11	10	18	12	15	12	13	6	1

Ethnicity. Respondents indicated whether they were Caucasian, African-American, Asian, Hispanic, or other. For the analysis presented below, individuals who indicated that they were Caucasian were dummy coded 1, while all other ethnicities were dummy coded 2.

	Caucasian	African-American	Asian	Hispanic	Other
#	154	5	4	5	4
%	90	3	2	3	2

Tenure with college/university. Respondents' reported the number of years that they have been employed by their current college/university.

	Less than 1 year	1-5 years	6-10 years	11-15 years	More than 15 years
#	11	60	37	21	51
%	6	33	21	12	28

Tenure in current position. Respondents reported the number of years that they have been employed in their current position as a scholarship/fellowship advisor.

	Less than 1 year	1-5 years	6-10 years	11-15 years	More than 15 years
#	13	100	33	16	5
%	8	60	20	10	3

Education Level. Respondents indicated the highest level of education that they obtained. Responses indicating a Bachelor's Degree were dummy coded 1, responses indicating a Master's Degree were coded 2, and responses indicating a higher terminal degree were coded 3.

	BA/BS	Master's	M.F.A.	Ed.D.	J.D.	M.D.	Ph.D.	Other
#	9	59	2	3	5	1	92	1
%	5	34	1	2	3	1	53	1

Salary. Respondents indicated the salary that they are currently paid by their employer.

	\$20,000- \$25,000	\$25,001- \$30,000	\$30,001- \$35,000	\$35,001- \$40,000	\$40,001- \$45,000	\$45,001- \$50,000	\$50,001- \$55,000	\$55,001- \$60,000
#	3	3	7	13	28	31	*	20
%	2	2	4	8	16	18	*	12

(continued)

	\$60,001- \$65,000	\$65,001- \$70,000	\$70,001- \$75,000	\$75,001- \$80,000	\$80,001- \$85,000	\$85,001- \$90,000	\$90,001- \$95,000	\$95k-100k	100k +
	10	10	16	5	6	3	4	4	7
	6	6	9	3	4	2	2	2	4

*Inadvertently, this salary range was not included in the list of responses.

Nature of Institution. Respondents indicated whether or not their college/university was public (dummy coded 1), private non-church affiliated (dummy coded 2), or private church affiliated (dummy coded 3). For the analysis presented in the results section, public institutions were dummy coded 1, while private institutions were coded 2.

	Public	Private (non-church affiliated)	Private (church-affiliated)
Number	94	54	25
%	54	31	14

Size of College/University. Size was measured by asking respondents to indicate the number of undergraduate students currently enrolled at their institution.

	Less than 1,000	1,000-3,000	3,001-6,000	6,001-9,000	9,001-12,000	12,001-15,000	15,001-20,000	20,001-30,000	More than 30,000
Number	2	43	30	9	10	13	20	32	14
%	1	25	17	5	6	8	12	18	8

Size of Office/Department. To measure size of department, individuals indicated the number of individuals other than themselves who worked in their department. Employees who worked part time were counted as .5.

	0	.5	1	2-5	6-10	More than 10
Number	52	17	24	52	12	16
%	29	10	14	29	7	9

Age of Office/Department. Respondents indicated for how many years their fellowship office has existed.

	less than 1 year	1-3 years	4-6 years	7-10 years	10-20 years	More than 20 years
Number	20	32	42	30	25	6
%	11	18	24	17	14	3

Office/Department Centralization. Respondents indicated the extent to which they agreed with the statement, "The fellowship program at my college/university is centralized" using a seven-point Likert scale ranging from 1 = strongly disagree to 7 = strongly agree.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	17	19	7	14	22	61	37
%	10	11	4	8	12	34	21

College/University Support for Undergraduate Research. Respondents indicated the extent to which they agreed with the following statement, "My college/university provides financial resources so that undergraduate students can participate in research," using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	4	8	6	5	37	56	62
%	2	5	3	3	21	32	35

College/University Support for Undergraduate Study Abroad. Respondents indicated the extent to which they agreed with the following statement, "My college/university provides financial resources so that undergraduate students can participate in study abroad programs," using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	6	8	11	14	43	42	54
%	3	5	6	8	24	24	30

Financial Support for Undergraduate Student Scholarships. Respondents indicated the extent to which they agreed with the following statement, "My college/university provides the necessary financial resources for students I advise to be competitive for scholarships and fellowships that the college/university emphasizes," using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	7	16	24	12	53	36	29
%	4	9	14	7	30	20	16

Student Competitiveness. Respondents indicated the extent to which they agreed with the following statement, “At my college/ university, students are competitive for national scholarships and fellowships,” using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	2	3	12	10	37	60	54
%	1	2	7	6	21	34	30

Departmental Satisfaction. Departmental satisfaction was assessed using one item, “I am satisfied with the way the fellowship office at my college/university is run.” Respondents indicated the extent to which they agreed with this statement using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	14	20	27	20	42	35	19
%	8	11	15	11	24	20	11

Mentor Availability. Mentor availability was assessed using a single item, “I have had/have a mentor at my current college/ university who supports my development.” Respondents indicated the extent to which they agreed with this statement using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	13	26	16	17	37	37	29
%	7	15	9	10	21	21	17

Role Model Availability. Role model availability was measured using two items from Gibson and Cordova's (2003) role model availability scale. Each of these items was assessed using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	2	7	14	24	35	58	36
%	1	4	8	14	20	33	20

Organizational Identification. Organizational identification is defined as "the degree to which a person defines him or herself as having the same attributes that he or she believes define the organization" (Dutton, et al., 1994, p. 239). Organizational identification was measured using three items from Mael and Ashforth's (1992) organizational identification scale (consistent with Kreiner, 2006). Respondents indicated the extent to which they agreed with these statements using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	1	1	11	33	63	57	11
%	1	1	6	19	36	32	6

Perceived organizational support. Perceived organizational support (POS) is defined as employees' global beliefs that the organizational values their contributions and cares about their well-being (Eisenberger, et al., 1986). POS was measured using a six-item version of the Survey of Perceived Organizational Support first utilized by Eisenberger, et al., 2001). Respondents indicated the extent to which they agreed with each statement using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	1	5	13	26	53	57	22
%	1	3	7	15	30	32	12

Organizational Cynicism. Dean, Brandes, and Dharwadkar (1998) defined organizational cynicism as “a negative attitude toward one’s employing organization, comprising three dimensions: (1) a belief that the organization lacks integrity; (2) negative affect toward the organization; and (3) tendencies toward disparaging and critical behaviors toward the organization that are consistent with these beliefs and affect” (p. 345). Organizational cynicism was measured using four items from Brandes’ (1997) scale of organizational cynicism (see also Brandes, et al., 1999). Respondents indicated the extent to which they agreed with each statement using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	16	32	35	51	28	10	5
%	9	18	19	29	16	6	3

Perceived Supervisor Support. Perceived supervisor support (PSS) is defined as employees’ general views concerning the degree to which supervisors value their contributions and care about their well-being (Kottke & Sharafinski, 1988). PSS was measured using three items from Kottke and Sharafinski’s (1988) perceived supervisor support scale. Respondents indicated the extent to which they agreed with each of these statements on a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	2	2	11	21	34	64	43
%	1	1	6	12	19	36	24

Cognitive Organizational Obstruction. Cognitive organizational obstruction (COO) is defined as an employee’s global belief that the organization obstructs, hinders or interferes with the accomplishment of his or her goals and objectives and is a detriment to his or her well-being (Gibney & Zagenczyk, 2006). Respondents indicated the extent to which they agreed with each of these statements on a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree). Respondents who more strongly agree with statements presented perceive higher levels of obstruction.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	24	39	46	44	18	6	0
%	14	22	26	25	10	3	0

Job Autonomy. Job autonomy is defined as the degree to which the jobholder is free to schedule the pace of his or her work and determine the procedures to be used (Hackman & Oldham, 1975). Job autonomy was measured using three items from Hackman and Oldham’s (1975) Job Diagnostic Survey. Respondents indicated the extent to which they agreed with each of these statements using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree). Respondents who more strongly agree with statements presented perceive higher levels of job autonomy.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	0	1	4	26	29	62	50
%	0	1	2	15	16	35	28

Developmental Experiences. Developmental experiences were measured using four items developed by Wayne, Shore, and Liden (1997). Respondents indicated the extent to which they agreed with each of these statements using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	0	1	4	26	29	62	50
%	0	1	2	15	16	36	28

Salary Satisfaction. Salary satisfaction was measured using three items developed for this study. Respondents indicated the extent to which they agreed with each of these statements using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	0	0	17	86	64	4	1
%	0	0	10	50	37	2	1

Affective Occupational Commitment. Affective occupational commitment develops when involvement in the occupation proves to be a satisfying experience (e.g., provides the opportunity to do satisfying work or affords the opportunity to develop valued skills; Meyer, et al., 1993). Affective occupational commitment was measured using three items from Meyer et al.'s (1993) affective occupational commitment scale. Respondents indicated the extent to which they agreed with each of these statements using a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree).

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Number	0	0	20	99	50	3	0
%	0	0	11	57	28	2	0

DISCUSSION:

In this study, two different research questions were addressed: (1) what individual, departmental, and organizational factors are related to affective occupational commitment among fellowship advisors? And (2) do fellowship advisors employed in private and public institutions differ with respect to demographic characteristics, attitudes towards their institutions, departments, profession, and outcomes?

Research Question 1:

The first research question addressed the relationship between individual, departmental, and organizational factors and affective occupational commitment. As mentioned previously, affective occupational commitment develops when involvement in one's occupation is a satisfying experience (Meyer et al., 1993) and can also be described as the degree to which an individual is emotionally connected to his/her profession. Previous research by Snape and Redman (2003) demonstrates that affective occupational commitment is negatively related to the withdrawal cognitions, such as quitting the personnel profession altogether, and positively associated with participation in professional organizations. However, few if any studies have assessed individual, departmental, and organizational factors that influence employees' affective occupational commitment, particularly among fellowship advisors.

This question was explored using hierarchical regression analysis (see Table X for results). The results revealed that several variables were significantly related to affective occupational commitment, including organizational identification ($\beta = .26, p \leq .01$), mentor availability ($\beta = .24, p \leq .05$), and student competitiveness for national scholarships ($\beta = .25, p \leq .05$). In addition, the number of years one was employed as a fellowship advisor was marginally significantly related to affective occupational commitment ($\beta = .18, p \leq .10$). Surprisingly, job-related variables such as salary, salary satisfaction, job autonomy, perceived supervisor support, and role model availability were not related to affective occupational commitment. In addition, departmental/office characteristics, such as department/office centralization, size of department/office, age of department/office and departmental/office satisfaction were also unrelated to affective occupational commitment. Likewise, organizational variables, including organizational tenure, perceived organizational support, and organizational cynicism were not significantly related to affective occupational commitment.

(Table X on next page)

Table X

Results of Hypotheses Tests Using Hierarchical Regression Analysis

Dependent Variable:	Affective Occupational Commitment
Independent Variables:	
Salary Satisfaction	.02
Autonomy	.13
Supervisor Support	.04
Organizational Cynicism	-.01
Role Model Availability	-.22*
Organizational Identification	.26***
Perceived Organizational Support	-.03
Mentor Availability	.24**
Department Centralization	-.15
Departmental Satisfaction	.02
Student Competitiveness	.25**
College/University Support for Study Abroad	.04
College/University Financial Support for Students	-.19
Salary	.01
Education Level	-.01
Tenure with Current College/University	.00
Tenure in Current Position	.18*
Age (of respondent)	.04
Age of Department	-.01
Department Size	.03
Undergraduate Population	-.09
R ²	.234
F Value	1.705

Standardized beta coefficients are displayed.

* Significant at .10 level

** Significant at .05 level

*** Significant at .01 level

Research Question 2

To test the second research question, which focused on whether fellowship advisors employed in private and public institutions differed with respect to demographic characteristics, attitudes towards their institutions, departments/offices, profession, and outcomes, fellowship advisors employed in public institutions were directly compared to fellowship advisors employee by private institutions using ANOVA. Once again, some interesting and significant relationships emerged from this analysis. Means of variables are presented in Table Y, and full results can be obtained by emailing the author.

First, and not surprisingly, public institution fellowship advisors reported that their universities were larger than fellowship advisors at private institutions ($F = 321.20, p < .001, df = 1, 177$). Thus, private institutions are smaller than public ones.

Second, fellowship advisors at private institutions believed that their institutions provided more support for undergraduate study abroad than did fellowship advisors at public institutions ($F = 8.27, p < .01, df = 1, 177$).

Third, fellowship advisors employed by private institutions were more satisfied with the way in which their departments/offices were run than were fellowship advisors employed at public institutions ($F = 3.22, p < .10, df = 1, 176$), although this relationship was only marginally significant.

Fourth, fellowship advisors employed by private institutions had significantly higher perceived organizational support than did fellowship advisors employed by public institutions ($F = 5.74, p < .05, df = 1, 177$). Thus, fellowship advisors at private institutions generally felt that their organizations valued their contributions and cared for their well being to a greater extent than did fellowship advisors at public institutions.

Fifth, fellowship advisors at public institutions were more cynical of their organizations than were fellowship advisors at private institutions ($F = 9.40, p < .01, df = 1, 176$). Thus, fellowship advisors at public schools are less likely to believe that their organizations will do what they say they are going to do, are more critical towards their organizations, and have attitudes towards their organizations that are more negative than those of fellowship advisors employed at private schools.

Finally, fellowship advisors employed by public institutions were more satisfied with their salaries than were fellowship advisors employed by private institutions, ($F=8.88$, $p<.01$, $df=1, 171$), despite the fact that no significant difference existed between salaries of fellowship advisors employed by public and private universities ($F=0.15$, $p<n.s.$, $df=1, 172$). In fact, fellowship advisors employed at private universities are paid slightly (although not significantly more) than are fellowship advisors at public universities.

Table Y

Results Comparing Means for Fellowship Advisors at Public and Private Colleges/Universities

	Public	Private	Total
Undergraduate Population Range	15,000-20,000	3,001-6,000	9,001-12,000
Department size	3.22	3.25	3.23
Department age	3.15	3.19	3.17
Respondent age (year of birth)	1961-1965	1961-1965	1961-1965
Tenure (college/university)	11.56	10.58	11.11
Tenure (position)	5.45	5.00	5.24
Salary	\$55,001-60,000	\$55,001-60,000	\$55,001-60,000
Support for undergrad research	5.60	5.80	5.69
Support for study abroad	5.05	5.73	5.37
Financial support for scholarships	4.58	4.98	4.76
Student competitiveness	5.56	5.77	5.66
Department centralization	4.68	5.14	4.90
Departmental Satisfaction	4.12	4.60	4.34
Mentor availability	4.35	4.72	4.52
Organizational Identification	5.13	5.04	5.09
Perceived organizational support	4.86	5.28	5.05
Obstruction	3.23	2.94	3.09
Supervisor support	5.57	5.52	5.55
Organizational Cynicism	3.73	3.07	3.42
Role model availability	4.97	5.25	5.10
Affective occupational commitment	4.22	4.29	4.25
Salary satisfaction	4.50	4.18	4.36
Developmental experiences	5.70	5.80	5.74
Job autonomy	5.70	5.80	5.74

CONCLUSION

This paper is only a small step in fully examining our profession. Your responses indicated further areas for growth as a profession including developing ethical and professional guidelines for advisors, better defining the role and place of fellowship advisors on campus and within the overall schema of higher education, raising awareness about the nature and types of scholarships and fellowships to a broader, more diverse community (students, administrators, parents, etc.), and so on.

Individually and as a whole, fellowship advisors have learned a lot about particular scholarships, their criteria and the application processes. This is, in large part, due to the establishment of NAFA and its ability to create a community or network through the listserve, bulletin board, conferences/workshops, and NAFA's liaison with scholarship foundations. The latter has contributed to the establishment of advisor-friendly open lines of communication with the foundations.

Additionally, over the years, we have become a larger and better paid group, with an increase in average salaries from \$45,000 in the original survey to \$55,000 in this survey. We are a less homogeneous group, with more varied titles, duties, and experiences; nevertheless, we share core values and educational goals. We are now asking harder questions about meaning and pursuit of success in our jobs. A central question remains as to what leads to success. While outsiders believe it is based upon our students' successes at winning the scholarships, as a group we balk at this very narrow and limited definition of success for our profession. Instead we seek to define success as "the value added" of scholarship competitions, including the on-campus application process, regardless of the competition outcomes for both the student and the institution. To this end, many of the open-ended questions dealt with the advisor's and the students' perceptions of these value-added benefits. Analysis of the responses to these questions will be made available in the future, either on the NAFA Bulletin Board or in subsequent issues of the NAFA Journal. In order to protect confidentiality, the actual responses themselves will not be published.

Seeing where we are now, requires us to look forward. There are further issues and topics for us to tackle as a group with the leadership of NAFA and as individuals on our own campus. I hope that surveys like this one will be an asset to us as we

promote the "cause" of fellowship advising. I would like to conclude by pointing out one point that has come up in previous meetings, on the listserv and in survey responses: the need to find and use assessment tools to evaluate and document the value of fellowship advising. This is the topic of the 2006 NAFA Summer Workshop organized by Mary Borg, Professor of Political Economy and Director of the Undergraduate Academic Enrichment Program at the University of North Florida. A next step in assessing the state of our profession is assessing the value of our work by administering a survey to our students that will provide quantitative evidence regarding the need and benefits of fellowship advising in higher education. **x**

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