

*Moving UF toward a Top 5 Institution:
The need for an Institute of National Scholarships & Fellowships*

Undergraduate Honors Thesis

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Abstract

The purpose of this study was to assess the pressing need for additional resources on the University of Florida campus toward an Institute for National Fellowships and Scholarships. Currently, there are minimal funds, space, and support allocated for providing prestigious opportunities to students outside of the Honors program. This study was completed primarily through a needs assessment survey given to Honors and traditional students regarding their knowledge and engagement with six of the most common fellowship opportunities. UF resources were also compared with efforts made by other universities listed in the Top 10 Public Institutions to determine best practices attributed to scholarship and fellowship success. Results from the study revealed how the majority of UF students are not aware of such opportunities and past award recipients combined over the past decade are still less than most preeminent universities turnout in one application cycle. This gap in information and promotional outreach calls for further consideration of resources with capacity to improve reputation in academia, elevate post graduate opportunities, and increase alumni engagement and sponsorship. Each of these factors contribute toward advancing the University of Florida as a top 5 public institution in the next five years. Potential and talent of UF students combined with this knowledge gap warrants supplementary programs to best represent the university on a national and international scale of fellowships and scholarships.

Introduction

As the premiere public institution in the state, the University of Florida is rising toward preeminence in all facets of student and faculty development. Recently listed in the 2017 U.S. News World Report as a Top 10 public university, UF Advancement has successfully marked this standard of excellence as the new expectation for all shareholders involved. There are several factors taken into consideration when assigning educational rankings including graduation and retention rates, faculty resources, and student selectivity. Each of these criteria have been carefully addressed in years past by UF with programs and initiatives specifically geared toward securing employment, diversifying faculty acumen, and specifying total acceptances for each freshman class; however, the untapped potential on the university campus is seen in the category of undergraduate academic reputation. This specific section of the evaluation rubric constitutes 22.5% of the overall score for university rankings (U.S. News). Ranking formulas give weight to the opinions of those in position to judge a school's undergraduate academic excellence. The University of Florida is the only public institution listed in the Top 10 list that does not have an Institute for National Fellowships & Scholarships. The purpose of this study is to identify and quantify the need for such an institute within academic affairs in order to remain nationally competitive in obtaining status as a Top 5 institution. As of now, the only concentrated resources given to these efforts are housed within the Honors Program office. Within this department, assistance toward scholarship and fellowship applications represents only 20% of one Honors Advisors job description. Top ranked institutions such as UCLA, UVA, and University of Michigan all have a minimum office with at least 3 fully funded staff members dedicated to help students in the research, application, and interview process. In order to maintain standards of excellence in all areas of academics and post graduation, it is absolutely necessary for UF administration to consider allocating funds for such an institute on campus. Advancement of a

major land grant institution also contributes to overall development of the state of Florida, agricultural and natural resource success, and funding allocated through the state legislature for all extension and research programs.

This overall study was structured in a qualitative approach by collecting insight from current UF academic records and past award recipients to demonstrate the need for additional resources. While there is research conducted on university best practices, a knowledge gap still remained in how the university could leverage overall reputation by strengthening post graduate opportunities within such scholarships and fellowships. Such questions prompted research objectives for this project based on identifying what metrics are used to define a Top 10 institution and how these coincide with the results of an institute. Furthermore, the top 3 institutions from the 2017 report were contacted to evaluate the differences between their award history and consequential reputation within the community of academia. These findings were then compared to the current minimum resources offered at the University of Florida. Records from six major scholarship foundations were compared across the board from the top five institutions including Rhodes, Truman, Fulbright, Marshal, Mitchell, and Goldwater. These statistical records were analyzed over the past five years and used as a basis to project how UF records could increase with the implementation of a focused institute. More specifically, these award listings were compared to the University of Michigan and UC Berkeley based on staff feedback and scholarship recipients to bridge the correlation between selection rates and available resources on campus.

As a major land grant university, the overall advancement of UF contributes to long term success in all fields of agricultural industry, education, and research. Maximizing the number of student applicants completing extended fellowship in fields related to public service, global leadership, and agricultural studies broadens the scope and prestige of graduate ratings.

Universities with higher post graduate employment rates, recognition of fellowship awardees, and scholarship recipients rank higher on the public institution evaluation. According to the 2015- 2016 State University Systems of Florida, the University of Florida ranks as the second highest competitor for national scholarship awards behind Florida State University (Florida Board of Governors 2017). As a comparable institution with similar student body demographics, FSU award recipient lists were matched with past UF accounts to determine the residual difference between a university with an institute and one without.

The significance of this study was also designed to expand outreach efforts and promotional resources available to all students on the University of Florida campus. Currently, 91% of applicants to prestigious scholarships and fellowships are members of the University Honors Program. This particular audience does attract a highly driven group of students but a majority of degree programs and academic departments lack the necessary information to best equip students in the application processes. Survey feedback from faculty, department staff, and advisors were collected to articulate the need for space, staff, and allocation of funding. Increased applicant pools for each of the six fellowship opportunities will aim to increase the number of student scholarship recipients beyond the limitations of the Honors Program alone. Additional beneficiaries of this project include members and donors of the UF Alumni Association as their financial contributions into this institute will promote high achieving awards across a wide set of fields of study. Publications and positive media messages showcasing turnout of annual award recipients generate greater response in press and campaign donations. The “Go Greater” campaign has marked an unprecedented fundraising goal challenging students, faculty, and alumni to advance their endeavors further in spreading the Gator Good throughout the world. As this campaign message applies to all students enrolled, this study was purposed to show how there

must also be equal access and support provided to all students seeking fellowship admission and funding.

Major limitations in this study include the varying academic factors attached with each public institution listed in the top 10 record. Many universities are not comparable along the same lines of student population, demographic, and academic background; therefore, the comparative analysis between scholarship and fellowship recipients against the University of Florida may appear unfairly represented. These findings were adjusted taking multiple factors of student application rate and available staff resources into account to best represent the gaps between institutions. Overall, the purpose of this study was created to mirror that of a case study with the intent to secure additional funding for an institute on campus. Funding allocation is a limitation of this project because there are many initiatives on the agenda for advancing UF toward preeminence and the products of such an institute may not yield the desired success within the specified timeline of completion. Based on interview feedback from university staff at other institutions, there is an average time lapse of three to five years between when the institute is established and student acceptances for prestigious awards. Given the scope of these limitations, this research objective still supports the benefits of undergraduate reputation strength and post graduate award acceptance as greater than the weighed costs of implementation.

Literature Review

The National Association for Student Affairs Professionals (NASPA) has published journals regarding the rising need of scholarship and fellowship institutes on university campuses throughout the United States. Since 1918, NASPA has pioneered the educational initiatives toward university advancement, health, sustainability, and preservation of the student experience. Through high-quality professional development, strong policy advocacy, and substantive research to inform practice, NASPA meets the diverse needs and invests in realizing the potential of all its

members under the guiding principles of integrity, innovation, and inclusion. The central variable within this study lies in determining whether or not a fellowship institute directly effects the output number of recipients and award winners on a university campus.

The first graduate of the United States Military Academy to win a Rhodes Scholarship was Francis Rarick Johnson, who studied at Oxford University from 1925 to 1927 (Lumish 2013). While in earlier years, the process of applying for nationally competitive scholarships and fellowships was largely an independent one, under West Point administration, scholarship applicants participated in a semester curriculum designated as XH497 Critical thought. This course at the time of it's creation served as the first official resource to embody the National Association of Fellowship Advisers. Through biennial conferences, smaller regional events, and study tours to locations in which students under these advisors aspire to pursue graduate degrees, NAFA strives to “guide advisors in promoting the full potential of fellowship candidates through the application process and foster the growth and professionalization of fellowship advising in higher education.” The development of such institutes serves as the foundational evidence for how the collegiate experience is amplified through scholarship and fellowship opportunities.

Prior to the founding of NAFA in 2000, scholarship advising among undergraduate students was largely an ad hoc effort in higher education. The community of scholarship advisors as individuals has evolved into a collaborative interpersonal dialogue. Various institutions have escalated this investment further with additional resources including office space, research materials, and trained staff members. These universities define the value of this investment and success on the basis of number of scholarships won and the increasing competitiveness of their student applicant pool. According to the latest NADA “Survey of the Profession”, over one third of respondents were full-time fellowship advisors, two fifths were at institutions where the

advising office was six years old or younger and over one third of schools of a similar size had two or more full time staff advising their potential candidates (National Association of Fellowship Advisors 2012). A few short years following the creation of NAFA, small schools with little track record of scholarship success were overshadowed by competitions against Ivy League institutions.

Within the community of academia and university administration agreements, there are tensions regarding the correct measure of success for a scholarship advising program. The simplest metric is often the number of scholarship winners measured absolutely per year or in comparison with peer institutions. Many schools place specific target number of scholarship winners within 10 – year strategic plans (Brownstein 2011). While there is little collected survey data across the board for all contributing universities, the perception among fellowship advisors, according to a 2006 survey, is that 56% of advisors believe their institution values the number of scholarships won, while 52% of advisors themselves value student development, first and foremost (Eckhardt 2007). Both of these factors contribute to the leading category in Top 10 institution ranking of undergraduate student experience. Administrators tend to rely on this metric as these result based statistics often increase donor response, boost national rankings, and intensify admissions processes, Franklin suggests that this factor is “one of the least important aspects of assessing a scholarship enhancement or application assistance program.” Instead, the resources should emphasize the need of a scholarship program office within the wider goals of an institution (2007).

Based on the pilot example of the West Point Scholarship Program, there are several recommendations to consider in light of the University of Florida proposal. The scholarship program must remain rooted in the university’s broader mission and committed to the overall advancement of the Gator Good. Success of the scholarship program must be evaluated against metrics other than number of scholarships won at the completion of each application cycle.

Eckhardt suggests measuring the percentage of scholarship recipients in graduate school against the pool of graduate students without additional scholarship assistance. Another qualitative metric to measure perceived institutional standard among many universities is the scholarship finalist selection ratio (2007). Ultimate success or failure in a given scholarship process typically can be narrowed down by the outcome of a single arbitrary 20-minute interview but selection as a finalist is comparatively more objective. Rather than recording total numbers of scholarship winners, it would be more representative of success to focus on the relative rate of finalist selection.

Nationally and internationally competitive scholarships have long been a tool used by foundations and governments to advance the acquisition of critical skills and to further valued goals (Ilchman). For the the United States such longstanding programs as the Fulbright, the Woodrow Wilson National Fellowship Foundation, the Luce Scholars, Howard Hughes Fellowships, and Truman Scholarships are several hallmarks promoting post graduate education. In addition, there are competitive graduate fellowships sponsored by the U.S. government through the National Science Foundation and the National Institutes of Health. In U.S. related programs alone, there are an estimated six thousand nationally competitive scholarships available annually with an annual direct cost of one hundred million dollars (2007). Internal challenges arise within scholarship institutes through issues of program performance and monitoring effectiveness beyond outputs and assessed outcomes. Queries are accompanied by evaluation of cost effectiveness and clear evidence proving scholarships were more developmental than institutional grants in achieving a program's goal. Selection markers for each award seek to identify talent, leadership, and creativity as central attributes of scholarship recipients (Indiana University Press). Dwight F. Burlingame and David C. Hammack offer commentary on present studies that address methods of

identifying leadership in young applicants, analyze methods of selection, and emphasize the importance of tangible resources for application success in collegiate learning environments.

Each year, thousands of students apply for six main scholarship opportunities through the Rhodes, Marshal, Mitchell Goldwater, Fulbright, and Truman foundations. Competition for these awards is an intense process and more than 120,250 students apply annually (McCray). Many universities have created an office or designated part office staff to assist students, which provides greater access for students who have never applied previously or successfully. Rise in fellowship support also increases the competition as the quality of application essays intensifies. Without devoting space for application feedback, coaching, and interview preparation, student applicants are at a higher disadvantage lacking access to such influential resources and staff. While there is limited research completed previously in academia regarding the comparative analysis of scholarship awards from multiple public institutions, these findings support the hypothesis of resource offices increasing the total number of applicants and thus overall selection success.

Methodology

Project research was broken down into a three prong process leading to qualitative and qualitative support for a UF Institute on National Fellowships & Scholarships. Primarily, multiple consultations occurred with University of Florida administration and the Honors program staff to prepare and complete a student based needs assessment. Dr. Parrott and Reagan Garner served as the two main points of contact in preparing a survey for current undergraduate students to submit responses. The purpose of this survey content was to identify the knowledge gap between student's members of the Honors Program and those who are not. The only current funding allocation toward national scholarship and fellowship opportunities is housed within the Honors Program office; therefore, the majority of applicants in years passed were recorded as honors students. The outreach scope of office limitations also severely limits the total audience of students reached by

scholarship promotions, informational sessions, and application coaching. Written and numerical responses extracted from this assessment emphasize the potential increase in applications to come from students outside of the honors program in addition to those who already have access to fellowship advising and instruction.

In conversation with Regan Garner and Dr. Sheila Dickinson, the central quantitative findings in this research process came through collecting records of past awards recipients at the University of Florida since the year 2000. The majority these fellowship and scholarship opportunities have remained available for the entirety of this assessment timeline yet several award options have minimal to no applicants. Numerical data was recorded from 2000 – 2017 university records for the following scholarships: Truman, Marshal, Goldwater, Fulbright, Boren, and Rhodes. These fellowships were specifically chosen under the guidance of student affairs professionals as the “most representative and holistic opportunities in terms of academic field, selection process, and national prestige” (Ziegler). The undergraduate population of 34,554 was then compared in percentage to gauge the ratios between total number of potential applicants, number of submitted applications, and total award recipients (US News Report). Further analysis of audience gaps intends to demonstrate specific groups of students on campus who are overlooked in the submission and application process. Potential student applicants were placed on a scale based on their knowledge and understanding of available post graduate opportunities through scholarships and fellowships. Students may select uninformed, informed but not supported, informed but lacking resources, knowledgeable, and confident in application process. Responses from this scale serve as grounds to move students further along in the continuum from limited understanding to an engaged potential applicant for at least one scholarship opportunity.

The final step in the research process revolved around evaluation from the current top five public institutions in the United States according to the most recent 2017 US World News Report. Guidance counselors and academic advisors from UC Berkeley, University of California LA, University of Virginia, University of Michigan, and the University of North Carolina at Chapel Hill were all contacted personally for feedback interviews. These phone interviews were collected and annotated to debrief the best practices and implemented in light of fellowship and scholarship offices available to students on respective campuses. Faculty representatives and fellowship advisors working on site were also evaluated in their daily routines of advising students in the application process to gain insight on application preparation timelines, award recipient history, and recruitment techniques to ensure the widest range possible of applicants are reached. These job descriptions and qualitative responses were compared to Regan Garner's who currently serves as the only employee on the University of Florida campus toward the same goal. The Honors program currently has four advisors serving 3,300 students in the program alone. Nationally, this is considered to be well above the desired student to faculty ration. According to this ratio alone, the program is understaffed to meet the advising load and capacity even if all advisors only had the responsibility for academic advising much less broadening to the entire student body.

Reports and assessments from peer publics were gathered to evaluate how past scholarship records from their broad student populations compare to the residual application totals from UF Honors students alone. Interviews with student affairs professionals on campus were also completed to identify how the University of Florida can match undergraduate reputation and graduate retention plans found in peer standard universities. Insight was also collected through phone interviews and surveys from representatives at each of the selected scholarship foundations. Staff members serving on the admissions and selections panels for each Goldwater, Truman,

Rhodes, Marshall, Boren, and Fulbright responded with desired applicant attributes and experiences that could be used in strategic formation and scope of the proposed institute. Finally, these collected records from internal staff and external university contacts were used as the foundation to predict what the trajectory of UF scholarship recipients would be with the implementation of a scholarship and fellowship institute.

Findings

Based on survey data collected from 200 undergraduate students representing a diverse set of academic majors, backgrounds, ages, and experiences at the University of Florida, only 22% of students reported feeling “informed and supported” in their understanding of fellowship and scholarship opportunities available in their post graduate career. Of these student responses in favor, 80% were current members of the UF Honors Program or had scheduled a private consultation with an honors advisor in the past. These findings support the conclusion of how a majority of current UF student applicants only have access to such opportunities because of honors promotions or class exposure. Furthermore, interviews with Dr. Parrot and Regan Garner revealed greater detail in the lack of employee availability as shown in Ms. Garner’s job description specified by the university. A portion of one person is responsible for hosting workshops and info sessions for all 24 managed sessions – four times as much representation as the scholarships evaluated within this study alone. Advisors are required to identify and recruit promising applicants by forming partnerships with appropriate departments and college groups on campus while providing advising support through feedback on personal statements, brainstorming application themes and topics, arranging mock interviews, and connecting students to potential recommenders speaking on their behalf.

Reports from university records in the Office of Academic Affairs and Honors program supported the hypothesis for each selected scholarship that application totals were below the apportioned ratio for the entire student body. The following figures trace records of UF awards for Truman, Marshal, Rhodes, Goldwater, Fulbright and Boren Awards over the past 18 years. The number of applicants were compared to the number of award winners to emphasize the need for further investment in quality applications due to the low turnout. Overall, the total number of applicants combined from all six scholarship programs is lower than the total number of winners from one of peer institution in the top 10 list.

Figure 1.1 – University of Florida Truman Scholars

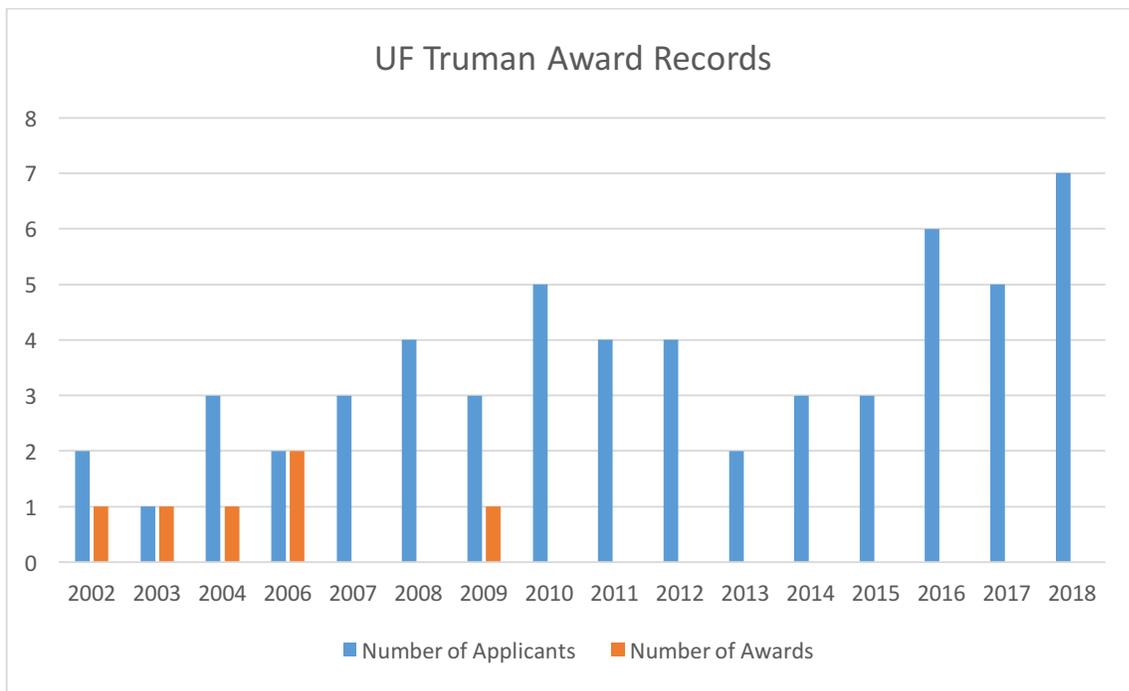


Figure 1.2 – University of Florida Marshall Scholars

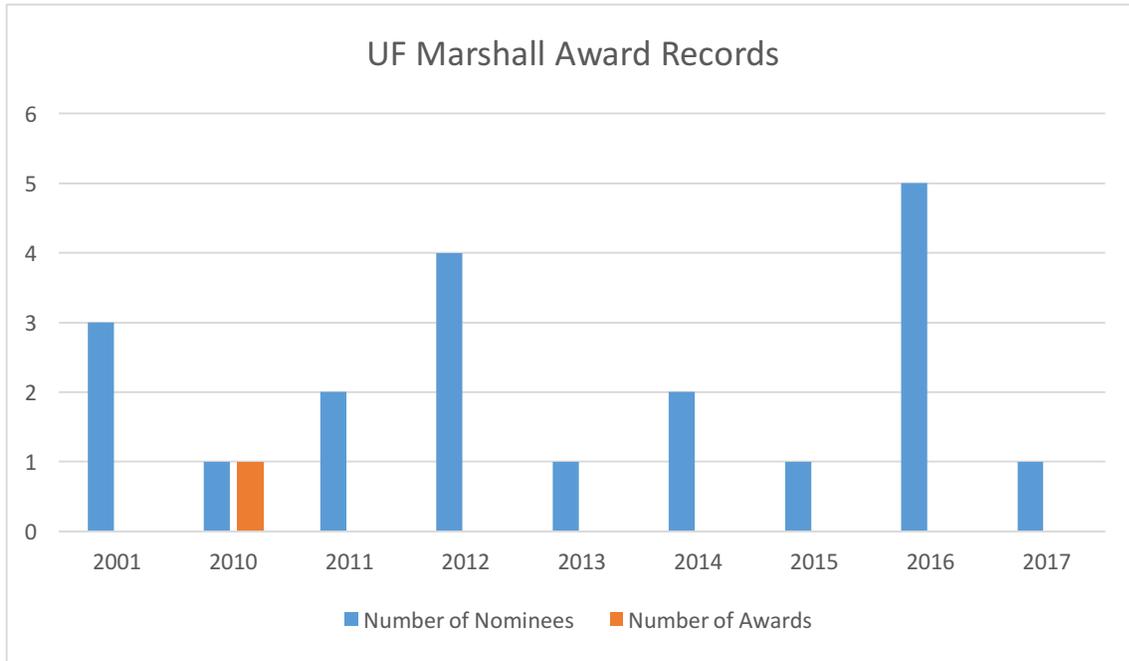


Figure 1.3 – University of Florida Rhodes Scholars

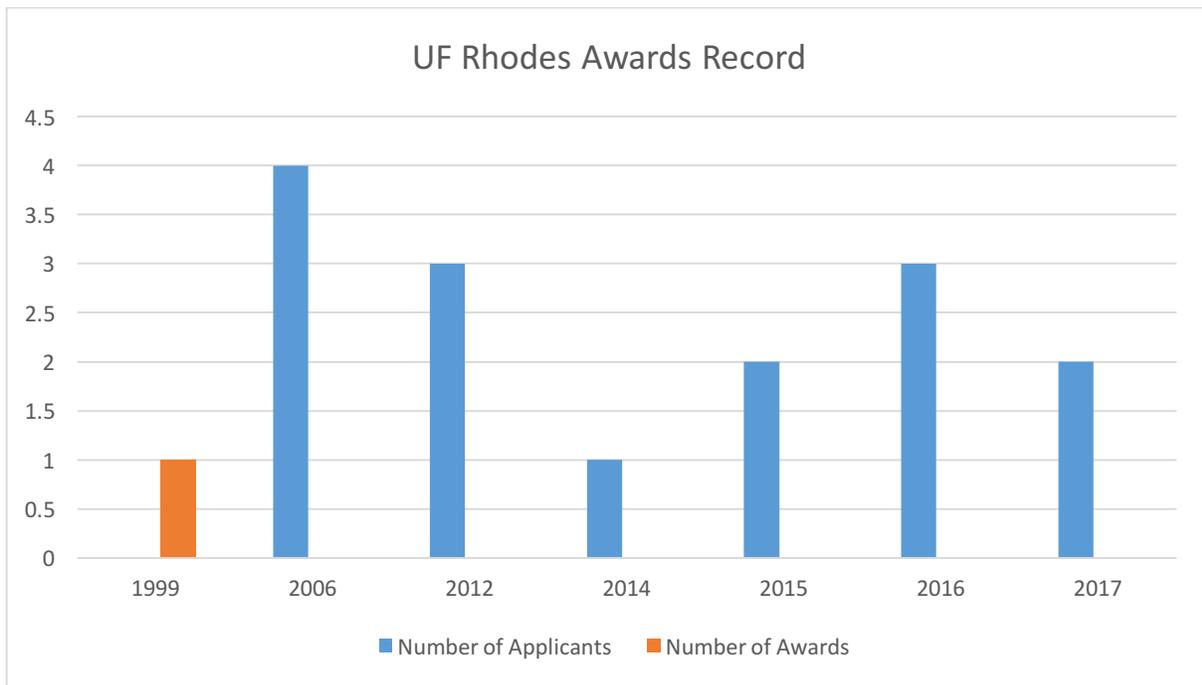


Figure 1.4 – University of Florida Goldwater Scholars

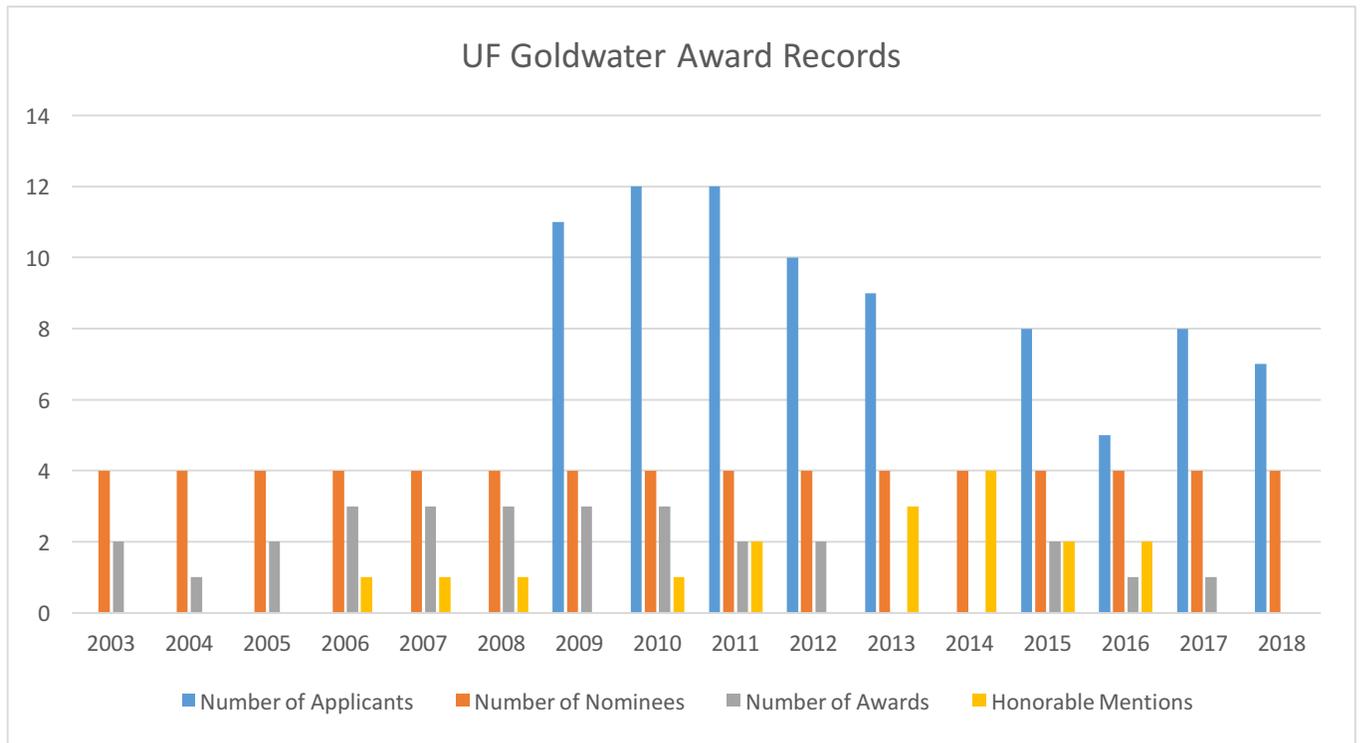
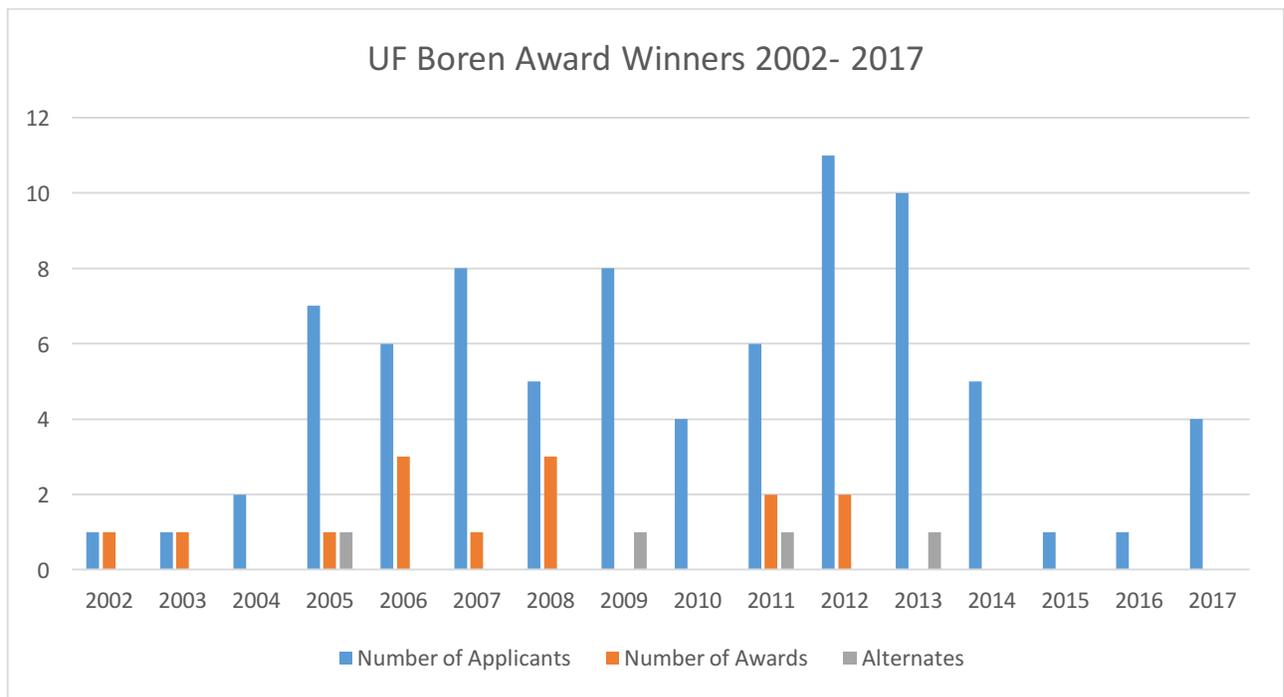


Figure 1.5 – University of Florida Boren Award Winners



Despite sourcing these records from the honors program and university academic offices, there are still several gaps in between years of awards not accounted for. Even with these gaps, the records specifically for UF students in these categories rank consistently below each of the record totals for top 10 peer institutions. With an Office of Undergraduate Research and Scholarships, UC Berkeley has successfully supported more than 2 recipients for each scholarship category listed above in the past 5 years. UCLA has renovated their campus Scholarship Resource Center to boost capacity beyond their 3 Truman Scholars, 4 Goldwater Scholars, and 2 Fulbright Scholars in the past two years. Finally, the University of Michigan has published a university advancement plan including funds dedicated to connecting upperclassmen to their Office of Scholarships and Fellowships. While Michigan's office is housed within their honors program as well, the Director, Henry Dyson shared in his response interview "how crucial outreach and expansion is to students beyond the Honors program itself as honors does not guarantee a student's ability to successfully complete the research, application, and interview process for any one award (Dyson).

Contact interviews were conducted with fellowship advisors and representatives from the University of Michigan and UC Berkeley to verify individual success rates and resources beneficial to the selection process. Henry Dyson, the Director of the Office for National Scholarships & Fellowships (ONSF) at the University of Michigan shared how their "staff and promotional outreach teams are crucial in ensuring all students from the start of their undergraduate career are informed and engaged with pursuing post graduate opportunities in this light". Their team operating out of ONSF hosts walk in appointment consulting, informational sessions, coaching workshops for fellowship personal statements and timeline planning for scholarship opportunities post graduation. The director of UC Berkeley Office for Graduate Fellowships reported how "without designated space, office supplies, and student outreach platforms, it would

be increasingly difficult to engage the increasing applicant pool that contributes to overall selection success.” Testimonials from each top ranked university supports these requests for additional funding and space at the University of Florida to mirror peer success rates.

Conclusion

At a time of change and advancement on the University of Florida campus, there are several initiatives taking place to improve overall status and reputation in the Top 10 rankings. For many seniors and graduating students, there are several considerations in place for post graduate careers, opportunities, and employment; however, there is minimal emphasis placed on the opportunities available through national scholarships and fellowships. In fact, less than 10% of the total student body at UF is fully knowledgeable that these applications and programs exist with access to apply. Currently the research and preparation process for scholarship applicants is handled by one person within the University honors program. The lack of resources and allocated funds toward student development in this light is not only limiting the success of student awardees in their prestigious endeavors but hindering the advancement of UF report scores related in the category of undergraduate experience. Pillars of undergraduate experience include offices of student activities and involvement, student government and academic advising but within these overall departments, there still remains a large knowledge gap related to fellowship advising.

To better understand this knowledge gap and emphasize the need for further resources, this study was completed to address the root need. Students in and out of the honors program were surveyed to determine the scope of outreach met throughout various academic departments across the UF campus. Results proved that very few students outside of the honors program were aware of these fellowship opportunities while other peer institutions in the Top 10 begin promotional campaigns nearly 6 months before any fellowship deadline. Interviews were conducted between

the honors program staff, faculty at the Bob Graham Center for public service, and advisors from the Office of Undergraduate Research to conclude how there is a drastic need for additional staff and office space for coaching students throughout the application process.

Various institutions listed in the Top 5 rankings were also consulted to learn what best practices are used in recruiting and supporting students that contribute toward a consistently high award acceptance rate. UF records were compiled to demonstrate how the number of awardees in Truman, Goldwater, Fulbright, Marshal, Rhodes, and Boren award groups has remained repeatedly stagnant over the past 10 years. The additive value from student recognition leads to increases in alumni association retention, greater donation amounts, greater respect in the research community of academia and overall post graduation intent. Prestige received from students achieving high honors and scholarship renown adds to the general publications shared on international and national media programs promoting the “Gator Good” and “Go Greater” Campaigns. The University of Florida is tailoring programs, offices, resources, and faculty resources to match the goal of rising toward top 5 status. This initiative, as shown through the progressive graph figures and comparisons to peer institutions is highly effective in increasing the general reputation as a public research institution. Recommendations from this case study include a pilot program run by a hired staff member outside of the honors program to increase the scope of outreach to all student groups on campus. Informational sessions must be held outside of the honors program in an office accessible to all students potentially near the Reitz Union or central campus location. Scholarship awardees should be recognized by distinguished alumni to highlight the renowned names of scholarship foundations and credit the preparation process to university staff. Overall, these best practices and scholarship records collected from surrounding prestigious universities will motivate the level of inclusive excellence that should be offered to all UF students upon graduation.

Appendices

Appendix A – Letter to the Provost



UF Honors Program
Director

280 Fletcher Drive
342 Infirmary
PO Box 113260
Gainesville, FL 32611-3260
352-392-1519

Provost Lindner:

We have four advisors serving 3300 students that nationally is considered to be well above the desired student to faculty ratio. We are understaffed to meet the advising load even if all advisors only had responsibility for academic advising.

However, they have a large range of additional responsibilities for the program and campus wide support functions. Appendix A lists some of these activities. In particular, we are woefully understaffed for managing prestigious external and internal scholarships. Appendix B lists these and associated duties to support them. This includes external programs (Rhodes, Goldwater, etc), Fulbright Student Scholarships, UWC Davis scholars, and the Lombardi Stamps program. A single person manages all four of these activities in addition to Honors responsibilities. Many of these are campus wide and not just for Honors.

Peer Publics in the top ten typically have an office for just external scholarship programs staffed by one or more full time people (Appendix C). For example, UC Berkeley has four full time staff for external prestigious scholarships. Our state peers also have one or more full time staff for this one area.

I request one additional position to take over some of the management of these scholarship programs. This person should be experienced with Master's or equivalent., be able to demonstrate ability to reach out to a wide variety of stakeholders, and have the skills to be a student advocate.

Sincerely, Mark E. Law

The Foundation for The Gator Nation

An Equal Opportunity Institution

Appendix A – Non-advising activities handled by Honors

- Activities for All Campus
 - Manage external scholarship submissions (Goldwater, Truman, Rhodes, etc)
 - Manage Fulbright Scholars Student Program
 - Lancaster Exchange Program
 - The Washington Center
- Manage the Lombardi/Stamps Scholars Program
 - Travel arrangements
 - Admissions and Selections
- Manage the United World College Program
 - Selection process
 - Travel for recruitment
 - Logistics (pick up students at airport, etc)
- Admissions for Honors
 - Advertising, social media, pool building
 - Oversee admissions process, essay review
 - Notification, Handle complaints
- Manage student organizations for Honors
- Teach professional development, uncommon reads
- Manage all Honors social activities
- Social Media / Web Presence
- Public Relations Activities
- Recruiting support w/ Admissions
- Annual Fund, Parent Fund Solicitations

Appendix B – External and Internal Scholarship Management

A portion of one person supports all these activities.

External Prestigious Scholarships

Many schools have fulltime staff that help identify and prepare students to be competitive for national and international scholarships. UF has a portion of one person's time to coordinate and handle all of our activities. While additional staffing does not guarantee more success, we would be casting a larger net and perhaps create a stronger pool. Additional staffing would help support more information sessions, advertising to current students, and work with departments to identify candidates. It is best to identify students early so they can plan the right experiences to strengthen their applications. In some cases, we are allowed to work with students on refining their applications so support for editing of personal statements can improve their chances.

Activities:

- Workshops/info sessions (for all 24 scholarships we manage and recruit for)
- Work with foundation representatives for campus visits
- Provide focused sessions on application process
- Identify and recruit promising applicants
- Work with appropriate departments / colleges to identify
- Provide advising support / planning for promising candidates
- Provide feedback on applications (when appropriate)
- Edit personal statements
- Brainstorm topics
- Arrange mock interviews
- Provide feedback to recommendation letters (when allowed)
- Organize and support selection committees
- Identify appropriate faculty to down select UF's representative(s)
- Provide support paperwork and work with deadlines
- Provide Institutional Support Letters

UF Fulbright Program Advisor (FPA)

Many schools have dedicated support staff for student Fulbright Programs. We have a portion of one person supporting this program. Last year we had 10 of 29 applicants named semi-finalists and 7 of those received grants.

Activities:

- Promotion
 - Promote US Student Program on UF campus
 - Info sessions, grad student receptions, etc.
 - Provide information and guidance to interested students

- Support Selection Activities
 - Serve on UF Fulbright Selection Committee
 - Administer campus application and interview process
 - Recruit and communicate with UF faculty committee
 - Schedule student interviews
 - Serve on every interview committee
- Manage online application system
- Write and submit evaluations for each UF student application

Lombardi and Stamps Scholarship Programs

Since 2010, UF has paired the Stamps Scholarship program with the Lombardi Scholarship (which is fully endowed) Program, named for former UF president John Lombardi. Each year we choose 11 scholarship recipients (8 Lombardi and 3 Stamps), rigorously selected from a pool of students nominated by Florida high schools (two nominations per school). Students receive a stipend and enjoy four summer experiences.

Activities:

- Manage application and selection process
 - Review nearly 300 applications
 - Identify and coordinate faculty selection committee
 - Telephone interviews with current scholars
 - Organize interview day
- Manage Enrichment Activities
 - Coordinated travel to Stamps National Conference for all 12 Stamps Scholars
 - Lead biennial service trip to Peru for two scholar cohorts (with Dr. Stanfield- Mazzi)
 - Work closely with Dr. Mark Brenner to recruit additional students for annual Merida trip, travel with scholars for first week of program
 - Manage Outward Bound excursion for rising sophomores
 - Work with Dr. Todd Leedy on biennial South Africa trip
 - Coordinate welcome and grad receptions annually
- Mentoring and Advising
 - Mentor all scholars
 - Teach IDH4905 to incoming freshmen scholars
 - Additional programming throughout the year
- Reporting
 - Annual Stamps Foundation report due August 1
 - Update on scholar programming and other activities
 - Help prepare annual letters to donors for Lombardi Endowment

Coordinate for UWC Davis Scholar Program

Davis United World College (UWC) Scholars are exceptional young people who have graduated from a UWC school and then matriculated at selected U.S. colleges or universities. The UWC experience—which brings students from around the world to live and learn together in one of 16

locations on five continents—has challenged them academically and personally, expanded their horizons exponentially, and shown them how to build understanding from diversity. More than 1/4 of UF's international undergraduate population are in this program. We had a record number of 45 of these students in Fall 2017. Bill Kolb provides support for this program and is funded directly from the Provost office.

Activities:

- Work with Bill Kolb on recruitment and retention
 - Travel to UWC campuses to interview prospective students one on one
 - Maintain contact and support during application
 - Coordinate with admissions on selection
- Mentoring / Advising
 - Advise current scholars
 - Staff Preview (most come to the last section, so we have to hire temp)
 - Support Events / receptions / graduation recognition
 - Weekly emails to help keep the students on track
- Work with Fran Green on budget, petitions, extensions, etc.
 - Help process scholarships
 - Process and review extension requests
- Annual Report w/ UF Foundation to Davis Foundation
- Immigration Issues, coordinate with UFIC

Appendix C - Support Comparison with Top 10 Publics

1. UC Berkeley
 - a) Office of Undergraduate Research & Scholarships
 - b) Sean Burns, Director
 - c) Four field-specific advisors (research + fellowships)
 - d) Alicia Hayes, M.A., M.P.A. – Fellowships Advisor

1. UCLA
 - a) Scholarship Resource Center
 - b) Newsletters, advising, essay support, library, workshops, proofreading

3. UVA
 - a) Center for Undergraduate Excellence houses National Scholarships & Fellowships, Undergraduate Research, and UK Fellows Program (post-grad)
 - b) Director, Associate Director of Center, Office Manager, Director of Research

4. University of Michigan
 - a) Office of National Scholarships & Fellowships (**in Honors Program**)
 - b) Director Henry Dyson

5. UNC
 - a) Office of Distinguished Scholarships, James M. Johnston Center for Undergraduate Excellence (**in Honors Program**)
 - b) Inger Brodey plus program assistant

6. College of William and Mary
 - a) Director of National Fellowships, peer advisors, writing center Scholarship Central

7. Georgia Tech
 - a) Fellowship office within the Center for Career Discovery and Development
 - b) Kathryn Meehan, Prestigious Fellowships Advisor

8. UC Santa Barbara
 - a) Housed in College of Letters & Science
 - b) Do not work with fellowships that do not require endorsement, though they will provide guidance on request
 - c) Walk-in advising hours two days a week or appointments

9. UC Irvine

- a) Scholarship Opportunities Program
- b) Courtney Santos (interim director)
- c) Writing specialist, admin assistant, 2 student advisors, student assistant

9. UC San Diego

- a) National Competitive Scholarships (undergraduates)
- b) Six faculty advisors, specific to scholarship by field
- c) Graduate division, Fellowships and Traineeships (graduate students only)
- d) Fellowship advisor, no name

9. University of Florida

- a) A fraction of one person, folded into Honors Program responsibilities

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