Most of you have probably seen the IUPUI OTEAM around campus. During the summer, they are typically walking backward while showing new students and their families the campus. However, the New Student Orientation Program is only one aspect of the IUPUI OTEAM. OTEAM (which stands for Orientating Together Educating As Mentors) is actually comprised of two types of student mentors: summer orientation leaders and first-year seminar mentors.

OTEAM was officially established in 1995; however, a new student orientation program has been in place since 1988. In 1998, the orientation program was redesigned to welcome and introduce all new students and their families to IUPUI. The program exposes students to the broad educational opportunities available at IUPUI as well as describes services, opportunities, and expectations IUPUI has for assisting students in achieving their educational goals. Currently, the New Student Orientation Program serves traditional and nontraditional new students and transfer students. The New Student Orientation Program is typically run by 40 student leaders and four to five student coordinators. The OTEAM has served approximately 50,000 students since its inception in 1995 and continues to widen its avenues of service to the IUPUI community.

During the summer of 2008, OTEAM consisted of 38 summer leaders who transitioned into first-year seminar (FYS) mentors in the fall semester. In addition, 46 FYS mentors were selected for the 2008 fall semester, creating a total of 84 OTEAM mentors. In order to become an OTEAM leader and mentor, certain requirements must be met. Applicants need to have a 2.8 cumulative and semester GPA and be enrolled full time at IUPUI. After applying, prospective mentors participate in an all-day interview process. If selected, mentors then attend an active training program.

In 2008 OTEAM summer leaders went to the Nantahala Outdoor Center located in North Carolina. They participated in low-level team-building initiatives, high ropes courses, and white water rafting. This trip gave the team a chance to train, educate, and mentor them while they learn the role and expectations of an FYS mentor. They have the opportunity to learn how to facilitate team-building exercises, give presentations such as study skills, and be a resource for the students. When the fall semester begins, the FYS mentors are hard at work with their instructional team (faculty, advisor, librarian, and mentor) planning the course for the semester and dividing responsibilities for each role. FYS mentors have a great responsibility within the course and take an active role throughout the class to facilitate the creation of the community among the students.

Summer orientation leaders welcome new students to campus three days a week and transfer students one day a week during the months of June and July. Typically, there are 33 orientation days over the summer. It is a commitment that requires summer leaders to arrive on campus by 6:30 a.m. and leave around 5:30 p.m. Each day brings not only a new group of students to the campus, but also fun and exciting challenges for the summer leaders. Being a part of OTEAM means committing time and attention to help new students transition into being a successful student.

For an extended version of this article please visit: http://uc.iupui.edu/learningcenter/newsletter.asp
Every semester University College holds a Mentor Celebration recognizing the efforts and commitment of campuswide mentoring components. One area that sets the Spring Mentor Celebration apart from the Fall Mentor Celebration is the formal presentation of grants, component and special awards, as well as research poster presentations from mentors in UCOL 204: Mentoring Independent Study. Some of the grant presentations include the University College Leadership Grant, William M. Plater International Scholarship, and the Barbara D. Jackson Semester Study Abroad Award. Recognized components include Nina Scholars, learning community mentors, Bepko Learning Center academic and resource mentors, Peer-Led Team Learning (PLTL) leaders, and other various community mentors for their outstanding work with students.

This year’s Spring 2008 Mentor Celebration was held downtown at the Indiana Historical Society. Doors opened promptly at 5:00 p.m. on Thursday, April 24th, with approximately 100 people in attendance. Mentors and team leaders from all components came to socialize and reconnect with instructors, fellow mentors, and staff members. The guest list included a list of mentors from PLTL, first-year seminar courses, learning communities, Nina Scholars, Bepko Learning Center academic and resource mentors, as well various administrators, faculty, and staff who have shown their support for these mentoring programs throughout the semester.

As mentors, instructors, and staff members arrived and filed into the Frank and Katrina Basile Theater of the Indiana Historical Society, a video accompanied by music was played to capture each program’s unique memories. A formal presentation of grants, component awards, and special recognitions followed. Some of the unique awards and presentations of the night included:

- Josh Fritscha, the recipient of last year’s Barbara D. Jackson Study Abroad Award presented on his trip to Rome.
- Matthew Wade, recipient of the Christine Jakacky Award.
- Dr. Robert Yost, recipient of the Tonya Conour Faculty Service Award.

Planning efforts for the Fall Mentor Celebration are currently underway. Please be on the watch for an invitation in the near future. Details will be posted at: http://uc.iupui.edu/learningcenter

For an extended version of this article please visit: http://uc.iupui.edu/learningcenter/newsletter.asp
Expanding Mentor Research at IUPUI

JOHN BLANCHAR

In addition to the inception of UCOL U204 Mentoring: Independent Study, which is an investigational course for IUPUI’s most accomplished student mentors, the University College Bepko Learning Center has formed a new committee solely dedicated to mentor research. The inauguration of the Mentor Research Committee began in spring 2008 with the goal of applying current innovations in the field, as well as contributing to the growing body of literature. Most recently, the Mentor Research Committee has conquered a revived project dating back to the 2005–2006 academic year. During summer 2008, the committee worked to bring the inception of the Bepko Learning Center instructor manual into reality. Although created as a guide for faculty partnered with the Bepko Learning Center’s mentoring programs, the instructor manual includes an introduction to services and information that may be of interest to IUPUI faculty. Interested parties may review and become acquainted with this manual by means of the Bepko Learning Center’s new Web site (http://uc.iupui.edu/learningcenter).

The Mentor Research Committee is in the midst of composing a manuscript to be submitted for publication later this academic year. This manuscript describes and disseminates a model of Structured Learning Assistance (SLA) utilizing the theoretical implications of Bloom’s Taxonomy of Educational Objectives in a multistation format. The model, affectionately referred to as the Bloom’s Taxonomy Stations Model of SLA, was developed by a number of student academic coordinators and targets three distinct levels of student preparation. It was well received among colleagues at the fifth Annual International Supplemental Instruction Conference in Orlando, Florida, this past summer and similar results are anticipated upon publication.

For an extended version of this article please visit: http://uc.iupui.edu/learningcenter/newsletter.asp

UCOL 204: Independent Study in Mentoring: Sample Abstracts

In UCOL U204, mentors work with a faculty or staff member to conduct a research project related to mentoring. Below are sample abstracts from research projects that mentors have previously completed. If you are interested in advising a UCOL U204 research project, please contact Bepko Learning Center staff or talk with a mentor.

Title: Evaluating Incongruence between instructors and Academic Mentors’ Conceptual Beliefs of Academic Mentoring
Mentors: John C. Blanchar, Maraysa R. Raffensparger
Project Advisor: Mark A. Minglin

Academic mentoring has become an exceptionally popular strategy for boosting first-year student grades and retention rates at universities and colleges around the globe. Although effective, challenges remain in academic mentoring programs as past research has illustrated high variability in definitional analyses of mentoring, which may be problematic for institutions. To further evaluate this issue, we constructed and administered a multidimensional survey to both course instructors (n = 6) and peer academic mentors (n = 29) at a large Midwestern university. Our results indicated precise areas of incongruence between instructors and academic mentors’ conceptual beliefs of academic mentoring, especially within program goals. These results signify that a means for reducing these specific variances is needed to better academic mentoring programs.

Title: Applying Bloom’s Taxonomy to Biology K101 Exams
Mentors: Greg J. Roberts, Dustin P. Blackwell, and Michael D. Heath
Project Advisor: Kathleen A. Marrs, Ph.D.

Previous research has indicated some undergraduate exams show higher than average rankings when using Bloom’s taxonomy to categorize exam questions. Our hypothesis is that undergraduate Biology K101 examination questions will have a high rank of higher order questions of Bloom’s taxonomy. In this research, four tests were chosen from Dr. Marrs’s introductory biology course (K101) and were analyzed according to Bloom’s taxonomy. Results from this study did not support our hypothesis due to a lack of inter-rater reliability and are not consistent with other research findings.

Title: Making the Time: Hour Breakdown of SLA and SI Mentoring Positions
Mentors: Katherine J. Figueroa, Maraysa R. Raffensparger, and Megan M. Nally
Project Advisor: Shannon R. McCullough

This study examines the accuracy of the Bepko Learning Center hourly breakdown of the Structured Learning Assistance (SLA) and Supplemental Instruction (SI) mentoring positions. Our aim was to find out if the hour breakdown presented to new mentors during the interview is an accurate assessment of the time that they spend on mentoring duties, such as planning sessions, communicating with students, and participating in extracurricular events. We polled 26 out of 35 returning academic mentors in a short survey and compared their responses with the current hour breakdown provided by the Bepko Learning Center.
Through a variety of services and programs, the IUPUI Twenty-first Century Scholar (TFCS) Success Program is available to over 1,200 scholars on campus. These programs include academic and personal counseling, Passport to Success Workshops, financial aid counseling and FAFSA workshops, study tables, work study / campus job placement assistance, community service activities, and social and cultural activities, among many others.

Last year, with the support of Charlie Johnson (director of Scholar Support), Phyllis Washington (coordinator, TFCS) and Beth Bowling (graduate assistant, TFCS) the IUPUI TFCS Peer Mentoring Program was strongly enhanced. The TFCS Peer Mentoring Program is open to first year and transfer students and focuses on developing key skills in an environment of caring, support, and encouragement. The primary goal of the Peer Mentoring Program is to provide support for students to positively impact their success and enhance learning. Benefits to scholars include: assistance with the transition to college, identification of positive role models, assistance with career and educational goals, and a structured opportunity to discuss and reflect on the collegiate experience.

During the 2007–2008 academic year, the Peer Mentoring Program enlisted the leadership of 10 mentors to serve 40 mentees. Ashley Thompson, a junior from Valparaiso, Indiana, was a mentee last year. She described her experiences in the program as being an integral part of her success both inside and outside of the classroom. “Having a mentor was great because I could talk to my mentor [Whitney Price] about a lot of different issues.” She went on to explain that, “all of the issues that came up, the ones that you do not necessarily know who to talk to about, they were there to talk to about.”

The TFCS Success Program staff vigorously recruited first-year and transfer students to the program during Summer Orientation and the Summer Academy Bridge Program. For example, one effort included hosting around 85 students and 15 faculty and staff members at the TFCS Success Program Welcome Lunch. This was a great occasion that allowed incoming students to become more aware of the many benefits of the Peer Mentoring Program and to meet with future mentors, professors, and professional staff members.

The Peer Mentoring Program recently completed a daylong retreat at Craig Middle School. Through a Challenge Education Program, new mentors in the program were able to come together as a team while learning effective mentoring skills and techniques that will help them to guide fellow students. Mentors also learned about the program’s newly initiated group mentoring sessions beginning this semester. Future newsletter editions will update progress of this up-and-coming mentoring program that is destined for success.

Mentor News and Updates: Spring / Summer 2008

- Karolina Kill, a Peer-Led Team Learning (PLTL) leader, presented research findings on HIV-1 inhibitors in July 2008 at the Gordon Research Conference in Boston, Massachusetts.
- Erin Tuegel, (PLTL) married her husband, Thomas, in January.
- David Semsrott, a PLTL leader, completed an internship last summer in biomedical engineering with Roche Diagnostics. David was also recently elected as the president of the Engineering and Technology Student Council.
- Josh Fritscha and Abby Neff, OTEAM mentors, became engaged in July 2008.
- Congratulations to Andrea and Brad Engler (OTeam) on the birth of their daughter Abigail on September 11, 2008.
- Christopher Hardin, OTEAM mentor and student coordinator received, the honor of being not only Top 100, but Top Male Student at IUPUI.
- James Eckert, OTEAM and Summer Academy Bridge Program mentor, began graduate work in the IU School of Education Higher Education and Student Affairs Administration in fall 2008 and is working as a GA advisor for University College.
- Matt, Laura, and little Landen Wade (OTeam) moved into their first home in fall 2008.
- Eduardo Nieto, Sharee Myricks, and Angela Su, OTEAM mentors, were elected to the president, secretary, and social justice officer positions of Undergraduate Student Government.
- Simbai Marimara, OTEAM, was accepted as a mentor into the LYFE Program at Ball Residence Hall.
- Georgia Wadups, a Bepko Learning Center Coordinator, got a new dog named Titus Chalmers.
- Jessica Blackerby and Daniel Trujillo, both with the Bepko Learning Center, co-presented on the issue of “Guns on Campus” at the Indiana Student Affairs Association (ISAA) Conference at IUPUI on October 7th.
Meetings are designed to be developmentally appropriate throughout the semester by focusing on different topics as the courses evolve biology mentoring into a more powerful tool for students. Mentors are able to talk with each other about problems, questions, comments, and concerns, as well as share ideas. These meetings have proven to be a very valuable resource to faculty, staff, and mentors, and will continue to be quite valuable in future semesters.

Biology Mentoring Roundtables

Five times each semester, biology mentors come together with staff and instructors to discuss various topics pertinent to biology mentoring. As detailed below, these required meetings serve several very important purposes for biology mentors, instructors, and staff. Biology mentors (BIOL K101, K103, N212/214, N217, and N261), staff, and course instructors are all in attendance at the Biology Mentoring Roundtables (BMRs) and work directly with mentors. Biology mentors must attend these meetings as a requirement of their mentoring scholarships. Although instructors are not required to attend, they are welcome and encouraged to be an integral part of the BMR meetings.

The BMRs typically convene for 90 minutes each. Items on the agenda vary depending on the current events and segment of the semester. Example agenda items include:

- General concerns
- Collaborative learning questions
- Study skills assistance
- Interpreting biological figures, models, and animations
- Course breakout groups

Meetings are designed to be developmentally appropriate throughout the semester by focusing on different topics as the courses progress; no meeting is essentially the same. The meetings are front-loaded, meaning that three of the five meetings occur within the first four weeks of the 16-week semester. The fourth meeting is usually around week eight and the fifth and final meeting is around week 13. Meetings are held on the second floor of Taylor Hall. A syllabus and schedule is created for each semester and distributed to mentors and instructors.

These meetings give everyone a chance to “get on the same page” and to continually evolve biology mentoring into a more powerful tool for students. Mentors are able to talk with each other about problems, questions, comments, and concerns, as well as share ideas. These meetings have proven to be a very valuable resource to faculty, staff, and mentors, and will continue to be quite valuable in future semesters.

Remembering Fernando Alberto Tadeo Mercado III

1984-2008

Originally from Caracas, Venezuela, Fernando came to Indianapolis in 2001 and graduated from Arlington High School. He began his IUPUI career in the Spring of 2003. Fernando graduated from IUPUI in December of 2007 with a Bachelor’s degree from the School of Tourism, Convention, and Event Management. After graduation, Fernando was employed by an Indianapolis company, Ponce Publicidad, where he worked with the local Hispanic community. This August, he returned to IUPUI to pursue a graduate degree in the School of Education.

Fernando served in many roles as an undergraduate at IUPUI. He was an OTEAM leader and a student coordinator, a Learning Community Mentor, a Bepko Resource Mentor, a Residence Hall Assistant, and most recently, a Graduate Assistant in the Office of Campus and Community Life. His presence will be greatly missed by many at IUPUI.

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The Summer Academy Bridge Program

MATT WADE AND JOSH FRITCHA

The Summer Academy Bridge Program is an intensive two-week program conducted prior to the start of the Fall semester. It is designed to introduce newly admitted students to collegiate level expectations for writing, mathematics, communication studies, critical inquiry, technology, and library and study skills. An instructional team of faculty members, academic advisors, student mentors, and librarians help the participants get a “jump start” on their fall semester courses.

As with any mentoring program on campus, there is a process for selecting our bridge mentors. Typically, selected mentors have participated in the Indiana University–Purdue University, Indianapolis (IUPUI) summer orientation program and have been a student in the Bridge program or have been recommended by a faculty member. After the selection process, the mentors attend an all-day training session that highlights the many aspects that make this program unique; they learn the nuts and bolts regarding their role as a mentor. The next step for our mentors is to attend an AllBridge Meeting where the mentors will have a chance to meet face-to-face with their instructional teams. This meeting also allows them additional time to work on their daily schedule and further define their role as a mentor.

During the bridge program, there are many aspects regarding the mentor’s role that are constant. For example, bridge mentors facilitate morning icebreakers or energizers that foster the feeling of community between students and instructional team members by setting the tone for the entire day. The mentors are also responsible for guiding their students through the daily schedule and answering any questions that might arise. Another major role of the mentor is to act as a campus resource. Here is what Matthew Fritcha, a bridge mentor, said regarding his mentoring role:

“As a bridge mentor you become an expert, a big sibling, and a colleague all at once. To your students you are both a fountain of knowledge about the academic campus and an advice giver about the social campus. Also, through the two weeks, you prepare your students for their first semester in many ways: academically, socially, emotionally, and psychologically. To your instructional team, you become a partner—not just another student. Bridge mentors are the watchful eye looking out for bad habits, problem situations, and positive things as well. This is more than valuable to the faculty and advisor who do not see through quite the same lens as the mentor. The most rewarding thing of being a bridge mentor is watching the students succeed. You watch these first-year students walk around campus as if they had been here for years. You can see how comfortable they are and how what you had taught them has paid off. It is not pride in yourself when watching them succeed; it is pride in your students.”

After the two weeks of the bridge program are completed, the mentors transition with their students into the fall semester to continue guiding them through the collegiate experience. The key role of the bridge mentor is to be a positive role model for the students and to be their “go-to-person” on campus. There are many responsibilities placed upon the bridge mentors, but the ultimate goal is to help their students transition into college and be successful. This year the Summer Academy Bridge Program served 436 students.

For an extended version of this article please visit: http://uc.iupui.edu/learningcenter/newsletter.asp

Mentoring Leaders receive IUPUI Top 100 Honors!

Listed are current and former mentoring leaders who received IUPUI Top 100 honors during the 2008 academic year. Students recognized achieved distinguished levels of scholastic achievement, extracurricular activities on campus, and civic and community service. A panel of alumni, faculty, and staff selected the top students based on nominations by faculty and staff. To learn more about this wonderful recognition or to nominate a student for Top 100 recognition please visit the IUPUI Office of Alumni Relations (http://www.alumni.iupui.edu).

Jennifer Behzadi
Lacey Creason
James Eckerty
Stephanie Flaig
Vanessa Fry
Chris Hardin
Eric Hunt
Areef Kassam
Karolina Kill
Sharee Myricks
Anthony Newton

Maraysa Raffensparger
Eddie Schuckler
Nick Stepn
Andrew Strong
Casey Thompson
Georgia Waddups
Tyler Wilson
Kyle Yoder
Nathan Zaugg
IUPUI FALL 2008 MENTORS

NINA MASON PULLMAN SCHOLARS
Linda Collins (Psychology)
Cheressa Garrett (Pre-Elementary Major)
Julie Reindl (Nursing)
Elizabeth Riley (Chemistry)
Derrick Shah (Communication Studies)
Kyle Woldman (Accounting)

TWENTY-FIRST CENTURY SCHOLARS PROGRAM
Ferdinand Chen (Pre-Professional Biology)
Tara Holton (Sociology)
Heather Hume (Biology)
Diondra Ibomopu (Pre-Nursing)
David Lane (Accounting)
Stephen Getting (Political Science)
Geoff Ritter (Pre-PT Exercise Science)
Zoe Young (Elementary Education)
Ashley Thompson (Communication Studies)
Sean Widdle (Journalism)

KELLEY SCHOOL OF BUSINESS
Ben Calden (Political Science)
Will Exque (Pre-Med Exercise Science)
Kyle Evans (Computer Info Systems)
Joan Flores (Accounting)
Jesse Kilgore (Management)
Heather Palmer (Communication Studies)
Chazette Miles (Tourism, Convention, and Event Management)
Nathanial Skelton (Chemistry)
Kevin Sparks (Finance)
Angela Su (Biology)
Kyle Terrell (Elementary Education)
Kyle Woldman (Accounting)

SCHOOL OF PHYSICAL EDUCATION AND TOURISM MANAGEMENT
Kaleigh Dye (Physical Education and Health Studies)
Jacqueline Gill (Pre-PT Exercise Science)
Brittany Lange (Exercise Science)

SCHOOL OF JOURNALISM
Alise Cool (Journalism)
Natasha Setz (Journalism)

SCHOOL OF SOCIAL WORK
Brittany Zollicoffer (Social Work)

SCHOOL OF NURSING
Diana Beatty (Nursing)
Chelsea Davis (Nursing)
Sean Roberts (Pre-Nursing)

SCHOOL OF EDUCATION
Ben Calden (Political Science)
Amber Jackson (Elementary Education)
Taylor West (Elementary Education)

SCHOOL OF LIBERAL ARTS
Tyler Fernandez (Physics)
Lydia Higgins (Psychology)
Jeff Hoffman (Communication Studies)
Samantha Huber (Pre-Free Arts)
Evan Maxwell (Human Resource Management)
Robert Morgan (Mathematics)
Jessica Valentine (Religious Studies)

SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS
Joel Heavner (Public Safety Management)
Marcus McKinney (Accounting)
Jenna Rossio (Criminal Justice)

MILITARY SCIENCE
Dustin Deckard (Accounting)

SCHOOL OF ENGINEERING AND TECHNOLOGY
Alphonso Brack (Electrical Engineering)
Brian Coats (Biomedical Engineering)
Jacob Cole (Electrical Engineering)
Capri Cugi (Biology)
Steven Erteasni (Computer and Information Technology)

MENTORING BULLETIN

Cheryl Fusser (Pre-Nursing)
Rebecca McGee (Mechanical Engineering)
Alby Neel (Engineering/Arts)
Edgar Toms Ponce (Mechanical Engineering)
Alicia Raines (Business)
Cherlea Rhodes (Exercise Science)
Sean Roberts (Pre-Nursing)
Steve Sael (Computer Engineering)
Jeannie Segu (Interior Design Technology)
Thomas Schmiter (Computer Engineering)
Luke Spradlin (Computer Engineering)
Lindsay Summy (General Studies)
Andy Wilson (Computer Engineering)

SCHOOL OF INFORMATICS
Kudzai Chinoyudza (Media Arts and Sciences)
Cherlea Rhodes (Exercise Science)

UNIVERSITY COLLEGE
Brittnee Barrett (Psychology)
Jeremy Barnett (Mathematics)
Margie Blackburn (Elementary Education)
Janelle Bowman (Management)
Jacob Cole (Social Studies Education)
Laure DeMougin (Psychology)
Eriel Ethington (Psychology)
Josh Fritsch (Human Resources Management)
Jaeck Gill (Pre-PT Exercise Science)
Johanna Gmyrek (Pre-Nursing)
Jennifer Hagich (Elementary Education)
Cherlea Rihgfield (Elementary Education)
Andrew Hollinger (Pre-PT Exercise Science)
Samantha Hober (Pre-Free Arts)
Megan Hill (Nursing)
Jaqual Hunter (Pre-Nursing)
Multa Majeer (Psychology)
Simran Marirula (Pre-Nursing)
Jean Masous (Biology)
Assmaassaua Mokaji (Communication Studies)
Marcus McKenny (Accounting)
Nathan Saegert (Pre-Dental Hygiene)
Kailie Rambo (Biology)
Maegan Reeves (Nursing)
Nick Strop (Health Information Administration)
Andrew Strong (Chemistry)
Angela Su (Biology)
Lindsay Summy (General Studies)
Tim Tu (Psychology)
Kelli Taylor (Pre-Dental)
Mario Vasquez (Respiratory Therapy)
Sydney Verhonik (Pre-Nursing)
Stacey Yager (Geology)
Suzanne Zeller (Pre-Dental Hygiene)

OTEAM
Chris Hardin (Informatics)
Sharie Myrick (Sociology)
Alicia Raines (Business)
Edgar Toms (Mechanical Engineering)
Matt Wade (General Studies)

BEPKO LEARNING CENTER
Brandy Gine (For and Investment Science)
Amanda Dinsdag (Anthropology)
Whitney Gill (Sociology)
Robyn Johnson (Political Science)
Kyele King (Accounting)
Alicia Lewis (Sociology)
Matthew Lorcr (French)
Lori Mann (Nursing)
Whitney Miloney (Organizational Leadership and Supervision)
Anthony Newman (Tourism, Convention, and Event Management)
Rachael Pallansch (Business)
Amanda Rolle (Pre-Law)
Bruno Santanta (Accounting)
Lauren Schummer (Psychology)
Lindsay Stiller (Social Studies Education)

SCHOOL OF SCIENCE
Brian Advani (Chemistry)
Wesam Khalaf Allah (Mechanical Engineering)
Alaa Amanda (Journalism)
Christina Anderen (Pre-PT Exercise Science)
Mahdi Hamekan (Biomedical Engineering)
Virdi Auger-Volke (Journalism)
Juan Ballestras (Pre-Prof Professional School Admission)
Sarah Batic (Biology)
Natasha Barnett (Communication Studies)
Deborah Barley (Social Studies Education)
Jenna Baughman (Religious Studies)
Faheil Al Baysab (Computer Engineering)
Nicole Beeler (Biology)
Jerry Belzahi (Biology)
Matt Benson (Pre for Professional School Admission)
Josh Bey (Biology)
Erica Binkerd (Pre-Radiology)
Tiffany Blackbough (Biology)
Dustin Blackwell (Pre-PT Exercise Science)
John Blanchard (Psychology)
Ryan Boyler (Pre-PT Exercise Science)
Krystol Brown (Pre-Professional Biology)
Dustin Brown (Biomedical Engineering)
Tara Bryan (Elementary Education)
Kate Burtuff (Finance)
Amanda Cameron (Pre-Nursing)
Jennifer Caros (Biology)
Ferdawm Chans (Pre-Professional Biology)
Rustin Chfin (Psychology)
Alyson Chesney (Biology)
Molly Childers (Biology)
Barbara Coffey (Pre for Professional School Admission)
Hermia Cov (Computer Science)
Nicholas Copley (Criminal Justice)
Christopher Coons (Exercise Science)
Capi Coup (Biology)
Laurin Cottrell (Pre-Dentistry)
Kathleen Crawford (Pre Professional School Admission)
Loraz Crenon (Biology)
Sarah Beth Dalton (Nursing)
Michelle Dau (Pre-Dentistry)
Sam Detz (Biology)
Steven Dlag (Finance)
Evedett Dlag (Physics)
Nick Domokes (Supply Chain Management)
Isaac Ench (Electrical Engineering Technology)
Bryan Erec (Social Studies Education)
BEO (Computer and Information Technology)
Erid Ethington (Biology, BA)
Kevin Fisk (Physics)
Stephanie Flag (Biology)
Rachel Fleming (Psychology)
Alexandra Flores (For and Investment Science, BS PBI)
Earnest Forest II (Geography)
Derek Flores-LoFranco (Pre-Nuclear Medicine Technology)
Ismael Garcia (Interdisciplinary Engineering)
Crystal Glover (Exploratory Baccalaureate)
Broke Granger (Pre-For Investment Science)
Eric Grove (Chemistry, BA)
Davina Grers (Pre-Dental)
Michael Heath (Psychology)
Brian Henen (Math Teaching)
Mahdi Hameikan (Biologic)
Chad Hishpetheden (Biology)
Lydia Higgins (Psychology)
Staune Hoden (Pre-Radiology)
Jonathan How (Physics)
Kyle Hurkamp (Pre for Professional School Admission)
Hada Hummed (Medical Arts)
Yosi Issa (Chemistry)
Kristen Janssen (Biology)
Jenna Jones (Pre-Radiology)
Mohammed Karrilah
Karolina Kill (Chemistry)
Bumi Kim (Pre-Dentistry)
Alexander Kipigep (Physics)
Kellen Krowles (Biomedical Engineering)
Megan Kummer (Biology)
James Lawers (Pre-Radiology)
Jacoine Lebek (Biology)
Chang Lee (Biology)
So Lee (Biology)
Ali Linf (Computer Science)
Benjamin Lutfi (Biology)
Christie Marlee (Nursing)
Jennifer Marquelle (Nursing)
Michelle Martin (Pre-Nursing)
Anna Marlow (Chemistry)
Kevin Mauzer (Biomedical Engineering)
Angele McClung (Biology)
James McIntosh (Biology)
Kali McMillan (Biology)
Lawrence Meg (Pre-Professional Biology)
Amber Meyer (Pre-Professional Biology)
Jenin Miles (Sociology)
Adam Miller (Biology)
Kasey Miller (Nursing)
Kris Molteni (Pre-Radiation Therapy)
Kwan Moriarty (Pre for Professional School Admission)
Linda Moszai (Political Science)
Hamed Najafi (Electrical Engineering)
Megan Neth (Respiratory Therapy)
Jennifer Neece (Pre for Professional School Admission)
Rebecca Neehan (Mathematics)
Chesa Oduman (Chemistry)
Jessica Osmun (Pre-Nursing)
Kris Osmun (Nursing)
Janet Overman (Math Teaching)
Panitika Pandya (Biology)
Aditi Patel (Biology)
Ravisha Patel (Chemistry)
Ashley Perrins (Chemistry)
Matt Pierce (Pre-For and Investment Science)
Megan Probst (Pre-Dental Hygiene)
Marysa Rouffenger (Psychology)
Robert Rahten (Nuclear Medicine Technology)
Jacob Randin (Interdisciplinary English)
Abrahim Rashid (Pre-Nursing)
Lauren Reed (Respiratory Therapy)
Rachel Rehlader (Biology)
Veronica Rubac (Pre-Radiation Therapy)
Keita Rhem (Pre-Radiation Therapy)
Kyle Roberts (Biology)
Benjamin Rounton (Chemistry)
Jared Ryan (Art History)
Kerendt Salesi(Computer/Engineering)
Ketley Schlegelhelm (Biology)
David Sempert (Biomaterials Engineering)
Julia Zhou (Biology)
Chrisa Sernaia (Psychology)
Stephanie Spencer (Biology)
John Sors Jr (Chemistry)
Toni Stanley (Biotechnolcal)
Adam Thomas (Chemistry)
Beatrice Thungu (Biology)
Shaunte Tulliner (Mechanical Engineering Technology)
Joshua Townsman (Geology)
Tim Tu (Psychology)
Sandy Tu (Pre-Nursing)
Eric Tungel (Chemistry)
Melissa Vanover (Pre for Professional School Admission)
Jennifer Vicks (Biology)
Georgia Waddups (Psychology)
Anastasia Wagner (Psychology)
Michael Weigehangis (Biology)
Alyssa West (Psychology)
Chevy Williams (Pre-Professional Biology)
Kelli Wilson (Biology)
Samantha Wilson (Pre-Professional Biology)
Stacy Yager (Geology)
Sida Zador (Accounting)
Hui Zhang (Finance)

*Students’ individual academic majors of study are listed in parenthesis. 
**Students are listed by the academic school or program that they currently serve.
The Bepko Learning Center represents Best Mentoring Practices at the 5th Annual Supplemental Instruction Conference

GEORGIA WADDUPS

This past May, two groups of coordinators from the Bepko Learning Center had the great opportunity to not only attend, but also present at the Fifth Annual International Supplemental Instruction Conference in Orlando, Florida. The three-day conference provided an opportunity for educational institutions worldwide to discuss best practices of supplemental instruction. Under the guidance of the Bepko Learning Center Director Mark Minglin, Michael Heath, Maraysa Raffensparger, Katherine Figueroa, and John Blanchar presented on the use and adaptation of the Bloom’s Taxonomy Model in introductory courses. Led by Assistant Director, Shannon McCullough, a second group of coordinators consisting of Georgia Waddups, Anthony Newton, Malorie Hensley, and Dustin Blackwell led an educational session highlighting effective training and assessment techniques.

Based on anonymous evaluations, the sessions presented by the Bepko Learning Center coordinators received rave reviews. Several of the session attendees were so encouraged by the presentations that they often requested more information about our program. Sharing this information with fellow mentors and coordinators was a true joy.

Moreover, coordinators attended concurrent sessions throughout the three-day conference. These sessions were presented by colleges and universities from around the world. Universities from as close as IU East and from as far away as Australia and Japan presented on an array of topics, including successful interviewing techniques, best mentoring practices, technology in the classroom, assertiveness, and many others. This allowed for coordinators to learn a great deal about these topics and to bring back numerous tools and resources that can be used to enhance the Bepko Learning Center, both now and as it continues to grow into the future.