The Office of Student Success is comprised of two programs: Student African American Brotherhood (SAAB) and Student African American Sisterhood (SAAS). Although these programs double as student organizations, the programmatic components add much value and influence the success of IUPUI African American students. While the targeted audience is entering students, the programs have participants from every level of enrollment.

SAAB is a nationally recognized organization dedicated to the success of African American males in academia. The IUPUI chapter, which started in 2004, supports this mission and more. The SAAB program focuses on mentoring, retention, and graduation through social and academic interventions. By developing a community of African American males, encouraging engagement, and providing support and professional development opportunities, the Office of Student Success seeks to positively impact the success of African American males on the IUPUI campus.

SAAS is a grassroots organization that started at IUPUI in 2005 to help meet the needs of African American female students. It has since grown into a dynamic organization that brings African American females together through six core principles: academic excellence, social unity, personal development, financial literacy, cultural awareness, and service learning. Through intentional programming, academic support, mentoring, and community service projects, the program actively engages the participants to address their needs and to support their journeys while at IUPUI. A national SAAS organization has recently been formed. The IUPUI SAAS organization looks forward to sharing its success in program development for African American female students with other institutions.

The Office of Student Success has developed a holistic program structure and aligned program objectives with the Principles of Undergraduate Learning as well as the core principles of SAAB and SAAS to help participants persist, graduate, and continue to advance in their communities.

The mentoring experience is fluid throughout the SAAB and SAAS programs. Students are encouraged to be mentors not only to give back to others but for personal development. Even though the mentorship opportunities are unpaid, mentoring still happens! Peer-to-peer mentoring is a collaboration of both programs that connects students with each other and encourages the development of relationships with other members. It is the mission of the Office of Student Success to appropriately connect the students with each other because positive peer-to-peer mentoring has a great impact. This not only provides informal mentoring opportunities but also develops social capital networks. In addition, tiered mentoring is a goal of the SAAB and SAAS programs. Since 2008, SAAB and SAAS have consistently volunteered with the St. Vincent Unity Development Center Youth Program. The program serves youth from various Indianapolis middle and high schools. Each month during the academic year, the youth (approximately 30 students) visit the IUPUI campus for workshops and activities developed by SAAB and SAAS participants. During the summer, SAAB and SAAS participants have gone to the program site to mentor and to serve as camp leaders. Creating a culture of academic success, peer accountability, and service has allowed the SAAB and SAAS programs to thrive. The Office of Student Success looks forward to continued growth and the success of the SAAB and SAAS students.

For additional information about SAAB or SAAS, please contact Khalilah Shabazz, director of the Office of Student Success, at shabazzk@iupui.edu or 317-278-1795.
EXPANDING TO MEET STUDENTS’ NEEDS

The Bepko Learning Center has been in existence on the IUPUI campus for over 15 years, serving students’ academic needs as part of University College. In that time, the number of courses and students served by the Bepko Learning Center has increased exponentially. As a result of this wonderful growth, the Bepko Learning Center has created three separate offices to enhance more readily the opportunities for undergraduate students to achieve their educational goals and to assist in their development of academic skills through the guidance of more experienced, highly successful student peers. These three offices are the Office of Academic Mentoring, the Office of Tutorial Support, and the Office of Academic Enrichment.

With the creation of these three offices, professional and student staff assist IUPUI students in realizing their academic potential. The Bepko Learning Center is open Monday through Thursday from 8:00 a.m. to 7:00 p.m. and Fridays from 8:00 a.m. to 4:00 p.m. For more information about services provided by the Bepko Learning Center, please call (317) 274-4818 or visit the website at http://uc.iupui.edu/learningcenter.

OFFICE OF ACADEMIC MENTORING

The central focus of the Office of Academic Mentoring is to provide support services to academic peer mentoring programs in gateway courses. The office’s mission is to recruit, train, and observe highly qualified student mentors to provide students with assistance in successfully navigating through these courses. Promoting communication and collaboration between students, mentors, and instructors is a core principle of the Office of Academic Mentoring. Continued development and sustainability is maintained through ongoing training, seminars, consistent meetings, and campus and community outreach.

Services provided by the Office of Academic Mentoring include:
- Providing faculty outreach and developing new academic course partnerships
- Coordinating the Biology Mentor Roundtables and psychology mentor meetings
- Offering professional development and leadership opportunities to the student academic mentors
- Conducting “Exam Jam” review sessions for courses serviced by the office

OFFICE OF TUTORIAL SUPPORT

The Office of Tutorial Support strives to serve all IUPUI undergraduate students by connecting them with department-certified tutoring assistance with a major focus on gateway courses. In conjunction with all departments on campus, the mission of the Office of Tutorial Support is to disseminate peer and departmental academic support services to students and to publicize specialized support programs provided to specific student populations.

Services provided by the Office of Tutorial Services include:
- Directing students to academic departmental support resources
- Providing tutors through the IUPUI Tutor Matching Service Facebook application
- Searching for tutors on behalf of students
- Setting up study groups each semester with Study Buddy Connect
- Placing students affiliated with the Department of Veterans Affairs and Vocational Rehabilitation Services with tutors
- Disseminating information about the Biology Resource Center and the Psychology Resource Center
- Sustaining and seeking collaborations with departments across the IUPUI campus

OFFICE OF ACADEMIC ENRICHMENT

The mission of the Office of Academic Enrichment is to serve all IUPUI students in developing and implementing academic support initiatives related to augmenting students’ metacognitive skills. Students can seek out individualized meetings with trained learning specialists to help with learning inventories and study skills assistance. In addition, the Office of Academic Enrichment works collaboratively with academic units to develop new partnerships to help support student academic success.

Services provided by the Office of Academic Enrichment include:
- Providing for the needs of individual students on a daily basis by interacting with students and following up with their concerns, issues, problems, and questions
- Assisting students individually with solving academic-related issues that interfere with their goals and objectives for success
- Holding one-on-one study skills meetings with students from the University College Students Taking Academic Responsibility (STAR) program
- Collaborating with the IUPUI Athletics Department to offer one-on-one mentoring to struggling athletes by providing assistance with academic success strategies such as time management, goal setting, and study skills
- Connecting students with academic mentoring
- Providing learning styles assessments and recommendations for future success
- Distributing general information about IUPUI
- Offering study skills workshops
- Providing private tutoring referrals
BIOLOGY RESOURCE CENTER

ROBERT YOST, MARK MINGLIN, AND DUSTIN BLACKWELL

Over the course of the last five years, there has been an increased demand from the student population for more one-on-one and small-group interactions with peers who serve as mentors for the Department of Biology. As a result of this demand, the Biology Resource Center (BRC) was established in the spring of 2010. After reaching 200 student visits in its first semester, the BRC underwent renovations on the second floor of Taylor Hall and was transformed into a formal/informal learning environment. The space will serve three different functions: a Biology Resource Center, a space for mentoring sessions, and an informal learning area. The goal was to achieve a more inviting atmosphere for students and to incorporate a productive environment for learning. These changes included new partitions to brighten appearance as well as new furniture, inside and out, to integrate a more contemporary look.

A few functional updates were included. The whiteboards in each room were removed and replaced with whiteboard tablets. These allow the mentors and students to remove the tablets, jot down notes, and hang them back up to share with the group. One technology update was a fully functional mediascape that allows for any laptop to connect and show other group members what is on the screen through two monitors. This assists in showing animations or navigating through a website with multiple people and also allows students to bring their laptops, connect, and show their own work to others. In addition to Concept of Biology I (K 101), Concepts of Biology II (K 103), Human Anatomy (N 261), Human Physiology (N 217), and Human Biology II (N 214) offered last spring, Human Biology I (N 212) and Genetics and Molecular Biology (K 322) were added this fall to help the expansion.

In addition to having a positive impact on student performance, the BRC will foster more student-to-student interactions. These interactions will not only provide learning support but also social and personal support as well.

Cyber Peer-Led Team Learning

PRATIBHA VARMA-NELSON

The IUPUI Center for Teaching and Learning (CTL) recently received a $200,000 grant from the Course Curriculum and Laboratory Improvement program at the National Science Foundation to produce and to study the conditions and tools required for cyber-learning through Peer-Led Team Learning (PLTL). The principal investigators plan to:

- Create cyber PLTL (cPLTL), an online collaborative environment for conducting PTLL workshops
- Study cPLTL effectiveness in duplicating the proven benefits of the face-to-face PLTL method
- Modify the existing training course for the peer leaders to be effective facilitators in the cPLTL model
- Articulate the critical components for successful implementation of a cPLTL program

cPLTL permits PLTL pedagogy to be more widely adopted, especially in urban commuter universities and community colleges, because there is no need for classroom space, and it provides flexibility in scheduling for students with work, family, or other responsibilities.

IUPUI is well suited for the development of cPLTL because of the well-established PLTL program in first-semester general chemistry and because of the diverse student population. This project represents a partnership between the CTL, the Department of Chemistry and Chemical Biology, and University College. Principal Investigator Pratibha Varma-Nelson is one of the co-founders of the national PLTL project and is the executive director for the CTL. Lin Zhu, co-principal investigator, teaches the general chemistry course (C 105) on campus that incorporates PLTL workshops as a supplement to the lectures. Co-principal investigators Tom Janke, Randy Newbrough, and Lorie Shuck of the CTL contribute expertise for the instructional technology portion of the project. Veteran student peer leaders Kevin Mauser and John Sours, the driving force behind this project, are contributing to all aspects of the work.

This semester, C 105 is offering five sections of cPLTL in addition to the usual face-to-face sections. Every student in the cPLTL sections must have a personal computer and a high-speed Internet connection. Each of them is also loaned a web camera, microphone headset, and an electronic writing tablet. With this technology setup, the students are able to work together synchronously, and the peer leaders are able to implement pedagogical ideas and techniques adapted from the PLTL model for the cPLTL environment.

Questions about this project should be directed to Pratibha Varma-Nelson at pvn@iupui.edu. As development of the model progresses and more data are accumulated, additional information will be posted on a website created for the cPLTL project.
The National Science Foundation (NSF) currently funds two programs under the Robert Noyce Teacher Scholarship Program that allow IUPUI undergraduates to explore their interest in K–12 teaching while they are pursuing their STEM degrees as freshmen and sophomores. Then, the students take the course work needed for teacher certification in their junior and senior years.

Through the NSF Noyce Summer Internship program, freshmen and sophomore IUPUI science students spend eight weeks sharing their passion for science by working with children in an informal science education setting like the Children’s Museum of Indianapolis, the Lilly Diabetes Youth Foundation Camp, or the Junior Rocket Design Academy. IUPUI had eight summer internships to offer this past summer and will have an additional eight to offer in the summer of 2011. These competitive internships allowed IUPUI students to earn $3,200 for eight weeks of full-time work.

Noyce summer intern and BIOL-K 101 mentor Derrick Andry is just the type of student the NSF hopes to encourage to consider a career as a teacher. A chemistry major in the School of Science, Andry spent the summer of 2010 at the Children’s Museum of Indianapolis, the world’s largest children’s museum, working in the Biotechnology Learning Center leading science workshops for kids ages 10 and up. In the Biotechnology Learning Center, Andry donned a tie-dyed lab coat and presented hands-on chemistry experiments, including one he developed during his internship to make biodiesel fuel from plant oils, to enthusiastic visitors of all ages.

“I really like chemistry, and originally I planned to be a chemist, but while working as a recitation leader, I kept having lightbulb moments when I saw students finally getting it. It was then that I decided to be a high school chemistry teacher. Working in informal science education this summer at the museum has reinforced that decision,” said Andry of his summer experience. Biology K 101 recitation leader Bryan Ramirez stayed closer to home, working as a K 101 mentor here on campus for the summer as part of his Noyce Internship.

IUPUI Noyce interns, or any science major at IUPUI, can become NSF Robert Noyce Scholars as juniors by taking the next step of applying to the School of Education’s Teacher Education Program (http://education.iupui.edu/soe/programs/undergraduate/lttl.aspx). As Noyce Scholars, these science majors combine upper-level science courses and labs with a series of education courses known as “blocks” where they learn methods of teaching science to children, educational and adolescent psychology, and lesson planning and design. The students also complete an extensive student teaching semester in their senior year. For their combined work as both science majors and teacher education candidates, IUPUI juniors and seniors receive Noyce scholarship assistance of $12,500 a year, or $25,000 total for their last two years as IUPUI undergraduate students. Upon graduation, Noyce Scholars have a full bachelor’s degree from the Purdue School of Science at IUPUI as well as a secondary science teacher certification from the Indiana University School of Education at IUPUI. Noyce Scholars commit to two years of service as science or mathematics teachers at a high-need public school anywhere in the United States for every year of scholarship assistance they accepted.

Interested in finding out more about becoming a STEM teacher at IUPUI? UCASE, the Urban Center for the Advancement of STEM Education at IUPUI, has information about all programs at IUPUI for students interested in STEM teaching. Deadlines for the 2011 cohorts of each of these programs are approaching, so visit the UCASE website at http://www.iupui.edu/ucase/ for more information. You may also contact Director Kathy Marrs at (317) 278-4551 or kmarrs@iupui.edu, or Operations Director Kim Nguyen at (317) 274-1126 or knguyen@iupui.edu.
The Bepko Learning Center and the Office for Veterans and Military Personnel Partnership

LANDON J. BROTHERS

With the increasing number of students returning from military service to the IUPUI campus, the Office for Veterans and Military Personnel (OVMP) has been created. This office provides advocacy, service, and opportunities for veterans and beneficiaries of service members. In light of the increasing veteran student population at IUPUI, the Bepko Learning Center has decided to get more involved with the OVMP by creating a partnership.

For years, the Bepko Learning Center has collaborated with the Department of Veterans Affairs in an effort to find eligible tutors to work with veteran students. The Bepko Learning Center still offers this service to veteran students, but after attending a workshop sponsored by the OVMP, Bepko staff members brainstormed ideas on how to utilize veteran students. The first initiative taken was to clarify the process for veteran students seeking funding for tutoring. In previous years, the process was confusing to the veteran students as well as to the Bepko mentors. Increased communication with the OVMP has refined the process to allow veteran students to more easily be placed with a tutor.

The second initiative was to identify ways to get veteran students involved in the Office of Academic Mentoring. Many of the leadership skills and training that veteran students received in the military can be transferred to mentoring other students. Representatives from the Bepko Learning Center will be encouraging veteran students to apply for resource and academic mentoring positions by participating in a variety of events offered by the OVMP.

New Location for the IUPUI Multicultural Success Center

ZEPHIR BRYANT

“Sankofa” is a Ghanaian term that is often used in building community; the term means “looking back to move forward.” The IUPUI Multicultural Success Center (MSC) began with a call for action by IUPUI student activists and visionaries to create a new multicultural center. It is exciting to think about the future of the MSC here on this campus and the impact to be made.

The MSC leads the campus in creating an inclusive environment of excellence that embraces diversity and social justice. The center inspires all students to be creative, engaged, responsible, and ethically sound global citizens by providing opportunities for personal and professional growth, and community development.

The MSC features a resource center, computer lab, group study area, student organization suite, administrative suite, multipurpose room, several conference rooms, unisex restrooms, nursing mothers’ room, foot bath area, and Adaptive Educational Services.

As we launch the MSC, we also launch new innovative programs such as the Success Academy, a series of developmental workshops, as well as the Success Lecture Series, featuring diverse leaders and innovators to motivate and to inspire students by offering concrete strategies and skill sets necessary for success. The MSC will continue to offer leadership training, mentoring programs, cultural awareness educational programs, student organizational development, and access to resources for our stakeholders.

We envision the MSC as a success center that will be innovative, collaborative, and inclusive. All students, faculty, staff, and community members are welcome to the MSC, which is a space for everyone.
Dustin Blackwell finished the 2010 Boston Marathon on April 19 with a time of 2:56:34.

Ryan Blythe was announced as the PLTL Mentor of the Year for 2009 and is the president of the Filipino Student Association.

Krystal Broom (PLTL leader) was accepted into the IU School of Nursing.

Landon Brothers (Bepko) has been named as assistant director of the Bepko Learning Center's Office of Tutorial Support.

Megan Carrison, Ninah Clegg, George Kane, and Nehal Parikh (PLTL leaders) were named Bepko Scholars.

Molly Childers was awarded the Barbara D. Jackson Study Abroad Award.

Michael Heath (Bepko) has been named coordinator of Mentor Information Systems and Assessment of the Bepko Learning Center.

Adam Heavrin and Dustin Blackwell finished first and second (respectively) in the Planet Adventure Eagle Creek Half Trail Marathon.

Megan Hunt was given the Fernando Mercado Scholarship.

Megan Ishikawa (PLTL) was named as a Pieler Scholar and is vice president of the IUPUI International Club.

Matthew Lorch received the Bepko Learning Center Mentor of the Year Award. He also completed an eight-week study abroad program in Ifrane, Morocco, during summer 2010.

Kellen Knowles received the Christine Jakacky Award.

Tomas Mejome, Osato Ogbeifun, and Cleandrea Spencer (PLTL) were named DSRP Scholars.

Tomas Mejome (PLTL) is vice president of the Chemistry Club.

Marion Muthama (Bepko) became a member of the National Society of Collegiate Scholars (NSCS).

Ravia Patel (PLTL) is president of the Indian Student Cultural Association.

Shawn Peters (Bepko) has been named as assistant director of the Bepko Learning Center's Office of Academic Mentoring.

John Sours (PLTL) presented at the American Chemical Society’s National Meeting this past year.

### Alumni Spotlight: Ben Grimes

The fall 2010 Alumni Spotlight belongs to alumnus Benjamin Grimes. He graduated from IUPUI in 2006 with a bachelor’s degree in physics and a minor in both electrical engineering and mathematics. When asked why he chose to become an academic mentor, Grimes explained, “I originally signed up to be a mentor because I knew that I was good in physics and had done some tutoring before. I stayed a mentor because I felt like I made a difference in the futures of those who came to me for help.” After his first year as a mentor, Grimes was selected as an academic coordinator, one of two coordinators in University College to oversee a group of 30 mentors.

Grimes described one of his most memorable experiences while working as a mentor for IUPUI. He said, “I remember the day I got out of bed and couldn’t wait to go to work because I loved what I was doing, so I changed my major to physics in my final semester of engineering school. I am where I am because of my job at the Bepko Learning Center.” Grimes enjoyed working in the Bepko Learning Center because he felt the collaborative peer interactions with his fellow mentors fostered a great sense of teamwork to achieve a common goal.

Today, Grimes works full time as a physics teacher for Roncalli High School. He feels that his experience as an academic mentor has helped him become a successful leader in his new academic environment as well as in the classroom.

“I remember the day I got out of bed and couldn’t wait to go to work because I loved what I was doing, so I changed my major to physics in my final semester of engineering school. I am where I am because of my job at the Bepko Learning Center.”
Jean Pratt (Non-degree)
Jordan Pearson (Communication Studies)
Ravisa Patel (Biology/Pre-Optometry)
Maria Pappas (Biology)
Randee Owens (Biology)
Nick Novotny (Computer Information Technology)
Jill Noblet (Biology) *
Shane New (Pre-Professional)
Eduardo Muller (Mechanical Engineering)
Jamie Mullen (Dental Hygiene)
Ronni Moore (Pre-Individualized)
Meaghan Miller (English)
Jeremiah Merrell (Nursing)
Tomas Meijome (Biology/Pre-Medicine)
Samantha McManus (Psychology)
Melissa McCoy (Exercise Science)
Sean McCarthy (Marketing) *
Sarah Masick (Radiation Therapy)
Emily Martindale (Pre-Pharmacy) & International Studies)
Alex Lindsey (Psychology)
Kaitlyn Kleemann (Pre-Nursing)
Victoria Kinton (Pre-Physical Therapy)
Holly King (Pre-Nursing)
George Kane (Medical Humanities)
Kylie Kelemen (Pre-Nursing)
Michael Joes (Engineering)
Aline Jones (Psychology)
Tara Jones (Health Services Management)
Ben Jansen (Pre-Medicine)
Theo Judlith (Political Science & International Studies)
Michael Joel (Engineering)
Emily Lupo (Pre-Professional)
Nick Marg (Marketing; Supply Chain Management & International Studies)
Micheline Martin (Nursing)
Emily Matsushita (Pre-Pharmacy)
Sarah Musick (Radiation Therapy)
Sean McCarthy (Marketing)*
Melissa McCoy (Exercise Science)
Samantha McManus (Psychology)
Tam Means (Exercise Science)
Tamas Mezger (Biology/Pre-Dentistry)
Hannah Mees (Accounting)*
Jeremiah Merrill (Nursing)
Bradley Meyer (Biological Engineering)
Meghan Miller (English)
Renni Moore (Pre-Individualized)
Laila Messi-Baxa (Biological Engineering)
Jean Matar (Pre-Professional)
Alli Nabet (Biology)*
Nick Nievinski (Computer Information Technology)
Osago Ogbofen (Biological Engineering)
Rander Owens (Biological Engineering)
Maria Pappas (Biological Engineering)
Nehal Parikh (Biological Engineering)
Paul Paris (Pre-Professional Biological)
Rasia Patel (Biological/Pre-Optometry)
Amanda Pazuck (Biological Engineering)
Jordan Pearson (Communication Studies)
Jean Piat (Non-degree)

Students are listed by academic program they currently serve. Student's academic major is listed in parenthesis.

*Mentors with honors

MELANIE WICKER (Pre-Radiography)
MICHELLE WICKER (Communication Studies)
ANNA WICKER (Nutrition)

SCHOOL OF EDUCATION

Masa Delory (Pre-Fine Arts)
Amanda Haidle (Business Administration)
Taylor Maust (Elementary Education)

SCHOOL OF PHYSICAL EDUCATION AND TOURISM MANAGEMENT

Zach Brown (Fitness Studies)
Chloe Lipping (Tourism, Conventions, and Event Management)
Michael Meier (Exercise Science)
Scott Polley (Exercise Science)

SCHOOL OF NURSING

Katie Alpha (Nursing)
Chesley Fussner (Nursing)
Kristen Osburn (Nursing)
Jasmine Yung (Nursing)

SCHOOL OF ENGINEERING AND TECHNOLOGY

Dwight Brown (MotorSports Engineering)
Amanda Butter (Pre-InterDesign)
Karike Fugan (Business)
Akram Khudri (Mechanical Engineering)
Evan Krenke (Electrical Engineering)
Majes Loper (Electrical Engineering)
Christian Laroom (Business Administration)
Adam Remmed (Mechanical Engineering)
Eric O’Hara (Business Management)
Jeannie Sego (Interior Design)
Nikhil Thobram (Biomedical Engineering)
Rebekah Tinke (Marketing)
Andrew Wilson (Computer Engineering)

SCHOOL OF LIBERAL ARTS

Kimless Barourn (Sociology & Religious Studies)
Shane Callies (English)
Ben Calben (General Studies)
Elihan Montoya (Spanish)
Robert Morgan (Mathematics)
Steven Nester (Economics)
Casye Or (Elementary Education)
Charles Taylor (Psychology)

KELLEY SCHOOL OF BUSINESS

Justin Easley (Economics)
Kuddi Fulford (Accounting)
Ali Harrison (Nursing)
Andrew Hollinger (Fitness Studies)
Christian Laroom (Business Administration)
Marcus McKinney (Accounting & Finance)
Mary Mortara (Exploration)

Tony Nuntay (Mechanical Engineering)*
Eric O’Hara (Business Management)
Paul Pastrick (Pre-Professional Biological)
Dana Prans (Management)*
Korin Shays (Exploration)
Andy Welting (Business)*
Lauren Wytt (Biology)

MILITARY SCIENCE

Chasity Joyce (InterDesign)

SCHOOL OF JOURNALISM

Rebekah Ilia (Journalism)
Kat Zeller (Journalism)

SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

Cara Hao (Health Services Management)
Rachel Haltway (Civic Leadership)
Emily Lumen (Philosophy)
Traci Winbush (Biology)

SCHOOL OF SOCIAL WORK

Rebecca Rodriguez (Social Work)

SCHOOL OF DENTISTRY

Anna Wilson (Elementary Education)

SCHOOL OF INFORMATICS

Mercy Skimosis (Information Technology)
Jason Ull (Media Arts & Science)
Mentor Spotlight: Jacob Cole

MATT WADE

Jacob Cole began mentoring for first-year seminars during his sophomore year of college with the IUPUI Orientation Team (OTeam). He was a first-year seminar mentor for four semesters, and after completing his first two semesters of mentoring, Cole joined the summer OTeam. He worked at two summer orientation seasons, welcoming 4,000 new students to campus. He enjoyed mentoring for the OTeam in every aspect, but wanted to continue developing his passion for teaching and inspiring others. In the fall of 2009, he was selected for the student coordinator position. In this position, he is now able to implement his skills in supporting incoming students as well as mentors for first-year seminars and OTeam. Cole is still active in his role as a mentor and is committed to assisting new students as they transition to the IUPUI campus.

In addition to his coordinator position, Cole is now a co-instructor for two sections of Introduction to Mentoring (UCOL-U 211), a required course for all first-semester IUPUI mentors. Teaching is another avenue through which he can help mentors grow professionally, but he also describes his time as an instructor as an opportunity that allows him to grow within himself. When asked about his overall mentoring experience, Cole answered: “My experience with mentoring has been invaluable. It has introduced me to a new world that I never knew existed. What other form of campus involvement can you feel as accomplished as an undergraduate as being a mentor? You really are giving back to the future of the university.” Cole plans to continue his work after he completes his undergraduate degree by enrolling in the Higher Education and Student Affairs graduate program through Indiana University.

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