Due to the unique challenges faced by new international students, there is a need to have a mentoring program in place specifically for them. Through the IUPUI Office of International Affairs, the International Peer Mentoring Program (IPMP) was created to equip new international undergraduates with the tools to more easily acclimate culturally, academically, and socially. IPMP began as a volunteer program, but recently became a full-fledged scholarship mentoring program at the beginning of the fall 2011 semester. Since then, IPMP has become a model for international mentoring programs among U.S. universities.

The International Peer Mentoring Program consists of mentors in teams of three. Each mentoring team is typically assigned around 10 mentees for the semester based on the demand of new international undergraduate students registering for the program. This year IPMP has grown to 21 mentors, which make up seven teams mentoring 75 mentees. Each of the mentoring teams is comprised of a mixture of American students and experienced international students, as well as a combination of males and females. This mixture assures that each mentoring team is able to best accommodate its mentees no matter what the mentees’ needs or preferences are.

International peer mentors assist their mentees based on levels of need. When international students arrive at IUPUI, not only do they need to learn about the campus and its resources, but they must also adjust to a different language, environment, and culture while being thousands of miles away from their families. After this initial adjustment, international students must continue to adapt by learning to overcome culture shock and homesickness so they may ultimately become successful students, members of the campus community, and professionals.

Each year the majority of the mentoring hours are spent during July and August as new students arrive from around the world. The international peer mentors assist their mentees with their pre-arrival and immediate needs first by: finding safe affordable housing; learning public transportation to grocery stores; orienting themselves to the city and campus, and setting up bank, cell phone, and utility accounts. Leading up to and throughout international orientation, international peer mentors serve in assigned responsibility areas, which allows international orientation to run more efficiently. These responsibility areas include: welcome assistants, orientation assistants, engineering and technology assistants, outreach assistants, and the newly added Summer Bridge Program mentoring positions.

After assisting mentees with the urgent needs of settling into a new country, the mentors move forward with the ongoing goal of helping mentees adjust and succeed in their new academic environment. Reaching this goal includes learning campus resources for academic success and attainment, but also it includes encouraging mentees to get involved on campus and in the community so that they can make friends and positively share their cultures with others.

By assisting new international students, IPMP can provide mentees with the tools and resources needed to succeed at IUPUI. The result of encouraging successful international student acclimation is that all IUPUI students may partake in greater cross-cultural communication and understanding. As the IPMP motto goes, “We can make a world of difference!”
As a learning site, the University Writing Center’s (UWC) strength rests in offering students one-on-one, individualized attention. Learning to write effectively at the college level challenges most students. The conversations tutors initiate with students about their written work allow inexperienced writers to find the help they need to improve and experienced writers to further develop existing skills.

Tutors and students engage in dialogue about a wide range of writing concerns. They discuss understanding assignment sheets, brainstorming strategies for getting started, developing early drafts, organizing documents, adjusting to varied styles of documentation, composing resumes, and constructing personal statements, as well as offer direction in other forms of writing.

As experienced readers, tutors talk with students about ways to revise drafts. They focus particular attention on helping students think on paper. They coach them and talk out muddy ideas with students, guiding them toward expressing those ideas more clearly in their texts.

University Writing Center tutors also address language concerns. In the UWC’s teaching and learning environment, tutors’ attention is focused on helping students learn. Tutors do not correct students’ work for them. Instead, they identify patterns of error. For example, if a student consistently misuses semicolons, a tutor teaches that student first to recognize that pattern of error and then to learn options for using semicolons appropriately. In this way, UWC tutors focus attention on helping students gain expertise as writers not on fixing a single text.

Because IUPUI students write for a range of classes in diverse disciplines, students must learn to negotiate and adapt to multiple requirements as well as diverse conventions. Tutors support those efforts as student writers learn to understand written conventions required in a variety of disciplines.

Faculty who require UWC visits are encouraged to plan deadlines a week or more before writing project due dates; this allows students to make revisions. Students are encouraged to schedule tutoring sessions two to three days before a writing project is due. During midterm and finals, students should make their appointments four to five days in advance.

To check the hours of operation in both locations, call Cavanaugh Hall (CA 008H) at 274-2049 and University Library (UL 2125) at 278-8171. To learn about the University Writing Center, please visit the website at www.iupui.edu/~uwc or check the UWC out on Facebook!
Each August the IUPUI Summer Bridge Program welcomes first-year students to campus early to give them a jump start on their transition to college. This summer the program expanded to serve almost 600 students over a two-week period helping them to adjust to IUPUI and to prepare to meet the demands and expectations of college. Students register for the program at orientation and are grouped into sections of 25 according to majors or fields of study. Each section is supervised by an instructional team consisting of a faculty member, an academic advisor, a student mentor, and a librarian. The instructional team allows participants to make close connections with key campus personnel even before setting foot in their first college class.

Mentors play a key role in the Summer Bridge instructional teams. They serve as resources, role models, friendly sounding boards, and are responsible for accompanying Summer Bridge students to all scheduled activities. Mentors also participate in the planning of their sections with their fellow instructional team members; conduct sessions for their students on a variety of topics such as time management, student involvement, and campus resources; and organize daily icebreakers to help students connect with one another in a fun and relaxed setting. The program also utilizes the skills of specialized math mentors to conduct refresher sessions in mathematics for all participants. In 2012 the Summer Bridge Program welcomed all international first-year students to the program for the first time. To help provide added support for these students, the program partnered with the Office of International Affairs to add mentors from the International Peer Mentoring Program (IPMP) to those sections serving large numbers of international participants. IPMP mentors worked closely with the traditional Bridge mentors to address the special needs of international students, many of whom experience culture shock and language obstacles on top of the transition challenges typically experienced by domestic students.

The positive impact of the Summer Bridge Program is undeniable. Assessment has shown that students who participate have significantly higher one-year retention rates and fall semester GPAs than nonparticipants. Students who participate in Summer Bridge even graduate at higher rates than nonparticipants demonstrating that the effects of the program are not only significant but long lasting as well! Perhaps the most obvious outcomes of the program are the connections students form with one another and with the campus. These connections build students’ confidence as they embark on their college careers. As one past Summer Bridge Program student noted, “Bridge is such a special experience, because it gives you something many people don’t have the opportunity to have, confidence walking into your first day of college.”

For more information about the IUPUI Summer Bridge Program, visit http://bridge.uc.iupui.edu.
Being an academic mentor at IUPUI is a complex position that requires many skills that go far beyond just understanding course content. Academic mentors develop leadership and communication skills as they gain experience with classroom techniques and undergraduate instruction, as well as develop teamwork skills that help students with many different abilities and attitudes to work collaboratively towards strengthening their knowledge of difficult content. For some IUPUI mentors like Kyle Huerkamp, developing this expertise also leads to making a career decision to become a K–12 science teacher, improving science, technology, engineering, and mathematics (STEM) education along the way.

Kyle came to IUPUI from a successful career in aviation management. As an airline dispatcher, Kyle had years of experience with detail oriented work and making careful decisions under pressure, both of which are necessary for success in mentoring as well as K–12 school teaching. While Kyle loved his work in aviation, he also began to feel the need to do something more meaningful with his life, and he came to IUPUI to explore a career in a health field. After taking the required introductory biology and chemistry courses, and excelling in each class, Kyle became an academic mentor for BIOL-K 101, K103 and CHEM-C 105 as a Peer-Led Team Learning (PLTL) workshop leader. Kyle excelled as a mentor and soon began thinking of a career in K–12 school teaching. Kyle had some knowledge of the commitment and dedication that teaching requires, as his wife Aja is an elementary school teacher. Kyle also recognized the great impact teachers have on all children through his years of experience volunteering with Special Olympics.

Kyle applied for the Woodrow Wilson Indiana Teaching Fellowship program at IUPUI. Due to his strong content knowledge in science and his past experience as a peer teaching assistant at IUPUI, he was accepted for this prestigious fellowship in 2010. One year later, he joined the science department at Northview Middle School, and he is completing his second year as a middle school science teacher. Kyle’s ability to communicate high expectations to help his students work diligently, his demonstrated patience and creativity in working with students who are struggling to learn, and his enthusiasm for inspiring his students to love science helped earn him the recognition of Rookie Teacher of the Year at Northview Middle School in May 2012.

Kyle’s thoughts about mentoring are included below:

**How has the role of mentoring helped you in your career?** “The opportunity to be a mentor at the Bepko Learning Center has helped me tremendously in my current career. I teach middle school science in 90 minute blocks. This extended time can be a double-edged sword if lessons are not carefully planned. By utilizing several of the collaborative learning techniques that I learned at [the] Bepko Learning Center, students are able to learn from me and their peers in ways that actively engage them and lead to better content retention.”

**What aspects of mentoring are still evident in your work or life today?** “Purposeful planning is key to teaching. I learned this valuable skill as a mentor at the Bepko Learning Center. I was given the tools and advice to prepare lessons that helped students learn material and I continue to use this framework in my daily lesson plans.”

**What advice do you have for mentors as they step out of their role at IUPUI (University College) and transition into their career?** “No matter what career you are about to endeavor, the skills you will learn from University College (planning, goal setting, teaching) will apply and be useful.”

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**PhyLS (“Phyllis”) Opens!**

JOHN B. ROSS, PH.D.

On August 27 the new physics tutoring center officially opened with a ribbon cutting ceremony and refreshments. The chair of the Department of Physics, Dr. Andy Gavrin, formally inaugurated the Physics Learning Space (PhyLS) at 9 a.m. by cutting the ribbon across its doorway allowing tutors and their students to enter the newly renovated room. The existence of PhyLS addresses two long-standing needs of introductory physics students: one, a central location where free physics tutoring may be held; and, two, regular tutoring hours that span most of the day. In the past the physics department has offered free tutoring; however, the room changed from day to day due
Mentor Spotlight: Shawn Brickler

CHARLIE JOHNSON

Last fall Shawn Brickler, a Nina Scholar, took an IUPUI course where first-year students in the Nina Scholars Program and formerly incarcerated community participants from the near-eastside of Indianapolis came together to deepen the conversation and transform their ways of thinking about making successful transitions in life. Based in collaborative, dialogue-based learning, Shawn and his fellow students found that the experience produced, as Shawn wrote in one of his reflections, “real life lessons that transcend anything that could be taught in a traditional classroom.”

Adapted from the Inside-Out Prison Exchange Program model started 10 years ago at Temple University, the course is a first-year requirement of the IUPUI Nina Scholars Program, which supports the success of students who face some of the most challenging barriers in education and life. The Nina Mason Pulliam Legacy Scholars Program provides comprehensive financial, academic, and life skills support for students who were raised in the child welfare system, have physical disabilities, or are returning adults with dependents. These are students who otherwise may never have had the opportunity to earn a college degree.

In the course, Shawn soon came to realize the same powerful lessons others have learned in the program before him. “Of course, one goes into a situation like this, one of unfamiliarity and with preconceived judgments, nervous about the setting,” he said. “This isn’t a movie script. Those we call community students are people overcoming addictions and readjusting to society upon their release from prison. Some of them have spent significant portions of their lives behind bars. One goes into this class nervous about what to expect.” The unexpected thing, as Shawn and many of the other students would later share, is that community students start the class just as apprehensive about being with the campus students. “The beauty of this experience is the transformation that takes place within students on both sides of the equation,” Shawn goes on to say, “As we go through each week’s lesson, and begin to open ourselves up from each other’s perspectives and interpretations of course content.

Shawn’s experience was so transformative and moving for him that he became a vocal advocate for the course. This fall he is serving as the Inside-Out class peer mentor. “The class had such a huge impact on everyone involved that I wanted to be a part of it again this year, helping others realize the same experience I had.” He is finishing a bachelor of science degree in psychology, in addition to a certificate in human resource management. His future plans are to obtain a master’s degree in philanthropy, with the goal of heading a nonprofit in mentoring and educational assistance in K–12 schools.

to space constraints in the LD Building. Also, the daily hours when tutoring was available were limited since there were only two or three physics graduate students serving as tutors. These issues were resolved through grants from the Learning Environments Committee and the National Science Foundation (NSF), along with additional funding from the physics department.

It was well known in the physics department that room LD 021 was underutilized as an academic laboratory. With the Learning Environments Grant, the department was able to completely remodel the room, removing old lab benches, stools, and the worn tile floor by replacing them with brand new whiteboards, tables, chairs, and wall-to-wall carpeting. This newly renovated space was transformed into PhyLS. Introductory physics students now have a central location where they can seek help.

In addition to the renovation, funds from the department and from the NSF’s Central Indiana STEM Talent Expansion Program (CI-STEP) Grant provide the salaries of undergraduate tutors. Dr. John Ross, lecturer in the physics department, has worked closely with Professor Gavrin in recruiting tutors from those students who have earned an A in both PHYS 15200 and PHYS 25100 — the calculus-based introductory physics sequence. As a result, the physics department has hired students majoring in chemistry, computer science, engineering, mathematics, and physics. Several physics graduate students also help staff PhyLS, and some simply drop in and help whenever PhyLS is full. Introductory physics students can come to PhyLS anytime between 9 a.m. and 6 p.m., Monday through Thursday, or between 9 a.m. and 12 p.m. on Fridays and be assured that one or more tutors are present to help.

Please spread the word that PhyLS is open and ready to help students with their physics questions!
Mentor News and Updates

- Twenty-first Century Scholars Mentoring Program received the National Academic Advising Association’s (NACADA) 2012 Outstanding Institutional Advising Program Award.

- Sukhjeet Gill (International Peer Mentoring Program) is the treasurer for the International Club, the volunteer coordinator for Kelley Indianapolis Cares, and the secretary for Women and Business.

- Haley McGough (Bepko Learning Center) was accepted to study abroad next spring in Canterbury, England, at the University of Kent.

- Nicole Miller (Academic and Career Development Peer Assistant) was accepted into the Indiana University School of Nursing the first time that she applied.

- Chloe Payton (Academic and Career Development Peer Assistant) was on the School of Liberal Arts dean’s list for the fall 2011, spring 2012, and summer 2012 semesters.

- Jeffery Roos (International Peer Mentoring Program) was inducted into IUPUI’s Golden Key International Honor Society for being in the top 15 percent.

- Katherine Scott (Bepko Learning Center) will be participating in the Art Abroad Program in London this coming summer.

- Sara Suarez (Bepko Learning Center and International Peer Mentoring Program) was elected president of the IUPUI International Club.

Alumni News and Updates

- Carmen Rodriguez, former international peer mentor, recently graduated and started working for Catholic Charities Refugee and Immigration Services. In doing so, she continues to demonstrate her passion for helping those in the international community in Indianapolis.

- Daniel Popoola, former international peer mentor, has moved to New York for graduate work in behavioral neuroscience at Binghamton University.

IUPUI FALL 2012 MENTORS

Listed by academic program for which they currently serve. Student’s academic major is listed in parentheses. *Mentors with honors

ACADEMIC AND CAREER DEVELOPMENT PEER ASSISTANT PROGRAM
Tagreed Abdulbari (Psychology)
Re’Nesia Brown (Exercise Science)
Sarah Cranford (General Studies)
Rhonda Ferguson (Master’s Certificate)
Ian James (Computer Graphics Technology)
Nicole Miller (Nursing)
Mary Mortara (Health Services Management & Policy Studies)
Jhalak Patel (Accounting)
Mayuri Patel (Elementary Education)
Chloe Payton (Communication Studies)
Lizzy Richards (Communication Studies)
Stephanie Rigdon (Psychology)
Cassie Daet (Biology)
Sandep Dhadwal (Health Sciences)
Amy Dzemala (Psychology)
Brittany Durre (Biology)
Lisa Edgington (Pre-Nursing)
Diadra Flemister (Psychology)
Don Gallant (Pre-Med Biology)
Lance Goyke (Exercise Science)
Whitney Gray (Pre-Med Biology)
Rachel Hale* (Biomedical Engineering)
Iraj Hassan* (Pre-Med Biology)
Anne Huber (Biology)
Elizabeth Irick (Psychology)
Harminder Kaur (Medical Imaging Technology)
Manjot Kaur* (Nursing)
Brandon Kellinghaus (Pre-Med Biology)
Sophia Kim (Biology)
Maira King (Psychology)
Katrina Lemus (Nursing)
Chrissy Leslie (Nursing)
Maria Lopez (Marketing)
Heidi Maisonet (Nursing)
Nora Martenyi (Psychology)
Haley McGough* (Pre-Med Biology)
Chad Montgomery (Criminal Justice)
Morgan Mrotek (Health Information Administration)
Maeve Muller (Pre-Nursing)
Meredith Ollier-Ritter (Policy Studies)
Kristen Osburn (Non-Degree Seeking)
Binal Pandya (Biology)
Manisha Patel (Biology)
Raveena Patil* (Mechanical Engineering)
Gabriella Phillips (Business)
Jamie Query (Anthropology)
Mariam Qureshi* (Pre-Med Biology)
Bryan Ramirez (Biology)
Janalee Redden (Psychology)
Zachary Reynolds* (Computer Science)
Brittany Richard (Radiography)
Tiffany Riddle (Biology)
Devin Ryan (Nuclear Medicine)
Katherine Scott (Art History)
Stephanie Scott (Pre-Radiation Therapy)
Mehdi Shadmand (Biography)
Marvin Shamuyarira (Informatics)
Stephanie Simopoulos (Psychology)
Ashley Smawwell (Health & Rehabilitation Sciences)

BEPKO LEARNING CENTER
Sameerah Alkhairy* (Biology)
Nick Bahktiani (Mechanical Engineering)
Kimberly Baum* (Political Science)
S’Leslie Bell (Psychology)
Jennifer Boldig (Public Safety Management)
Kristen Burks (Psychology)
Meredith Ollier-Ritter (Policy Studies)
Meredith Ollier-Ritter (Policy Studies)
Bryan Ramirez (Biology)
Janalee Redden (Psychology)
Zachary Reynolds* (Computer Science)
Brittany Richard (Radiography)
Tiffany Riddle (Biology)
Devin Ryan (Nuclear Medicine)
Katherine Scott (Art History)
Stephanie Scott (Pre-Radiation Therapy)
Mehdi Shadmand (Biography)
Marvin Shamuyarira (Informatics)
Stephanie Simopoulos (Psychology)
Ashley Smawwell (Health & Rehabilitation Sciences)
INTERNATIONAL PEER MENTORING PROGRAM

Susana Bickel (International Studies)
Sujay Chandorkar (Computer Science)
Rishi Chandra (Supply Chain Management, Accounting, & International Studies)
Leena Dobouni (Environmental Science)
Sukhjeet Gill (Management, Human Resources, & International Studies)
David Hanna (Computer Information Technology)
Hannah Ishikawa* (English & French)
Kohta Kimura (Mechanical Engineering)
Sharifah Kyazike (Biology)
Rui Liang (Accounting & Finance)
Leandro Moretti* (Biomedical Engineering)
Anh Nguyen* (Biology)
Monsie Perez (English)
Dewi Permatasari (Accounting & Finance)
Ameya Sharma* (Mechanical Engineering)
Sara Suarez (Marketing, Supply Chain Management, & International Business)
Jingyi Wang* (Environmental Health Sciences)
Brandalynn White (Political Science & Philosophy)

MATH ASSISTANCE CENTER

Frances Akaluski (Actuarial Science)
Aaron Anderson* (Accounting, Finance, & International Studies)
Daniel Bollier (Exercise Science/Pre-Optometry)
Sujay Chandorkar (Computer Science)
Armaan Choudhary (Marketing and Supply Chain Management)
Audra Cokain (Pre-Med Chemistry)
Michael David (Electrical Engineering)
Benjamin Duncan (Mechanical Engineering)

NINA SCHOLARS PROGRAM

Raeanne Adams* (Science)
Shawn Brickler (Psychology)
Sujay Chandorkar (Computer Science)
Urmi Claywell (Health Sciences)
Michael Rice (Business)
Reenee Wright (Social Work)

OTEAM

Valeria Arambula (Political Science)
Tushar Bahktiani (Mechanical Engineering)
Sage Bates (Psychology)
Ilyas Berhane (Chemistry)
Nicole Blair (Nursing)
Shannon Britt (Computer Information Technology)
Dwight Brown (Mechanical Engineering & Motorsports Engineering)
Samantha Browning (Social Work)
Jennifer Campos (Psychology)
Diana Cardenas (Health Services Management)
Sujay Chandorkar (Computer Science)
Ramandeep Chohan (Chemistry)
Amber Clark (Exercise Science)
Luke Coleman (Nursing)
Bradley Cox (Chemistry)
Chavelle Curd (Criminal Justice)
Britttni Curry (Physical Education & Fitness Studies)
Keslie Curtis (Pre-Radiography)
Joshua DeBard (Secondary Social Studies Education)
Jenna Delagrage (Elementary Education)
Nate DeVore (Public Safety Management)

KATLYN DORMAN (BUSINESS MANAGEMENT)

CHRISTOPHER EPPARDS (COMPUTER INFORMATION TECHNOLOGY)

NICHOLE FLOWERS (ELEMENTARY EDUCATION)

TYRIS FORD (NURSING)

REBECCA FRANKER (DENTAL HYGIENE)

CHARNELLE FREE (CLINICAL PSYCHOLOGY)

ATRISHA GARDNER (SOCIAL WORK)

ASHLEIGH GIBSON (POLITICAL SCIENCE)

MICHAEL GILLIS (BUSINESS)

SHELBI GROW (BIOLOGY)

JUSTIN GUILLON (HISTORY)

VINAYAK GUPTA* (BIOLOGY)

ELIZABETH HALLOCK (ART EDUCATION)

EMILY HAMMEL (EXPLORATORY & JOURNALISM)

JORDAN HANAWAY (HEALTH SCIENCES)

ELIZABETH HARRIS (BUSINESS)

LOLA HARRIS (ACCOUNTING)

RACHEL HATHWAY (CIVIC LEADERSHIP)

KIMBERLY HIPSher (CRIMINAL JUSTICE)

KIMBERLY HO-A-LIM (PRE-MED BIOLOGY)

KIMBERLY HOWNSE (FINE ARTS)

JORDAN HUDELSON (NURSING)

ELIZABETH IRICK (PSYCHOLOGY)

UNIQUE JETER (SOCIAL WORK)

JENNIFER JONES (SOCIAL WORK)

AKRAM KHATIB (MECHANICAL ENGINEERING)

CASEY KING (EDUCATION)

JESSICA KING (PRE-LAW)

ASHLEY KIRCHOFF (PSYCHOLOGY)

ALEXIS KOHN (PRE-NURSING)

DEVON LEARY (COMPUTER INFORMATION TECHNOLOGY)

CHLOE LIPKING (EXERCISE SCIENCE)

DENITRA LOCKHART (COMMUNICATION STUDIES)

CHRISTIAN LOLA (INTERNATIONAL STUDIES)

AMANDA LUND (MECHANICAL ENGINEERING & MOTORSPORTS ENGINEERING)

ROBERT MARTINEZ (CRIMINAL JUSTICE)

LEE MATTHEWS (EXERCISE SCIENCE/PRE-PHYSICAL THERAPY)

JORDAN MCGINTIRE (FITNESS STUDIES)

JOSE MIRANDA (COMPUTER ENGINEERING)

CHAD MONTGOMERY (CRIMINAL JUSTICE)

LAUREN MOORE (EDUCATION)

MARY MORTARA (HEALTH SERVICES MANAGEMENT & POLICY STUDIES)

MORGAN MOTEK (HEALTH INFORMATION ADMINISTRATION)

SANDRA NDICHU (FORENSIC AND INVESTIGATIVE SCIENCES)

IVETTE OLAVE (PSYCHOLOGY)

KELLEY PAYTON (PRE-NURSING)

HAMEZH RADWAN (HUMAN RESOURCES)

ERIN REED (VISUAL COMMUNICATIONS)

JOHN REED (BUSINESS MANAGEMENT)
IUPUI Mentoring Components

Academic and Career Development
UC 3004
317-274-4856
http://advising.uc.iupui.edu

Bepko Learning Center
UC 2006
317-274-4818
http://blc.uc.iupui.edu/

Math Assistance Center
UC B001
317-274-7898
http://mac.iupui.edu/

International Peer Mentoring Program
ES 2126
317-274-7000
http://iservices.iupui.edu/
welcome/peer-mentoring/

Nina Scholars
UC B10
317-278-7878
https://nina.uc.iupui.edu/

OTEAM
UC 2007
317-274-4240
http://orientation.uc.iupui.edu/MeettheOTeam.aspx

Peer-Led Team Learning
LD 201
317-274-6872

Twenty-first Century Scholars
UC B07
317-274-1592
http://scholars.uc.iupui.edu/

IUPUI FALL 2012 MENTORS

Listed by academic program for which they currently serve. Student’s academic major is listed in parentheses.
*Mentors with honors

Ashley Rethlake (Nursing)
Joe Rust (Social Studies Education)
Kevin Shamuyarira (Supply Chain Management)
Marvin Shamuyarira (Informatics)
Stephanie Springer (Education)
Sara Suarez (Marketing, Supply Chain Management, & International Business)
Hui Tan (Finance)
Chad Taylor (Architectural Technology)
Weston Tenbarge (Health Sciences)
Miranda Thompson* (Business Management & Marketing)
Brenden Vickers (Pre-Business)
David Tyler White (Communication Studies)
Michelle Wickham (Communication Studies)
Micah Willhite (Physical Education)
Courtney Williamson (Art Education)
Sydney Willmann (Journalism)
Caily Wolma* (Journalism)
Lauren Wyatt* (Biology)
Yuese Zheng (Biomedical Engineering)
Steven Ziolkowski (Health Sciences)

PEER-LED TEAM LEARNING

Hayden Baumgardner (Mechanical Engineering)
Kelly Biro* (Biology)
Anna Brenneman (Biology)
Matthew Brown (Prep for Professional School)
Sarah Carr (Prep for Professional School)
Tsungai Chingombe (Chemistry)
Hunter Cox (Biomedical Engineering)
Timothy Emmel (Biomedical Engineering)
Paola Fernandez (Biology)
Hayley Grzych* (Chemistry)

Vinayak Gupta* (Biology)
Maria Harlan* (Biology)
Katie Havard* (Neuroscience)
Andrew T. Headrick (Biology)
Alicia Herb (Chemistry)
Graham Hogg (Biology)
Mallory Huser (Chemistry & Spanish)
Ashley Kemp (Biology)
Mai Khuu (Biology)
Sarah Kiefelkamp* (Pre-Dentistry Biology)
Tyler Laine (Biomedical Engineering)
Christian Lee* (Mechanical Engineering)
Matt Logsdon* (Chemistry)
Connor Love* (Biology)
Ahmed Malik* (Chemistry)
Jordan Masopust (Biology & Psychology)
Jacob McDaniel* (Chemistry)
Callie Meece* (Chemistry)
Tomas Mejome (Biomedical Engineering)
Stephanie Metcalfe* (Chemistry)
Anh Nguyen* (Biology)
Gregory Nowak II (Prep for Professional School)
Matthew Philips* (Biology)
Christian Powers* (Physics)
Rebecca Poyner (Exercise Science)
Dan Preston (Biology)
Melissa Rafferty (Prep for Professional School)
Tori Rarity* (Biology)
Janalee Redden (Psychology)
Austin Reilly* (Chemistry)
Jens Richards (Chemistry)
Becca Robison (Prep for Professional School)
Jagdeep Sahota (Chemistry)
Mehdi Shadmand (Biology)

Neelam Shah (Biology)
Marina Sharif* (Chemistry)
Zahir Sheikh (Biology)
Jeremy Sherer (Chemistry & Spanish)
Yaniv Shmukler* (Biology & Spanish)
Rachel Skillman (Chemistry)
Aaron Sparks* (Exercise Science/Pre-Physical Therapy)
Cleandrea Spencer* (Biology)
Roziya Tursunova* (Neuroscience)
Tyler Vernon (Biomedical Engineering)
Thomas Wagner (Chemistry)
Lincoln Wallis* (Chemistry)
Alex Wallis (Chemistry)

TWENTY-FIRST CENTURY SCHOLARS

Brandon Amos (Exercise Science/Pre-Physical Therapy)
Candice Childs (Exercise Science/Pre-Physical Therapy)
Brittany Collins (Journalism & Psychology)
Tyris Ford (Nursing)
Shelby Guffey (Nursing)
Lola Harris (Accounting)
Lawrence Hemphill III (Philosophy & Communications)
Jacquelyn Ison (Respiratory Therapy)
Magali Nava (Nursing)
Cassandra Rodriguez (Nursing)
Elizabeth Roper (Nursing)
Kevin Rose (Business)
Chuanjuava Sells (Nursing)
Chelsea Tabor (Nursing)