Over the past 15 years, the percentage of students enrolled in CHEM-C 105 Principles of Chemistry I who receive a D, F, or withdraw from the course has dropped more than 20 percent. This means that one in five students who would have previously withdrawn or received a failing grade are now performing well in the course. This begs the question, what is the reason for this drastic change?

In 1998, IUPUI launched the Peer-Led Team Learning (PLTL) program. The PLTL model has been progressively implemented into the CHEM-C 105 course. The PLTL model is a peer-led instructional method that requires students to attend weekly workshops that generally consist of 8–12 students and one peer leader who has previously had success in the course. During this weekly workshop, the leader facilitates discussion and collaborative learning activities. When chemistry-related questions arise, peer leaders shift the students’ focus toward the critical thinking necessary to solve problems rather than simply providing answers. Peer leaders are by no means chemistry content experts, but they are able to use group dynamics, educational resources, and the redirecting method to ensure that students are effectively grasping key concepts and gaining the skills necessary to succeed in the course.

The benefits of the peer-led model include individual attention to students and a more comfortable environment in which students are able to openly ask questions, discuss chemical concepts, and learn collaboratively. CHEM-C 105 students are not the only ones who benefit from PLTL. Peer leaders, who themselves are students, meet once a week in CHEM-C 496 Special Topics in Chemistry. Peer leaders take this training course in order to review materials and to solidify their understanding of foundational chemistry concepts while simultaneously improving their leadership skills. Former PLTL leader Jens Richards stated, “The PLTL program is an excellent place to grow as a person. The skills you learn will help you in both your professional and academic careers.”

In recent years, the program has evolved to implement an online offering of PLTL, known as cyber PLTL (cPLTL), in which students meet in virtual classrooms. Adobe Connect technology allows students to participate in online workshops where they are able to share audio, video, and their work in real time. Students are able to achieve the same benefits as the face-to-face PLTL model. Andrew Headrick claims, “as a former cPLTL student, and a current cPLTL leader, I have witnessed firsthand the continuous impact the program makes in the lives of CHEM-C 105 students and peer leaders alike. I am constantly reminded of why I chose to become a peer leader.” The cPLTL project is one of six national winners of the 2012 Sloan-C Effective Practice Award.

The PLTL program continues to grow both in its face-to-face and online offerings. With each semester, new pedagogical methods are being implemented, and more students are reaping the benefits. In future semesters, PLTL aims to continue to impact the lives of both students and peer-leaders.
Grainger Industrial Supply Gift Will Fund Mentor Scholarship at IUPUI University College

Grainger Industrial Supply has made a $10,200 donation to IUPUI University College to establish the Grainger Foundation Mentor Scholarship. The gift will provide scholarships for mentors through the IUPUI University College Bepko Learning Center and the IUPUI Office of International Affairs.

Joshua Garey, Grainger Industrial Supply Indianapolis branch manager, and Dan Chier, Grainger Industrial Supply supervisor, presented a check to Harriett Bennett, IUPUI University College executive director; Mark Minglin, Bepko Learning Center director; Shannon McCullough, Bepko Learning Center associate director; Landon Brothers, Bepko Learning Center assistant director of tutorial support; and IUPUI student Sandeep Dhadwal.

“The gift will help us sustain our successful mentoring program and enhance student learning,” said Kathy E. Johnson, University College dean and associate vice chancellor for undergraduate education.

“The generous gift by Grainger will go a long way in helping to support the many IUPUI mentoring programs,” Minglin said. “It is a testament to the good work Grainger does in working with local community groups and organizations.”

Dhadwal, a student mentor at the Bepko Learning Center, believes that "mentoring is a system that provides growth on both sides. You have the mentees that are coming to get assistance to help them on their path for college, and you have the mentors who are assisting but at the same time gaining skills, too, such as leadership, teamwork, and communication.”

With 2011 sales at $8.1 billion, Grainger is a Fortune 500 company and a perennial member of Fortune’s Most Admired Companies list.

Technical Communication (TCM) Writing Center

Supported by the School of Engineering and Technology dean’s office, the Technical Communication (TCM) Writing Center provides services to all students who are enrolled in the School of Engineering and Technology or students who are taking engineering and technology classes. The TCM Writing Center tutors specialize in working with technical communication in engineering and technology fields. This situation is relatively unique for writing centers nationwide, as only a handful of technical communication writing centers exist.

TCM Writing Center tutors can help students with any part of the communication process, including planning, organizing, writing, revising, citing sources, or presenting. They can assist students with a wide range of assignments, from worksheets, instructional documents, and lab reports to highly technical formal reports, proposals, or theses. Tutors also work with students who need assistance with resumes, cover letters, personal statements, oral presentations, and other types of documents. These one-on-one tutoring sessions are designed to help students recognize problem areas in their writing and learn to improve in those areas over time. Approximately 40 percent of the students the TCM Writing Center serve are international students with varying levels of English written communication proficiency.

The TCM Writing Center is a valuable asset for engineering and technology students, but the students are not the only ones who benefit. Tutors also gain rich one-on-one experiences while providing hands-on assistance to students. During this process, both tutors and students develop better communication skills. Check out “Tales of the TCM Writing Center, Episode 1: Manually Distressed” on YouTube (http://www.youtube.com/watch?v=gRd_xZi_S3c).

The TCM Writing Center uses an online appointment system, although walk-ins may also be accepted depending on availability of tutors. If you are an engineering and technology student or are taking engineering and technology classes, visit the online scheduling system to make an appointment: https://www.et.iupui.edu/TCMScheduling/. More information about the TCM Writing Center, including the current semester hours of availability, can be found at http://www.engr.iupui.edu/tlc/TCMWritingCenter.

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Real-World Experiences through the University College Leadership Grant

Health Studies in Santiago, Chile

BY LISA EDGINGTON

When I began investigating the possibility of participating in a study abroad experience, I had so many questions. The idea of studying in another country was both exciting and intimidating at the same time. Costs associated with studying abroad were a concern. The University College Leadership Grant made this dream become a reality. The program I chose in Santiago, Chile, combined both a health studies clinical observation internship and a course in medical Spanish, which was ideal for me as a pre-nursing student minoring in Spanish.

I chose a homestay living arrangement. My house mom, who did not speak English, really helped me develop my Spanish-speaking skills. When communication was challenging, we used hand signals, broken verbal conversation, and written notes to get through. We found a fun way of bridging the gap via a local television program. Santiago has its own version of *Who Wants to Be a Millionaire*, and we spent every weeknight for the first two weeks eating dinner and watching the show together. I was treated like a member of the family, and we still continue to have contact with each other.

The clinical observation internship focused on learning about the current health care system in Chile. It was interesting, in depth, and thorough. The most fascinating lectures focused on learning about the Mapuchi, the indigenous people of Chile, and about how they practice their primitive medicine in the modern world. We shared a traditional meal with the elders in a Mapuchi village and sat around a campfire listening to popular legends of their people.

Time away from studies included traveling with a group to San Pedro de Atacama, Chile, and getting to see the most beautiful mountainsides, salt lakes, natural geysers, and wildlife. I went white-water rafting down a river that was set deep in the Andes Mountains. These are just a few of the incredible moments I spent in my seven weeks studying abroad.

Cultural Experience through Medicine in Cusco, Peru

BY WHITNEY GRAY

Growing up in a small Indiana town provided me with little cultural awareness, so I wanted to study abroad. Little did I know that studying abroad in Cusco, Peru, would provide me with insight and understanding toward my life and future career. I learned about Cusquenas and their way of life, as well as who I really am and what I want to do for the rest of my life. Based on tradition as well as naturalistic practices, the Cusquenan culture is much different than the hectic American society I was accustomed to. I was able to expand my cultural competence because the native Cusquenas were willing to explain their culture.

In addition to in-class learning, we traveled to markets and museums in order to practice speaking Spanish. The interaction with the locals was the most beneficial part of learning a new language. Every week we volunteered at San Juan de Dios performing duties such as laundry or feeding patients. We continually felt needed and truly appreciated. In addition to weekly volunteering, we were able to observe physicians in the health care setting. The physicians we shadowed were able to combine biomedical practices with traditional medicine in order to holistically heal their patients, something I aspire to do for my future patients. Although procedures were performed differently compared to the United States, the empathy and desire to help those in need was still apparent.

I also developed personally during the trips I made and the experiences I had with the other students traveling the countryside. Everyone in my program had the desire to make a career in medicine and wanted to understand a new culture. To some students, that meant talking with their host parents, and to others it meant eating cow intestines with the locals. In order to experience a different culture, we traveled every weekend to different locations in Peru. We rock climbed, hiked Machu Picchu, jumped off a mountain, and survived the challenges of Lago de Titicaca.

I could write endlessly about my experience in Cusco, Peru. It was an experience of a lifetime that was completely unexpected. I am returning to South America this summer to understand other health care systems and cultures. This experience has also sparked my desire to pursue a doctoral degree in medicine and a master’s degree in public health. Ultimately, I can never express how grateful I am for the University College Leadership Grant I received because without it I would have never been able to study abroad or discover my true passion in life.
Mentor Spotlight:
Brittany Collins
Twenty-first Century Scholars Peer Mentoring Program
BY HEATHER KINNEY

Brittany Collins, a mentor for the Twenty-first Century Scholars Peer Mentoring Program, began her college career like many students at IUPUI fighting the “commuter’s struggle,” as she calls it. After an uneventful first year, she wanted to get more involved her sophomore year. As she began looking into scholarships, she learned about the peer mentoring program in the Twenty-first Century Scholars office. Most students would not know the program was here unless they were involved with it themselves. The Twenty-first Century Scholars Peer Mentoring Program provides workshops and activities for first-year students to keep them from “bumping their head” and make them “feel more cemented on campus,” Brittany explains.

As the saying goes, you cannot help someone else without helping yourself. Brittany shares that mentoring has helped her affirm and redefine her interest in psychology. At first she thought she wanted to pursue clinical psychology, but now she realizes she wants to help people with everyday problems. Mentoring gives her the opportunity to do just that by meeting with students one-on-one and in group sessions. Furthermore, Brittany realized that she has plenty to offer. At first she wondered how the dynamics would play out, since she is not much older than her mentees. However, she stresses that this has been a strength because she can relate so readily and a lot of her mentees still see her as someone they can learn from and as a valuable resource.

Overall, Brittany says the best thing about mentoring is seeing mentees getting involved in other activities on campus and building connections in the community. Two of Brittany’s mentees are now mentors in the Twenty-first Century Scholars Peer Mentoring Program.

Mentor Alumni Spotlight:
Julie Caudill-Reindel
BY CHARLIE JOHNSON AND LANDON BROTHERS

Former Nina Scholar and academic mentor for the Bepko Learning Center, Julie Caudill-Reindel found her call to nursing through her mentoring experience at IUPUI. Julie says, “Mentoring was an incredible experience for me. Never in my life did I feel comfortable speaking in front of others, but I came out of my shell when I became a mentor. It allowed me to express my passion for biology and science and help others learn it for their majors.”

As a mentor, Julie began to determine exactly what she wanted to do with her career interests. Julie knew she wanted to be in the medical field, yet her interest in education was sparked by watching her mentees succeed academically. This experience catalyzed her vision to eventually pursue a master’s of science in nursing to become a nurse educator. Julie notes, “I was always fascinated with science and wanted to share that with others. It prepared me for my current position as a nurse.”

Julie is currently on the path to pursue her vision. Upon graduating from IUPUI in May 2011, she began working in the operating room at Methodist Hospital as a nurse. Less than a year later, Julie was promoted to coordinator for general and gynecology surgery where she assists staff and provides in-service training on new products. In looking at her recent success, it appears that she is well on her way to achieve her goal of being a nurse educator.

The success stories of mentor alumni are not uncommon. Julie’s story is an example of how mentors leaving IUPUI continue to utilize skills that were instilled in them in helping others achieve at IUPUI. These skills continue to manifest themselves in serving others beyond the IUPUI campus while simultaneously achieving their own goals.
Easter Seals Crossroads and Former Bepko Learning Center Resource Mentor Chrissy Leslie

BY SHANNON MCCULLOUGH

As the number of students who fall on the autism spectrum increases on college campuses in central Indiana, the Easter Seals Crossroads organization determined it was beneficial to provide these students with a support network, partnering them with someone who could aid in the transition to and through college. Through partnerships with Butler University, University of Indianapolis, Ivy Tech Community College, Ball State University, and IUPUI, PeerXChange has been created for college students on the autism spectrum to assist them with social interactions and skills. Students with autism are paired with a peer mentor who will help with time management, involvement in social activities, connection to campus resources, and the transition to college.

In the fall of 2011, the Bepko Learning Center began working with Adaptive Educational Services to assist in increasing the number of possible mentorships that could develop through this program. Bepko Learning Center resource mentors offer the types of services that the PeerXChange program wanted. Resource mentors were excited about the opportunity to gain education and awareness of autism and to be a supportive partner for these students. Christine “Chrissy” Leslie stands out as someone who showed exceptional dedication to this program, and though she has not continued her mentor position with the Bepko Learning Center, she has voluntarily continued her mentorship to her autistic mentee.

Having a brother with autism, Chrissy knew that one of the biggest challenges for autistic individuals is to gain trust in others. When asked how she was not only able to get her mentee to warm up to her but continue to come to their meetings for many semesters, she explains, “I took an interest in his interests,” even researching those interests with which she was unfamiliar so she could “talk to him on his level and have a back and forth dialogue.” She has opened him up to social situations and has seen a tremendous change in his ability to thrive in these settings.

Chrissy explained that this experience has given her an interest in potentially working with autistic individuals in her nursing career. For now, she is enjoying the bond that she has with her mentee, “He has taught me to enjoy simple things, he gets really excited and fascinated about little things.... Makes you appreciate how beautiful things are. I feel like [many people with autism] have a different lens.”

Visit the PeerXChange website (www.eastersealscrossroads.org/peer-xchange-program) to learn more about the program and to find out how you can become a mentor!

Academic All-Star

BY KRISTEN BURKS

Strength and conditioning 7:00–8:30 a.m. Class 9:00 a.m.–2:00 p.m. Practice 3:00–5:00 p.m. Eat. Sleep. Repeat. Day in, day out. Week after week. Just thinking about this schedule will make anyone’s head ache, yet student athletes all over the country do it every semester.

For several years the Athletics Advising Office has been teaming up with resource mentors at the Bepko Learning Center to assist distressed student athletes with their studies. These learning specialists teach athletes basic study skills that many of them did not utilize during their high school years. The mentors teach them how to make schedules, prioritize their time, create study guides, read textbooks more effectively, and use study techniques that best fit their learning styles.

The program has witnessed much success, and one such success story is that of basketball player DeAirra Goss. Like many other student athletes, Goss struggled to maintain a strong GPA while dealing with her grueling basketball schedule. After meeting every week with one of the mentors last semester, Goss is a very different student than when she first began. She creates a semester, weekly, and daily schedule that she finds to be very helpful. She does not procrastinate and has found her stress levels to be much lower than what they were prior to her meetings. Not only is she experiencing success while on the court this semester, but now she is experiencing it off the court and in the rest of her life.

Picture courtesy of Justin Casterline
IUPUI Hosts 2nd Annual National Mentoring Symposium

BY SHANNON MCCULLOUGH

IUPUI hosted the 2nd annual National Mentoring Symposium in late October. We celebrated our ten-year anniversary of providing professional development to peer mentors across the nation, an achievement that resulted in the Mentoring Symposium officially reaching national status, as announced at the 2011 annual event. The partnerships developed and sustained throughout the years are the foundation of the success in growing this symposium for the benefit of developing student mentors.

The Mentoring Symposium is a one-day national conference for students who work as peer mentors in various capacities. The conference allows for peer mentoring programs from around the nation to come together for personal and professional development. Peer mentors, program staff, and faculty enhance their skills and increase their understanding of strategic methods to mentor students.

The 2012 Mentoring Symposium opened with one of the most unforgettable and inspiring keynote speakers that the event has had—Kevin Wanzer. He was the first keynote speaker in the event’s infancy, and it was an honor to bring him back to celebrate the ten-year anniversary. He certainly set the tone for the event, and mentors were ready to learn more as they selected from 21 diverse concurrent sessions throughout the day.

Attendees included approximately 360 peer mentors, program staff, and faculty. Though the number of attendees did not increase much from the previous year, the number of institutions in attendance from outside of IUPUI has increased dramatically over the past few years and was the highest in the program’s history. Some of these institutions have been loyal participants for many years, and others were first-time attendees. Six institutions attended from within the state of Indiana: Indiana University Bloomington, Indiana University Kokomo, Indiana University–Purdue University Columbus, Ivy Tech Community College, Indiana University Northwest, and Purdue University. Nine institutions attended from outside the state, including North Carolina State University, College of Charleston, University of Kentucky, Heartland Community College, Kaskaskia College, Central Michigan University, University of Cincinnati, New Community College at CUNY, and University of Colorado Denver. A representative from Big Brothers Big Sisters of Northeast Indiana also attended.

The IUPUI Mentoring Symposium Planning Committee is proud of the dramatic growth this event has seen in the past ten years and is confident that the next decade will bring new ideas, fresh faces, and inspiring workshops for attendees. Log in to the symposium website (www.symposium.uc.iupui.edu) for the most up-to-date information about the 2013 event and to view highlights from the 2012 symposium.

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Mentor News and Updates

- **Maria Harlan** (Peer-Led Team Learning) was accepted to the Master of Arts in Industrial and Organizational Psychology program at the University of New Haven.

- **Susana Bickel** (International Peer Mentoring Program) is going to Turkey in May for an internship through a Teach and Travel Program by the Federation of Balkan American Association (FEBA).

- **Kelly Biro** (Peer-Led Team Learning) received the 2013 IUPUI Top 100 Student Award.

- **Anna Brenneman** (Peer-Led Team Learning) received the 2013 IUPUI Top 100 Student Award.

- **Sujay Chandorkar** (First-Year Seminar, International Peer Mentoring Program, Math Assistance Center, and Nina Scholars Program) was a moderator for the Indianapolis Model United Nations Conference 2013.

- **Rishi Chandra** (International Peer Mentoring Program) was awarded second place in the Ideas Solving Social and Economic Challenges (ISSC) Business Idea Pitch Competition organized by the Center for Research and Learning at IUPUI. He also received the 2013 IUPUI Top 100 Student Award.

- **Maria Harlan** (Peer-Led Team Learning) is the resident assistant for the Women in Science House. She is a Sam H. Jones Communication Service Scholar and serves as the communication chair in the Catholic Student Organization at IUPUI.

- **Andrew Headrick** (Peer-Led Team Learning) was accepted to the University of Alabama School of Medicine. He serves as the treasurer of the School of Science Student Council and the student liaison of the IUPUI Chemistry Club. He received the 2013 IUPUI Top 100 Student Award and was recently promoted to the rank of staff sergeant in the Indiana Army National Guard.

- **Elizabeth Irick** (Bepko Learning Center) will study abroad in Denmark this summer, taking courses in European psychology.

- **Sharifah Kyazike** (International Peer Mentoring Program) was elected student director of the Adaptive Educational Services’ Student Ambassador Program.

- **Christian Lee** (Peer-Led Team Learning) serves as the residence hall association chair and was the assistant chair of the Indiana Residence Hall Organization Conference. He was just selected to serve as the resident assistant for the Purdue House on the Riverwalk.

- **Quintin Lee** (Bepko Learning Center) was accepted into the Masters of Criminal Justice and Public Safety program at IUPUI.

- **Matt Logsdon** (Peer-Led Team Learning) presented his research at the Indiana University Undergraduate Research Conference, the Butler Undergraduate Research Conference, and the national meeting for the Association for the Sciences of Limnology and Oceanography. He is currently the president of IUPUI’s student chapter of the American Chemical Society. He received the 2013 Most Promising Chemistry Sophomore/Junior Award.

- **Ahmed Malik** (Peer-Led Team Learning) served on the IUPUI Student Development Funding Committee. He also served as Phi Kappa Psi Philanthropy chairman and School of Science Undergraduate Student Council senator. He presented his research at the Indiana Physiological Society Annual Meeting, Indiana University Undergraduate Research Conference, Butler University Undergraduate Research Conference, and IUPUI Research Day. He received the 2012 Most Promising Chemistry Sophomore/Junior Award, as well as the 2013 IUPUI Top 100 Student Award. He is one of the 23 students from the United States and Europe selected to participate in the Summer Undergraduate Research Program at New York University School of Medicine.

- **Jacob McDaniel** (Peer-Led Team Learning) received the Watkins Christian Scholar Award, a national scholarship from the Phi Kappa Psi Foundation, as well as the 2013 IUPUI Top 100 Student Award. He serves as the corresponding secretary and chaplain of Phi Kappa Psi Indiana Theta.

- **Anh Nguyen** (Peer-Led Team Learning) received the 2013 IUPUI Top 100 Student Award.

- **Dewi Permatasari** (International Peer Mentoring Program) was elected advertising officer for the International Club.

- **Jamie Query** (Bepko Learning Center) was accepted into the Masters of Science in Human Biology program at the University of Indianapolis.

- **Katherine Scott** (Bepko Learning Center) traveled to England over spring break for Art Abroad in London.

- **Stephanie Scott** (Bepko Learning Center) was accepted into the Radiation Therapy program at IUPUI.

- **Neelam Shah** (Peer-Led Team Learning) serves as the secretary for the IUPUI Chemistry Club and the vice president of the Women in Science House. She won the 2013 IUPUI Top 100 Student Award. She was also accepted to the Indiana University School of Dentistry.

- **Marina Sharif** (Peer-Led Team Learning) received the 2013 IUPUI Top 100 Student Award.

- **Jeremy Sherer** (Peer-Led Team Learning) serves as IUPUI Biology Club president, Martin Luther King Jr. Day of Service co-coordinator, and Delta Sigma Phi fundraising chair. He won the Reid Hospital Go the Extra Mile (GEM) Award in 2013, the 2012 IUPUI Top 10 Male Students Award, and the Amazing Jaguar Award in 2012.

- **Cleandrea Spencer** (Peer-Led Team Learning) received the 2013 IUPUI Top 100 Student Award.

- **Ryan Staley** (Bepko Learning Center) and his wife are expecting a baby girl.

- **Sara Suarez** (Bepko Learning Center and International Peer Mentoring Program) received the 2013 IUPUI Top 100 Student Award, and she was recently engaged.
Alumni News and Updates

- **Ryan Blythe (Peer-Led Team Learning)** is currently a math teacher at Warren Central High School.

- **Jayce Brown (Peer-Led Team Learning)** began his doctor of pharmacy study at Purdue University College of Pharmacy in 2012.

- **Kevin Doss (Peer-Led Team Learning)** began his doctor of pharmacy study at Purdue University College of Pharmacy in 2012.

- **Stephanie Flaig (Peer-Led Team Learning)** received her Master of Science in Biology at IUPUI in 2012.

- **Marion Gore (Peer-Led Team Learning)** received the 2013 IUPUI Top 100 Student Award.

- **Hayley Grzych (Peer-Led Team Learning)** received the 2013 IUPUI Top 100 Student Award.

- **Josh Horton (Peer-Led Team Learning)** started his M.D./Ph.D. study at New York University School of Medicine in 2012.

- **Wenting Jiang (International Peer Mentoring Program)** is working for Hellmann Worldwide Logistics as an ocean import coordinator.

- **Ben Judge (Peer-Led Team Learning)** served as the executive director of the IUPUI Regatta and the president pro tem of the Undergraduate Student Government in 2012. He also received the 2013 IUPUI Top 100 Student Award.

- **Brandon Kellinghaus (Bepko Learning Center and Peer-Led Team Learning)** received the 2013 IUPUI Top 100 Student Award.

- **Kohta Kimura (International Peer Mentoring Program)** moved back to Japan after finishing his degree in mechanical engineering in December 2012. He will soon begin working for the Toyota Motor Corporation in Toyota City, Japan.

- **Jacob Layer (Peer-Led Team Learning)** started his doctor of philosophy study in biomedical science at Harvard University in 2012.

- **Kevin Mauser (Peer-Led Team Learning)** received his Master of Science in Biomedical Engineering at IUPUI in 2012.

- **Nehal Parikh (Peer-Led Team Learning)** received the 2013 IUPUI Top 100 Student Award.

- **Carmen Rodriguez (International Peer Mentoring Program)** graduated in May 2012 and continues her work at the Catholic Charities Indianapolis Refugee and Immigration Services Program as the citizenship education coordinator.

- **Harry Scott (Peer-Led Team Learning)** started his doctor of philosophy study in chemistry at Case Western Reserve University in 2012.

- **David Sempsrott (Peer-Led Team Learning)** received his Master of Science in Biomedical Engineering at IUPUI in 2012.

- **Ameya Sharma (International Peer Mentoring Program)** graduated in December 2012 with his Bachelor of Science in Mechanical Engineering. He has since found work as an environmental engineering consultant near Zionsville, Indiana.

- **Eddie Shmukler (Peer-Led Team Learning)** received his Doctor of Medicine from the Indiana University School of Medicine in 2012.

- **John Skomp (Peer-Led Team Learning)** received a Woodrow Wilson Teaching Fellowship and is currently teaching at H. L. Harshman Magnet Middle School.

- **Jordan Skomp (Peer-Led Team Learning)** received a Woodrow Wilson Teaching Fellowship and is currently teaching at H. L. Harshman Magnet Middle School.

- **Jordan Walsman (Peer-Led Team Learning)** presented his research at the 56th and 57th Biophysical Society annual national meetings.
ACADEMIC AND CAREER DEVELOPMENT / OFFICE OF STUDENT EMPLOYMENT
PEER ASSISTANT PROGRAM

Kelsie Curtis (Pre-Radiography)
Ian James (Computer Graphics Technology)
Jaron Kiki (Criminal Justice)
Nicole Miller (Nursing)
Mary Mortara (Health Services Management and Policy Studies)
Jhalak Patel (Accounting)
Mayuri Patel (Elementary Education)
Chloe Payton (Communication Studies)
Anjali Prakash* (Pre-Med Biology)
Lizzy Richards (Communication Studies)
Stephanie Rigdon (Psychology)
Jaspal Saini (Pre-Computer Engineering)

BEPKO LEARNING CENTER
Tagreed Abdulbari (Psychology)
Sameerah Alkhairey* (Biology)
Laura Allen (Non-Degree Seeking)
Aqsa Anwar (Biological Science)
Kimberly Baum (Political Science)
S’Leslie Bell (Psychology)
Crystal Bland (Pre-Nursing)
Korinne Bortz (Accounting & Marketing)
Luke Coleman (Pre-Nursing)
Cassie Daet (Biology)
Sandep Dhadwal (Health Sciences)
Amy Drzemala (Psychology)
Brittany Durre (Biology)
Lisa Edgington (Pre-Nursing)
Lance Goyke (Exercise Science)
Whitney Gray (Pre-Med Biology)
Rachel Hale* (Biomedical Engineering)
Scott Hall (Psychology)
Iraj Hassan* (Pre-Med Biology)
Anne Huber (Biological Science)
Elizabeth Irick (Psychology)
Chelsea Jennings (Neuroscience)
Emily Jones (Nursing)
Jake Jungemann (Public and Environmental Affairs Management)
Lauren Kenney (Public Safety Management)
Asad Khan (Pre-Accounting)
Maira King (Psychology)
Quintin Lee (Criminal Justice)
Katrina Lemus (Nursing)
Denitra Lockhart (Communication Studies)
Maria Lopez (Marketing)
Heidi Masionet (Nursing)
Neisha Masionet (Nursing)
Nora Martenyy (Psychology)
Leah Matulewicz (Exercise Science)
Lena Mercho (General Studies)
Shamsa Mohamud (Health Sciences)
Clara Moore (Pre-Fine Arts)
Morgan Motrek (Health Information Administration)
Suheil Mustaklem (Computer & Information Technology)
Sandra Ndichu (Forensic & Investigative Sciences)
Gregory Nowak (Non-Degree Seeking)
Jacob Olson (Biological Science)
Krysten Osburn (Non-Degree Seeking)
Binal Pandya (Biological Science)
Gabriella Phillips (Business)
Jishan Qiu (Political Science)
Jamie Query (Anthropology)
Mariam Qureshi* (Pre-Med Biology)
Janalee Redden (Neuroscience)
Zachary Reynolds* (Computer Science)
Brittany Richard (Radiology)
Tiffany Riddle (Biological Science)
Devin Ryan (Nuclear Medicine)
Alex Schmidt (Informatics)
Katelyn Schneider (Psychology)
Katherine Scott (Art History)
Stephanie Scott (Pre-Radiation Therapy)
Marvin Shamuyarira (Informatics)
Aaron Sheets (General Studies)
Shelby Sherwood (Community Health)
Kelly Smith (Psychology)
Ryan Staley (Biological Science)
Sara Suarez (Marketing, Supply Chain Management, & International Business)
Roziya Tursunova* (Neuroscience)
Karlie Vida (Art History)
Shawn Ware (Chemistry)
David Wheaton (Biological Science)
Karisa Williams (Nursing)
Ashley Woodcock (Business)
Jessica Zwarycz (Criminal Justice)

MATH ASSISTANCE CENTER
Frances Akalusi (Actuarial Science)
Aaron Anderson* (Accounting, Finance, & International Studies)
Siri Bird (General Studies)
Daniel Bollier (Exercise Science)
Joe Bondi* (Pre-Med Biology)
Sujay Chandorkar (Computer Science)
Arlaa Choudhary (Marketing & Supply Chain Management)
Audra Cokain (Pre-Med Chemistry)
Michael David (Electrical Engineering)
Benjamin Duncan (Mechanical Engineering)
Jessica Espino (Forensic and Investigative Sciences)

FRESHMAN SEMINAR
Shannon Britt (Computer & Information Technology)
Sujay Chandorkar (Computer Science)
Kelsie Curtis (Pre-Radiography)
Tyris Ford (Pre-Nursing)
Alexis Kohn (Pre-Nursing)
Lee Matthews (Exercise Science)
John Reed (Events Management)
Chad Taylor (Computer Graphics Technology)
Brendan Vickers (Pre-Management)
Michelle Wickham (Communication Studies)

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)
Sharifah Kyazike (Biological Science)
Rui Liang (Accounting & Finance)
Leandro Moretti* (Biomedical Engineering)
Anh Nguyen* (Biological Science)
Monsie Perez (English)
Dewi Permatasari (Accounting)
Amanda Peters (English & Spanish)
Jeffrey Roos (Biomedical Engineering)
Yuka Sato (Management & Human Resources)
Sara Suarez (Marketing, Supply Chain Management, & International Business)
Brandalynn White (Political Science & Philosophy)

LISTED BY ACADEMIC PROGRAM FOR WHICH THEY CURRENTLY SERVE. STUDENT’S ACADEMIC MAJOR IS LISTED IN PARENTHESES.

*Mentors with honors
Nick Schaub (Mechanical Engineering)
Brendon Steele (Media Arts and Science)

NINA SCHOLARS PROGRAM
Mary Bova (Psychology)
Sujay Chandorkar (Computer Science)
Umi Claywell (Health Sciences)
Michael Rice (Business)
Renee Wright (Social Work)

PEER-LED TEAM LEARNING
Elizabeth Alexander* (Chemistry)
Hayden Baumgardner (Mechanical Engineering)
Tyler Beatty* (Neuroscience)
Kelly Biro* (Biology)
Elliot Boyle* (Environmental Science)
Anna Brennenman (Biology)
Matthew Brown (Non-Degree Seeking)
Sarah Burris* (Chemistry)
Sarah Carr (Non-Degree Seeking)
Tsungai Chingombe (Chemistry)
Hunter Cox (Biomedical Engineering)
Aubrey Dubois (Biology)
Timothy Emmel (Biomedical Engineering)
Paola Fernandez (Biology)
Hayley Grych* (Chemistry)
Yuncong Hao (Electrical Engineering)
Maria Harlan* (Biology)
Katharine Havard* (Neuroscience)
Andrew Headrick (Biology)
Alicia Herb (Chemistry)
Garrett Hillsdon (Biology)
Graham Hogg (Biology)
Harmanpreet Kaur (Computer Engineering)
Ashley Kemp (Biology)

Mai Khuu (Biology)
Sarah Knefelkamp* (Biology)
Tyler Laine (Biomedical Engineering)
Christian Lee* (Mechanical Engineering)
Matt Logsdon* (Chemistry)
Connor Love* (Engineering)
Ahmed Malik* (Chemistry)
Jordan Masopust (Psychology)
Jacob McDaniel* (Philosophy)
Seth McKinney (Exercise Science)
Callie Meece* (Chemistry)
Stephanie Metcalf* (Chemistry)
Joel Moser* (Computer Engineering)
Anh Nguyen* (Biology)
Gregory Nowak (Non-Degree Seeking)
Matthew Philips* (Chemistry)
Christian Powers* (Computer Science)
Rebecca Poyner (Exercise Science)
Dan Preston (Biology)
Melissa Raferty (Non-Degree Seeking)
Toril Rarity* (Chemistry)
Janelle Redden (Neuroscience)
Austin Reilly* (Chemistry)
Jens Richards (Chemistry)
Becca Robison (Non-Degree Seeking)
Jagdeep Sahota (Chemistry)
Mehdi Shadmand (Biology)
Neelam Shah (Biomedical Engineering)
Marina Shariati (Chemistry)
Zahir Sheikh (Biomedical Engineering)
Jeremy Sherer (Chemistry)
Yaniv Shmukler* (Biology)
Rachel Skillman (Chemistry)
Aaron Sparks* (Exercise Science)
Cleandrea Spencer* (Biology)

Chase Turner* (Chemistry)
Rozziya Tursunova* (Neuroscience)
Tyler Vernon (Biomedical Engineering)
Ben Vickery* (Exercise Science)
Thomas Wagner* (Chemistry)
Robert Walker (Biomedical Engineering)
Lincoln Wallis* (Chemistry & Physics)
Alex Walls (Biomedical Engineering)
John Wells* (Chemistry)
Weston Wright* (Biomedical Engineering)

TWENTY-FIRST CENTURY SCHOLARS SUCCESS PROGRAM
Morgan Broyles (Health Information Administration)
Rodney Carpenter (Business Management)
Brittany Collins (Journalism & Psychology)
Lola Harris (Business Accounting)
Jackie Ison (Respiratory Therapy)
Morgan Mrotek (Health Information Administration)
Cassie Rodriguez (Nursing)
Kevin Rose (Business Management)
Chuantiava Sells (Nursing)
Dylan St. Clair (Sports Journalism)
Chelsea Tabor (Nursing)
Bryce Tomlinson* (Neuroscience)

IUPUI SPRING 2013 MENTORS

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