The Twenty-first Century Scholars program began in 1990 as Indiana’s way of increasing the educational opportunities available to low- and moderate-income families. The program has grown tremendously over the past two decades. Income-eligible seventh and eighth graders who enroll in the program and fulfill a pledge of good citizenship to the state are guaranteed the cost of four years of undergraduate college tuition at any participating public college in the state of Indiana. For several years, Indiana University–Purdue University Indianapolis (IUPUI) has been a helpful partner in providing student support to Twenty-first Century Scholars through the Twenty-first Century Scholars Success Program’s Peer Mentoring Program.

The IUPUI Twenty-first Century Scholars program staff, consisting of a program coordinator, an academic advisor, a graduate assistant, and 16 mentors, is committed to the success of the Peer Mentoring Program. The Peer Mentoring Program assists first-year students with their transition into the IUPUI community, impacts student success, and enhances student learning. Participating students are provided a caring and knowledgeable mentor, attend group and individual sessions, participate in career and personal development workshops, and engage in networking opportunities. With the goal to meet individual student needs, as well as to ensure academic success and personal growth, the Twenty-first Century Scholars Success Program’s peer mentors provide excellent guidance and referrals to campus resources.

Twenty-first Century Scholar first-year students who participated both in the Summer Bridge Program and the Twenty-first Century Scholars Success Program’s Peer Mentoring Program earned an average GPA of 3.13 for fall 2010. In comparison, Twenty-first Century Scholar first-year students who did not participate in these programs achieved an average GPA of 2.35 for fall 2010. The biggest testimony to student satisfaction is that many of the mentors are students who participated in the program as first-year mentees. Current Twenty-first Century Scholar peer mentors appreciate and value the support and guidance they received from their peer mentors, and they want to share that experience with a first-year student. One Twenty-first Century Scholars Success Program mentee reported that the “mentor program is beneficial due to the mentor’s efforts, programming, and activities” and that mentors are “kind, resourceful, and attentive.”

We invite you to visit the Twenty-first Century Scholars Success Program in the lower level of Taylor Hall and check out the mentoring lab, which is used for group and individual mentoring, computer services, study groups, social events, and workshops. At any given time, you can find students studying, checking their e-mail, and connecting with other students, faculty, and staff. And on that rare occasion, you might spot a student catching a quick nap in between classes.
IUPUI hosted the Ninth Annual Mentoring Symposium on October 8, 2011. The attendance from institutions outside of IUPUI has increased dramatically over the past few years. It was announced at the 2011 event that the Mentoring Symposium officially reached national status. The partnerships developed and sustained throughout the years are proof of success in growing this event for the benefit of student mentors.

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

Attendees included 357 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 was the highest in the program’s history. Some of these programs have been loyal participants for many years, and others were first-time attendees, traveling many miles to learn more about peer mentoring. Five institutions attended from within the state of Indiana, including IU Bloomington, IU Kokomo, IUPUC, Ivy Tech Community College, and Purdue University. Seven institutions attended from outside the state, including Illinois State University, Ashland University, College of Charleston, Davenport University, Heartland Community College, Grand Valley State University, and University of Colorado Denver.

The 2011 Mentoring Symposium opened with one of the most unforgettable and inspiring keynote speakers that the event has had. Justin Jones-Fosu from Campuspeak delivered a motivating and energetic address empowering mentors to be their own ACTion Hero. His message was targeted to student leaders, and he perfectly tailored it to the audience, really highlighting the unique struggles that peer mentors face. He gave them guidance on how a student leader is different than the average college student, how to build interpersonal skills with mentees, and how to implement change in their organizations. Jones-Fosu empowered mentors to empower others by looking at their mentees as future leaders in their legacy. He used his humor, charm, and personal accounts to kick off the event with energy and excitement. He certainly set the tone for the day, and the mentors were ready to learn more in their concurrent sessions.

In the fall of 2012, the IUPUI Mentoring Symposium will be celebrating 10 years of serving peer mentors and developing them personally and professionally. The IUPUI Mentoring Symposium Planning Committee is proud of the dramatic growth associated with this event in the past decade and is confident that 2012 will bring new ideas, fresh faces, and inspiring workshops for attendees. The 2012 IUPUI Mentoring Symposium will take place on October 20, 2012, in the IUPUI Campus Center. Stay tuned to the symposium website (symposium.uc.iupui.edu) for the most up-to-date information about the 2012 event and to view resources from the 2011 symposium.
The Academic and Career Development Peer Assistant Program

JENNIFER WEINMANN

Since its inception in 2009, the Academic and Career Development (ACD) Peer Assistant Program has evolved into an opportunity for student employees to mentor their peers through various roles in the offices of Academic Advising, Career Planning, and Student Employment. The peer assistant role was initially created as a position where student employees are the front line for providing customer service to IUPUI students, staff, and parents. As excerpted from the Peer Assistant Employment Guidelines: “Often times, Academic and Career Development staff are the first to make contact with students, parents, and the general public. As a result, first impressions about Academic and Career Planning and IUPUI are made by contact with the peer assistant.” This has given the peer assistants in ACD the chance to exhibit their leadership abilities as they manage the intake process for anyone visiting ACD.

A key component of this program is the weekly training meetings that occur for all peer assistants. As the realm of Academic Advising, Career Planning, and Student Employment is always changing, peer assistants work diligently to stay on top of the latest policy changes and improved processes to ensure they are serving the guests of ACD in the best way possible. Training provides a weekly one-hour opportunity for peer assistants to come together and share their knowledge and experiences from the week while receiving feedback and best practice advice from experienced staff members in the ACD offices. This continual opportunity for communication provides the peer assistants with the confidence and knowledge they need to effectively serve the IUPUI student body.

A great new addition to the Peer Assistant Program has been the opportunity for seasoned peer assistants to become peer advisors. Utilizing the knowledge they have gained through their peer assistant role, peer advisors serve an even greater mentor role as they advise a diverse group of University College students on university and course resources, academic support programs, and degree information. They also provide referrals to academic advisors.

All peer advisors and peer assistants take on an important leadership role with their ability to mentor fellow students and staff on a variety of topics and questions. Though the Peer Assistant Program is still developing, Academic and Career Development has seen the great contributions that the peer assistants have provided, and we continue to look for additional development opportunities for the peer assistant student staff.

Mentor News and Updates

- **Dan Nisi** (Bepko Learning Center) was accepted to the University of Cincinnati College of Medicine.
- **Lizzy Richards** (Academic and Career Development Peer Assistant) will be an intern at Innovative. She recently created videos for both the United Way and the STAR Mentoring Program.
- **Mary Mortara** (Academic and Career Development Peer Assistant) will be studying abroad in Spain during the summer of 2012.
- **Nicole Miller** (Academic and Career Development Peer Assistant) appeared on WTHR’s Cool School segment that aired on February 13, 2012.
- **Sarah Cranford** (Academic and Career Development Peer Advisor) was featured in the Link and served on the IUPUI National Mentoring Symposium Committee.
- **Shelby Guffey** (Academic and Career Development Peer Assistant and Twenty-first Century Scholars Mentor) served on the Alpha Lambda Delta/Phi Eta Sigma Service Committee.
After spending many years dedicating her life to the needs of her family, Lisa Edgington returned to college to pursue a career in nursing. The first time she enrolled at IUPUI, Lisa encountered many obstacles that distracted her from her studies. Thirty years later, she sought readmission to IUPUI. Lisa shares: “When I first attended IUPUI in 1978, I flunked out. IUPUI, as I am sure all universities do, keep records forever! So, when they so graciously accepted my application to return, they also let me know that in order to stay at the university I would need to participate in the STAR program.”

The Students Taking Academic Responsibility (STAR) program provides free academic and personal support for students on first-time academic probation. The program is designed for students who have difficulty connecting with other students and on-campus resources due to work schedules, lack of awareness of academic policies, or trouble navigating a large urban university. STAR also provides a mentoring experience that allows students to make meaningful connections and establish supportive relationships on campus. Lisa recalls, “I was very lucky to have Gwen Hobley-Chastain as a mentor. Gwen was, and continues to be, an invaluable resource for me.” Lisa felt that her participation in the program helped her to succeed. She explains, “As a result of participating in the STAR program, I was able to get a good foundation of resources upon which to draw to give me the confidence to stay in school.”

Having been empowered by her experience with STAR, Lisa found herself on the Dean’s List. With her newfound success as a student, Lisa joined the mentoring staff at the Bepko Learning Center. Resource mentors work directly with the STAR program. Lisa stated, “I chose to apply to be a resource mentor because I felt it would give me the opportunity to give back what had been given to me as a STAR student.” Lisa’s dedication and hard work led to her promotion as a student coordinator after working at the Bepko Learning Center for two semesters. As a student coordinator, she provides guidance to those who mentor to students in the STAR program. She urges student mentors to be themselves and share their knowledge. It seems that the sky is the limit for Lisa. She considers her journey to be proof that hard work pays off.
Mentor Spotlight: Carmen Rodriguez

SANDRA LEMONS

Carmen Rodriguez began her service with the International Peer Mentoring Program (IPMP) during the summer of 2011. As a Norman Brown Diversity and Leadership Scholar, she learned the value of having a mentor as a go-to person when extra support was needed. It was her experience in being mentored that led her to become a mentor herself. As an IPMP mentor, she enjoys the satisfaction of seeing her mentees get involved on campus and succeed in their studies. She plays an important role as an orientation assistant for the Office of International Affairs, helping to coordinate the events and activities for new students. Carmen has always been actively involved in the international community at IUPUI and enjoys learning about other cultures.

In addition to serving as an IPMP mentor, Carmen works as a peer assistant for the Academic and Career Development office. She is also serving on the César Chávez Dinner Committee that is heading up the efforts to market the program on campus and in the community.

Carmen is now a senior and hopes to get involved with the Peace Corps after graduation. Looking back at her time at IUPUI, she feels that she has really grown over the course of her studies. She appreciates IUPUI for the many leadership opportunities on campus that have opened doors for her and prepared her for a future career in social work.

ALUMNI SPOTLIGHT: April Malone

KIM ATWELL

April Malone is a former mentor of the Bepko Learning Center. During her time with the learning center, she was a psychology mentor for PSY-B 104, Psychology as a Social Science, and eventually became a student coordinator. April stated that “mentoring was one of my greatest experiences at IUPUI.” College is a time full of excitement and new opportunities with many possibilities for getting involved and finding out more about campus. Mentoring was how April learned to love IUPUI. She explained, “Mentoring allowed me to get involved at IUPUI, meet wonderful people, and learn life skills.” Mentoring changed April’s career direction. After finishing her undergraduate degree, she entered the Transition to Teaching program and became a sixth grade teacher. She said, “I didn’t know exactly what I wanted to do, but I knew I wanted to help people and be involved with people. After mentoring, I fell in love with teaching and made the shift into education.”

April still uses mentoring skills in her work today. She sees herself as a mentor to all of her students, but especially the young girls. April is involved with a group at her school that mentors young girls. The group teaches girls how to get along in a group setting and manage difficult situations that arise. April believes that mentoring does not stop when you graduate. She said, “You can carry on the collaborative techniques and teaching strategies taught during training not only if you are going into education, but in any corporate job.” April found that mentoring provided unique experiences that students do not always find in college. Her best advice to current mentors is to take advantage of their position. April said, “Knowing how to interact with people of different ages and races is good experience regardless of what field you go into.” Mentoring provides a valuable skill set, and for some, like April, it transforms into their careers.
IUPUI SPRING 2012 MENTORS

NINA SCHOLARS PROGRAM
Sujay Chandorkar (Computer Science)
Umni Claywell (Health Services Management)
Amber Ellison (English Education)
Anna Hyrczyk (Exercise Science)
Renee Wright (Social Work)

TWENTY - FIRST CENTURY SCHOLARS
PEER MENTORING PROGRAM
Brandon Amos (Exercise Science/Pre-Physical Therapy)
Lendora Andrews (Sociology)
Shuennhau Chang (Nursing)
Brittany Collins (Psychology & Journalism)
Shelby Guffey (Nursing)
Lawrence Hemphill III (Philosophy & Communications)
Candice Childs (Exercise Science/Pre-Physical Therapy)
Brittany Collins (Psychology & Journalism)
Shelbi Grow (Biology/Pre-Optometry)
Lola Harris (Accounting)
JaMon Paschall (Sociology)
Taylor Rhodes (International Studies)
Elizabeth Roper (Nursing)
Chuantiava Sells (Nursing)
Bryce Tomlinson* (Pre-Radiation Therapy)

MATHEMATICS ASSISTANCE CENTER
Frances Akalusi (Actuarial Science)
Aaron Anderson* (Accounting, Finance, & International Studies)
Sardar Baghirzade (Business Management/Marketing/International Business)
Daniel Bollier (Biology)
Sujay Chandorkar (Computer Science)
Naimesh Chaudhari (Actuarial Science)
Armaan Choudhary (Marketing)
Michael David (Electrical Engineering)
Jacqueline Dbila (Mechanical Engineering)
Benjamin Duncan (Mechanical Engineering)
Jessica Espino (Forensic Science)
Tola Famakinwa (Biology)
Victoria Gichina (Psychology)
Joseph Intriago (Biology/Pre-Medicine)
Javecia Johnson (Computer Engineering Technology)
Suhail Khan (Psychology/Pre-Medicine)
Harrison Martin (Nursing)
Ivette Olave (Psychology)
Kemi Olofinkuoa (Nursing)
Nathan Ooms* (Radiography & Medical Imaging)
Alexia Perez (Radiography & Medical Imaging)
Anne Putzier* (Nursing)
April Roser (Nursing)
Prashant Shuklabaidya (Finance & International Studies)
Leah Tang (Accounting & Finance)
Yuese Zheng (Bioengineering)

BEPKO LEARNING CENTER
Sameerah Alkhairy* (Biology/Pre-Medicine)
Tushar Bakhtiani (Mechanical Engineering)
Jennifer Boldig (Public Safety Management)
Lauren Bouchard (Psychology)
Kristen Burks (Psychology)
Aaron Busenbark (Exercise Science)
Megan Garrison* (Forensic and Investigation Science)
Michel Companion (Psychology)
Brittni Crawley (Exercise Science/Pre-Physical Therapy)
Brittni Curry (Fitness Management/Personal Training)
Cassandra Daet (Biology/Pre-Medicine)
Bayan Dakuginow (Psychology)
Sandeep Dhadwal (Biolog)
Matt Dudek (Pre-Medicine)
Lisa Edgington (Pre-Nursing)
Sandra Ekoma (Chemistry)
Megan Feustel* (Biological/Pre-Medicine & Spanish)
Lydia Fisher (Nursing)
Charlene Forbes (Pre-Physical Therapy)
Lance Goyke (Exercise Science)
Whitney Gray (Biological/Pre-Medicine)
Melissa Hardy* (Exercise Science)
Iraq Hassan* (Biological/Pre-Medicine)
Michelle Helvaty (Nursing)
Trung Hua (Biology)
Rachel Hunter (Respiratory Therapy)
Elizabeth Irick (Psychology)

EMILY JONES (Nursing)
Richard Jones (Pre-Physical Therapy)
Manjot Kaur* (Chemistry)
Brandon Kellinghaus* (Biological/Pre-Medicine)
Maria Klividze (Chemistry)
Maira King (Psychology)
Ashley Kirchhoff (Nursing)
Michelle Kirchbaum (Biological/Pre-Pharmacy)
Lyn Kruger (Gerontology)
Quinlin Lee (Criminal Justice)
Katrina Lemus (Nursing)
Christine Leslie (Pre-Nursing)
Maria Lopez (Marketing)
Alyssa Lopossa (Psychology)
Emily Lugo-Ruiz (Biological)
Heidi Maisonet (Nursing)
Nora Martenyi (Psychology/Pre-Medicine)
Samantha McManus (Psychology & Religious Studies)
Stephanie Middleton (Psychology)
Ronni Moore (Pre-Optometry)
Michael Nanaji* (Accounting & Finance)
Daniel Nisi (Math & English)
Jill Noblet* (Biology)
Kristen Osburn (Nursing)
Raveena Patil* (Nursing)
Jordan Pearson (Communication Studies)
Titus Pemberton (Philosophy)
Jordan Pfister* (Accounting)
Jamie Query (Anthropology & Biology)
Mamir Qureshi* (Biological/Pre-Medicine)
Bryan Ramirez (Biology)
Joshua Retz (Nursing)
Ashley Riley* (Chemistry)
Ricky Ritter (Business Management)
Amber Rollins (Pre-Medicine)
Devin Ryan (Nuclear Medicine Technology)
Leanna Sample (Pre-Nursing)
Denise Sayasat (Exercise Science)
Katherine Scott (Art History)
Marvin Shunyanar (Informatics)
Ashley Smatwell (Health Sciences)
Renee Smith (Psychology)
Ryan Staley (Biological/Pre-Physician’s Assistant)
Sara Suarez* (Finance)
Emily Thurston (Pre-Nursing)
Jason Utt (Media Arts & Science)
Leah Van Antwerp* (Psychology/Pre-Occupational Therapy)
Karlie Vida (Art History)
Jingyi Wang* (Environmental Health Science)
Karisa Williams (Pre-Nursing)
Danny Wilson (General Studies)

FIRST-YEAR SEMINAR
Amanda Goar (Interior Design)
Libby Harris (Marketing)
Emily Lugo-Ruiz (Biology)
Amanda Lund (Motorsports Engineering)
Mary Mortara (Policy Studies & Health Services Management)
Hamzah Radwan (Human Resource Management)
Ashley Rethlake (Nursing)
Brittany Shaw (Psychology)
Jie Tang* (Accounting & Finance)
Lauren Wyatt* (Biology)

ACADEMIC AND CAREER DEVELOPMENT PEER ASSISTANT PROGRAM
Billie Jean Barry (Computer and Information Technology)
Kolbi Carson (International Studies)
Sujay Chandorkar (Computer Science)
Sarah Cranford (General Studies)
Shelby Guffey (Nursing)
Kassie Kendall (Radiography)
Nicole Miller (Pre-Nursing)
Mary Mortara (Policy Studies & Health Services Management)
Mayuri Patel (Elementary Education)
Chloe Payton (Anthropology)
Lizzy Richards (Communication Studies)
Carmen Rodriguez (Social Work)

INTERNATIONAL PEER MENTORING PROGRAM
Sameerah Alkhairy* (Biology/Pre-Medicine)
Fatoumata Bah (Biology/Pre-Medicine)
Susan Bickel (International Studies)
Susan Gallman* (Informatics)
Wenting Jiang (Marketing)
Kohta Kimura (Mechanical Engineering)
Edson Pizarro (Finance & International Studies)
Daniel Popoola (Biology/Pre-Medicine)
Joshua Reynolds* (Electrical Engineering)
Carmen Rodriguez (Social Work)
Yuka Sato (Business)
Ameya Sharma* (Mechanical Engineering)
Roziya Tursunova (Biological)
Jingyi Wang* (Environmental Health Science)
Brandalynn White (Political Science)

PEER-LED TEAM LEARNING
Hayden Baumgardner (Mechanical Engineering)
Alycia Berman* (Biomedical Engineering)
Kelly Biro* (Biology)
Ryan Blythe (Math Education)
Cameron Bonger (Biological)
Jessica Bosse* (Forensic Science & Chemistry)
Anna Brenneman (Biology)
John Craig (Pre-Biology)
Emily Doan* (Biology)
Kevin Doss (Biology)
Joshua East (Psychology/Pre-Medicine)
Gregg Germann (Pre-Clinical Lab Science)
Marion Gore* (Exercise Science/Pre-Physical Therapy)
Vinayak Gupta* (Biology)
Brandon Guth (Health Sciences)
Maria Harlan* (Biology)
Katharine Havard* (Psychology)
Andrew Headrick (Pre-Biology)
Alicia Herb (Chemistry)
Graham Hogg (Exploratory)
Mallory Huser (Chemistry)
Megan Ishikawa* (Chemistry)
Karen Klutzke (General Studies)
Sarah Knefelkamp* (Biology & Environmental Science)
Abigail Kojetin (Chemistry)
Justin Koehler (Chemistry)
Abigail LeMasters (Biochemistry)
Tessa Little (Psychology)
Matthew Logsdon* (Biochemistry)

Scott Maitland (Chemistry)
Ahmed Malik (Biological Chemistry)
Jordan Masopust (Psychology)
Tyler McCray (Pre-Professional Pharmacy)
Jacob McDaniel* (Chemistry)
Callie Meece* (Biochemistry)
Stephanie Metcalf* (Chemistry)
Oliver Morris (Pre-Biology)
Hengameh Motetjhel Othagh (Biology)
Emily Murray (Prep for Prof School Admission)
Sandia Ndichu (Forensic Science)
Anh Nguyen* (Biology)
Nehal Parikh* (Biology)
Greg Paris (Computer Engineering)
Christian Powers* (Biophysics)
Dan Preston (Biology)
Victoria Rarity* (Biology)
Austin Reilly* (Chemistry)
Jens Richards (Pre-Chemistry)
Rebecca Robison (Pre-Medicine)
Jennifer Sadler (Chemistry)
Megan Saul (Exercise Science/Pre-Physical Therapy)
Michael Scanlon (Prep for Prof School Admission)
Timothy Sego (Pre-Mechanical Engineering)
Neelam Shah (Biology)
Marina Sharif* (Chemistry)
Abdul-Aziz Shehadeh (Biology)
Zahir Sheikh (Biology/Pre-Medicine)
Daniel Sisson (Biomedical Engineering)
Rachel Skillman (Pre-Chemistry)
John Skomp (Chemistry)
Jordan Skomp (Chemistry)
Sarah Smith (Forensic and Investigative Science)
Aaron Sparks* (Exercise Science)
Cleandrea Spencer* (Chemistry)
Floyd Timm* (Psychology)
Joel Tindel* (Chemistry)
Bryce Tomlinson* (Pre-Radiation Therapy)
Thomas Wagner* (Chemistry)
Jason Walsman* (Biology & Environmental Science)
John Zeedyk (Mechanical Engineering)
One of the greatest challenges IUPUI educators and mentors struggle with is making sure students have access to all of the course resources. Reasons why students do not take advantage of these services run the gamut from busy schedules, to lack of awareness, to inconvenience. The Math Assistance Center (MAC), in the lower level of Taylor Hall, has faced these issues and has recently turned to technology for help. Since fall 2011, the MAC has offered online mentoring to address the needs of the students they serve. With its online resources, the MAC provides an easy place to find course materials, forums, and live mentoring.

While the Department of Mathematical Sciences has plenty of course materials for students, they are not compiled in one location. The MAC has made all class resources easy to find on their new website (mac.iupui.edu). On the home page, there is a link to every course for which the MAC provides mentoring; clicking on the course links takes the user straight to materials for that course. In addition to neatly compiling all of the resources, the MAC has added materials from other faculty, reputable websites, help sheets, and podcasts.

To augment the materials in the archives, the MAC has created a forum where students are free to post their math questions. This is a helpful tool for students who are doing homework when campus is closed if they do not require immediate answers. The forums are checked daily by MAC mentors. If students should need immediate help, the mentors also provide live online tutoring. A student does not need any special software to receive this service, only a computer with an Internet connection. The MAC is able to accomplish this by utilizing the teleconferencing software Adobe Connect. Using this web-based software platform, mentors are able to use a virtual whiteboard to solve math problems just like a mentor in the MAC.

Math courses often provide unique challenges to IUPUI students. Campus services may not always be the most convenient option for students. Thanks to the MAC, students now have easy online access to course materials, homework forums, and live mentoring. Using technology demonstrates just one way that the MAC helps students learn math.