A critical aspect to the work of University College is to provide peer mentoring to engage students in active learning and to provide support for their transition and academic success. There are a number of mentoring programs in place differentiated as components, such as the 21st Century Scholars Program, Bepko Learning Center, Diversity Enrichment and Achievement Program, First-Year Seminars, International Peer Mentoring Program, Math Assistance Center, and Nina Scholars Program. There are 245 undergraduate students on campus serving as peer mentors for a maximum of two academic years.

Each of the mentoring components, some of which have been in place for up to 15 years, provide their own training on specific mentoring techniques for their program. In an effort to continue the growth and success of peer mentoring, as well as to meet the changing demands on mentoring programs, a faculty committee was established in 2004 to guide the creation and implementation of a comprehensive mentor education curriculum. The curriculum was created to enhance the unique training programs and to add a theoretical foundation to the holistic development of peer mentors.

The comprehensive mentor education curriculum consists of five 1 credit hour courses taught successively in a scaffolding approach for development of the mentor. The courses all require an element of community service and civic engagement. The following mentoring courses are offered in a classroom format:

- **UCOL-U 200 Mentoring: University Orientation Leadership** is reserved specifically for mentors who serve in the Student Orientation program. This course provides the specific training for peer mentors in the Student Orientation program and utilizes an engaging outdoor experience for group development.
- **UCOL-U 201 Mentoring: Introduction to Mentoring Techniques** covers a broad spectrum about campus resources, diversity, communication skills, and mentoring techniques. This course also introduces students to the history, styles, and theories involved with mentoring.
- **UCOL-U 202 Mentoring: Active and Collaborative Learning** teaches the constructs for engaging active learning through the use of appreciative and strength-based approaches.
- **UCOL-U 203 Mentoring: Leadership and Transition** is intended to help mentors understand the theories of leadership, develop a strong understanding of their own personal leadership style, and prepare them to transition out of the mentoring program.
- **UCOL-U 204 Mentoring: Independent Study** provides seasoned mentors the opportunity to integrate mentoring literature with their knowledge and experiences, as well as to reflect and evaluate the development of their skills and understanding of mentoring on a personal level and in a broader perspective.

The mentor education courses provide a variety of advantages to both the mentors and their component directors. The courses provide the mentors with a diverse community of peers, ongoing training that complements their program’s component, and an intentional opportunity to reflect upon their personal experience as it relates to their growth and development. For the component directors, the courses also provide a community of practice and an opportunity for professional development. The component directors serve as instructors and contribute to the content and development of the courses. The courses also enable component directors to interact with mentors outside of their programs and to develop a closer relationship between the mentoring components in University College.
Mentor Spotlight: John Reed

By Angel Anderson

The goal of the Diversity Enrichment and Achievement Program (DEAP) is to connect, affirm, guide, and engage students of color to support them holistically in their social, academic, and personal experiences during their first years of college. To be successful in its mission, DEAP relies on its mentors to connect with students and to offer peer-guided support. DEAP leaders recruit mentors who have demonstrated academic success, campus engagement, and leadership abilities.

John Reed stands out as a mentor who consistently exemplifies these traits and engenders them in those who work with him. Having taken all of the mentor courses offered in University College, Reed reflects about his practice and utilizes the methods he learned to develop leadership in the peers he mentors. He illustrates leadership by respecting everyone he meets and by allowing others space to grow in their own way to accomplish their goals. In conjunction with high expectations and personal accountability, Reed shows that he believes in his mentees’ ability to achieve their best and works hard to achieve his best.

The DEAP leadership and students are proud and fortunate to have Reed on the mentor team. His personal growth and faith in others has been a constant reminder of why those in DEAP are engaged in the work they do. Reed has learned, and in turn teaches, the values of self-efficacy, internal locus of control, and appreciative learning as the guiding forces of personal growth and good citizenship.

Spring 2014 will be the last semester that Reed participates in DEAP as a mentor. The DEAP leadership and its peer mentors are sad to see him go, but are forever grateful for his service. Reed has been an asset to DEAP and to IUPUI and will be an asset to any organization lucky enough to recruit him.

International Peer Mentoring Program

Alumni Spotlight: Daniel Popoola

By Brandalynn White

Of the many memorable mentors to pass through the International Peer Mentoring Program (IPMP), Daniel Popoola is one who stands out. Graduating in 2012 with a Bachelor of Science in Biology, he was a part of IPMP for the 2011–2012 school year, rounding out his involvement in mentoring programs at IUPUI with an international flair.

Popoola believes mentoring was an intrinsic part of his life before joining IPMP, and the impact of IUPUI’s mentoring programs has stuck with him long since. He mentored with 21st Century Scholars, IPMP, Peer-Led Team Learning, Howard Hughes Medical Magnet Program, and also tutored through the Bepko Learning Center. His dedication to helping others succeed has followed him as he works on his master’s degree in behavioral neuroscience at Binghamton University. Currently conducting research in a lab that hosts a rotating crew of 10 undergraduate students, he is still employing his mentoring knowledge, which has not gone unnoticed. Popoola spoke about notes of praise from his supervisor: “Mentoring at IUPUI helped me understand how to work with all sorts of people. I know how to motivate people and get them to work well.”

Of all his mentoring experiences, he looks back on his IPMP experience as a truly “astounding mentoring position.” It created within him the recognition of the beauty of diversity on an international level, which has led him to set personal goals of reaffirming diversity wherever possible. When looking back on his experiences in the IPMP, he recalls that his favorite memories are the beginnings of friendships that are still alive and well. Through the IPMP, he met and served as a mentor to many now well-known student leaders across campus, such as Sara Suarez, Rishi Chandra, and Sujay Chandorkar. Popoola explains, “Seeing my mentees become great leaders and mentors has been the biggest reward. They are my pride.”
IUPUI hosted the third annual National Mentoring Symposium in late October. The Mentoring Symposium celebrated an 11 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 the 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, as well as faculty and staff who work with the peer mentors. The conference allows participants from 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 2013 Mentoring Symposium opened with an inspiring keynote speaker, Joshua Fredenburg, who focused on leading with love. This passionate and energetic presentation set the tone for the event, and participants were ready to learn more as they selected from 23 diverse concurrent sessions throughout the day. Attendees included 385 peer mentors, program staff, and faculty. The number of institutions in attendance from outside of IUPUI continues to increase, making this year the highest attended symposium in the program’s history.

The IUPUI Mentoring Symposium Planning Committee is proud of the continued growth this event has seen in the past 11 years and is confident that the next symposium will bring new ideas, fresh faces, and inspiring workshops for attendees. Check out the symposium website (www.symposium.uc.iupui.edu) for the most up-to-date information about the 2014 event.
Problem-Based Learning: Something Old Yet Something New

BY ROBERT YOST

Educators agree that the best way for students to evaluate and extend their learning is through active engagement in the classroom and with one another. One way to facilitate student engagement in their own learning is to pose a question or problem and have the students work in teams to develop a solution to the challenge. This is the underlying principle of problem-based learning (PBL). A form of PBL first appeared in 1920 and was used by a primary school teacher who, due to injuries received in World War I, was unable to conduct classes in a traditional fashion. Years later in 1969, the faculty at McMaster University School of Medicine integrated PBL into the medical school curriculum (Yuruker, 2007). From there, PBL gained a foothold in other professional schools. Since it was first introduced, variations on the PBL theme have been used in many different classroom environments, including in undergraduate and high school classes. In fact, the National Center for Case Study Teaching in Science, which is maintained at the University of Buffalo, houses a plethora of cases and is an excellent resource for instructors wishing to adopt PBL (Lee & Kwan, 1997). PBL focuses on a student’s inquisitiveness and desire to use investigation as a driving force of the learning process. This premise aligns very well with the education literature, which has shown that students learn better if they are actively engaged in the classroom.

A survey course such as BIOL-K 103 Introductory Biology II has historically introduced students to the overall concepts that are an integral part of biology. However, it is equally important for students to develop an understanding of how chemistry, physics, and mathematics are involved in shaping the underlying principles that comprise the basic fabric of biology from cells to organisms. Given the integrative nature of biology, PBL provides a great opportunity for students to develop a broader, conceptual understanding of basic scientific principles.

During the 1990s, University College was instrumental in spearheading a movement to establish a peer mentoring program in which students help students develop as learners. Today, the Bepko Learning Center coordinates the mentoring program and works closely with departments to facilitate mentor recruitment and professional development. Peer mentors are required to have taken the course in which they mentor. Based upon their experience, the mentors develop learning-focused class activities. Peer mentors are constantly striving to provide and promote an active learning environment in the classroom. In biology, the peer mentors have a recitation class period in which they work with students on more complex or challenging concepts as well as answer questions.

While various adaptations of PBL have been used in the classroom for decades, having PBL sessions led by student peer mentors is unique for undergraduate biology at IUPUI. PBL was first tried in one section of BIOL-K 103 in the fall of 2013. Beginning in the 2014 spring semester, all BIOL-K 103 mentors will be using PBL several weeks throughout the semester. The topics correlate with the current lecture material. The week prior to the recitation session, the case is introduced through a presession assignment in which the students individually do some initial investigative work on the problem. The week of the session, the students work in groups to answer additional questions related to the problem and to come up with a possible solution. Each group reports out to the entire class to arrive at a collective conclusion. For example, in the unit on tissues and skin, the activity is titled “Not Just Another Day at the Beach” (Lee & Kwan, 1997). For the presession assignment, the students define basic terms and investigate skin cancers such as malignant melanoma and evaluate risk factors for developing skin cancer. During class, students discuss what they discovered and learn more about patient treatments and the prognosis. The case concludes with the students being made aware of the actual outcome. Other topics covered in later weeks include “Muscles and Nerves: It’s Like Pulling Teeth” and “Mini Cases in Movement Disorders.” So far, students’ responses to using PBL in recitation have been positive, and they have indicated that they value the experience as a part of the class.


In spring 2012, Melissa Nemeth’s pleas were heard when school-sponsored tutoring became available to her students. The Kelley School of Business Indianapolis senior lecturer teaches BUS-K 201 The Computer in Business, a required course for Kelley School of Business majors and minors. This class exposes students to analytical and technical problem-solving skills as well as broad areas of business computing and the information technology industry.

Nemeth realized she needed a solution fast when students began lining the hallway to receive one-on-one tutoring during her office hours. Because 90 percent of computing faculty members are part time, Nemeth became the go-to person for BUS-K 201 answers. The school recently hired two student tutors, who excelled in the course, to help teach struggling students or those who just need some extra coaching to learn various concepts. Tutoring began in Taylor Hall at a single computer, often requiring students to bring their own laptops to get help with homework. Nemeth reached out for additional space because the number of students needing help often reached 20. Currently, students can go to the Math Assistance Center (MAC), located in the lower level of Taylor Hall, to receive additional help in BUS-K 201. According to Nemeth, “students are more willing to ask other students questions, which is why we decided that student-based tutoring was far more effective than faculty-led tutoring.”

The increasing enrollment numbers required additional sections of BUS-K 201 to be taught, bringing the total to 20 sections and expansion into another classroom. This is also the first semester that an honors section is offered, bringing 27 honors students into the course.

Finance and accounting major Cyndi Chee was recommended by her instructor to her current tutoring position after excelling in BUS-K 201. “I enjoy helping people a lot,” said Chee. “Sometimes, when I converse with students, I learn something new from them, which makes it really interesting. It’s like two-way input, not just me teaching them.”

Jarred Potter, a supply chain management and marketing major, was looking for work when Nemeth approached him with the opportunity to tutor and earn a little extra cash after doing well in BUS-K 201. “Currently what I enjoy most about tutoring is the learning I do while teaching,” said Potter. “Forcing myself to consistently improve and review my understanding of the material keeps me sharp and helps me learn the material better.”

Both tutors will continue to see increasing numbers of students coming to their tutoring sessions for additional help as the semester continues. Nemeth is excited about the success of school-paid tutoring and hopes to continue to monitor its successes.
The University College Leadership Grant for Peer Mentors

BY STEPHANIE OSBORNE

The University College Leadership Grant for Mentors was established in 2006. Peer mentors who have received the Scott E. Evenbeck Leadership Scholarship for at least two semesters are eligible to apply for funds to participate in a university-approved experience. These experiences enable peer mentors to leave their familiar surroundings and grow academically, culturally, and personally. The grant funds participation in any of the following program areas:

- Service learning
- Academic conference/institute
- Study abroad
- Domestic exchange
- Internship
- Research

Mentors are encouraged to select and apply for a program that will directly complement their academic, personal, and career goals and to consider an experience that will expand their understanding of their community, the nation, and the world.

Elizabeth “Liz” Irick, a Bepko Learning Center and First-Year Seminar program mentor, participated in the Danish Institute of Study Abroad program in the summer of 2013. In this six-week session, Irick studied positive psychology and European clinical psychology in Denmark and Belgium. While overseas, she was able to participate in weekend side trips to Sweden, England, Germany, and Ireland. Each country Irick visited was unique, and those opportunities have inspired her to continue traveling to see and to experience more of the world.

Irick found it difficult to express everything she gained from her study abroad experience; however, the most obvious gains were the development of lifelong friendships, an appreciation for people in her life and personal experiences, gratitude for the places she visited, and the experience of a different education system that pushed her to approach her senior year at IUPUI in a much more intentional and engaging way.

When asked for words of encouragement to students considering study abroad, Irick advised mentors to do everything possible to make it work. She encouraged mentors to find a program that matches and supports their interests and future goals, apply for all available scholarships and grants, and step outside familiar comfort zones. Irick also encouraged mentors to take advantage of all the opportunities that study abroad provides, including traveling as much as possible, visiting tourist sites, attending local festivals, and learning about local cultures.

Academic Success Coaching at the Bepko Learning Center

BY CRISTINA CAPUTO AND LANDON J. BROTHERS

The word “coach” has a very specific meaning and usually has a connotation associated with athletics. However, in recent years the term has taken off as a popular practice in several fields, including business, education, organizational communication, and leadership/management. Coaching can be utilized as a purposeful type of mentoring strategy aimed at improving persistence and retention among college students. Decades of research has demonstrated the positive impact of peer relationships and peer mentoring on college student development and degree completion. In the Bepko Learning Center, coaching is based specifically around academic success.

Academic success coaches (formerly known as resource mentors) in the Bepko Learning Center assist students in identifying and achieving their academic goals. Academic success coaches are not prescriptive in their mentoring approach. Instead, students are asked thoughtful and reflective questions to assist them in discovering their goals and areas they would like to improve to achieve their desired outcomes. Furthermore, the coaching model used is strengths focused and builds on the areas that students need to improve by providing encouragement and support. Through weekly trainings, academic success coaches learn various strategies and techniques to help students build self-efficacy and impart successful study strategies.

Academic success coaching came about in an effort to address the noticeable retention gaps between first-year and second-year students. The Bepko Learning Center was charged with developing a pilot program in fall 2013 focused on creating a proactive and individualized coaching model. This spring semester, academic success coaches assisted second-semester freshmen who had not participated in a first-year learning community from a variety of majors, credit hours, and GPAs. In the fall 2014 semester, academic success coaches will be working with student athletes, students participating in the Students Taking Academic Responsibility (STAR) program, and students not participating in first-year seminars. In addition, academic success coaching is available to all undergraduate IUPUI students wishing to participate.

To learn more about academic success coaching provided through the Bepko Learning Center, please e-mail ucolbclc@iupui.edu.
Tagreed Abdulbari (Bepko Learning Center) will graduate in May 2014.

Jaleecia Bell (Peer-Led Team Learning) was inducted into the National Society of Leadership and Success.

Zach Bennet (Peer-Led Team Learning) is a member of the IUPUI men’s swimming team.

Tyler Blythe (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Stefany Boleyn (Bepko Learning Center) will graduate in May 2014 and will be getting married on September 7, 2014.

Sarah Burris (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Rishi Chandra (International Peer Mentoring Program) was the chairperson for the third annual Asian Heritage Celebration Dinner.

Hunter Cox (Peer-Led Team Learning) is the vice president for the IUPUI Interfraternity Council and is a recipient of the International Summer Internship at Shenzhen Institutes of Advanced Technology in Shenzhen, Guangdong, China.

Meghan Day (Peer-Led Team Learning), a member of the IUPUI women’s soccer team, is a representative for the IUPUI Student Athlete Advisory Committee.

Nhan Do (International Peer Mentoring Program) is the IUPUI Undergraduate Student Government representative for the IUPUI International Club, as well as president of the IUPUI Engineering Technology Worldwide Club.

John Faulker (Bepko Learning Center) is the founding father of the IUPUI chapter of Phi Gamma Delta.

John Fierst (International Peer Mentoring Program) co-presented on the Indiana University School of Medicine’s Life-Health Sciences Internship Program at the American Association of Colleges and Universities Conference in Portland, Oregon.

Hayley Gryzch (Peer-Led Team Learning) was accepted to the Indiana University School of Medicine.

Juyeon Han (International Peer Mentoring Program) was awarded a grant from the Golden Key International Honour Society for an international conference held in Boston, Massachusetts, in summer 2014. Juyeon also plans to pursue veterinary medicine after graduating in May 2014.

David Hanna (International Peer Mentoring Program) recently began a new position as a support technician for IU’s University Information Technology Services (UITS) in the Medical Science Building.

Bradley Hiatt (Peer-Led Team Learning and Math Assistance Center) was accepted to the Illinois College of Optometry in Chicago.

Garret Hillsdon-Smith (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Ryan Hopkins (Peer-Led Team Learning) received the Robert Noyce Teach Science Scholarship through the Urban Center for Advancement of STEM Education (UCASE).

Mai Khuu (Peer-Led Team Learning and International Peer Mentoring Program), an intern in the Indiana University School of Medicine’s Life-Health Sciences Internship (LHSI) Program, received a travel grant from LHSI. Khuu is also the secretary of the IUPUI Pre-Pharmacy Club, as well as a Multidisciplinary Undergraduate Research Institute Scholar through the IUPUI Center for Research and Learning. Khuu also presented a poster at the Biophysics Annual Meeting in San Francisco, California, in February 2014.

Connor Love (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Jacob McDaniel and Stephanie Metcalf (Peer-Led Team Learning) published a paper at Educase.com on different online platforms that could be used for cyber-peer-led team learning.

Callie Meece (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Danielle Million (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Hunter Muhney (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Devin Ryan (Bepko Learning Center) received first place presenting her abstract on “The Effects of Environmental Conditions on Optically Stimulated Luminescent Dosimeters” at the Central Chapter for the Society of Nuclear Medicine and Molecular Imaging Meeting in Ann Arbor, Michigan.

Kevin Shamuyarira (International Peer Mentoring Program) recently began working in the Office of Development, Operations, and Employee Relations in University College.

Yaniv Shmukler (Peer-Led Team Learning) won the fall 2013 IUPUI Academic Bowl with fellow peer-led team learning leader Lincoln Wallis.

O’Neal Shyne (Bepko Learning Center) will graduate in May 2014.

Aaron Sparks (Peer-Led Team Learning) was accepted to the Doctor of Physical Therapy programs at Indiana University and the University of Indianapolis.

Amna Sohail (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Benjamin Vickery (Peer-Led Team Learning) studied at Oxford University in England during fall 2013.

Lincoln Wallis (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013, and his team won the fall 2013 IUPUI Academic Bowl with fellow peer-led team learning leader Yaniv Shmukler.

John Wells (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Weston Wright (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Dana Yenko (Peer-Led Team Learning) made the School of Science Scholars List for fall 2013.

Jessica Zwarycz (Bepko Learning Center) was accepted to the IU in DC Leadership Program this summer offered through the School of Public and Environmental Affairs.
Alumni News and Updates

**Alyica Berman (Peer-Led Team Learning)** was one of three nominees to receive the prestigious Barry Goldwater Scholarship from the Barry Goldwater Scholarship and Excellence in Education Program.

**Christian Lee (Peer-Led Team Learning)** was one of three nominees to receive the prestigious Barry Goldwater Scholarship from the Barry Goldwater Scholarship and Excellence in Education Program.

**Ahmed Malik (Peer-Led Team Learning)** was accepted to the M.D./Ph.D. New York University Medical Scientist Training Program offered through the New York University School of Medicine, as well as the M.D./Ph.D. Michigan Medical Scientist Training Program offered through the University of Michigan.

**Neelam Shah (Peer-Led Team Learning)** was accepted to the Indiana University School of Dentistry and began the program in fall 2013.

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### IUPUI Spring 2014 Mentors

#### 21st Century Scholars Success Program

- Jeffrey Cramer: Psychology
- Kelsie Curtis: Radiography
- Halimatu Djalo: Psychology
- Atrisha Gardner: Social Work
- Davionna Herrod: Business
- Charles Irving: Forensic and Investigative Science
- Jacqueline Ison: Elementary Education
- Raad Khatab: Media Arts and Sciences
- Benjamin Molnar: Nursing
- Jhalak Patel: Accounting, Finance, & International Studies
- Charles Irving: Forensic and Investigative Science
- Re’Nesia Brown: General Studies
- Kelsie Curtis: Radiography
- Nicole Miller: Nursing
- Jhalak Patel: Accounting, Finance, & International Studies
- Mayuri Patel: Elementary Education
- Ashley Porter: Pre-Dental Hygiene
- Bisharo Rashid: Nursing
- Dayna Roper: Tourism, Convention, & Event Management
- Jaspal Saini: Computer Engineering
- Hadia Shaikh: Pre-Art Education

#### Academic and Career Development

- Kayte Anthrop: Pre-Nursing
- Aqsa Anwar: Biology
- Jenny Applegate: Pre-Veterinarian Biology
- Brandon Ball*: Pre-Medicine Psychology
- Stefany Boleyn: English
- Brandon Brown: Kinesiology
- Megan Bryant: Biomedical Engineering
- Spencer Burgin: Pre-Law English
- Ana Cavazos*: Forensic and Investigative Science & Chemistry
- Tiera Clark: Pre-Medicine Biology
- Luke Coleman: Pre-Medicine Engineering
- Taylor Crawford: Biomedical Engineering
- Cassie Daet: Pre-Medicine Biology
- Becca Davidson: Biology
- Julian Dilley: Pre-Medicine Biology
- Monique Dorsel: Communications
- Laura Allen: Undecided

#### BEPKO Learning Center

- Tagreed Abdulbari: Japanese & Psychology
- Nashid Ahmed: Pre-Dentistry
- Tolu Ajayi: Biomedical Engineering
- Laura Allen: Undecided

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*Student's academic major is listed with their name.

*Mentors with honors

**Listed by academic program for which they currently serve.**
Sara Ibrahim*  Biology
Janine Kabir*  Biology
Alicia Kuh  Pre-Radiography
Marissa Logsdon  Medical Humanities and Health Studies
Leah Matulewicz  Exercise Science
Haley McGough*  Biology
Lena Mercho  Biology
Alexis Miller  Accounting and Finance
Lyla Nassimi  Biology
Hamza Nawaz  Mechanical Engineering
Sandra Ndichu  Forensic Science & Chemistry
Paige Newland*  Criminal Justice & Public Safety
Jacob Olson  Biology
Azreen Omar  Health Science
Tobi Omorodion  Computer and Information Technology
Binal Pandya*  Biology
Danielle Parker  Pre-Medicine Neuroscience
Melissa Peden  Pre-Medicine Neuroscience
Allison Quillman  Pre-Nursing
Sarah Rakich  Communications & French
Justin Rice  Biology
Brittany Richard  Radiography
Kayla Rinker  Sociology
Devin Ryan  Nuclear Medicine
Denise Sayasit  Pre-Medicine Kinesiology
Ashley Schepers  Interdisciplinary Studies
Katelyn Schneider  Psychology
Lindsay Schott  Psychology
Katherine Scott  Art History
Marvin Shamuyarira  Informatics
Aaron Sheets  General Studies
Zahir Sheikh*  Neuroscience & Biology
Brittany Sherrill*  Nursing
Hana Shin  Pre-Pharmacy Biology
Marina Slaven  Nursing
Chelsea Smith  Pre-Dental Biology
Rebekah Smith  Anthropology
Ashley Smith  Biology
Rachael Sopko  Pre-Nursing
Justin Staley  Non-Degree Seeking
Javed Syed  Biomedical Engineering
Sydney Teal*  Public Safety Management
Roxiya Tursunova*  Neuroscience & Chemistry
Jacquelin Vasquez*  Biology
Shawn Ware  Chemistry
Macy Weaver*  Clinical Laboratory Science
Caylen White  Exercise Science
Krystal White  Public Safety Management
Zach Wolfe  Health and Rehabilitation Sciences
Hanyu Xia  Medical Humanities and Health Studies
Jessica Zwarycz*  Criminal Justice

Mentors with honors

Robert Martinez  Criminal Justice
John Reed  Business Management
India Rias  Communication Studies
Zahir Sheikh*  Neuroscience & Biology
Madison Stout*  Psychology
Jessica Zwarycz*  Criminal Justice

Robert Martinez  Criminal Justice
John Reed  Business Management
India Rias  Communication Studies
Zahir Sheikh*  Neuroscience & Biology
Madison Stout*  Psychology
Jessica Zwarycz*  Criminal Justice

DIVERSITY ENRICHMENT AND ACHIEVEMENT PROGRAM

Efrain Alvarado  Public Relations
Raven Moody  Journalism
Yavonna Murdock  Exercise Science
John Reed  Business Management

FIRST-YEAR SEMINAR

Brad Cox  Accounting
Chavelle Curd  Criminal Justice
Craig Dunn  Computer Graphics Technology
Atrisha Gardner  Social Work
Jennifer Jones  Social Work
Alexis Kohn  Public Health

Robert Martinez  Criminal Justice
John Reed  Business Management
India Rias  Communication Studies
Zahir Sheikh*  Neuroscience & Biology
Madison Stout*  Psychology
Jessica Zwarycz*  Criminal Justice

Youssef Adib  Mechanical Engineering
Benita Adzani  Accounting & International Studies
Rishi Chandra  Supply Chain Management, Accounting, & International Studies
Nhan Do*  Computer Engineering
John Fierst*  Biology
Sukhjeet Gill*  Business Management, Human Resources, & International Studies

Juyeon Han  Applied Mathematics
David Hanna  Computer Information Technology
Hisaki Hirayama  Business Management & International Business
Ashwin Jeyakrishnan*  Mechanical Engineering
Mai Khuu  Biology
IUPUI SPRING 2014 MENTORS

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

Sharifah Kyazike
Biology

Sally Momoh
Chemistry

Anh Nguyen*
Biology

Kevin Shamuyarira
Management

Yaniv Shmukler*
Biology & Spanish

Hanyin Zhang
Mechanical Engineering

Ricardo Ortiz
Mechanical Engineering

Keyla Ramirez
Pre-Nursing

Brendon Steele
Media Arts & Science

Matt Vanderpohl
Computer Engineering

John White*
Applied Mathematics

Tyler Ziliak*
Biomedical Engineering

Elliot Boyle*
Environmental Science & Public Affairs

Sarah Burris*
Chemistry

Brian Chang
Pre-Pharmacy

William Chang
Pre-Pharmacy

Hunter Cox*
Biomedical Engineering

Mark Daiuto*
Biology & Neuroscience

Joe Bondi*
Pre-Medicine Biology

Sara Burns
Nursing

Tiera Clark
Pre-Nursing

Brittany Crider
Psychology

Amanda Dunn*
Art Education

Mia Enriquez
Pre-Nursing

Bradley Hiatt
Biochemistry

Niki Kogler
Nursing

Julie Kramer*
Drawing & Illustration

Parker Leisure
Motorsports Engineering

Fran Massari
Nursing

Jaime McMahon
Health Services Management

Paige Morrison*
Pre-Physical Therapy Exercise Science

Marcus Hatcher
Education

Hannah Johnson
Psychology

Jennifer Jones
Social Work

Tosha Lumbreras
Criminal Justice

Elizabet Alexander*
Chemistry

Josh Arkanoff
Biomedical Engineering

Paige Ballew
Biology Teaching

Jalecia Bell
Biology

Zach Bennet*
Biology

Tyler Betty
Neuroscience & Psychology

Tyler Blythe*
Biology

Jessica Bosse*
Forensic Science & Chemistry Education

Mark Botros
Biology

John Hildebrandt
Pre-Physician Assistant

Garret Hillsdon-Smith
Biology

Alexandra Hochstetler*
Biology & Medical Humanities

Ryan Hopkins*
Chemistry

Mai Khuu
Biology

Sarah Knefelkamp*
Biology

Sungmin Ko
Biology

Connor Love*
Biology

Jacob McDaniel*
Philosophy

Seth McKinney
Biochemistry

Callie Meece*
Biochemistry

Stephanie Metcalf*
Chemistry

Marita Miller*
Chemistry

Danielle Million
Biology

Alex Minch*
Biology & Neuroscience

Mohamed Mohamed
Biology

Hunter Muhney*
Biology

Jessica Muldoon*
Clinical Laboratory Science

Tony Nguyen
Pre–Respiratory Therapy

Parag Patel
Biology

Rushiv Patel
Biology
<table>
<thead>
<tr>
<th>Mentor Name</th>
<th>Academic Major</th>
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<tbody>
<tr>
<td>Matthew Phillips*</td>
<td>Biology</td>
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<tr>
<td>Dan Preston</td>
<td>Biology &amp; Chemistry</td>
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<tr>
<td>Luis Ramos*</td>
<td>Biology</td>
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<tr>
<td>Tori Rarity*</td>
<td>Biology</td>
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<td>Hanyin Zhang</td>
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