The Nina Mason Pulliam Legacy Scholars program was established in 2001 as a tribute to the life and values of Mrs. Pulliam. Located in the lower level of Joseph Taylor Hall, the Nina Scholars program currently serves 41 Indiana University–Purdue University Indianapolis (IUPUI) students who are either former foster youth, physically disabled, or nontraditional students with dependents. The program believes in a holistic approach of supporting education and currently has seven mentors that provide guidance to program students.

Five mentors serve as academic or life coaches who help first-year cohort members navigate the IUPUI campus, culture, and class work. Their focus is on helping students to identify their strengths and passions, to learn and maintain goal-setting processes, to become familiar with campus and community resources, and to develop relationships between scholars that will be beneficial throughout college. Mentors lead weekly workshops that focus on a variety of topics: Prescription for Procrastination, Resiliency, Emotional Intelligence, Financial Literacy, Math Test Taking Skills, and Developing Success Networks.

In addition to working in groups and one-on-one with several students, mentors participate in weekly meetings to discuss ways in which they can improve outcomes and challenge students. Mentors also attend cultural and community service events throughout the year. During the fall semester, each mentor and new scholar is introduced to the program by attending the Challenge Education workshop at Craig Middle School. Initial trust is built through collaboratively tackling the various courses that the workshop presents. Mentors and scholars are then able to adopt the positive mind frame necessary for facing academic and personal challenges.

This spring the Nina Scholars program participated in the Martin Luther King Jr. Day of Service, attended two plays at the Indiana Repertory Theatre, hosted a community service event for 40 children from St. Mary’s Child Center, and jumpstarted their first leadership organization. There will also be several informal events where students will be able to enjoy each other’s company, further building a cohesive and engaged atmosphere.

The Nina Scholars program has been fortunate to obtain many talented IUPUI students. In 2007, three mentors were nominated for the IUPUI Top 100 Outstanding Student award, and two of those were selected for the recognition: Julie Reindle and Angela Hopson. In 2008, Linda Collins, Angela Hopson, and Roger McCoy were nominated for the Top 100 award. The Nina Scholars mentors for the 2008–2009 academic year are Linda Collins, Angela Hopson, Roger McCoy, Derrick Stack, and Montreece Soares. For more information on the Nina Mason Pulliam Legacy Scholars, please feel free to visit their Web page (http://uc.iupui.edu/middleHS/21st/index.asp).
Indiana University–Purdue University Indianapolis (IUPUI) hosted the sixth annual IUPUI Mentoring Symposium on September 27, 2008. The Mentoring Symposium allows for mentoring programs from around the country to come together in an effort of personal and professional development. IUPUI Mentoring Symposiums are wonderful opportunities for collaborative learning, networking, and the ongoing training of mentors. This year, attendees included approximately 220 peer mentors, program staff, and faculty members.

This was a year of firsts for the Mentoring Symposium. We were fortunate to host this year’s event in the newly opened Campus Center. The venue gave us the ability to hold the event in one location, and when coupled with its professional staff and modern atmosphere, the Campus Center truly proved to be the best place to represent IUPUI. It is our hope that we continue to host future events there.

In previous years, we marketed the Mentoring Symposium to programs within IUPUI and throughout the state of Indiana. However, through a push in marketing designed to increase statewide attendance, registrations unexpectedly began to flood in from numerous institutions of higher education outside of Indiana. For the first time in its history, IUPUI Mentoring Symposium participants represented programs throughout the country, giving us the beginnings of future national status. We are proud to welcome the following five schools to our campus and state: University of Kentucky, Lansing Community College, University of Cincinnati, University of North Texas, and the University of Buffalo. The statewide turnout was the largest it has ever been and included the following six institutions: Indiana University (IU) Bloomington, IU Kokomo, IU East, Indiana University–Purdue University Columbus, Purdue University IP, West Lafayette, and PU Calumet. It was our honor to host such a diverse group of mentoring programs, adding a new developmental component to the experiences mentors received.

The Mentoring Symposium benefited from the presentations of two keynote speakers. Returning by popular demand, Dr. Maura J. Cullen gave a thought-provoking opening address that examined several aspects of diversity. Dr. Cullen is considered a foremost authority on issues of diversity and leadership on today’s college campuses. We also welcomed a new lunchtime keynote speaker, Chad Crittenden, who discussed his experiences as a person with a disability. After his season as a contestant on the hit reality TV show Survivor, Chad decided to travel nationwide to share his inspirational story with students, educating them about the importance of taking risks, giving back to your community, and discovering new opportunities to grow. His message and personal experience showed our students how they can “discover the will to survive.” Both keynote presentations received rave reviews, and mentors had the chance to purchase a copy of the presenters’ books, get a personalized autograph, and socialize with the speakers.

The Mentoring Symposium also provides mentors the opportunity to participate in concurrent sessions and workshops. This year there were 18 concurrent sessions, primarily led by representatives from academic and student affairs at IUPUI. The symposium is unique in that student mentors get a chance to present their knowledge and research to their peers. A few examples of mentor-facilitated concurrent sessions include: All About Icebreakers, Study Skills, Collaborative Learning and Session Planning, and Returning Mentor Panel. We were also fortunate to have a current mentor from IU East present about mentoring for online supplemental instruction courses.

The success of this year’s Mentoring Symposium has left us eager to see what is in store for future events. We are excited about the partnerships that have been built between IUPUI and institutions from around the country and plan to include them in the planning process for the 2009 symposium. In an effort to keep this communication strong, we have created a Listserv for the benefit of both administrators and students from IUPUI and each participating institution. Not only will we use this as an outlet for planning development, but we have also begun discussion threads about common practices in mentoring programs. These provide program staff a seamless way to get information on what other mentoring programs are doing to increase success. It is our hope that the 2009 Mentoring Symposium will include presenters from additional colleges and universities, will have a growth in attendance, and will offer more topics of interest in an effort to aid in the development of peer mentors nationwide. To learn more about the 2009 Mentoring Symposium please feel free to visit the Web site (http://uc.iupui.edu/learningcenter/symposium_visitor.asp).
Study skills mentoring is one of the many free services offered at the Bepko Learning Center. Bepko Learning Center resource mentors are exceptionally well trained in providing study skills assistance to Indiana University–Purdue University Indianapolis (IUPUI) students. A few topics in which mentors are specifically trained include time-management skills, test-taking tips, learning how to create effective schedules, note-taking skills, mastering organization, as well as many more. As can be seen in this testimonial, students have described their study skills experiences at the Bepko Learning Center as being extremely valuable to their overall collegiate success, “It was a good time because they really helped; the mentors showed me the areas of improvement needed and they showed me how to fix my problems.”

The study skills program has expanded from offering one-on-one student support to also offering group study skills workshops designed to meet the needs and desires of both instructors and the students. The fall 2008 semester saw an overwhelming response to this initiative. Over 20 workshops were conducted for Ball Residence Hall, the Department of Athletics, and several gateway and learning community courses.

The Bepko Learning Center Resource Desk is located on the second floor of Joseph Taylor Hall (UC 2006) and is open from 8:00 a.m. until 7:00 p.m. Monday through Thursday, and from 8:00 a.m. until 4:00 p.m. on Friday. The Resource Desk is staffed by a friendly and knowledgeable group of student mentors who are eager to provide study skills assistance. Students can make an appointment with a mentor in person, by telephone, or via e-mail for a one-on-one mentoring session. Please visit the Bepko Learning Center Web site (http://uc.iupui.edu/learningcenter) to learn more about the exciting study skills services offered, including newly updated study skills handouts available for download.

**UCOL 204: Independent Study in Mentoring: Sample Abstracts**

In UCOL U204, mentors work with a faculty or staff member to conduct a research project related to mentoring. Below are sample abstracts from research projects that mentors have recently completed. If you are interested in advising a UCOL U204 research project, please contact the Bepko Learning Center staff or speak with a mentor.

**Title:** Impact of Mentoring on Mentors: Reports of Increased Self-Confidence Relating to Communication and Social Skills

**Mentors:** Kyle Roberts and Matthew Benson

Over the past decade, there has been a great amount of research performed that examines the benefits of mentoring on mentees. This study, however, specifically examines benefits to the mentor, focusing on perceived gains in self-confidence and communication skills. A self-reported survey was administered to first-semester mentors participating in an academic mentoring program organized by the Bepko Learning Center at Indiana University–Purdue University Indianapolis (IUPUI). Results suggest that mentors feel that as a result of their experiences they have become more socially outgoing, have less anxiety speaking in front of groups, have improved in their ability to communicate complex ideas, and have grown more comfortable communicating with people of a different age, race, or gender.

**Title:** Observing Supplemental Instruction: An Examination of Video Observation as a Method of Evaluation and Feedback

**Mentors:** John Blanchard and Dustin Blackwell

Supplemental Instruction (SI) administrators must treat SI leader performance as a function of program outcomes and strive to advance the skills of their leaders through accurate evaluation and feedback to achieve continual progress. Due to advances in technology, video observation is becoming prevalent as a form of evaluation and feedback. However, this innovative method has yet to be systematically examined and side effects are unknown. Social inhibition and facilitation effects are conceivable such that increased anxiety from an invasive camera may cause inexperienced SI leaders to falter while enhancing the performance of seasoned leaders. Results demonstrated that video observation does not appreciably inhibit SI leaders. Implications and recommendations for video observation are discussed with benefits applicable to education and training.
The Mathematics Assistance Center, also known simply as the MAC, is a stress-free environment where students have an excellent opportunity to receive help in mathematics and statistics courses from their highly qualified undergraduate and graduate student peers. Centrally located on the Indiana University–Purdue University Indianapolis (IUPUI) campus in room UC 102 of Joseph Taylor Hall, the MAC is open 60 hours per week to help promote student learning. During the fall and spring semesters, the MAC's hours of operation include:

- Monday – Thursday from 9:00 a.m. until 9:00 p.m.
- Friday and Saturday from 11:00 a.m. until 3:00 p.m.
- Sunday from 1:00 p.m. until 5:00 p.m.

Throughout the hours of operation, the MAC may be reached by phone at 317-274-7898 or via e-mail at help@math.iupui.edu.

The MAC offers three major services, which include mentoring, tutoring, and assistance with navigating online homework and software.

Students taking any of the following mathematics or statistics courses may receive some assistance at the MAC: Math 001, 110, 111, M118, M119, 153, 154, 159, 165, S165, 166, S166, 171, 221, 222, 231, 232, 261, 262, and STATS 113, 301, 350.

All help is by walk in only; no appointment is ever needed. In the fall 2008 semester, the Mathematics Assistance Center served nearly 1,900 students who visited the center approximately 12,200 times during which they averaged 85 minutes per visit. The combined time for all of the students who received help at the MAC during the fall semester adds up to nearly two years of total time.

Each fall and spring, the entire MAC staff consists of about 70 students. The mentoring program at the MAC includes 29 student mentors and 3 student mentor team leaders. In order to be eligible to be a mentor for the MAC, a student must have completed (at IUPUI) at least one of the courses we mentor for, have a 3.5 mathematics GPA and a 3.0 cumulative GPA (on a 4.0 scale), complete our assessment material at a level that demonstrates a high degree of understanding, present a problem or two to a panel of MAC personnel in a mock mentoring session, and respond well to a set of interview questions.

Weekly, MAC mentors spend over six hours assisting students and four to five hours preparing for their mentoring sessions. Mentoring sessions are set up so that students work together toward a common goal. Goals include reviewing weekly concepts, practicing problems, and reviewing for quizzes and tests. In addition, MAC mentors meet with instructors twice prior to the first two exams associated with their session in order to receive professional guidance and instruction from an expert in the field. MAC mentors conclude the semester by putting on an Exam Jam, a four-hour cumulative review, for students with the goal of better preparing them for their upcoming mathematics finals.

At the Mathematics Assistance Center, a student's success is our primary goal. To learn more about the MAC, please feel free to visit our Web page (http://www.math.iupui.edu/MAC).

Departmental News and Updates: Spring / Summer 2009

**PEER-LED TEAM LEARNING UPDATE**

**JESSICA BLACKERBY**

Jessica Blackerby, Learning Specialist in the Peer-Led Team Learning (PLTL) program, and Pratibha Varma-Nelson, Professor of Chemistry and Executive Director for the Center for Teaching and Learning, are partnering to present at a national conference: The 237th American Chemical Society (ACS) National Meeting in Salt Lake City, Utah, from March 22–26, 2009.

PLTL was developed as a way of involving all students more actively in their own learning, thus increasing their problem-solving skills, ability to work in teams, and their success in introductory science courses. Professor Varma-Nelson will discuss implementation of PLTL programs in community colleges, critical elements necessary for success, and opportunities for collaboration between community colleges and four-year institutions. The impact of PLTL programs on underrepresented minorities and women will also be discussed. Professor Varma Nelson’s presentation will be followed by a discussion of strategies for training peer leaders led by Jessica Blackerby.

**TWENTY-FIRST CENTURY SCHOLARS UPDATE**

**BETH BOWLING**

Mentors and mentees recently participated in the Martin Luther King Jr., Day of Service and volunteered at the Humane Society of Indianapolis. There will be a Twenty-first Century Scholars team participating in the Race for the Cure. Students will also be attending the Project Leadership Conference on February, 27. In March, there will be a mentoring program reflection session. Several program students will also be going as a group to the Ishmael Beah lecture on Thursday, March 12.
Fall 2008 Mentor Celebration

MARAYSA RAFFENSPARGER

The Fall 2008 Mentor Celebration was a Thanksgiving holiday themed dinner held in the Campus Center. Approximately 70 people attended the buffet-style reception; mentors and team leaders from all mentoring components came together to socialize and reconnect with fellow students, instructors, and staff members. While relishing in the delicious food that was served by the team, everyone reminisced about good times as a video displayed pictures and music, capturing each mentoring component’s distinct memories. In addition to dinner, mentors were invited to participate in a raffle. Names were drawn at random, and winners received prizes ranging from coffee mugs to sweatshirts. Overall, the fall celebration was a huge success, starting with the mentors who received praise to the cleanup crew at the end of the evening.

Although the Fall Mentor Celebration has already taken place, student mentors from the Bepko Learning Center and Orientation Services are already planning the Spring 2009 Mentor Celebration. One area that sets the spring celebration apart from the fall celebration is the formal presentation of grants, component awards, and special recognitions. This year the Tonya Conour Faculty Service Award, the William Plater International Scholarship, and the Barbara D. Jackson Study Abroad Award will be presented to students, along with many others. The Spring Mentor Celebration will also feature poster presentations by student mentors who are currently enrolled in UCOL U204 Mentoring: Independent Study. The UCOL U204 presentations will give our student mentors the opportunity to share the research projects that they have been diligently working on throughout the semester.

An invitation to the Spring 2009 Mentor Celebration will be sent to you shortly. For updated information about the Spring Mentor Celebration, including time, date, and location, please feel free to visit (http://uc.iupui.edu/learningcenter).

MENTOR SPOTLIGHT:

An Interview with Georgia Waddups Teach for America

DANIEL TRUJILLO

Georgia Waddups, a current Bepko Learning Center academic coordinator, was recently accepted into the Teach for America program. Teach for America is a nonprofit organization that “works to eliminate educational inequality by enlisting the nation’s most promising future leaders. . . . Teachers, also called corps members, serve a minimum of a two-year commitment leading children in low-income communities and children of color to find academic achievement. Corps members build the capacity of schools and school systems by providing leadership and support at the ground level in an effort to change the prevailing ideology through their leadership and advocacy” (Teach for America).

Georgia has been serving as a mentor within the Bepko Learning Center for approximately the past four years. Throughout her time as a mentor for University College, Georgia developed her expertise in personal communication, assertiveness, collaborative learning techniques, and study skills knowledge. She also developed her mentor session planning and management skills. Georgia is confident that the skills she acquired through her mentoring experiences will provide her with a solid instruction foundation as she begins the Teach for America program. Georgia explains, “As an academic coordinator I learned proper assessment methods, organizational skills, and how to be an effective team member.” Georgia recently earned a Bachelor of Science Degree in Psychology with a Specialization Certificate in Addictions from Indiana University–Purdue University Indianapolis.

Georgia is excited about joining the Teach for America team: “I am most looking forward to working with the kids the program supports. Teach for America’s mission is to close the achievement gap so that all children will have the opportunity to receive the exceptional education that they deserve.” Georgia will begin her Teach for America experience this coming June when she attends a regional induction ceremony in Jacksonville, Florida. She will then receive training for five weeks in Atlanta, Georgia. It is expected that she will move permanently to Jacksonville to teach within the Duval County Public Schools at the elementary level. She will be joined by her boyfriend, Nick, daughter, Isabelle, and dog, Titus. Georgia’s parting advice to her fellow students is to “find something that you are passionate about and do it! It is up to us to make a difference in this world, no matter how large or small.”
Opportunities for Mentors to Go Afar: Study Abroad

Landon Brothers

The Indiana University–Purdue University Indianapolis (IUPUI) Office of Study Abroad and University College have recently developed an exciting grant for the benefit of student mentors. The University College Leadership Grant allows student mentors receiving leadership scholarships the opportunity to extend their learning beyond the IUPUI campus. The grant covers the funding of research endeavors related to mentoring, service learning projects, attendance to academic conferences, domestic exchange programs, internship opportunities, and study abroad experiences.

Over the past few years, one of the most popular opportunities for mentors to pursue has been to study abroad. The Office of Study Abroad has a variety of programs that offer language-based service learning and departmental programs in international exchange throughout the world. Language-based programs are those programs that allow students to learn the native language of the country in which they are studying. Programs that are currently offered by IUPUI are located in Strasbourg, France; Guangzhou, China; and Cuernavaca, Mexico.

Service learning project programs concentrate on serving others in the country where the students are studying. During their time of service, students spend time reflecting on the culture in which they are immersed, how their service is affecting the local community, and how the experience has changed them personally. Service learning project programs currently offered by IUPUI are located in Australia; the Dominican Republic; Paros, Greece; and Cuernavaca, Mexico.

In addition, exchange programs allow students to study for a semester or a full academic year at institutions of higher education around the world where IUPUI has a partnership. IUPUI has partnerships with colleges and universities located throughout Canada; Derby and Newcastle, United Kingdom; Bologna, Italy; and Japan.

There are also departmental study abroad programs that are designed specifically for students studying within a particular department. Additionally, some departments and schools have made available opportunities for their students to obtain internships overseas. Departments and academic schools that have study abroad programs are the Herron School of Art and Design, Kelley School of Business, School of Dentistry, School of Engineering and Technology, School of Law, School of Medicine, and the Center for Philanthropic Studies.

IUPUI students whose programs of study are based through Indiana University are able to participate in study abroad programs offered from any of the other seven Indiana University campuses. The University College Leadership Grant for mentors can also be applied to these programs.

Studying abroad is an everlasting experience that shapes the way one views the world. These programs put into perspective how the United States fits into the world and how different areas around the globe view and interact with the United States. Furthermore, IUPUI study abroad programs allow students to compare and learn from the cultures within which they are studying. These experiences will not only change the way one views the world, but it will also change the way a student thinks of herself or himself when returning to the IUPUI campus.

Mentors who are interested in applying for the University College Leadership Grant for mentors may obtain an application on the Bepko Learning Center Web site (http://uc.iupui.edu/learningcenter/mentors_current.asp). Deadlines for the application for the spring or summer semester is October 30, and for fall or the full academic year March 1. Students are encouraged to submit applications as soon as possible. Students should submit applications to the Office of Orientation Services located in UC 2001. To learn more about IUPUI study abroad programs please visit (http://www.iupui.edu/~abroad/).

Bepko Learning Center Extreme Makeover: Web site Edition

Dustin Blackwell

One of the many changes and advancements that the Bepko Learning Center accomplished this past summer and fall was the refurbishing of the Bepko Learning Center’s Web site. We wanted to make the new Web site a more user-friendly and up-to-date place that everyone could benefit from using. More importantly, we wanted something that would keep site users coming back to the Web site in order to receive additional information. This, in turn, would further encourage them to use the numerous resources offered by the Bepko Learning Center.

Making the Web site more user-friendly was a big goal from the beginning. In addition, we also wanted to give it a more inviting layout that contained the most current information. The previous Web site contained information and resources that were out of date, which caused the Web site to become congested, making it difficult for visitors to read or understand its content. The new Web site now features a specific outline format, which makes it more practical to navigate and easier to read.

Overall, the new Web site is a great place for everyone to go to increase his or her knowledge of the Bepko Learning Center. Come check out what services we have to offer students, including free study sessions and study skills assistance. Mentors, faculty, staff, and visitors will benefit from information about the upcoming Mentoring Symposium, Mentor Celebration, and the newly updated instructor manual! Please visit the newly renovated Bepko Learning Center Web site at (http://uc.iupui.edu/learningcenter).
IUPUI SPRING 2009 MENTORS

SCHOOL OF SCIENCE
Amanda Alia (Journalism)
Ali Akbari (Finance)
Omar Alobad (Biology)
Virdiana Alonso-Velez (Economics)
Natalia Barritt (Communications Studies)
Mathurin Barrientos (Biology/Chemistry)
Deborah Barrientos (History)
Sarah Barto (Mathematics/Actuarial Science)
Jenna Baumgarth (Pre-Med/Biology/Religious Studies)
Vanessa Beck (Economics)
Jennifer Bezdahl (Pre-Med Biology)
Josh Beyl (Pre-Physical Therapy Biology)
Eric Binkerd (Respiratory Therapy) Ensayo Bryant (Pharmacy)
Tiffiny Blackstone (Biology)
Dustin Blackwell (Exercise Science)
John Blanchard (Psychology)
Ryan Bytle (Bio-Medical Engineering)
Brittany Brungard (Psychology)
Tara Bryan (Elementary Education)
Johnathan Bux (Pre-Veterinarian Science)
Erica Burness (Nursing)
Amanda Canavan (Clinical Lab Science)
Megan Carry (Chemistry/Pre-Med)
Jennifer Cason (Biology)
Alfred Chang (Pre-Med Biology)
Rudin Cheif (Behavioral Neuroscience)
Alyson Cheney (Pre-Med Biology)
Molly Chilens (Biology)
Barbara Colley (Wendtgen Seeking)
Hermann Coff (Computer Information Technology)
Mark Collins (Chemistry)
Christopher Coors (Pre-Med Exercise Science)
Beauy Oubre (Electrical Engineering)
Sara Dalton (Nursing)
Michelle Dao (Biology)
Al Duran (Biomedical Engineering)
Edevit Davis (Pharmacology)
Samantha Delu (Biology)
Steven Ding (Business Finance)
Nick Domenico (Supply Chain Management)
Kenneth Edlin (Computer Science)
Isaac Ench (Electrical Engineering Technology)
Elizabethe Etter (Biology)
Eric Evans (Chemistry)
Stephanie flag (Pre-Dental Biology)
Derek Flores-Lefranc (Nuclear Medicine)
Eamond Forrest R (Geography)
Crystal Glover (General Studies)
Chen Grant (Pre-Pharmacy)
Alyssa Guimaraes (Exsornt Science)
Michael Heath (Psychology)
Brian Hemen (Psychology)
Chad Higginbotham (Biology/Classical Studies)
Shante Hixton (Radiography)
Jordia Hortin (Pre-Med Chemistry)
Katherine House (Spanish/Biology)
Kyle Huerkamp (Pre-Professional Pre-requisite Study)
Hadiy Hummed (Math)
John Ivey (Mechanical Engineering)
Jenna Jones (Radiography)
Anna Juaravelt (Pre-Dental Biology)
Kellen Knolve (Biomedical Engineering)
Bradley Korman (Chemistry)
Brittney Lange (Exercise Science)
James Lawson (Chemistry)
Jacqueline Leececk (Biology)
Change Lee (Chemistry/Math)
Brittany Lewis (Exporatory Studies)
Alex Lindsay (Psychology)
Ben Lutterbach (Psychology)
Kate Manier (Nursing)
Jennifer Markowitz (Nursing)
Michelle Martin (Nursing)
Kevin Mauser (Biomedical Engineering)
Angela McClellan (Nursing)
Katy Mcnair (Nursing)
Kari Mcneal (Pre-Med)
Kati Mcnelon (Biomedical Engineering)
Ancher Meyer (Pre-Med Biology)
Kerry Miller (Nursing)
Kristen Moon (General Studies)
Jessica Morgan (Pre-Dental Biology)
Linda Muscala (Political Science)
Hamed Naji (Electrical Engineering)
Megan Nally (Respiratory Therapy)
Maryan Najaf (Pre-Pharmacy)
Choja Odisara (Chemistry/Medical Sociology)
Jessica Ostborn (Nursing)
Kristen Ostborn (Nursing)
Diana Otter (Biomedical Engineering)
Cascily Overpuck (Radiography Seeking)
Maria Pappas (Biology)
Adis Patel (Biology)
Rivanna Patel (Pre-Med Chemistry)
Matt Pierce (Biology)
Raven Porter (Psychology)
Jean Pratt (Pre-Med)
Megan Prato (Pre-Dental Hygiene)
Maraysa Raffensparger (Psychology/Event Management)
Robert Rabinson (Nuclear Medicine)
Jack Rabin (Mechanical Engineering/Construction Management)

Mia Recupito (Biology)
Taina Reizer (Finance/Accounting)
Brad Rigol (Social Studies)
Kyle Roberts (Biology)
Derrick Roblan (Pre-Med Biology)
Jordan Ryan (History)
Kennan Salee (Pre-Pharmacy)
Barrett Shackelford (Chemistry)
Jeremy Shoup (Biomedical Engineering)
John Suors, Jr. (Chemistry)
Beatrice Thurgood (Biology)
Josh Townsend (Earth Science)
Sandy Tu (Nursing)
Tim Tu (Psychology)
Anastasia Wagner (Psychology)
Michael Weldenshius (Biology)
Samantha Wilson (Science)
Yubing You (Interior Design)
Hui Zhang (Finance)
Timmy Zinnmeier (Pre-Med Chemistry)

KELLEY SCHOOL OF BUSINESS
Jacob Cole (Economics)
Ben Colsten (Economics)
Cayi Capp (Science)

SCHOOL OF EDUCATION
Lauren Reed (Pre-Respiratory Therapy)

SCHOOL OF ENGINEERING AND TECHNOLOGY
Steven Ernesta (Computer Information Technology)
Sam Hider (Liberal Arts)
Edgar Torres (Engineering)

SCHOOL OF LIBERAL ARTS
Tyler Fernandes (History)
Robert Morgan (Mathematics/Philosophy)

SCHOOL OF NURSING
Sean Roberts (Nursing)

SCHOOL OF PHYSICAL EDUCATION AND TOURISM MANAGEMENT
Sandy Diffs (Physical Education)

SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS
Jodi Heanor (Public Safety Management)
Traci Wilmoth (Criminal Justice/Policy Studies)

UNIVERSITY COLLEGE
Brenda Cline (Forensic Science/Chemistry)
Amanda Dindiyal (Anthropology)
Eriel Echols (Science)
Robin Johnson (Political Science)
Jennifer Hughearn (Economics)
Kristen King (Human Resources)
Matthew Lech (French)
Whitney Miller (Operations)
Sharon Myers (Liberal Arts)
Anthony Newton (Tourism, Convention, and Event Management)
Rachael Pollard (Biology)
Amanda Role (Pre-Law Political Science)
Bruno Santana (Accounting/Finance)
Lauren Schummer (Psychology)
Lindsey Stiller (Social Studies)
Georgia Wadsworth (Psychology)

NINA MASON PULLIAM LEGACY SCHOLARS PROGRAM
Linda Collis (Psychology)
Angela Hopkin (Business Management)
Roger McCay (Organizational Leadership/French)
Derrick Slack (Communication Studies)
Monroe Smolnick (Computer and Information Technology)

OTEAM
Rachel Fleiner (Psychology)
Maria Vazquez (Health Professions Programs)
Matthew Wade (General Studies)
Beth Ziebeckhoff (Social Work)

TWENTY-FIRST CENTURY SCHOLARS PROGRAM
Fentisa Chamun (Biology)
Tara Hedman (Sociology)
Heather Hume (Biology)
Dondra Igwe (Nursing)
Patricia Jordan (Political Science)
David Lane (Accounting)
Steve Oetting (Criminal Justice/Political Science)
Zoe Tregue (General Studies)
Ashley Thompson (Communication Studies)
Sean Mindle (Journalism)

MENTORING BULLETIN

*Mentors are listed by the academic school or program that they currently serve.
**Student’s individual academic majors of study are listed in parenthesis.

Tara Hobson will be graduating this May and has applied to the School Social Work and Department of Sociology graduate programs for the fall semester.
Erica Binkerd was accepted into the Heath Programs and will be studying respiratory therapy program.
Brittney Lange was accepted into the Graduate School of Public Health at the University of Pittsburgh.
Evon Maxwell is spending the spring 2009 semester abroad in Australia.
Mia Recupito has been accepted to the MURI research team where she will be working with Dr. Gregory and Dr. Windsor from the IU School of Dentistry, on the effects of exposure to dental pulp cells, osteoblasts, cancer cells, and oral streptococcal cells to nicotine and tobacco.
David Lane will graduate in May and begin his career as an accountant.
Derek Flores-Lefranc was accepted into the IU School of Medicine and will begin studying in the field of nuclear medicine in the fall.

Amanda Dindiyal is currently assisting refugees in the Indianapolis area as an intern at Exodus Refugee.
Jessica Blackerby and Nicholas Healey became engaged on Christmas night.
Stephen Oetting will graduate in May and has applied to the Indiana School of Law for the fall semester.
Kristen Osbourn was accepted into the School of Nursing.
Josh Fritsche graduated in December, 2008.

Mentor News and Updates: Spring 2009
The STAR Mentoring Program: 
A Positive and Supportive Intervention for Students on Academic Probation

Student testimonials describing personal experiences within the STAR mentoring program include:

“...I want to say ‘thank you’ because without you to talk to and keep up with me, I would have never done as well as I did. I finished [my] second semester with a 3.3 and I am totally off probation!”

“My first reaction was one of defiance, but then [I] thought, ‘it can’t hurt.’ I had little idea how much it would come to help me. I don’t have many friends on campus, and with my mentor, I realized I had someone at school I could communicate with and help keep me committed to my goals.”

These comments are typical of students who successfully complete the STAR (Students Taking Academic Responsibility) mentoring program at Indiana–Purdue University Indianapolis (IUPUI). STAR is a semester-long intensive mentoring program for first-time probation students and reinstated students within University College. The program provides weekly structured support as students work to get back into good academic standing. STAR mentors work with students to address challenges, improve strengths, and connect to various campus resources that can help them reach their academic and career goals. Requirements include a commitment to attend weekly appointments with their mentors and to work hard to improve their academics.

BACKGROUND
STAR began in fall 2005 in order to provide a different way to help students on academic probation get back on track. We have found that many of these students had some difficulty connecting with other students and using on-campus resources due to work schedules, lack of awareness of academic policies, or not knowing who to ask when they needed help navigating a large urban university. Finding themselves on probation can be a stressful and embarrassing situation for students, especially after a successful high school career.

MENTORS
A combination of students and professional staff are recruited from across campus to be STAR mentors. No mentors are paid; volunteers do so as a way to give back to the campus community and help make a difference in a student’s life. There are currently 65 mentors. Of these, approximately 10–15 student mentors receive scholarships as resource mentors for the IUPUI Bepko Learning Center. Advisors and 10–15 graduate students also volunteer to be STAR mentors. Other mentors include assistant deans, administrators, faculty, and professional staff from throughout the campus community. Mentors and students meet for 30 minutes, once a week, for approximately 10 weeks. Helping students set weekly goals is the primary focus of these meetings; topics discussed encompass a variety of skill-building activities, including time management, motivation, and prioritizing.

RESULTS FROM FALL 2008 SEMESTER
99 student applications received  
94 students registered for fall 2008  
69 participants (3 or more meetings)

36 first-time probation; 27 retained (75%)  
33 first-time reinstatement; 25 retained (79%)  
52 total students retained (77%)

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