The Mathematics Assistance Center (MAC), originally located on the first floor of Taylor Hall, was formally established in 2001 and has been a significant resource for students ever since. The MAC has a new permanent home this semester on the lower level of Taylor Hall. The MAC has experienced an evolution of space utilized and services provided over the years.

Since the doors opened, the MAC has offered walk-in services for over 17 mathematics courses, from MATH 001 (now MATH 00100) to MATH 266 (now MATH 26600), and three statistics courses (STAT 113, 301, and 350). Due to high student demand, the MAC quickly outgrew its first home in Taylor Hall (UC 102). By the spring 2007 semester, the MAC was forced to schedule services in 10 locations outside of UC 102. Schedules were distributed to inform students which services were available in different locations throughout the week. Because competition for space on campus was considerable, the MAC offered few services in the same location for more than three hours at a time. Unfortunately, students seldom paid attention to the erratic schedule of services, and when a service was unavailable in UC 102, students would not make the trip to the satellite location to receive help.

By the fall of 2007, the Bepko Learning Center, on the second floor of Taylor Hall, agreed to allow the MAC use of two rooms, UC 2112 and UC 2160. Mentoring sessions were routinely scheduled for four fixed courses in these spaces from Monday through Thursday. Not only could students find the help they needed, but we could electronically track their attendance. With the use of the second floor space, the MAC mentors were able to send instructors summaries that were more accurate as well as generate some statistics of student utilization.

Although utilizing UC 2112 and UC 2160 greatly improved the scheduling of the MAC's services and tracking student utilization, the MAC still faced a few challenges with the remaining satellite locations across campus. Because each of the three rooms in Taylor Hall saw heavy student traffic, supervising all the activities in these rooms spread over two floors was a challenge. The MAC uses a student-created database to track the students who come to the MAC for mentoring. The receptionists update student information and fix any problems a student might experience while signing in. However, mentors who were trained to operate the sign-in system were not available every hour that services were held in the second floor rooms. Of course, it was not productive to ask mentors to pause in their activities to assist students with signing in and out. As a result, students did not always sign in and out of these rooms and the data was not as accurate as the data in UC 102.

In the spring of 2010, the MAC moved to its new home in the lower level of Taylor Hall (UC B001). All the mathematical services, once split among three rooms, are now held within the 2,800 square feet of newly renovated space. The MAC also includes enough office space for 12 full-time faculty and over 15 part-time instructors, as well as space for the new School of Science Career Center. The MAC also houses a computer lab equipped with 13 computers loaded with math software and plugins for online homework software.

With the new space comes the relocation of over 25 instructors. Before the renovation, 12 of the full-time faculty were located blocks away from Taylor Hall in the Walker Building on Indiana Avenue. Many of the remaining part-time instructors had offices in the lower level of the University Library. Even during good weather, students were unwilling to travel several blocks to get help from their instructors. Because the instructors are now inside the MAC, we anticipate that they will be more accessible to meet with students in addition to guiding our mentors and tutors with their expertise.

One of the most exciting additions in the new MAC space is the functionality of the computer lab. In the past, all the online homework software assistance took place during limited scheduled days and times in a separate location, LD 225. Now that the computer lab is located within the MAC, all mathematical assistance for online homework, projects, and M.A.P. conveniently takes place every hour that the MAC is open. The computer lab may be reserved for instructor office hours, instructor-led review sessions, Math Club meetings, and departmental seminars.
IUPUI hosted the 7th Annual IUPUI Mentoring Symposium on September 26, 2009. The symposium allows mentoring programs from around the country to come together in an effort to increase personal and professional development. The mentoring symposia are wonderful opportunities for collaborative learning, networking, and ongoing training of mentors. This year, attendees included approximately 270 peer mentors, program staff, and faculty members.

During the past seven years, the Bepko Learning Center has developed partnerships with mentoring programs in the state of Indiana as well as in other parts of the country. We have maintained these partnerships and continue to welcome back many institutions each year. The following schools returned to our campus from outside of Indiana: Lake Michigan College, University of Cincinnati, and University of North Texas. The statewide turnout remained quite large, including the following five institutions: IU Bloomington, IU Kokomo, IU East, IUPUC, and Purdue University West Lafayette.

The 2009 Mentoring Symposium benefited from the presentations of two keynote speakers. Returning by popular demand, Maura J. Cullen gave a thought-provoking opening address that examined several aspects of diversity. Cullen is considered a foremost authority on issues of diversity and leadership on today’s college campuses. We also welcomed back an old friend for the lunchtime keynote address, Paul Wesselmann. Wesselmann, creator of the Ripples Project, shared his vision for inspiring mentors to create small waves of kindness.

The Mentoring Symposium provides mentors the opportunity to participate in concurrent sessions and workshops. There were a total of 18 concurrent sessions led in 2009, and we saw the most diversity in session topics and presenters compared to previous years. The symposium is unique in that student mentors get a chance to present their knowledge and research to their peers. A few examples of IUPUI mentor-facilitated concurrent sessions include: “Relational Leadership—Benefits You Can Reap,” “The Right Stuff: Activities to Get Your Students Engaged,” and a returning mentor panel. We welcomed back a previous mentor, Georgia Waddups, who is part of the Teach for America organization. She led a session discussing the practical application of mentoring skills to the field of teaching.

When selecting the list of sessions to offer, our biggest goal was to provide as many sessions led by programs outside of IUPUI. Last year saw the most interest from outside programs than any previous event. Mentors from IU Bloomington’s Faculty and Staff for Student Excellence (FASE) program led a session about the peer mentor training program they created. A mentor from IU East led a session called “Facilitating Academic Study Strategies for Students.” IU Bloomington also sent an advisor to lead a session that provided strategies for mentoring students with financial obstacles. Staff from IU Bloomington’s Office of Academic and Student Development Services led a session focused on mentoring athletes. We are pleased to have other schools participate in the concurrent sessions. We hope to expand this opportunity even more at the 2010 Mentoring Symposium.

A new addition to our marketing efforts this year is the creation of the official IUPUI Mentoring Symposium Web site. In the past, symposium details were available on the Bepko Learning Center site. However, the increased popularity of the event, as well as the need for more professional marketing, led us to launch our own official symposium site, which is updated with highlights from the previous events, testimonials, photos, session information, and updates for the forthcoming event. Prospective attendees can use this site to register for the event as well as sign up to be on an electronic mailing list to receive e-mail updates. For more information, please visit the Web site at symposium.uc.iupui.edu.

2009 IUPUI Mentoring Symposium

SHANNON MCCULLOUGH AND ERICA EISENHUT, SYMPOSIUM PLANNING COMMITTEE CO-CHAIRS
ATHLETIC MENTORING UPDATE

JESSICA BLACKERBY, WHITNEY MILNER, AND DENISE O’GRADY

In the fall 2009 semester, the Bepko Learning Center began offering one-on-one study skills mentoring for select IUPUI student athletes in the Student Athlete Mentoring Program. In creating this program, we have been working alongside Denise O’Grady, associate athletics director for academics. Last semester, nine well-trained and academically successful resource mentors and three resource coordinators met with over 20 student athletes every week. During these meetings, student athletes received academic tips, made connections with their mentors, and learned good academic behaviors.

Since the Bepko Learning Center staff and O’Grady wished to evaluate the mentees’ satisfaction with the mentoring program, an end-of-semester survey was administered to each athletic mentee. The findings are very promising! For example, when mentees (N = 17) were asked if they felt that they had grown during the experience, 100 percent had positive answers. In fact, 70.6 percent said the growth they experienced had exceeded their expectations (see figure).

Also promising were some of the written comments provided by the mentees. For example, one student commented that “learning styles were the greatest benefit from this experience, because I learned what, when, how, and why I like to learn.” The student also said the mentor “was a great person to talk to. She understood my study problems and gave me effective help. She helped me solve problems in many areas.”

The Student Athlete Mentoring Program continues this spring semester with 21 mentees and 12 student mentors. A UCOL U204 independent research project is underway and will serve to determine the program’s level of success, as measured by student GPAs, for participants versus nonparticipants in the program. This is important not only for program evaluation but also because in the fall 2009 semester, IUPUI’s 230 student athletes posted a combined 3.1 departmental GPA. Of that group, 139 student athletes had a 3.0 GPA or higher, and 10 achieved a perfect 4.0 mark. It is the second straight semester the department has achieved a 3.0 GPA or better.

O’Grady believes it is no coincidence this achievement occurred at the same time the partnership with the Bepko Learning Center began. “We’ve learned that one of the most effective tools to help student athletes strengthen their performance in the classroom is one-on-one mentoring,” said O’Grady. “We’ve been requiring student athletes who are below a certain threshold to participate in a weekly meeting with an athletics advisor for many years. However, the opportunity to require select student athletes to meet with Bepko Learning Center mentors has allowed us to expand this program and get more student athletes into one-on-one mentoring situations where they are held accountable and can ask for specific help.”

The Bepko Learning Center staff members and O’Grady are optimistic about the potential of this program and look forward to seeing results from the spring 2010 semester evaluations and the results of the current U204 project.

BIOLOGY RESOURCE CENTER

DUSTIN BLACKWELL AND SAMANTHA DEITZ

The Biology Resource Center (BRC) has undergone a big change over the winter break. Originally, the BRC was structured as a help session run by graduate students and lab teaching assistants in the SL/LD building to assist students in Biology K101 and K103. Due to a recognized need for more staffing and the inclusion of more courses, the Department of Biology and the Bepko Learning Center have collaborated to staff and operate the Biology Resource Center in Taylor Hall. The new BRC is currently located in UC 2025A on the second floor of Taylor Hall and is staffed by 18 mentors, who each provide two hours of one-on-one help to students on a weekly basis. Students are encouraged to bring specific questions, to one-on-one tutoring sessions for the mentor to address and explain. Courses with offered assistance include Biology K101, K103, N212, N214, N217, and N261, which also have structured mentoring sessions that are held through the Bepko Learning Center. Unlike the usual mentoring sessions offered for these courses, mentors in the BRC help students with specific questions related to content rather than broad topics covered in mentoring sessions. The theory behind this one-on-one help is to give students who may feel uncomfortable asking questions in class, or in need of additional assistance outside of mentoring, an opportunity to receive assistance. Office hours for each class are posted outside of UC 2025A, and students are welcome to come and go as they please during these hours. The mentors at the Biology Resource Center look forward to assisting you!
Every fall semester, IUPUI holds a celebratory dinner on an evening filled with prizes, memories, and recognition. This recognition is in honor of those who sacrifice countless hours of hard work and dedication to further the academic success of IUPUI students. Component representatives from across the campus come together to dine, network, and celebrate their achievements. The Fall 2009 Mentor Celebration was a Thanksgiving holiday themed dinner hosted in the Campus Center with over 80 representatives from every mentoring component at IUPUI in attendance. Faculty, staff, mentors, and team leaders came together to enjoy dinner. One of the rewarding things about this event is to see how many people offer their time and effort. It takes quite a few volunteers to run the registration tables, manage the raffle prize drawings, and control the slide show and music

Although the Fall 2009 Mentor Celebration has already taken place, the IUPUI mentoring components are currently gearing up for the Spring 2010 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. The spring celebration also features poster presentations by student mentors who are currently enrolled in UCOL U204, an independent research course for mentors. The UCOL U204 presentations will give student mentors the opportunity to share the research projects that they worked on throughout the semester. For updated information about the Spring 2010 Mentor Celebration, please visit uc.iupui.edu/learningcenter.

Study Buddy Connect at the Bepko Learning Center

LANDON J. BROTHERS

Think back to a time when you were in class, slightly confused while reviewing your notes as you waited for the professor to enter the room, and you interacted with another student to gain clarification about something in your notes. The person who you had not spoken with during the first two weeks cleared up your confusion and even asked you for help on a homework problem in the process. This has happened to many of us and is the idea behind Study Buddy Connect, a service that is now offered by the Bepko Learning Center.

The spring 2010 semester is not the first time for Study Buddy Connect, but it is in this semester that the program has really taken off. Previously, the program was offered for all undergraduate courses at IUPUI. Offering the program for all courses was a great idea in theory, but problematic in implementation due to a significant amount of Study Buddy groups with only one person in the group. To correct this problem, efforts have been made to limit Study Buddy groups to gateway courses (those courses at IUPUI with the highest numbers of first-time, full-time freshmen). The results have been promising; there are currently 11 courses out of 55 with Study Buddy groups.

Students in gateway courses are encouraged to sign up for a Study Buddy group within the first three weeks of the semester so that groups can be organized. Students also have the opportunity to join a Study Buddy group following the midterm. Students who request to be in a Study Buddy group are given the contact information of other students in that course who are also interested in participating in a study group. Once students obtain each other’s contact information, they are responsible for organizing a time to meet. The Bepko Learning Center provides students information on how to start the Study Buddy group, tips for time efficiency, and suggestions for cooperation and collaboration.

Leadership Grants Available to University College Mentors

STEFANIE OSBORNE

Have you thought about traveling abroad to Italy? How about to Greece? Or, perhaps, to France? The University College Leadership Grant has supported student mentors to travel to all of these places and many more. In 2006, University College began the University College Leadership Grant for mentors. This grant offers student mentors who have received the University College Leadership Scholarship for at least two semesters the opportunity to enhance their collegiate learning experience by supporting their participation in a university-approved experience. The grant will fund programs in any of the following areas:

- Research related to mentoring
- Service learning projects
- Attendance at academic conferences or institutes
- Study abroad experiences
- Domestic exchanges with another U.S. college or university
- Internships

When selecting a program to participate in, mentors are encouraged to apply for a program that will directly complement their academic, personal, and career goals. In addition, mentors should consider an experience that will expand their understanding of their community, the nation, or the world. The program selected should enable the student mentor to leave his or her familiar surroundings and grow academically, culturally, and personally. After completing an experience that is sponsored by the University College Leadership Grant, mentors are expected to talk about their experiences with other students and encourage them to take advantage of similar types of opportunities. Please contact Stephanie Osborn (sdoosborn@iupui.edu) with any questions regarding the Leadership Grant.
Mentor Spotlight: Robert Morgan

ALEX LINDSEY

This semester’s Mentor Spotlight belongs to Robert Morgan. Morgan began his mentoring career with the Bepko Learning Center in the fall of 2005 when he became the first Supplemental Instruction (SI) mentor for the Logic course, Philosophy P162. Morgan was charged with the task of creating almost all of the materials for this mentoring component from scratch, and he did not disappoint. After spending a few semesters getting P162 off to a good start, Morgan was asked to perform a similar task when he became the first SI mentor for the course that he currently mentors for, Introduction to Symbolic Logic P265.

In addition to paving the way for future logic mentors, Morgan has also given back to the Bepko Learning Center by leading several workshops, facilitating many training sessions for academic mentors, and conducting valuable research projects related to the various mentoring programs here at IUPUI. These research projects have focused on aspects of mentoring nontraditional students, advertising student mentoring programs, and evaluating the effectiveness of specific mentoring practices that have been utilized in logic courses.

In the future, Morgan hopes that his mentoring experiences will give him an edge when applying to the various graduate programs that interest him. He will soon finish his undergraduate career at IUPUI with a Bachelor of Arts in Logic as well as a Bachelor of Science in Mathematics. Morgan would like to continue his studies in one of these two disciplines in graduate school.

Morgan realizes that several career opportunities in teaching have opened up to him as a result of his mentoring experiences. He feels that these experiences have helped him recognize his leadership skills and provided him with the necessary classroom management techniques that he would need as an instructor. As Morgan puts it, “In any event, the networking that I’ve been able to do as a mentor is going to help in any future pursuit, whether career or academic.” The Bepko Learning Center and University College would like to wish Morgan good luck with all of his future endeavors. We have no doubt that he will continue to be successful in all of his academic and career pursuits.

The Tutoring Referral Service at the Bepko Learning Center

LANDON J. BROTHERS

One of the four components of the Bepko Learning Center is the Tutoring Referral Service. This program is designed to connect students in need of additional academic assistance with a peer tutor. Tutors referred through the Bepko Learning Center are current students at IUPUI, have taken the course that they tutor at IUPUI, received at least an A in the course, maintain a 3.0 grade point average, and were approved by faculty to tutor for a specific course. Prospective tutors are required to go through a brief training that focuses on the best practices of tutoring, and they take a quiz over the materials covered in the training. In order to tutor, a prospective student must demonstrate they are capable of applying the training to case study scenarios.

One of the new aspects of tutor training is that all of the training can be done online. This has been implemented in an effort to shorten the time span between when a tutor is requested and when a tutor is able to meet with a student needing assistance. The current database of tutors includes 39 tutors for 111 courses on campus. Although there is a wide variety of tutors and courses available, there are still students searching for tutors in courses that do not have tutoring assistance. When this situation occurs, we do our best to find a tutor for a student. However, there is no guarantee that our search will be successful in placing the student with a tutor.

Tutors enjoy perks such as being able to set their own pay rate as well as making their own schedule to meet with students. Essentially, tutors are their own boss and coordinate their schedules with the students as to what times work best. Another perk for tutors is that the information they cover with students is refreshed, reviewed, and reinforced, which helps the tutors in their own course work. The Bepko Learning Center is always looking for tutors, and those students who meet the qualifications are encouraged to apply. Furthermore, we strongly encourage instructors to recommend students who they believe would make great tutors for courses they teach. For more information about finding or being a tutor, please visit our Web site at tutor.uc.iupui.edu.

Program Update

The twenty-first Century Scholars Success Program’s Peer Mentoring Program had 82 mentees during the fall semester. The mentees had an average GPA of 2.82, which attests to the effectiveness of the program considering Twenty-first Century Scholars must maintain a GPA of 2.0 to keep their scholarship. In addition, the program is proud to announce that the mentors had an average GPA of 3.44. Program staff and mentors presented “The Nuts and Bolts of Mentoring” workshop at the fall 2009 Access and Success Conference using the Peer Mentoring Program as a model. Mentors also spearheaded the initial Twenty-first Century Scholars service-oriented student group in the fall semester, which is now known as Scholars Helping Scholars. Two of the mentors currently serve as lead officers for the organization, and their first project was to “adopt” a family through IUPUI’s Season of Giving Program.
A Closer Look at Learning Spaces

ERICA EISENHUT

UCOL U204, an independent research course for mentors, produced many new and exciting projects in the fall 2009 semester. A variety of topics were covered, including the impact of study groups and proximity to campus, how leadership types affect student performance, and an analysis of introductory psychology students' grade book notes. This edition of the Mentoring Bulletin spotlights one research project in particular, “Learning Space Usage: A Study of the Use of Campus Learning Spaces,” by Bruno Santana, Sara Beth Dalton, and Isaac Emch.

With IUPUI being predominantly a commuter campus, learning spaces are used by students who need a place to study between classes. Some time has passed since the remodeling of the learning spaces located just outside the classrooms on the first and second floors in the BS and ES buildings. These spaces were renovated to improve the rather uninviting and uncomfortable atmosphere that was there previously. Since the transformation of these spaces into more comfortable, learning-conducive areas, research has not been done to find out how the spaces are actually used. The student researchers wanted to determine whether the spaces were used for academic purposes or for mere rest and socialization. This study did not prove how the use of these areas affects student learning or grades, but took a more observational approach to discover how students utilize the new learning spaces installed over the past four years.

Observations of the researchers suggest that areas that are inviting and convenient to students will in fact have higher usage. It was also concluded that learning spaces are used for both academic and nonacademic purposes. A further study is needed to determine the quantity of students who use the learning spaces for specific purposes. This information might prove helpful to show specifically how the areas are used, which will help determine what kind of student traffic a particular learning space's atmosphere brings. While this study did answer some questions, it also created more research questions that will further explore IUPUI’s learning spaces.

New Peer Assistant Program in Academic and Career Development

BETH SPEARS

Academic and Career Development provides professional academic advising and career planning to virtually all entering first-year students, many transfer students, and nondegree or special status students. As an integral part of Academic and Career Development, the Office of Student Employment assists students with locating part-time employment, including work-study, while completing their academic studies. Academic and Career Development facilitates students' academic and career success by providing programs and services that engage students in exploring and committing to educational and career goals, developing and implementing meaningful academic plans, and translating learning to the world of work. Within this mission, the Peer Assistant program allows current IUPUI students to assist other students as they pursue their academic and career goals.

By participating in the program, the peer assistants develop strong transferable workplace skills while benefiting from involvement on campus. Academic and Career Development is comprised of two offices: Academic and Career Development, located on the third floor of Taylor Hall, and the Office of Student Employment, located in BS 2010. Peer assistants work in both locations.

The Peer Assistant program utilizes an exceptional group of students who work closely with Academic and Career Development staff to connect students with the appropriate resources on campus. As the students’ initial contact in Academic and Career Development or the Office of Student Employment, peer assistants greet each student with an open and non-judgmental attitude. In a role that goes beyond that of a typical receptionist, peer assistants are trained to ask the appropriate questions to assess the student's needs and identify the appropriate contact person either within Academic and Career Development, the Office of Student Employment, or through other resources on campus. Peer assistants are knowledgeable about the basics of work-study, class registration, dropping and adding classes, career assessments, and other general academic or curricular questions. The peer assistant is also someone the students can talk to, someone who has been through the same struggles and understands the difficulties of navigating a large urban university.

In addition to their responsibilities at the front desk area on the third floor in Taylor Hall, peer assistants assist in the delivery of Academic and Career Development programs such as group advising sessions in conjunction with an academic advisor, providing firsthand, “on-the-ground” advice about courses, campus organizations, and resources. In addition, there are plans to have the peer assistants participate in team presentations of career workshops for the first-year learning communities. The peer assistants also help with Campus Day and JagDays; they bring their enthusiasm and student viewpoint to prospective IUPUI students and families.

Peer assistants are also involved in professional development opportunities such as identifying their strengths with Clifton’s StrengthsQuest. After identifying their top five strengths, the peer assistants are learning how to develop their strengths in their personal, academic, and work lives.
Mentor News and Updates

Jessica Blackerby (Bepko Learning Center alumnus) will be getting married to Nicholas Hesley on May 15, 2010.

Shuennath Chang is the treasurer of Asian Students United and a volunteer for St. Francis Hospital.

Kara Chiamis is the president of Scholars Helping Scholars.

Linda Collins will be graduating from IUPUI with her bachelor’s degree in psychology in May. She received a 4.0 GPA for the fall 2009 semester.

Justin Cranfill was accepted into Pharmacy School.

Olu Egumomi is a McNair Fellow and a UROP Scholar.

Rosie Hernandez received a 3.5 GPA for the fall 2009 semester.

Jessica Jackson is the vice president of the Women in Science House.

Patricia Jordan was nominated for IUPUI’s Top 100.

Alex Lindsey was elected Psi Chi Vice president for the 2010-2011 academic year.

Shannon McCullough (Bepko Learning Center alumnus) gave birth to a baby boy, Liam Doyle, on October 15, 2009. Liam was 7 pounds, 10 ounces.

Neil Nadel began the accelerated nursing program.

Shannon Spahic was accepted into the Clinical Lab Tech program.

Montreece Soares was recognized by her degree for her excellent work ethic.

Nima Ogeifun has joined the Twenty-first Century Scholars Success Program as a mentor this spring. She is also a UROP Scholar this semester, conducting stem cell and embryonic research in neurobiology.

Richard Turley is an intern with the Big 10 Conference.

Anna Wilson is the treasurer of Scholars Helping Scholars.

Ashley Winfield is the co-chair of the Miss Red and Black Pageant.
Do You Have People?

ANGELA CARLEN

Think back to the time when you were an undergraduate and were uncertain what to major in. One day you wanted to be a doctor, and the next day you were determined to be a superstar in Hollywood. Would it have helped you to talk with someone about what the process was really like when you were a student? Many students wish they could see a typical day in the career they are considering.

In the Office of Academic and Career Development, we know these challenges exist. We want students to be able to make a smooth transition from the classroom to the world of work and have the opportunity to explore all of the aspects that go along with it. In other words, we want students to “try” before they “buy.” We have developed the alumni mentor database, which is full of IU alumni with diverse backgrounds and careers. Everyone in the database has volunteered to give students an insider’s view of what types of skills, knowledge, and capabilities they will need to be successful in a particular field. Some mentors will allow students to shadow them at their place of employment; others may be able to offer students an internship to really let them see if that particular career is right for them.

The alumni mentor database is not only great for connecting with professionals in the field for career information, but it is also a valuable tool for networking. With a tight job market, making connections is crucial for career success. What better way to start than by checking out the alumni mentor database? Students can access the database by logging onto www.jagjobs.org. It is easy for alumni to get involved; this is not something that requires a lifetime commitment. As a mentor, alumni can be involved as much or as little as they would like. The purpose of the program is to give our students and other alumni access to experienced professionals.

Former student mentors with the Bepko Learning Center, OTEAM, or other mentoring programs know the value of being a mentor as well as having a mentor. This will be a natural transition for former mentors as they move from backpack to briefcase in sharing their experiences with new mentees.

By being available as a mentor, alumni can choose how many times they would like to be contacted each month, if they would like their contact information published, and exactly what guidance they are willing to provide. Some mentors are able to provide suggestions on how to do a brief informational interview, while others are able to allow individuals the opportunity to shadow them in their place of employment or offer an internship. Alumni mentors will find many more suggestions when they sign up—just pick what works best for you. If you would like to give back and sign up as a mentor through the alumni mentor database, just log on to www.myinterface.com/iupui-ces-jagjobs/mentor.

The alumni mentor database is not only for students, but can also be used as a tool by alumni, faculty, and staff as a way to network. It is always beneficial to build our network and to make connections in our field. Doing informational interviews, job shadowing, and just asking others for professional advice will definitely help advancement in a career or job search.

Please feel free to contact Angie Carlen, experiential learning coordinator, in the IUPUI Office of Academic and Career Development with questions or comments at 317-278-8630 or acarlen@iupui.edu.