A common sight around campus is the IUPUI OTEAM (Orienting Together Educating As Mentors). During the summer, they are typically walking backward while showing new IUPUI students and their families the campus. The New Student Orientation and Transfer Student Orientation programs are only one aspect of the OTEAM. OTEAM is comprised of two types of student mentors: summer orientation leaders and first-year seminar (FYS) mentors.

OTEAM was officially established in 1995; however, the New Student Orientation program has been in place since 1988. In 1998, the orientation program was redesigned to welcome and introduce all new students and their families to IUPUI. The program introduces students to the broad educational possibilities available at IUPUI and also describes services, opportunities, and expectations that IUPUI has to help students with their educational goals. The OTEAM has served approximately 55,000 students since its inception in 1995 and continues to widen its avenues of service to the IUPUI community. This year, the Office of Orientation Services has changed its name to the Office of Student Transitions and Mentor Initiatives. The name was changed to be more inclusive of the many services and programs the office provides.

The Office of Student Transitions and Mentor Initiatives is responsible for the student mentors serving in the first-year seminars and in the Summer Bridge Program. The office also administers and maintains the University College mentoring course curriculum. With the recent expansion of services, the Office of Student Transitions and Mentor Initiatives is exploring new and innovative methods for serving transfer students. The services offered by the Office of Student Transitions and Mentor Initiatives are facilitated by three staff members and four to five student coordinators.

During the summer of 2010, OTEAM consisted of 38 summer leaders who transitioned into FYS mentors in the fall semester. An additional 39 FYS mentors were selected for the 2010 fall semester, which is a total of 77 OTEAM mentors. In order to become an OTEAM leader and mentor, certain requirements must be met. Applicants must be in good academic standing and enrolled full time at IUPUI. After applying, prospective mentors participate in an all-day interview process. If selected, mentors are then required to attend a training program.

Summer orientation leaders participate in a three-week training program that equips them with the knowledge and skills needed to guide new students through their orientation day. Areas of the training include: campus resources, team building, diversity, customer service, and group facilitation. All training activities are approached with an active learning philosophy. During the training, summer leaders hear from all of the academic schools regarding their programs and from many campus departments. They also participate in an outdoor leadership experience. In 2010, the summer leaders went to the Nantahala Outdoor Center located in North Carolina where they participated in team-building initiatives, high ropes courses, and white-water rafting. This trip gave the team a chance to leave their comfort zones and develop relationships with each other through common experiences.

Every June and July, summer orientation leaders welcome new students to campus three days a week and transfer students one day a week. Typically, there are 33 orientation days over the summer. It is a commitment that requires summer leaders to arrive on campus by 6:30 a.m. and stay until 5:30 p.m. Each day brings a new group of students to the campus as well as fun and exciting challenges. All FYS mentors participate in a three-day training session that is filled with interactive workshops geared to train and educate mentors while they learn their roles and the expectations for the FYS mentors. They have the chance to learn how to facilitate team-building exercises, give presentations such as study skills, and be a resource for the students. When the fall semester begins, the FYS mentors are already hard at work with their instructional teams (faculty, advisor, librarian, and mentor) planning the course for the semester and dividing responsibilities for each team member. FYS mentors have a great responsibility and take an active role throughout the class to facilitate the creation of community among the students. FYS mentors meet weekly with their students to engage them in the campus culture.

All OTEAM mentors are required to participate in a campuswide mentoring course each semester they mentor, attend an IUPUI-sponsored cultural and service event, and attend the national Mentoring Symposium on the IUPUI campus each fall semester. OTEAM members are dedicated mentors who have committed their time and attention to help new students transition successfully to IUPUI.
IUPUI hosted the 8th Annual Mentoring Symposium on September 11, 2010. The Mentoring Symposium is a one-day conference for students who work as peer mentors in various capacities. This event allows for peer mentoring programs from around the nation to come together for personal and professional development. Peer mentors, program staff, and faculty can enhance their skills and increase their understanding of strategic methods to mentor students.

This was a year of major growth for the Mentoring Symposium. Attendees included approximately 355 peer mentors, program staff, and faculty members, an increase of over 100 attendees from the previous year. It was also the first year that the Symposium was promoted as a regional event, and the turnout from other institutions lived up to that title. Six institutions attended from within the state of Indiana, including IU Bloomington, IU Kokomo, IUPUC, University of Indianapolis, Ivy Tech, and Purdue University. Eight institutions attended from outside the state, including Illinois State University, University of Kentucky, College of Charleston, Davenport University, Heartland Community College, University of Cincinnati, University of North Texas, and Youngstown State University. Some of these programs have been loyal participants for many years, and others are first-time attendees, traveling many miles to learn more about peer mentoring.

The keynote presentations were provided by a team of energetic speakers from Collegiate Empowerment. They also led concurrent sessions that built upon the individual keynote addresses. Students were energized in the morning with lively music, fun activities that got them up and moving, and strong messages that motivated and inspired them to be better leaders. The afternoon keynote address did not fail to deliver a performance just as strong as the first. The speakers closed the event with a powerful message for mentors to continue making a difference in the lives of their students.

The Mentoring Symposium provides attendees the opportunity to participate in concurrent sessions and workshops. There were a total of 18 concurrent sessions during the 2010 Symposium. The first formal call for proposals was part of the registration process, which resulted in a great response. For the first time in event history, the vast majority of sessions were led by schools outside of IUPUI. The topics were more diverse than past years, and feedback on evaluations was very positive. A major benefit to IUPUI mentors is the chance to present at the Symposium, adding to their professional development and giving them an opportunity to build their oral communication skills in a large setting.

The Mentoring Symposium, once a local conference, has now moved beyond the borders of our region to connect with mentoring programs across the nation. With the increased attendance from schools outside of the Midwest, it is time to officially expand the focus audience. The 2011 event will be promoted as the first National IUPUI Mentoring Symposium. It has been many years in the making, and we are proud of all of the efforts that have gone into the planning each year. The planning committee is very thankful for the partnerships that we have made across the country and will continue to build upon those in years to come. Representatives from all of the institutions who have attended in the past are a part of the symposium electronic distribution list, another way to keep the connections and the conversation going about best practices in peer mentoring. Stay tuned to the Symposium website (symposium.uc.iupui.edu) for the most up-to-date information about the 2011 event and to view items from 2010.
The fall semester of the UCOL-U 204 Mentoring: Independent Study course consisted of many new and exciting research projects. These projects covered a diverse range of topics, including leadership and organizational skills in course-specific mentoring, personality traits in psychology mentors, and mindsets of mentors in one-on-one components. One research study was conducted by Jean Pratt and Maria Pappas, two mentors in the biology component of the Bepko Learning Center. Both mentors have taken advantage of the University College Leadership Grant, a grant provided to mentors in their second semester or beyond for experiences in study abroad, National Student Exchange, service and research, and conference attendance.

Pratt and Pappas studied abroad and decided to use this experience as the topic of their research. Their project investigated the increase of globalization in higher education institutions and how that has resulted in more students studying abroad. As they related their experience to mentoring, they referred to literature on the necessity of mentors learning to interact with a diverse array of cultures and the outcomes that studying abroad can have on the mentor-mentee relationship. The initial objective of the research was to explore how the study abroad experience may alter a mentor’s view of his or her leadership role on the IUPUI campus. Feedback from current and recent graduate students who have studied abroad revealed trends that redirected the focus of the research from a mentor’s view of his or her leadership role on campus to the impact that studying abroad has on personal skills development.

The researchers used a quantitative measurement in the form of a five-point Likert scale survey. The purpose of the survey was to compare the outcomes of a study abroad experience for peer mentors against nonmentors. Survey results showed areas of growth for both groups. Students felt that they learned to be more supporting and encouraging of others’ abilities. Their findings support the idea that cultural collaboration can enhance the academic mentoring experience, as discussed in the research. This study has paved the way for future research as the mentors learned methods that can be used to fine-tune the research project’s instrument and structure.

Mentor News and Updates

- Dustin Blackwell was accepted to the Des Moines University Medical School.
- Megan Carrison is the Rotaract representative for both the Honors College Student Council and the Be Haiti Campaign at IUPUI.
- Elizabeth Etienne was named one of the IUPUI Top 100 Outstanding Students for 2011.
- Courtney Glos was named one of the IUPUI Top 100 Outstanding Students for 2011 and was selected for an Eli Lilly Fellowship position this summer.
- Adam Heavrin is a service learning assistant in the PARCS (Physically Active Residential Communities and Schools) program through the Department of Physical Education. He has also qualified for the Boston Marathon twice and will be running in it this April.
- Kaitlyn Kleemann is an active member of Alpha Lambda Delta and Phi Eta Sigma, which are both honor societies.
- Chrissy Leslie is a member of the cross country and track team in which she runs the five kilometer race.
- Ben Colsten will graduate in May 2011.
- Alex Lindsey received the Psychology Undergraduate Research Award and was accepted into George Mason University’s doctoral industrial-organizational psychology program.
- Karen Morgan-Gamble was accepted to the IUPUI Honors College.
- Jessie Rodenbeck was named one of the IUPUI Top 100 Outstanding Students for 2011 and was awarded the resident assistant position for the Women in Science House for the 2011-12 school year.
The University College faculty have announced that students who mentor in any of the unit’s student support programs will now be awarded a scholarship named after Scott E. Evenbeck, founding dean of University College.

Over the last 39 years, Evenbeck has changed the landscape of student support in higher education. He joined the faculty of IUPUI in 1972 with the Department of Psychology after completing his doctoral degree at the University of North Carolina at Chapel Hill. During his tenure, Evenbeck held a number of academic and administrative positions, most recently as the dean of University College.

While in this position, he started with a total of six mentors to help entering students. This number has grown to over 500 mentors who assist students in programs such as the Office of Student Transitions and Mentor Initiatives, the Bepko Learning Center, the Mathematics Assistance Center, Peer-Led Team Learning, Nina Scholars, and the Twenty-first Century Scholars Success Program.

Students who receive the Evenbeck Scholarship agree to mentor from 6 to 15 hours a week with students in need of academic and general support. Scholarship recipients must enroll in a one credit hour course related to mentoring and must be in good academic standing each semester.

Bestowing the honor on Evenbeck is a way of the university paying tribute to all of the excellent work he did while at IUPUI to further the work of peers helping peers. Evenbeck is now the founding president of the City University of New York’s new community college.
Mentor Spotlight: Cortney Burns

ERICA EISENHUT

Cortney Burns serves as a mentor in the Mathematics Assistance Center (MAC). She is currently in her fourth semester of mentoring for Algebra and Trigonometry II. Burns was interested in attending IUPUI because the university offers more than 180 degrees. This was appealing to her since she was uncertain what to do with her career as a high school graduate. She knew that she would be able to find what was right for her while at IUPUI. She has since decided to major in biology with a pre-veterinary medicine focus and is planning to apply to Purdue’s School of Veterinary Medicine this summer. When asked what she plans on doing after school, she said, “I would like to be involved in teaching and researching at a college of veterinary medicine.”

Among the many things that Burns has learned through mentoring, patience has been the skill that means the most to her. She explains, “I understand how to deal with certain people and how to handle certain situations more effectively. I’ve also gained the knowledge of leading groups and creating positive, effective learning environments.” What got her interested in mentoring? Simply put, it was her passion for math and her desire to help people have a clearer understanding of it.

Burns has been given opportunities she may not have had without her mentor position. She said, “I’ve been granted access to numerous scholarships given to mentors specifically.” She expects the benefits will keep coming. “I’m sure that when I apply for the Purdue School of Veterinary Medicine that they will take into account my years of leadership and mentoring and smile upon it.”

We wish Burns good luck as she plans to graduate in the spring of 2012. We know she will do wonderful things in her future as a leader. Burns said, “Ever since I started mentoring, I’ve noticed myself being a leader in a lot of situations. I think the mentor in me is innate and she wouldn’t leave even if I wanted her to.”

Referring Tutors through Facebook

LANDON J. BROTHERS

In recent years, there were several problems with the tutor referral service offered through the Bepko Learning Center, such as listed tutors who were idle or had graduated the previous semester. Furthermore, tutors did not have the ability to market themselves to students; the tutors were simply names on a list. Finally, when arriving for the first tutoring session, students had no way to identify their new tutors, creating confusion and uncertainty.

The Bepko Learning Center staff discovered the Tutor Matching Service (TMS) through an article written in The Chronicle of Higher Education. TMS connects students with tutors through the framework of a Facebook application. Communication with TMS was quickly initiated during the summer of 2010, and by the fall 2010 semester, IUPUI became one of only seven institutions in the country to use this cutting-edge service.

The TMS Facebook application eliminates the flaws in the former tutor referral service and offers helpful features. Tutors are required to maintain their availability to students by using a scheduling feature that allows students to book a tutoring session. Tutors also have the ability to market themselves by posting information about their tutoring and scholastic abilities through text or YouTube video. Tutors are highly encouraged to receive IUPUI tutor certification status by meeting the following requirements: maintain a GPA of 3.0, complete the courses they wish to tutor in at IUPUI, be approved by their IUPUI instructors for respective courses, and successfully complete a best practices tutoring training.

Students looking for a tutor can benefit from TMS by seeing the tutors’ availability, becoming familiar with tutors through their “about me” sections, and viewing pictures to identify their tutors when meeting for the first tutoring session. Another helpful feature is the payment system, which allows the tutors to be paid by credit card. This ensures that tutors will be compensated for their tutoring, and the student does not have to worry about carrying a checkbook or cash around campus. Parents and guardians even have the ability to buy their students a package of credit that can be used strictly for TMS tutors.

For an institution that prides itself on innovation, the TMS Facebook application is certainly an innovative resource for IUPUI students. While this service is always available to students, the Bepko Learning Center’s Office of Tutorial Support directs students to TMS only after first referring students to free departmental academic resources on campus.
Alumni News and Updates

- Jessica (Blackerby) Healey is an academic advisor at the School of Engineering and Technology’s New Student Academic Advising Center.
- Shannon (Sykes) McCullough has started working toward her doctoral degree in higher education and students affairs at IUPUI and is expecting her second child in August.
- Erica Pierce McFarland is the assistant library director for Ivy Tech Central Indiana.
- Sharee Myricks will graduate from Texas A&M University in May with a master’s degree in student affairs administration in higher education.
- Michael D. Michelakis teaches health and wellness classes at Niles Senior High School in Niles, Michigan. He is also a personal trainer at the Long Beach Fitness Center in Michigan City, Indiana, and at the Lakeland Athletic Club in Niles Township, Michigan. He is the proud father of Emily (age 8) and Elizabeth (age 5). Michelakis has been recognized as one of America’s best teachers by Who’s Who in Education, as well as one of the best personal trainers in America by the National Fitness Hall of Fame.

ALUMNI SPOTLIGHT: Kevin Mauser

ERICA EISENHUT

This edition’s Alumni Spotlight belongs to Kevin Mauser. Mauser graduated with a bachelor of science in biomedical engineering from the Purdue School of Engineering and Technology at IUPUI in May 2009. He is now a master’s thesis-track graduate student in the Department of Biomedical Engineering, and he is currently working for the department as a teaching assistant.

Mauser decided to become a mentor because he saw it as an opportunity to use his knowledge and experience with the material to help others. He was a mentor in chemistry for the CHEM-C 105 Peer-Led Team Learning (PLTL) program. Mauser started mentoring in the spring of 2006 and led workshops for two semesters until he was hired as a coordinator for the program in 2007. He was also a coordinator and mentor with the online version of PLTL, known as cyberPLTL (cPLTL). He was one of two mentors to lead a pilot workshop for CHEM-C 105 students in the fall of 2009.

When asked what types of skills he gained through mentoring, Mauser said, “Mentoring has provided the opportunity to strengthen my leadership skills, time management, and logistics management skills simply because I had to be a leader. Through mentoring I have learned more precisely when to take initiative but also when to let someone else do the talking, explaining, or thinking. It’s also helped me understand people better by educating me about the ways those individuals learn and retain information. Thus, it has improved my patience when working with people either one-on-one or in groups.”

Mauser can see a connection between mentoring and his current position. He explains, “Since I am working as a teaching assistant, I try to carry over what I learned and used when working with PLTL. Sometimes it is difficult since I may be working with more students at a time, but I often see similar situations in which I can implement a pedagogical technique in order to help the students better understand the material in their biomedical engineering course.”

Mauser enjoyed working as a mentor, and he currently loves his teaching assistantship so much that he is giving serious consideration to pursuing a career in academia. He is exploring options to return to IUPUI in the future to work with students or to teach in some capacity. Mauser leaves this bit of advice to current mentors: “Mentoring is a great thing to do, and I encourage those who have the opportunity to continue to be involved. However, mentoring can require a lot from you, so make sure you learn to balance your life. You can become quickly overcommitted when dealing with mentoring, classes, and other responsibilities. It is important to reflect on your own life and make sure that while seeking to help others you are not neglecting important areas of your own life. After college, continue to implement the concepts and fundamental things you learned while mentoring. There will be plenty of opportunities to apply techniques learned from mentoring to situations in the workplace and when dealing with people in society.”
SCHOOL OF SCIENCE
Sardar Baghiraize (business management)
Ashley Baldwin* (pre-physical therapy and exercise science)
Mharlon Barrientos (biology)
Jenna Baughman (religious studies)
Theresa Benz (forensic science)
Stacy Boone (pre-nursing)
Lauren Bouchard (psychology)
Courtney Burns (pre-veterinary medicine)
Aaron Busenbark (biology)
Megan Carrison* (forensic science)
Sara Castro (math education)
Sujay Chandokar (computer science)
Emily Davis (business marketing)
Christian Eglí (exercise science)
Elizabeth Ettenue* (psychology)
Michael Feerer (pre-professional)
Paola Fernandez (biology)
Megan Feustel* (biology)
Joshua Frankum (elementary education)
Greg Germann (pre-clinical lab science)
Vicky Gichina (psychology)
Courtney Glos (pre-professional biology)
Whitney Gray (biology)
Eric Grow* (chemistry)
Alyssa Gutierrez (pre-occupational therapy and exercise science)
Melissa Hammersley (psychology)
Alyssa Gutierrez (pre-occupational therapy and exercise science)
Melissa Hardy (pre-physical therapy and exercise science)
Staci Harris (math education)
Shanda Harrison (nursing)
Hazar Hassuneh (exploratory baccalaureate)
Lauren Hedlund* (pre-nursing)
Alicia Herb (chemistry)
Joshua Horton* (chemistry)
Trung Hua (biology)
Rachel Hunter (pre-medical imaging technology)
Sara Ibrahim* (biology)
Joseph Intragiore (pre-med biology)
Vibhuti Jani (pre-professional biology)
Benjamin Jansen (pre-professional)
Theo Jateh (political science and international studies)
Michael Joki (engineering)
Annie Jones (psychology)
Benjamin Judge* (biology)
Brandon Kellinghaus (biology)
Shaima Khawaji (accounting)
Maria Kikividez (chemistry)
Ashley Kirchoff (psychology)
Kaitlyn Kleeen (pre-nursing)
Jacob Layer* (biology)
Alex Lindsey (pre-nursing)
Kelsey Lipking* (biomedical engineering)
Matthew Logsdon* (chemistry)
Alyssa Lopossa (pre-nursing)
Brian Lury (pre-professional)
Ahmed Malik* (biology)
Michelle Martin (nursing)
Sean McCarthy (marketing)
Jacob McDaniel* (chemistry)
Samantha McManus (religious studies)
James McNeill (plant breeding and genetics)
Tommy Means (pre-physical therapy and exercise science)
Callie Meece* (chemistry)
Tomas Mejome (biology)
Stephanie Metcalfe* (biology)
Roni Moore (post-baccalaureate)
Anh Tu Nguyen* (pre-professional biology)
Jill Noble* (biology)
Nick Novotny (computer information technology)
Kemi Olofininka (nursing)
Nathan Ooms (radiography)
Randee Owens (teacher certification)
Sarah Park (business)
Amanda Pazarena (psychology)
Jordan Pearson (communication studies)
Annie Putzier* (nursing)
Jamie Query (anthropology)
Bryan Ramirez (biology)
Austin Reilly* (chemistry)
Blane Riley (biology)
Ricky Ritter (exercise science)
Rebecca Robison (pre-professional)
Jessie Rodenbeck (biology)
Kristi Romine* (pre-physical therapy and exercise science)
April Roser (nursing)
Jennifer Sadler (biology)
Megan Saull (pre-physical therapy and exercise science)
Timothy Seigo (physics)
Jeremy Sherer (chemistry)
Daniel Sisson (biomedical engineering)
John Skomp (chemistry)
Renée Smith (psychology)
Sarah Smith (forensic science)
John Sours (chemistry)
Aaron Sparks* (pre-physical therapy and exercise science)
Bethany Spencer (psychology)
Cleandra Spencer* (biology)
Blake Spindler* (mechanical engineering)
Ryan Staley (pre-professional biology)
Kaitlin Steppe (biology)
Leah Sun (accounting)
Leah Tang (accounting)
Emily Thurston (pre-professional chemistry)
Floyd Timm* (psychology)
Elizabeth Tombers (psychology)
Sabrina Walz (nursing)
Jingyi Wang* (environmental health science)
Amy Wendholt (pre-nursing)
Jacob Williams (actuarial science)
Yueze Zheng (biomedical engineering)
Chad Zirkelbach (motorsports engineering)

SCHOOL OF PHYSICAL EDUCATION AND TOURISM
Management
Zach Brown (fitness studies)
Scott Polley (pre-physical therapy and exercise science)

SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS
Emily Loewen (philosophy)

UNIVERSITY COLLEGE
Kate Alpha (nursing)
Brandon Amos (exercise science)
Brianna Beatty (tourism, conventions, and event management)
Sara Bouchard (exploratory baccalaureate)
Blair Brown (network security)
Amanda Burchner (technology)
Megan Carrison* (forensic science)
Kolbi Carson (political science)
Kara Chiamis (dental hygiene)
Justin Collmer (accounting and finance)
Ben Colsten (general studies)
Sarah Cranford (general studies)
Lisa Edgington (exploratory baccalaureate)
Will Espich (exercise science)
Zach Goar (general studies)
Adam Haeavin (pre-physical therapy and exercise science)
Rosie Hernandez (African studies)
Rachel Hopt* (physics teaching)
Amy Humpfer (communication studies)
Anna Hynczyk (tourism, conventions, and event management)
Ashley Johnson (psychology)
Hannah Johnson (pre-nursing)
Emily Jones (pre-nursing)
Patricia Jordan (political science)
Kassie Kendall (radiography)
Christine Leslie (exploratory baccalaureate)
Ashley Logan (political science)
Matthew Lorch (post-baccalaureate)
Rachel Lott (elementary education)
Emily Lugo-Ruz* (biology)
Ethan Montoya (liberal arts)
Karen Morgan-Gamble (psychology and business)
Mary Mortara (health service management)
Marion Muthama (pre-dentistry)
Osato Ogbeifun* (biology)
Chloe Payton (pre-respiratory therapy)
Lizzy Richards (communication studies)
Carmen Rodriguez (social work)
Elizabeth Roper (nursing)
Devin Ryan (pre-nuclear medicine technology)
Roy Scruggs (economics)
Montreee Soares (computer information technology)
Nikkole Thomblinson (engineering)
Karlie Vida (art history)
Taylor Weast (general studies)
Andy Welling* (business)
Michelle Wichman (liberal arts)
Anna Wilson (education)
Mentor Gains Unforgettable Experiences with Leadership Grant

SHAWN PETERS

Student mentors who have received the University College Leadership Scholarship for at least two semesters have an opportunity to enhance their collegiate learning experience by earning the University College Leadership Grant. Mentors are encouraged to seek opportunities and experiences that will benefit them in both their undergraduate experience as well as future career aspirations. In the past, mentors have expanded their knowledge and grown both academically and personally.

The grant will fund applications 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 college or university
- Alternative spring break trips
- Internships

One recent recipient of the University College Leadership Grant is Matt Lorch. Lorch is a resource mentor in the Office of Academic Enrichment at the Bepko Learning Center. As a nontraditional student, he knew that he wanted to study abroad to expand his knowledge and experience while still a student. The grant allowed him the opportunity to expand his learning in a very unique way.

Lorch has career aspirations of working in a social or human development field. He is specifically interested in working in sub-Saharan Africa, North Africa, or the Middle East. In preparation for this, Lorch has studied French and Arabic while at IUPUI. Work commitments had always kept him from pursuing study abroad opportunities in the past, and he found cultural immersion programs in the United States to be just as expensive as traveling abroad for study.

When work commitments changed, Lorch knew it was the right time to pursue a study abroad opportunity. He utilized the University College Leadership Grant to secure an eight-week program in Ifrane, Morocco, at Al Akhawayn University. When asked about his experience, Lorch said that he was able to complete one year of intermediate-level Arabic studies in just eight weeks. In addition to the accelerated learning while in Morocco, Lorch was able to experience the culture and immerse himself in ways that would not be possible in the United States.

Upon returning, Lorch quickly discovered that he was more comfortable and confident in speaking Arabic as he entered into his advanced-level course work. Lorch attributes this to the study abroad opportunity and said that he not only learned the language by speaking Arabic and learning in the classroom but also by watching television and reading street signs and billboards while in Morocco. Lorch’s experience was rewarding and should serve him well as he transitions from an undergraduate to a future career.

For more information on how to apply for the University College Leadership Grant, contact Stephanie Osborne (sdosborn@iupui.edu).