CREATE CONVERSATIONS THAT MATTER

SATURDAY, OCTOBER 5, 2019
October 5, 2019

Welcome Student Advocates!

On behalf the planning committee and IUPUI, I am delighted to welcome you to the 17th annual National Mentoring Symposium. It is an honor to host peer mentors and program directors from across the country to share knowledge and enhance our skills as advocates for student success.

Peer mentoring is about building relationships and being a guide for students when they need it. Sometimes all that is needed is a caring individual with a willingness to listen to make a difference in a student’s life and prompt the student toward a positive, successful academic and life journey. So it is exciting to see peer mentors and educators from across the country coming together to contribute their knowledge, expertise, and ideas about serving students through peer mentoring.

Thank you for being here today to share your knowledge with others. Whether you are a spectator, you have planned a concurrent session, or you will be one of the poster presenters, you’ve added value to the day by joining the conversation. Have a great time today!

Sincerely,

Jay Gladden, Ph.D.
Associate Vice Chancellor for Undergraduate Education
IUPUI
KEYNOTE BIOGRAPHY:
CHAD LITTLEFIELD

Chad Littlefield is the co-founder and chief experience officer of We and Me, Inc. — an organization whose mission is to create conversations that matter. Forbes calls Chad a “global expert on asking questions that build trust and connection in teams.” He is a TEDx speaker, author of the *Pocket Guide to Facilitating Human Connections*, and creator of We! Connect Cards™, which are now being used to create conversations that matter on campuses and organizations in over 80 countries around the world. Most recently, Chad and his partner Will Wise launched their new book, *Ask Powerful Questions: Create Conversations that Matter*, now a #1 Amazon Bestseller.
EVENT SCHEDULE:

8:00 A.M. – 9:00 A.M.
CHECK-IN
Outside RM 450

9:00 A.M. – 10:50 A.M.
WELCOME AND KEYNOTE ADDRESS
RM 450

11:00 A.M. – 11:45 A.M.
CONCURRENT SESSIONS I

RM 305 Calling on the Strengths of Others and Leveraging Your Own Strengths through Mentorship (PM)
RM 306 Training Peer Mentors in Motivational Interviewing Techniques to Assist Mentees in Owning their Stories (FA)
RM 307 Using Mentorship to Build Your Career (PM)
RM 308 Escaping Boring Sessions: A Guide to Turning Your Classroom Into an Escape Room (FA/PM)
RM 309 VARK: Rethinking Your Learning Style (PM)
RM 310 Mentoring Strategies: Current Mentoring Trends (FA/PM)

11:55 A.M. – 12:40 P.M.
CONCURRENT SESSIONS II

RM 305 The Gamification of Communication: What You Say -When You Play-Matters! (PM)
RM 406 The Positive Influence of Non-Traditional Students on their Traditional Peers in the Community College Classroom (FA)
RM 409 Ask Powerful Questions (FA/PM)

All events on the schedule will be held in the Campus Center.

(FA) Faculty and Administration session target audience

(PM) Peer Mentors session target audience
**RM 405** Using Maslow’s Hierarchy to Inform Approaches to Peer Mentoring (PM)

**RM 406** Going DEAP with Peer-to-Peer Mentoring (FA)

**RM 409** Mentoring “In Extremis Leaders”: Mentorship Lessons from the Special Operations Community (PM)

**12:50 P.M. – 2:00 P.M.**

**LUNCH AND POSTER SESSIONS**

**RM 450**

**2:10 P.M. – 2:55 P.M.**

**CONCURRENT SESSIONS III**

**RM 305** Building a Stronger Community within the Honors College: Expansion of a Student-Led Mentor Program (FA)

**RM 306** Peer Mentoring Strategies for Non-Traditional Aged Students (FA)

**RM 307** The Right Stuff (PM)

**RM 308** Supervising First-Generation Mentors (FA)

**RM 309** The Art and Science of Learning (PM)

**RM 310** Managing Expectations between Mentors and Mentees (PM)

**RM 405** Getting the Most Out of Being a Mentor (PM)

**RM 406** The Art of Coaching Conversations Part I (FA/PM)*

**RM 409** Mentoring the Mentors: A Model of Student-Led Leadership Development and Engagement (PM)

**3:05 P.M. – 3:50 P.M.**

**CONCURRENT SESSIONS IV**

**RM 305** The Gamification of Communication: What You Say-When You Play-Matters! (PM)

**RM 306** The Positive Influence of Non-Traditional Students on their Traditional Peers in the Community College Classroom (FA)

**RM 307** Using Maslow’s Hierarchy to Inform Approaches to Peer Mentoring (PM)

**RM 308** Black in White: How Mentoring Matters for Minorities Amongst the Majority (FA)

**RM 309** VARK: Rethinking Your Learning Style (PM)

**RM 310** Going DEAP with Peer-to-Peer Mentoring (FA)

**RM 405** Getting the Most Out of Being a Mentor (PM)

**RM 406** The Art of Coaching Conversations Part II (FA/PM)*

**RM 409** Mentoring “In Extremis Leaders”: Mentorship Lessons from the Special Operations Community (PM)

**RM 410** Managing Expectations between Mentors and Mentees (PM)

**RM 405** Getting the Most Out of Being a Mentor (PM)

**RM 406** The Art of Coaching Conversations Part I (FA/PM)*

**RM 409** Mentoring the Mentors: A Model of Student-Led Leadership Development and Engagement (PM)

**4:00 P.M. – 4:30 P.M.**

**CLOSING**

**RM 450**

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*The Art of Coaching Conversations workshop will last during both of the Concurrent Sessions III and IV. Participants will stay in this workshop for both sessions (2:10 P.M. – 3:50 P.M.).
This session will discuss the factors behind the decision, the training, and future plans.

USING MENTORSHIP TO BUILD YOUR CAREER (PM)
RM 307
Presented by Taylor Slocum from Columbus State Community College

Participants in this session are invited to reflect upon their current mentorship relationship and how it impacts their career journey, as well as how they may be able to expand upon this experience to meet their professional needs using interactive text polls. In addition, participants will review career specific questions, activities, and goal setting suggestions to complete with a mentor related to career planning.

ESCAPING BORING SESSIONS: A GUIDE TO TURNING YOUR CLASSROOM INTO AN ESCAPE ROOM (FA/PM)
RM 308
Presented by Jocelyn Blackburn from IUPUI

Are you ready to escape? Learn how to “escape boring mentoring sessions” with a presentation illustrating why, when, and how to implement escape rooms in collaborative learning settings. This session provides tips and techniques on how to create a unique session using limited money and resources in six easy steps. Participants will be able to follow along in a step-by-step picture guide based off of a haunted escape room designed for academic mentors.

TRAINING PEER MENTORS IN MOTIVATIONAL INTERVIEWING TECHNIQUES TO ASSIST MENTEES IN OWNING THEIR STORIES (FA)
RM 306
Presented by Kristin Richey, Courtney Lewellen, and Annie Gensel from Indiana University

In 2019, two Indiana University School of Medicine advisors worked with their Peer Mentoring Committee to create training for the incoming peer mentors. Knowing that the mentors will become physicians, the stakeholders determined motivational interviewing would be an effective medium for focusing on communication skills.
VARK: RETHINKING YOUR LEARNING STYLE (PM)
RM 309
Presented by Robert Hays representing the University of Dayton

Think you are a visual learner? Think reading and writing is your best style for studying? Think VARK! VARK: Visual, Auditory, Read/Write, and Kinesthetic learning. This presentation utilizes activities and games to take a second look at learning styles. Together we will explore some assumptions we make about the learning process and challenge our evaluation of ourselves as learners. Come learn more about your learning style and how to appeal to the learning styles of others.

MENTORING STRATEGIES: CURRENT MENTORING TRENDS (FA/PM)
RM 310
Presented by Nancy Phenis-Bourke and Brenda Marina from the International Mentoring Association

In this presentation, mentoring program trends will be presented and discussed with examples and activities to understand these current trends. Predictions of future mentor programs will be addressed, and audience engagement will occur throughout the presentation using adult theory and brain research. The presenters will be recognizing the various learning types and address the participants with a diverse approach to encourage audience engagement.

THE GAMIFICATION OF COMMUNICATION: WHAT YOU SAY- WHEN YOU PLAY-MATTERS! (PM)
RM 405
Presented by HelenMarie Harmon, Samantha Chua, Lauryn Sanders, and Danielle Roeske from Indiana University Northwest

Engaging in a fun and casual activity or game allows mentors and mentees to strengthen their connections and build community as they converse, chat, and collaborate with each other in a relaxed environment. This interactive session will allow participants to play various games, including our version of Jenga (with a personalized “Talk Before It Topples” twist!), a unique “Share Your Success Strategy” board game, and a “Communicate to Create and Compete” structural design exercise. In addition, prizes will be awarded during the session!

THE POSITIVE INFLUENCE OF NON-TRADITIONAL STUDENTS ON THEIR TRADITIONAL PEERS IN THE COMMUNITY COLLEGE CLASSROOM (FA)
RM 406
Presented by Angie Mayfield and Doug Mayfield from Vincennes University

The experiences of non-traditional students in the classroom and on campus can improve: student retention, learning, engagement, and confidence. Professors from Vincennes University will start this session by pairing participants for an interactive activity, discuss results and research findings, and finally describe strategies for establishing peer mentoring relationships. Strategies described in this session will include first day icebreaker interactions, class discussions and activities, service learning and assessment projects, and study sessions.

ASK POWERFUL QUESTIONS (FA/PM)
RM 409
Presented by Chad Littlefield from We and Me, Inc.

Want to create more conversations that matter? Start by asking powerful questions. In this fun, interactive breakout session, Chad Littlefield, our keynote speaker and bestselling author, will lead us through a “question storming” experience where you will get to follow your curiosity and leave with concrete tips and tools to skip the small talk and create a culture of connection. Chad is confident that these ideas, if practiced, will not only make you a better mentor or mentee—but a better human being. This workshop will be packed with all the things we are never taught but expected to know in the “real world.”
BLACK IN WHITE: HOW MENTORING MATTERS FOR MINORITIES AMONGST THE MAJORITY (FA)

RM 305

Presented by Phillip Harris from the United States Military Academy Preparatory School

It is true that African Americans, “do not care how much you know until they know how much you care.” Participants in this session will learn the importance that mentoring plays in the success of African Americans. After discussing the facilitator’s research, the facilitator will conduct an activity where the participants play specific roles where they recognize the subtlety of being a mentor to African Americans.

SEE YOUR MENTORSHIP THROUGH NACE CAREER COMPETENCY GOGGLES (FA)

RM 306

Presented by Taylor Slocum from Columbus State Community College

Participants in this session will gain in-depth insight regarding the design and implementation of a career focused mentorship program. They will learn how Columbus State Community College’s Career Services department used the National Association of College and Employers (NACE) Career Competencies to restructure the mentorship experience for students and mentors alike. Lastly, they will gain perspective on the process to update a mentorship program to incorporate career-readiness topics, and activities, as well as review outcomes.

6D WAYS TO LEAD A GREAT MENTOR MEETING (PM)

RM 307

Presented by Shirlyn Mthethwa and Hannah Peters from IUPUI

Have you ever felt unsure on how to consistently maximize meeting times with mentees? Cannot seem to form positive relationships with your students? Want to become a better mentor? This presentation focuses on a hybrid approach to mentoring. By combining appreciative inquiry and coaching strategies, mentors will facilitate better meetings in order to promote a more effective mentor-mentee relationship. Attendees will walk away with a better understanding of their role and will also have knowledge of how to apply these concrete steps to better support their peers.

MAKING CONNECTIONS TO BUILD A TIERED PEER MENTORING MODEL (FA)

RM 308

Presented by Joanna Rivera Davis, Samantha Rodriguez, Barbara Shehata, and Tyrese Fenty from University of Connecticut

Participants will engage in an interactive presentation about UConn’s First Year Programs, Learning Communities, and Academic Achievement Center peer mentoring model as a high impact practice. Our department provides undergraduate students with opportunities to engage in meaningful relationships with peers while developing transferable skills. Learn how to develop a tiered mentoring model to aid in program initiatives and students’ holistic development.
BARNGA: INTERCULTURAL COMMUNICATION SIMULATION (PM)

RM 309
Presented by Deirdre Kelley, Hafsa Naeem, Samuel Olubakinde, Rishi Gireesh, and Rachel Surridge from IUPUI

Intercultural communication is increasingly important in globalized universities. Peer mentors must be educated in intercultural communication so they can create trust-based relationships with mentees and team members. Participants in this session will experience a respected intercultural communication simulation led by a diverse team of facilitators. A thoughtful, guided discussion will follow the simulation.

COMMUNITY MENTORING IN CONJUNCTION WITH ACCELERATED FIRST-YEAR SEMINARS (FA)

RM 310
Presented by Claire Maxon, Amy Griffin, and Shamalar Lundy from Ivy Tech Community College

Project Jump Start is a week long first-year seminar that includes built-in wraparound resources designed to give students a “jump start” in their academic career with a specific focus on successful completion of a gateway course. In addition to the academic work, students are introduced to community guests, workshops, and professional mentors. This session will focus on lessons learned in piloting a mentor program, and provide suggestions for finding support on campus and in the community.

USING MASLOW’S HIERARCHY TO INFORM APPROACHES TO PEER MENTORING (PM)

RM 405
Presented by David Rhea and Megan Frick from Governors State University

Peer mentors work with students to address many concerns and goals. The right approach to address mentees’ needs is vital for a peer mentor’s effectiveness. Maslow’s Hierarchy of Needs provides an approach to connect with students at all levels of professional and academic development. In this session, Maslow’s Hierarchy of Needs will be described, and participants will learn how the hierarchy can inform the different approaches mentors can take to assisting students.

GOING DEAP WITH PEER-TO-PEER MENTORING (FA)

RM 406
Presented by DeLeon Lott from IUPUI

The Diversity Enrichment and Achievement Program (DEAP) at IUPUI has developed a balance between two major challenges that come with peer-to-peer mentoring. Some mentors struggle to implement intentional practices that leave room for authentic relationships, while others cultivate genuine friendships but lack consistent conversations that challenge and aid student growth. Come see how DEAP has formed a sustainable system to enhance the transition and success of our diverse student population.

MENTORING “IN EXTREMIS LEADERS”: MENTORSHIP LESSONS FROM THE SPECIAL OPERATIONS COMMUNITY (PM)

RM 409
Presented by Chaveso Cook from Tufts University

Leading in high stress and dangerous contexts, known as “in extremis conditions,” is fundamentally similar, yet qualitatively different, from leading in other contexts. The unique psychological and social demands that arise during in extremis situations is what makes leading, and thusly mentoring, within these contexts very different. Participants will learn to mentor with developmental techniques that produce high performing leaders on high functioning teams. Participants will learn traits which are desirable for any field.
BUILDING A STRONGER COMMUNITY WITHIN THE HONORS COLLEGE: EXPANSION OF A STUDENT-LED MENTOR PROGRAM (FA)

RM 305

Presented by Emily Zeliasko and Kayleigh Thomas from Grand Valley State University

Expanding an existing mentoring program beyond the initial orientation is often difficult for many groups. This presentation will focus on the strategies that this student-led mentor program has implemented in order to expand their mentoring program, while simultaneously working to foster a stronger community within the Honors College as a whole. During this presentation, participants will learn strategies to increase student involvement through collaboration and better planning methods.

PEER MENTORING STRATEGIES FOR NON-TRADITIONAL AGED STUDENTS (FA)

RM 306

Presented by Maxwell Luetkemeier and Jennifer Forbes from Governors State University

It has been shown that peer mentoring is beneficial for all students, regardless of age. At Governors State University, non-traditional students make up half of the undergraduate population, and in the peer mentoring center they account for a third of all mentees. Attendees will learn about what the research facilitators have done concerning the specific needs of non-traditional aged students and will be given time to consider how it might be relevant on their own campuses.

THE RIGHT STUFF (PM)

RM 307

Presented by Mikayla Jordan, Sarah Holloway, and Cristina Arroyo from IUPUI

This session is about getting students involved. The presenters will explore how mentors can use collaborative activities, icebreakers, and warm-ups to engage students in classroom activities. The discussion will include information about appropriate icebreakers for particular situations, how group size and dynamics affect these activities, and helpful hints as well as tools for mentors to take into the classroom.

SUPERVISING FIRST-GENERATION MENTORS (FA)

RM 308

Presented by Yessenia Mejia from DePaul University

Facilitating effective supervision for marginalized students looks different for every student. The key is to understand what goals your mentors have, and how to guide them in reaching their goals through their role as a mentor. Students Together Are Reaching Success (STARS) has changed its curriculum to ensure the career development of the mentors while motivating them to mentor first-year students who are at the margins.
THE ART AND SCIENCE OF LEARNING (PM)

RM 309
Presented by Robert Hays representing the University of Dayton

This presentation begins by evaluating what actually happens in the brain during the learning process. We will examine elements of basic neurology and explore the concept of neuroplasticity. At this point, there will be a great deal of audience participation in exploring what this means for our work as teachers, tutors, mentors, coaches, and students. The presentation focuses on seven brain friendly learning strategies in relation to: attention; information; social aspects; safe and encouraging environment; diet, nutrition, and exercise; time (e.g. studying breaks, and sleep); and emotion.

MANAGING EXPECTATIONS BETWEEN MENTORS AND MENTEES (PM)

RM 310
Presented by Randall Roper and Tabitha Hardy from IUPUI

Do you ever wonder if you are getting the most out of your mentoring relationships? Are you ever curious if you are providing mentoring that is effective in helping the needs of the mentee? How do you know if your mentoring relationship is effective and is beneficial to both the mentor and mentee? In this session, we will discuss how establishing and managing expectations between mentors and mentees helps mentoring relationships thrive. Roundtable discussion, analysis of case studies, and sharing of best practices will facilitate learning together in this session. Resources and techniques will be identified to improve mentoring relationships.

GETTING THE MOST OUT OF BEING A MENTOR (PM)

RM 405
Presented by Urooj Nasim, Madison Von Deylen, Heba Boustany, Haley Dicken, and Jessica Pennington from the University of Kentucky

Being a peer mentor is one of the most rewarding avenues of personal and professional development available to a college student. While many of these development opportunities seem obvious, certain mindsets, resources, and strategies will help you get even more out of your mentoring experience to make you stand out in future professional environments. In this presentation, we will be sharing some tips on how to get the most out of being a mentor.

THE ART OF COACHING CONVERSATIONS PART I* (FA/PM)

RM 406
Presented by Liz Freedman from IUPUI

Coaching has the power to transform students’ lives. Mentors of all kinds have a unique opportunity to employ coaching as a way to increase student confidence and skills, and ultimately to increase student retention. In this first portion of back-to-back concurrent sessions, participants will be introduced to the Coaching Arc model, which is being utilized on campuses throughout the Indiana University system by faculty, staff, and peer mentors. Participants will learn how to move a student along the arc by exploring their current state and desired state, followed by making a detailed plan of action. The session will also include ample time for practicing the powerful questions discussed.

MENTORING THE MENTORS: A MODEL OF STUDENT-LED LEADERSHIP DEVELOPMENT AND ENGAGEMENT (PM)

RM 409
Presented by Patrick Smith from Indiana University Bloomington

This session will discuss the Faculty and Staff for Student Excellence (FASE) Mentoring Program model of peer-led leadership involving mentors who provide training, support, and supervision among their fellow cohort of leaders. Methods and approaches that enhance the capabilities, skills, and competence of those who desire to grow as leaders will be discussed. Activities will include audience members identifying ways to encourage peer-led activities or initiatives in their mentoring programs.

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**THE ART OF COACHING CONVERSATIONS PART II* (PM/FA)**

**RM 406**

*Presented by Liz Freedman from IUPUI*

In the second session of this two-part series, an additional coaching model will be introduced to participants. This model includes eight major focus areas which can affect a student’s path toward graduation, including (but not limited to): academic skills, motivation, career planning, finances, effectiveness, school community, commitments on and off campus, and overall health and wellness. Participants will learn how to coach students in each of these areas using the Coaching Arc and powerful questions gained in the first session. This session will also include ample time for practicing these skills.

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ACKNOWLEDGMENTS

IUPUI DIVISION OF UNDERGRADUATE EDUCATION
Landon Brothers
Cathy Buyarski
Nathan Byrer
Jo Fox
Liz Freedman
Jennifer Gleissner
Jay Gladden
Andrea Graf
Jocelyn Holmes
Mark Minglin
Eric Sickels
Molly Williams

KEYNOTE SPEAKER
Chad Littlefield

IUPUI NATIONAL MENTORING SYMPOSIUM PLANNING COMMITTEE
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Grant Lamkin
McKenzi Marchand
Anna Mathew
Katie Owens
Andin Setka
Noah Short
Casey Stigall
Shivani Suravarjala

AROUND INDY

TRAVEL
IUPUI Campus Center is located at 420 University Blvd., Indianapolis, IN 46202.
Taxi
Rates begin at $3.00 for pick-up, plus $2.00 per mile.
Uber & Lyft:
Find taxi, rideshare, and private car alternatives by downloading the Uber and Lyft apps to your smartphone.

ATTRACTIONS
• White River State Park
• Downtown Canal
• Mass Ave Arts District
• Children’s Museum of Indianapolis
• Indianapolis Zoo
• NCAA Hall of Champions
• Indiana State Museum
• Eiteljorg Museum

For shopping, the Circle Centre Mall offers over 100 shopping, dining, and entertainment outlets. For a complete listing of attractions, restaurants, special events, and maps for Indianapolis, check out visitindy.com or indydt.com.

SPECIAL EVENTS
SATURDAY, OCTOBER 5, 2019
Bob Seger Concert
Banker’s Life Fieldhouse
125 Pennsylvania Street
8:00 P.M.

OCTOBER 3–6, 2019
Made In America 2019 Exhibit
Indiana Convention Center
100 S Capital Avenue

FOLLOW US ON SOCIAL MEDIA
@iupui_symposium
@mentoringsymposium2019

USE THE HASHTAGS:
#CreateConversationsThatMatter
#NMS2019
A LOOK BACK AT LAST YEAR