From the beginning of my career as a writing tutor at WTS—a long three years ago—the benefits of the job seemed abundantly clear to me.

There were the intrinsic value of helping others learn a discipline that I find fundamental to being a successful student and thinker, the ways that I would improve as a writer myself by helping others with their work, and the joys of working with people who were incredibly thoughtful, hilarious and caring.

I knew that being a WTS tutor would look wonderful to employers and would make me a better student and person, but there was one thing that I did not expect it to help me with—graduate school interviews.

Graduate school was always in the cards for me, driven by a mix between my obsession with research and academics as a whole, and, perhaps even more strongly, my crippling fear of attempting to join and contribute to the real world when I feel I know so little about really anything.

Thus, to graduate school I go! As an English and psychology major, I have been able to entertain visions of being an English professor, a poet, a lawyer, a neuroscientist and a therapist.

However, I eventually settled on organizational behavior because it focused on some of the most interesting social and cognitive psychology theories within a fascinating context.

When a job is on the line or an organization is under fire, the stakes are always incredibly high, which essentially makes people do really strange (and often unethical) things.

After months of frantically applying to 12 graduate schools varying from Indiana University and Purdue to the Wharton School of Business and Harvard, I was overjoyed to receive eight interviews.

Though this news was incredibly exciting, I also felt overwhelmed and uncertain of how I would be able to make it through these interviews. The format for business school interviews for doctoral programs runs on the intense side.

The most typical system is to...
Okay, so you have to tutor. Easy. So you have to tutor seventh-grade boys—no problem. So you have to tutor seventh-grade boys in reading….at a first grade reading level. What!? Challenge accepted!

More or less, that was my initial thought process when I was assigned to help tutor four, seventh-grade boys at a first grade reading level at Batchelor Middle School in Bloomington.

Then I began thinking of all the other aspects of this semester-long tutorial. As a pre-service English teacher, I had always adored reading and had been an avid reader.

So how could I help these boys who not only struggle with reading, but almost fear it? That was the greatest challenge. How could I develop activities and find reading materials for seventh-grade boys? How could I adapt reading materials designed for first graders to appeal to 14-year-olds?

All of this made tutoring apathetic college students seem easy. These boys “hated” reading. In fact, when I asked one of them what the first thing that came to mind was when someone mentioned reading, his response was sleep. Instead of being disappointed by this utter and complete lack of enthusiasm, I decided to use this as a direction. So, it’s excitement they want!

Thus, I revamped the game SPOONS into my reading game, SPOONS. I created a game that allowed the boys to form (and, therefore read!) words in a competitive format.

So, I wrote a total of 18 word endings such as “AT,” “UN” and “OY” on a piece of cardboard.

Green created her own SPOONS board in order to make learning how to read fun for her students.

Photo by Dana Koglin

Volunteering in a Denmark school

BY INGRID FEUSTEL

When I chose to study abroad, I knew I wanted to do some form of volunteer service. Lucky for me, since coming to Denmark I’ve had the opportunity to work in English classrooms at a school in Copenhagen.

The experience has not only allowed me to apply my tutoring experience and love of English to a new setting, but it has also helped me to engage as fully as possible with the culture of my host county.

The past few months I’ve been going to the private school, Christianhavn’s Døtterskole, every Friday to help in various English classes.

In Denmark private schools are still funded mostly by the government and follow nation-wide curriculum standards, but they have more freedom to spend tuition money as they please.

Most private schools are founded by parents in the community. Christianhavn’s Døtterskole started out as a girls’ school in 1799, where they could learn about Danish culture, mythology, trades and manners. It has since expanded to a liberal academic school and includes boys and girls, ages 4 to 14.

I have a class of fourth-graders, a class of fifth-graders, and a class of seventh-graders. I’ve never worked in a classroom atmosphere...
have an initial interview (on Skype or the phone) with two or more faculty members, then fly to the campus and have about two days of back-to-back meetings, presentations and further interviews.

I averaged anywhere between eight and 15 mini-interviews in any given day of any program. Even for a somewhat extroverted person like me, this situation is—for lack of a better term—a nightmare.

What do you talk to these people about for 16 hours a day? How do you make small talk? How do you ask them difficult questions about their programs without offending them?

These questions and many more would flood through my mind for days leading up to my interviews, and hilariously enough, despite my extensive preparation and general enthusiasm for these programs, I think it was my WTS training that got me the surprisingly high number of offers I received.

As a tutor, every day we are faced with someone we have often never met before, talking about something this other person is incredibly invested in. And ultimately we are trying to be truthful and honest without appearing rude or unprofessional.

I found this also to be true of my interviews. But what I found after sitting down with person after person was that I was actually prepared for this. Because of tutoring, I knew how to have a conversation with someone about next to anything.

I could be friendly without being unprofessional, confident without being arrogant, and excited without overwhelming the other person or making him or her feel uncomfortable.

I found myself being able to ask questions that were challenging or difficult in a way that was non-threatening to the other person.

In the minutes before meeting with a professor, I could glance over one of his or her articles and get the gist of his or her research, which allowed me to ask informed and relevant questions that appeared much more extensively researched.

My thoughts were also organized, and like any good tutor, I could navigate and balance multiple goals for our meeting at once without getting overwhelmed.

I was unafraid of moments of silence between us when I needed a minute to answer a question or the professor took time to respond.

And finally (and perhaps most important) I felt it wasn’t my job to know the answer to every question about an article or a particular subject because I had already come to terms with that impossibility through tutoring.

All in all, though the experience of meeting with stranger after stranger for days on end was overwhelming, I found that I was much more prepared for this stage of my life than I had expected.

And though I realized that tutoring had been one of the most beneficial experiences of my college career, I see now that it did more than make me a confident writer, it made me a confident scholar, professional and individual.

In a world where I will constantly be asked (and ask others) for professional advice on articles, research and presentations, I now know that I am well trained in those conversations, and moreover, will love having them.
Do WTS tutors take their own advice?

By Decker Cavosie

“One tutor goes behind the lines to discover tutor strategies

“T really wish you had brought in your assignment sooner, not the day before it’s due.”

It’s a phrase every WTS tutor has undoubtedly uttered some version of multiple times throughout his or her WTS career. And most of us have probably seen at least one assignment merely hours before its deadline.

Of course we want what’s best for our tutees, so the more time they have to make the adjustments discussed during their tutoring sessions, the better their assignments will likely be and the more they will learn from the experience. This is something tutors emphasize in most tutorials.

But do WTS tutors follow their own advice? I surveyed the undergraduate tutors regarding their paper-writing habits to see if we really are the perfect paper-writing angels many of our students probably envision us to be.

We’re actually doing pretty well. Seventy percent of tutors polled prefer to start working on papers ranging from five to seven pages in length at least two days before the deadline. A slim majority, 60 percent, also claims to frequently utilize outlines for writing assignments, which is a common suggestion given to struggling tutees. Overall, our professors, tutees and AIs would probably be proud of our academic writing habits.

However, 70 percent of tutors do claim to work better under pressure, but “pressure as in within the week or so but not the day before kind of pressure,” one tutor said. Assuming our scores also reflect this result, we appear to be effective time managers!

At the same time, we lack in other areas of the paper writing process. Only 20 percent of undergraduate tutors frequently schedule WTS appointments for themselves. As tutor trainees, we all had to be tutored by current WTS tutors, so despite our all being above average writers, we still know the benefit of outside opinions and perspectives. But

ADVICE continues on page 5

Taking my own writing advice

By Frank Trechsel

As a writing tutor, I have seen essays spanning the spectrum on length and style, from one-paragraph essays to thirty-page scientific research papers.

However, my own work never even came close to this type of diversity. Throughout my college career, my average has been two-to-eight-page analytical papers for my many comparative literature classes.

So naturally, when I made the decision to write an honors thesis my senior year, I was stepping into uncharted territory.

The fall semester went swimmingly—establishing my primary sources, collecting scholarly works, and conducting research so that when the spring semester rolled around and it was time to begin the actual writing process, my confidence was high.

That is until I actually tackled the task of constructing a forty-page document that encompassed three primary texts and explored a literary genre over time.

Luckily for me, I was well versed in many types of pre-writing through my years at WTS. This allowed me come up with a brief outline of ideas and put them in a logical order from start to finish.

I ran into many issues along the way as any writer does when examining such a wealth of material.

THESIS continues on page 6
DENMARK
from page 2

before, but I have been a summer
counselor for kids in this age group.
In some ways my teaching experi-
ence has felt more like working at
camp than working at WTS.
If the kids get fidgety, they can
take a five-minute break in the
yard. In between every class they
open the windows for fresh air—it’s
January, and it’s cold.
The teachers are never stressed
about not finishing everything
they had planned for a session. The
belief is that the kids will do what
they can and work best when they
have lots of opportunities to be
active and collaborative.
There is another unusual thing
about the Danish classroom.
Throughout Scandinavia, school
systems lack a classroom hierarchy.
In the classroom, this means that
the teachers and students are on
equal ground.
They tease each other and make
sarcastic comments. They rough-
house on the way to recess. The
kids are free to get up and walk
around the room whenever they
need something. While I’m used to
working with peers, this dynamic
has been interesting for me to
observe and a little hard for me to
adjust to.
The most difficult thing about
this experience has been learning
how to communicate in creative
ways across a language
barrier.
By the time they are adults,
all of my students will be fluent
in English, Danish, and probably
German or Swedish. I, on the other
hand, speak no Danish and even
have trouble parroting words back
to people and pronouncing the
name of the street I’m living on.
Learning to be comfortable
with Danish chatter in the class-
room and becoming proficient at
charades has been a big help, and I
hope to keep improving these skills.
While my experience at Chris-
tianhavn’s Døtterskole has been
different from my other volunteer-
ing jobs, in the respect that these
kids don’t actually need my help, I
can still enhance their classroom
atmosphere by being motivational,
enthusiastic and showing that
sometimes even native English
speakers don’t know how to spell
every English word.
These are some of the things
that make peer tutors so valuable,
and while I really miss my WTS job
right now, I feel lucky to have the
opportunity to exercise my WTS
skills overseas.

ADVICE
from page 4

most of us fail to take advantage
of the resource with which we are
already so familiar. Maybe we take
our assignments so seriously, we
feel vulnerable when showing our
work to others.
Or perhaps we’re all overachiev-
ers, participating in so many activi-
ties we don’t have time for WTS
tutorials. As successful students,
perhaps we’re allowed to break
some of our own rules. Regardless
of whether we utilize WTS or not,
we still follow our own advice by
starting assignments well in ad-
vance of the due dates. No procras-
tination in the WTS department.

SUPPORT WTS!

Have you ever wished you could do more
for Writing Tutorial Services even after
leaving IU?

Writing Tutorial Services is an affinity group, just like a
greek house or Little 500 team. As tutors, we come to-
together with a common interest and shared pride in our
school. (After all, we help our fellow students succeed!)

You can now directly support WTS with a contribution
to the IU Foundation. Check out the link on the WTS
homepage: www.indiana.edu/~wts

Thank you for your thoughtful consideration.
How can I include this section of my research without going off topic? What even is my main topic? After the occasional brief moment of panic, I was always able to rely on my WTS experiences to get me out of a jam.

I could always ask myself what I would do during a tutorial if a student came in concerned about this very issue. How would I tutor myself? Upon asking these questions, I was always presented with the answer.

During the pre-writing stages of my writing process, I frequently had issues figuring out in what order I wanted to present my material.

Looking back on the many tutorial sessions I have done, organization has always been a big concern for tutees.

I was always able to assist them with their organizational issues, so maybe it was time to practice what I preached and put into practice the tips that I always told my tutees. It worked.

Then I thought to myself, if my pre-writing advice worked so well, maybe I had better put into practice the advice I give tutees on the drafting phase as well.

Examining what I was telling my tutees most often over the course of a couple of weeks, I found that topic sentences and transitions were almost always a part of my spiel even when students came in with work that already contained good topic sentences and/or transitions.

I found that these concepts could make or break a paper, and that for my honors thesis, it was imperative that I take my own advice and put heavy focus on them.

Using the topic sentence to not only introduce the topic of the paragraph but also to transition from the previous one, and, most importantly, explain the topic’s relevance to the overarching theme of the paper, had been my advice to students from day one.

So I began to include this advice in my mental checklist throughout the writing process.

Consequently, the praise I received most often from my advisors was on my organization and transitions, which allowed my first and second drafts to flow much more efficiently than if I had not taken my own WTS advice.

Until writing my honors thesis, I had never had an issue with writing, and therefore, never needed to think back upon my tutoring experience.

However, with such a demanding and complicated project ahead of me, I hit pitfalls that I had never encountered before. Luckily, I was prepared for this eventuality because of my WTS experiences.

They allowed me to tutor myself and reflect on my techniques in order to create a more effective final product.

The boys had to draw one of the spoons from a cup, and then place it next to one of the word endings on the board in order to make a word. The first person to make a word got the most points.

Let me tell you, the last word they would have used to describe my version of SPOONS was sleep. They loved the game. Even the shyest boy of the group was getting super into it. I was one proud tutor!

Over the course of the semester, this once daunting assignment evolved into my most rewarding tutoring experience. Of course, I wasn’t a miracle worker. These boys didn’t walk away ready to read chapter books. But as Jo Ann would say, “you at least helped them, and their (papers) will be better than they were before the tutorial.”

And this fact couldn’t have become more apparent than when I asked the boys what entertainment genres they liked. One boy liked “stuff about the wilderness and hunting.”

Immediately, I thought of one of my favorite books, Hatchet by Gary Paulsen, and began enthusiastically explaining the synopsis. When I was finished, another boy looked right at me, and asked, “Could you come in and read it to us?”

After taking a moment to collect myself, I practically shouted “Absolutely!” And now I come in and read to them for an hour every Friday, as they read along.

And even though they may not be reading it themselves, the only thing they complain about is when we have to stop reading.
I’ve really enjoyed working at WTS because it’s taught me so much and helped to develop my skills in listening and speaking. Listening is an underrated skill, but it’s the most important one for verbal communication.

The second skill is talking to people from diverse backgrounds. That diversity refers to both country of origin and academic field. I’ve learned crazy things from tutees that I would never come across in the real world.

My favorite example is the Pakistani who succinctly explained how the Pakistani irrigation system contributed to the severity of the flood-induced devastation in Pakistan.

Another example comes from my tutoring today: I learned about structural unemployment of college graduates in South Korea. Listening and openmindedness are two of the best skills that I learned at WTS, though they are definitely not the only skills.

With my WTS-enhanced skill set, I have a couple of different options for my future. I’m currently applying to jobs, but I’m still considering the Foreign Service. I might also get a job in healthcare software in Wisconsin.

I know that my future job will probably not be as fantastic as WTS has been. I have loved my WTS coworkers and the funny and sometimes surprising conversations that I’ve had at WTS.

I’d like to thank all of you for contributing to a great work environment.

Anna Connors  
connors.anna@gmail.com  
East Lansing, Michigan

I am graduating from Indiana University with a Bachelor of Arts in English literature and psychology.

After spending the vast majority of my life living in Bloomington, Indiana, I am excited to start the next leg of my journey at Michigan State University (in East Lansing, Michigan) where I will be getting a doctorate in management with a concentration in organizational behavior.

My research interests lie in behavioral ethics, the attribution of justice and responsibility in managerial and group settings and how affect and emotions come into play in the workplace.

I would ultimately like to rid the world of bad bosses. I have immensely enjoyed my three years of being a WTS tutor and a wrangler.

The friendships I’ve made and tutoring experiences I’ve had have been incredibly transformative, and I will sincerely miss all of my coworkers and the wonderfully entertaining conversations had in the bull pen!

Caroline Luu  
carolinehluu@gmail.com  
Carmel, IN
Aidan Crane
I have no non-university email address at this time.

I don’t know where I’ll be living in six months, let alone what will constitute a “permanent” residence. Possibilities include Washington and Colorado; I will fight to the death to escape Indiana after twenty-two years in purgatory.

I have no immediate or long-term plans for the future. After spending the majority of my life locked into the educational system and always knowing exactly what awaited me, I’m anxious to no longer have the prospect of another semester hanging over my head.

To continue plotting one’s life in meticulous detail when the opportunity to escape has finally arrived strikes me as perverse.

Working at WTS has been enjoyable at times, but I’m leaving convinced that we function as a bandaid for a gaping wound in the American educational system. Writing, even academic writing, is an art that requires a loving attention that cannot be learned by rote or coerced with the sharp edge of a grading curve. As long as the university continues to operate as a factory for degrees rather than a home for self-directed exploration, peer tutoring will be mechanistic rather than holistic, through no fault of our own.

Lauren Bridges
laurenjanebridges@gmail.com
Bilbao, Spain

After graduation I will be moving to Spain to begin a master’s degree in European studies at the University of Deusto in Bilbao, studying European integration—and hopefully learning to salsa!

While in Spain, I’ll be interested in the current economic situation and how it affects individual citizens. I’ll spend the following semester at Palacky University in Czech Republic, studying the capitalist transition process evolving in Eastern Europe.

Interact with WTS!

WTS Alumni

@IUB_WTS_Help

bYOURwts@indiana.edu
Lauren Conkling
leconkling@sbcglobal.net
Newburgh, IN (hometown)

I’m still in the job searching process, so my future plans have not quite coalesced yet. My area of interest, however, is the publishing industry, particularly in the region of editing. I’m looking to find a job with a publishing company or magazine, though I’m keeping my options open!

As I search for jobs, I am recognizing the benefits of having been a tutor for WTS. This role has provided me with some excellent experience in the areas of communication, time management and writing skills.

Specifically, being a tutor for WTS has helped me learn how to prioritize the issues that ought to be addressed in a tutorial and cover as many of them as possible in the limited time available.

Likewise, as in any other service job, tutoring requires us to adapt in our interactions with tutees, since what works for one person may not for the next.

Neil Klodzen
nklodzen@gmail.com
Bloomington, IN

This next year I plan on participating in a graduate program here at IU called Transition to Teaching. It’s a one-year program that allows students with their bachelor’s degrees to obtain a teaching license here in Indiana.

After I complete this program, I hope to teach high school English. In time, I hope to possibly teach English in China, as I love Chinese students, Chinese culture and food!

WTS has helped immensely in cultivating the passions that lie behind all of these plans. Through tutoring, I have learned so much about teaching. I’ve seen how different people learn in different ways, and I’ve learned to adapt to each person’s learning style.

I have also worked with a lot of international students, many of whom are Chinese. This has only grown my love for Asian culture. It’s staggering how many of my tutorials have led to conversations about where students are from and what they miss about their homes.

The world seems smaller at WTS because we get to work with such a diverse group of students, all of whom are seeking a better understanding of the great gift that is writing. Overall, WTS is a terrific place to work, and I’m definitely going to miss it.

Frank Trechsel
franktrechsel@gmail.com
Nashville or Los Angeles

It is looking like either next year or the following year I will be entering law school to study entertainment law.

This field excites me because it combines the critical thinking and analytical skills I have gained from my undergraduate degrees in Comparative Literature and Spanish with my love of music, which I broadened with my music minor.

I know that the strong writing background I have gained from my WTS experiences as well as my major will be an invaluable asset in this field. Writing and communication skills are valuable in any area but especially in the law when the meaning or interpretation of a single word can make all the difference.

My WTS experiences have helped me build these skills to succeed, and I am eternally grateful for the experience and opportunity.

By Our WTS
Our WTS Alumni Directory

1992-1996
Ann Francis Jenson
Nashville, IN
mjenson@indiana.edu

Jen DeRosa

Doug Anderson
Chicago, IL

Helen (Grant) Glaze

Craig Kuehnert

Deb Schussler
Havertown, PA

Angela (Zahn) Tharp
Bloomington, IN
anzahn@indiana.edu

Joanna Walters

1996
Sarah (Gliemmo) Nichols
Sacramento, CA
curioussjg@yahoo.com

Marcia Ireland
Northbrook, IL

Tracy (Jensen) May
Chicago, IL

Tricia Kenfield
Greenfield, IN

Lisa McBride

Elisa (Overholtzer) Maxwell
Fresno, CA

Jonathan Purvis
Bloomington, IN
jpurvis@indiana.edu

Grace Waitman
Evansville, IN

Kevin Wilson
Evansville, IN

Jeremy Davies
New York, NY

Christy Doherty
East Granby, CT
siob.doherty@gmail.com

Alex Kahn
Bamberg, Germany
alaxander_kahn@hotmail.com

Amy Parker

James Spicer
St. Louis, MO

Bill Watson
Indianapolis, IN
colts_fan76@hotmail.com

Leanna Werner
Indianapolis, IN

Jamie Aprile
Los Angeles, CA
jamieaprine@yahoo.com

Erin (Elkins) Radcliff
Albuquerque, NM
eradclif@unm.edu

Cara Frison
Dunlap, IL

Mindy Ho
Carmel, IN

Abby (Hunt) Ghering
Cincinnati, OH
abbyandrob@sbcglobal.net

Gayle Niemeyer

Claire Ross

Jamie Snyder

Devin Thomas
Westport, CT

Ebony Utley
Long Beach, CA
utley@hotmail.com

Miranda Wagoner
Chicago, IL

1999
Jennifer (Beyer) Wilkey
Cincinnati, OH
jenniferwilkey@yahoo.com

Sarah Helmig
Tennyson, IN

Dana (Miller) Malkus
St. Louis, MO
danamill@sbcglobal.net

Updated April 26, 2013
Tutors listed by training year
<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Ben Motz</td>
<td>Bloomington, IN</td>
<td><a href="mailto:bmotz@indiana.edu">bmotz@indiana.edu</a></td>
<td>Kelly (McShane) Colby</td>
<td>Indianapolis, IN</td>
<td><a href="mailto:kelly@colbyequipment.com">kelly@colbyequipment.com</a></td>
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<tr>
<td>Kelly Newton</td>
<td>Naperville, IL</td>
<td>Allison Mikkalo</td>
<td>Garth Stahl</td>
<td>New York, NY</td>
<td><a href="mailto:garth_stahl@hotmail.com">garth_stahl@hotmail.com</a></td>
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<tr>
<td>Christine Pacold</td>
<td>Elmhurst, IL</td>
<td>Heather (Murphy) Coddington</td>
<td>Bill Trovinger</td>
<td>Minneapolis, MN</td>
<td><a href="mailto:william.trovinger@gmail.com">william.trovinger@gmail.com</a></td>
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<tr>
<td>Robin Schaber</td>
<td>Jasper, IN</td>
<td>Vanessa Vreeland</td>
<td>Morgan Wescliff</td>
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<td>Heather Danielewicz</td>
<td>Chicago, IL</td>
<td>Geoff McGregor</td>
<td>Jae Chung</td>
<td>Washington, DC</td>
<td><a href="mailto:jaepcr@gmail.com">jaepcr@gmail.com</a></td>
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<tr>
<td>Alison Lefkovitz</td>
<td>Chicago, IL</td>
<td>Adam Paré</td>
<td>Laura Clapper</td>
<td>Bloomington, IN</td>
<td><a href="mailto:lclapper@indiana.edu">lclapper@indiana.edu</a></td>
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<td>Miranda (Beyer) Zarich</td>
<td>Indianapolis, IN</td>
<td><a href="mailto:kzarich@imamuseum.org">kzarich@imamuseum.org</a></td>
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Over the years, we’ve lost contact with many of our friends from WTS as jobs have changed and moves have been made. If you know of a former tutor who’s fallen out of touch, please forward this newsletter and have the alum email us at byourwts@indiana.edu.

Thanks!
Lisa Inks
Brooklyn, NY
lisa.inks@gmail.com

Lindsay Lambert
Indianapolis, IN

Lisa Maltz
Gross Pointe, MI
caleb@calebcolephoto.com

Hayley Piper
Hawi, Hawaii

Alexis Pool
Evanston, IL

Michael Quilligan
Silver Spring, MD
mquillig@yahoo.com

Chris (Sego) Kahn
Indianapolis, IN
csego@iupui.edu

Matt Stevons
Spencer, IN

Theresa Yaecker
Chicago, IL
tyaecker@gmail.com

Jon Zarich
Indianapolis, IN

Jen (Woodall) Johnston
Los Angeles, CA
jenjohnston@mac.com

2003
Marc Baumgardt
Arlington, VA

Andrew Bean
Indianapolis, IN

Rebecca Bloch
Las Vegas, NV

Ashley Bouque

Caleb Cole
Boston, MA
caleb@calebcolephoto.com

Michelle Creech
Louisville, KY
mncreech@gmail

Nicholas Durchoz
Ferdinand, IN

Danielle Penny
Northridge, CA

Emily Ragsdale
Chicago, IL
ecragsdale@gmail.com

Stephen Rahko
Bloomington, IN
srahko@indiana.edu

Emily Sekine
Brooklyn, NY
elsekine@gmail.com

2004
Adrienne Carroll
Bloomington, IN
adrienne.carroll@gmail.com

Martha Hunt
Arlington, VA
marthunt@gmail.com

Greg Ingram
Bloomington, IN

2005
Lauren Belles
Arlington, VA
laurenbelles@gmail.com

Gamble Kersey
Mary Esther, FL

Erin Mcguan
Omaha, NE
erinmcguan@creighton.edu

2006
Heather Coffman
Avon, IN
hlcoffman@avon-schools.org

Jason Covert
Newburgh, IN

Peggy Larkin
Indianapolis, IN
mslarkin@gmail.com

Michael-Lyn McBride
Lompoc, CA
micha224@yahoo.com

Cameron Oehler
Indianapolis, IN
coeehler@gmail.com

Erin Romine
Kehla West
Iowa City, IA
kehlawest@gmail.com

Jo Minnich
Fort Wayne, IN
jo.minnich@gmail.com

Joe Roy
Chicago, IL
Carole Goetz  Swathi Hemachandra
Diane Gumina  Pittsburgh, PA
Brandon Haffner  Lisa Huang
Bloomington, IL  Robyn Klingerman
orangeroark@yahoo.com  Sarah-Anne Lanman
Jonathan Hill  Bloomington, IN
jonathan.caleb.hill@gmail.com  slanman@indiana.edu
Lindsey Kee  Caitlin Lloyd
Portland, OR  Stefania Marghitu
lindseyykee@gmail.com  Caroline McLver
Rowenna Miller  Kelsey Nash
Josh Robinson  Chicago, IL
jolrobin@gmail.com  kelsey.t.nash@gmail.com
Sam Ross  Jennifer Thompson
New York, NY  Ted Wells
samcharlesross@gmail.com
Cecilia Wolford  2008
Chicago, IL  Jane Barr
cecilia.wolford@gmail.com  Waltham, MA
Emma Young  Sri Chatterjee
Bloomington, IN  Chicago, IL
stoneproeditor@gmail.com  sc7@indiana.edu
Cecilia Wolford  Nicole Horvath
Chicago, IL  Sevilla, Spain
cecilia.wolford@gmail.com  nhorvath@indiana.edu
2007
Brian Clark  Elana Kelber
Chris Frisz  New York, NY
Boston, MA  ekelber@deloitte.com
Rebecca Gabriel  2010
Maggie Grimason  Shabrelle Pollock
Dublin, OH  shabrelle.pollock@gmail.com
Chelsea Sipes  Anderson, IN
Diane Gumina  cvsipes@indiana.edu
Callie Taylor  New York, NY
callinda.taylor@gmail.com
Caitlin Zittkowski  Cleveland, OH
czittkow@gmail.com
2008
Doug Foster  Melissa Georgiou
Bloomington, IN  Chicago, IL
docfoste@indiana.edu  melisa@pachamama.earth
Claire Kruschke  New York, NY
gisborne, New Zealand
claire.a.kruschke@gmail.com
Maryn Liles  Amanda Mast
New York, NY  Keystone, CO
marynstacyliles@gmail.com  amandacmast@gmail.com
Ben Smith  Shabrelle Pollock
Bloomington, IN  Anderson, IN
csa@strangershillorganics.com  cvsipes@indiana.edu
Stephanie Barton  New York, NY
Federal Way, WA  stephabart@gmail.com
By our WTS

Nancy Coner
Newark, NJ
nconer@gmail.com

Leigh Hardy
West Lafayette, IN
lhardy@purdue.edu

Emily McGowan
Columbus, OH
ennaree@me.com

Alexandra Moxley
Chicago, IL
a-moxley@hotmail.com

Rachel Saltsgaver
Greenwood, IN
rachel.saltsgaver@gmail.com

Kristina Vragovic
Chicago, IL
k.vragovic@gmail.com

Liv Wafler
Bloomington, IN
owafler@indiana.edu

Rebekah Sims
Fort Wayne, IN
rebekah.e.sims@gmail.com

Caroline Luu
carolinehluu@gmail.com
Carmel, IN

Annaha Moxley
Chicago, IL
a-moxley@hotmail.com

Rachel Saltsgaver
Greenwood, IN
rachel.saltsgaver@gmail.com

Kristina Vragovic
Chicago, IL
k.vragovic@gmail.com

2011
Laura Sibley
Cleveland, OH
lauraesibley@yahoo.com

Anna Connors
connors.anna@gmail.com
East Lansing, Michigan

2012
Lauren Bridges
laurenjanebridges@gmail.com
Bilbao, Spain

Aidan Crane