



FALL 2021 MENTOR MANUAL: MATCHED ACADEMIC MENTORING

The Learning Center at Washington University in St. Louis

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Matched Academic Mentor supervisor

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MATCHED ACADEMIC MENTOR JOB DESCRIPTION

The primary role of the Matched Academic Mentor (MAM) is to provide resources to create a successful academic community of students in a University living environment. The Matched Academic Mentor will facilitate small-group mentoring sessions. In a broader sense, the Matched Academic Mentor position is a challenging and rewarding experience. There are opportunities for Matched Academic Mentors to develop skills in many areas, such as leadership, communication, and small-group facilitation.

GENERAL RESPONSIBILITIES:

To assist in fostering academic success in the undergraduate student experience, the Matched Academic Mentor will facilitate the learning experience of students by:

- Engaging in concept and course content discussions.
- Developing and using problem-solving techniques as practiced in the WashU academic community.
- Facilitating a better understanding of course organization and structure.
- Developing a recognition and appreciation of the interrelatedness of course themes.
- Understanding course concepts, being able to articulate these core ideas clearly to others, communicating well in groups and one-on-one situations, fostering critical thinking skills, and modeling intellectual life and curiosity.
- Applying best practices of note-taking, time management, meaningful learning, and metacognition.
- Understanding the concept of student development.
- Modeling positive behavior.
- Communicating regularly with mentees, including informing them of changes to mentoring sessions and following up about absences, questions, etc. in a timely manner.
- Conducting yourself in a professional manner at all times, and being respectful, patient, and attentive to mentees' needs.

EXPECTATIONS:

Specific Duties:

- MAMs work 2-6 hours per week, leading one or more one- or two-hour sessions each week. The amount of time spent working with each mentoring group will be consistent each week.
- Communicate new initiatives to the Academic Programs Coordinator.

Other Administrative Duties:

- Use ConexEd, our attendance data tracking system.
- Report biweekly hours worked via Workday, the University's human resources system.
- Conduct all meetings in person or via Zoom video conferencing as necessary to protect the health of our campus community during the COVID-19 pandemic.
- Show up on time and prepared for sessions.
- Anticipate your own study needs when setting up your hours of work as a mentor.

- If you must miss a scheduled session, you should notify your mentee(s) and Learning Center staff at least 24 hours ahead of the scheduled meeting time and cancel your session on ConexEd.
- In case of emergency, attend to the emergency first, and then contact The Learning Center at a responsible time.
- Complete activity reports/evaluations as required by The Learning Center.
- Respect all mentees' confidentiality, recognizing that as a member of the Learning Center team, you may share information with Learning Center staff when appropriate.

EXPECTATIONS:

MAMs will be compensated bi-weekly at the rate of \$15/hour, according to the University's payroll schedule.

MAMs are chosen based on their excellent course performance in the respective course(s). Continuing employment is contingent upon performance in the rest of the course sequence.

The Financial Aid Office, due to US government regulations, takes into account the full amount of the compensation when computing a Matched Academic Mentor's total financial package. If you have questions about how your appointment as a MAM could affect your financial aid package, please contact the Financial Aid office at 314-935-5900.

POLICIES AND PROCEDURES

COMMUNICATING WITH YOUR SUPERVISOR (ACADEMIC PROGRAMS COORDINATOR)

Matched Academic Mentors (MAMs) are expected to respond to communications from their supervisor, the Academic Programs Coordinator, **within 2 business days** under ordinary circumstances. Repeated long delays in responding to time-sensitive messages may affect a mentor's ability to continue serving as a MAM for future semesters. **MAMs must also check in with their supervisor via phone or Zoom either once or twice per semester, depending on when they are matched. Mentors who are matched before October 18 will need to schedule 2 check-ins; mentors matched on or after October 18 are only required to check in once.**

MAMs are responsible for informing the APC of their regular meeting day and time **as soon as possible** after finalizing this information. This information is important for record-keeping purposes and also allows the APC to easily add other students to mentoring groups.

COMMUNICATING WITH MENTEES

Matched Academic Mentors should respond to communications from mentees **within 1 business day**, under ordinary circumstances. Written and in-person communication between MAMs and mentees should be friendly and professional. Mentors should refrain from using profanity, excessive slang, or an overly casual tone in order to establish and enforce professional boundaries. Mentors should be sure to abide by the [Student Conduct Code](#) when communicating with mentees.

Although the Learning Center does not place restrictions on how mentors and mentees may communicate, mentors are highly encouraged to send electronic communications in a way that leaves a metaphorical "paper trail" (such as email), as opposed to communicating via social media apps or texting, in order to limit the potential for confusion and protect themselves and their mentees in case a conflict arises.

INITIAL MATCH

To formalize a match between a mentee and a mentor, the Academic Programs Coordinator will send an email to both parties with the subject line "Academic Mentoring – [SUBJECT] – Match." This email introduces the mentee to their Matched Academic Mentor and instructs both parties to work together to determine a regular meeting time (a 2-hour block for most courses) and then share this information with the APC. Typically, mentors will only be matched with one mentee at a time; the APC will provide additional instructions if matching a mentor with multiple mentees simultaneously.

MAMs are expected to respond to this initial email **within 24 hours** to begin arranging a meeting time. Mentors may choose to use online polling tools such as WhenisGood or Doodle to share and collect all parties' availability in order to speed up the process of choosing a meeting time. Meeting details should be shared with the APC as soon as they are finalized.

THROUGHOUT THE SEMESTER

It is your responsibility as a mentor to communicate regularly with your mentee(s) about logistical details related to meetings and attendance (i.e., Zoom link or location changes, absences, etc.). Mentors should also follow up with mentees who “no-show” without explanation to remind them of the MAM program’s attendance policy (see “[Mentee Attendance and Cancellation Policy](#)”) and check in about their well-being. If a mentor finds that they are having to do this frequently or believes a mentee’s situation may be more complex than they are equipped to handle, they are welcome and encouraged to reach out to a supervisor for support.

Mentors may also choose to communicate with their mentees outside of sessions to share or gather information necessary to prepare for sessions, such as mentees’ goals or specific questions about course material. Both mentors and mentees reserve the right to set boundaries about when they send, receive, or respond to communications, and all communications between mentors and mentees must be professional in tone and relevant to academic mentoring.

ACADEMIC INTEGRITY

The role of a Matched Academic Mentor is to help students understand course concepts by facilitating sessions that allow mentees to ask questions, actively engage with course material, develop a growth mindset, and improve their study habits. MAMs should refrain from simply providing answers to assignments upon request, as this may constitute a violation of the University’s [Academic Integrity Policy](#) and also robs mentees of an opportunity to learn.

In particular, Matched Academic Mentors should work to avoid Academic Integrity violations by:

- Never sharing old exams or coursework with mentees
- Ensuring that they do not help students with assignments where collaboration is prohibited by the course instructor, or allow mentees to collaborate on solo assignments during mentoring sessions
- Refraining from simply giving answers or allowing mentees to copy their work for a graded assignment
- Helping mentees identify and remedy potential instances of plagiarism when reviewing written work

If in doubt about whether or not a mentoring strategy could constitute an Academic Integrity violation, consult with your supervisor.

CREATING ZOOM MEETINGS FOR MAM SESSIONS

MAMs should plan to hold their sessions via Zoom during the FL2021 semester; exceptions to this policy will be extremely limited and should be confirmed in writing. After a mentoring group’s meeting time has been finalized and reported to the APC, the next step for the mentor is to create a series of recurring Zoom meetings for their mentoring sessions. This ensures that the meeting URL will be the same each week, which makes it easier for all parties to keep track of their sessions and arrive on time.

To schedule their group meetings, mentors should go to wustl.zoom.us, log in with their WUSTL key credentials via the Single Sign On (SSO) option, and select “Schedule a Meeting” at the top of the page. They will need to enter a session topic (“[Name]’s [Course] Mentoring” or something along those lines is sufficient) and input the start date and time of their first session of the semester. From there, they will set sessions to recur weekly until **Friday, December 10, 2021** (the last day of classes).

Mentors are encouraged to create their meetings and discuss times in US Central Time to minimize the potential for confusion. It is not necessary to require registration or set a password for your sessions. The Learning Center recommends that video for both the host and participants be set to “on.” After the mentor clicks “save,” they will be able to view and edit their sessions individually or as a series by choosing the “Meetings” option from the left-hand sidebar. **It is the mentor’s responsibility to share the link to their Zoom sessions with their mentees.**

[This Box folder](#) from the Spring 2020 semester contains additional guides and resources to help mentors set up their Zoom meetings. Please note that some of these resources may be outdated and/or geared towards RPMs and drop-in mentors and thus may not be entirely relevant to MAMs. Any questions about confusing or conflicting information should be directed to the APC or emailed to learningcenter@wustl.edu.

CANCELLING AND RESCHEDULING SESSIONS

It is very important that Matched Academic Mentors make every reasonable effort to hold all mentoring sessions at the regularly scheduled day and time, in order to provide consistent support to mentees throughout the semester. If you must cancel a scheduled session, you should notify your mentee(s) and Learning Center staff **at least 24 hours ahead of the scheduled meeting time** and cancel your session on Zoom and ConexEd.

Acceptable reasons to cancel a scheduled session include University holidays, breaks, and reading days (see [“Holding Sessions during University Holidays and Reading Days”](#)), schedule conflicts due to evening exams, observance of religious holidays, one-off unavoidable extracurricular commitments, illness, and unpredictable emergencies. In the event of an emergency (such as a sudden illness, injury, or family emergency), attend to the emergency first, and then contact your mentees and The Learning Center at a responsible time. If you expect that your emergency will significantly disrupt your schedule for more than one scheduled mentoring session, be sure to inform your supervisor so they may help your mentees find alternative resources until you are able to resume your regular sessions.

If you cancel a scheduled session, you should make every reasonable effort to schedule a make-up session before the next regularly scheduled session. Once you and your mentee(s) agree on a date and time for the make-up session, you should also edit the cancelled meeting or create a new meeting on Zoom and share the new link with your mentees (if applicable) in order to host the session. You should do the same in ConexEd in order to record attendance for your make-up session.

MENTEE ATTENDANCE AND CANCELLATION POLICY

In order to ensure that the Matched Academic Mentoring program can serve as many students as possible, mentees are required to attend the majority of their MAM sessions. If mentees expect to miss a session due to a compelling conflict (exam, significant extracurricular commitment, illness, etc.), they should notify their mentor **at least 4 hours prior to their scheduled session start time**.

If a mentee “no-shows” without explanation or provides less than 4 hours of advance notice (for a non-emergency-related absence), this counts as an unexcused absence. After 2 unexcused absences, a mentee can be removed from the Matched Academic Mentoring program. Note that this does not happen automatically; the APC will check in with the student and make a decision based on attendance data in ConexEd and any additional relevant information, which they will communicate to the mentor. Mentors can help encourage mentees to attend by reminding them of this policy, especially after a mentee’s first unexcused absence.

Mentee absences can also affect how mentors record their attendance and hours worked. If all mentees report that they will be absent at least 4 hours before a session’s scheduled start time, that session will be cancelled, and the mentor should delete the session in ConexEd and not report that they worked those hours; the session can be rescheduled, if desired. If mentees give less than 4 hours of notice or no-show without explanation, mentors should check in and out via Workday as if they worked the scheduled length of the session. In ConexEd, they should mark that the session took place at the scheduled time without adding any attendees, to show Learning Center staff that that session was not cancelled. See [“Flowchart: Reporting Procedures in the Event of Cancellations or Absences”](#) for more information.

HOLDING SESSIONS DURING UNIVERSITY HOLIDAYS AND READING DAYS

The Learning Center does not expect or require Matched Academic Mentors to hold sessions during holidays or breaks designated in the University’s official [academic calendar](#). If your regular session time falls during a break and you won’t be available and/or don’t want to meet during your time off, you are not required to meet with your mentee(s) and you do not have to reschedule these sessions unless you and your mentee(s) wish to do so. However, please make sure your mentees are aware that you are cancelling or rescheduling these sessions as far ahead of time as possible (see [“Cancelling and Rescheduling Sessions”](#)).

Although you are not required to hold sessions during University holidays and breaks, if you and at least one of your mentees will be available and you are willing to hold sessions, you are welcome to do so. Make sure you log attendance for these sessions in ConexEd and check in/out in Workday like you normally would. Mentee absences during holidays or breaks will be considered excused.

Similar rules apply for MAMs who wish to hold sessions during reading days prior to final exams. The Learning Center does not expect or require mentors to hold sessions during reading days, as the last official day for mentoring is the last day of classes. However, MAMs have the option to hold one “extra” session per mentoring group prior to the start of final exams, which should be recorded in ConexEd like all other sessions.

DATA REPORTING RESPONSIBILITIES

RECORDING ATTENDANCE IN CONEXED

It is extremely important that Matched Academic Mentors record complete, accurate information about their mentoring sessions; Learning Center staff review and share this data for a variety of purposes, including budgeting, planning for future semesters, and following up with mentees who are not regularly attending sessions.

After determining a regular meeting day and time with the first mentee(s) to be added to a mentoring group, Matched Academic Mentors should create recurring sessions in [ConexEd](#) in order to log attendance throughout the semester. The Learning Center has published a video tutorial detailing how to create sessions prior to your first meeting and how to log attendance after each session. The video and written ConexEd guides can be found [on the Learning Center website](#).

There are special attendance reporting procedures for sessions that are cancelled or where all attendees unexpectedly “no show.” See “[Flowchart: Reporting Procedures in the Event of Cancellations or Absences](#)” for more information. If you cancel or reschedule a session, delete or edit the session in ConexEd by navigating to your calendar (Campus Calibrate → The Learning Center → Matched Academic Mentoring), clicking on the session, and choosing “Edit Classroom” or “Cancel Classroom” as appropriate.

If you have questions about recording attendance, reach out to your supervisor. Learning Center staff will periodically review ConexEd attendance data and contact mentors via email about potential issues, including incorrect meeting details, missing attendance, or mentees who appear to have excessive absences.

REPORTING HOURS WORKED IN WORKDAY

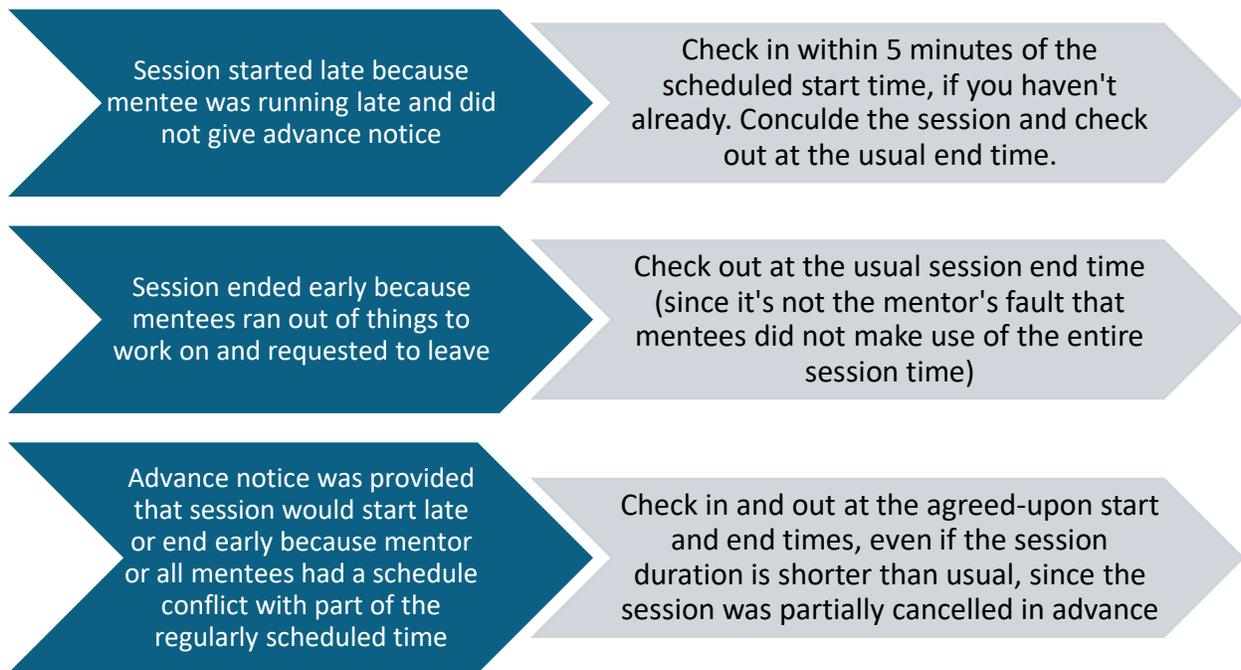
Matched Academic Mentors must regularly record the hours they work in order to be paid on a biweekly schedule. This is done through [Workday](#), the University’s human resources and finance system. Key steps in this process are described below, and a more detailed guide can be found [here](#).

After logging in to Workday with a WUSTL key and password (or logging into the [app](#)), mentors can “check in” or “check out” by selecting the “Time” application and scrolling down to the “Time Clock” section. **Mentors should check in and out within 5 minutes of their scheduled sessions start/end time.** Significant differences between your recorded hours in Workday and ConexEd may be flagged.

When checking in, mentors should make sure their time type is set to “hours worked.” If they have multiple jobs, they will also need to select the correct role from the “position” drop-down menu. The job title for your MAM position is most likely “Academic Mentor – Other” or “Student Assistant – [Your Supervisor’s Name].” To check out, mentors will only need to click “check out” and then “OK.”

The Workday web clock does not allow student employees to manually correct their hours, included missed punches. **If you forget to check in and/or check out, email your supervisor ASAP to request a correction.** You may find it helpful to set reminders on your phone or computer to help you remember to check in and out. It is recommended that you review your time record in Workday at least once a pay period by navigating to the “Time” application and choosing a week to view in the “Enter Time” box. This will allow you to see how many hours you have worked, confirm that the information is accurate, and verify that your supervisor has made any requested corrections.

If your session starts later or ends earlier than usual, mentors should check in and out according to the following guidelines:



SETTING UP DIRECT DEPOSIT IN WORKDAY

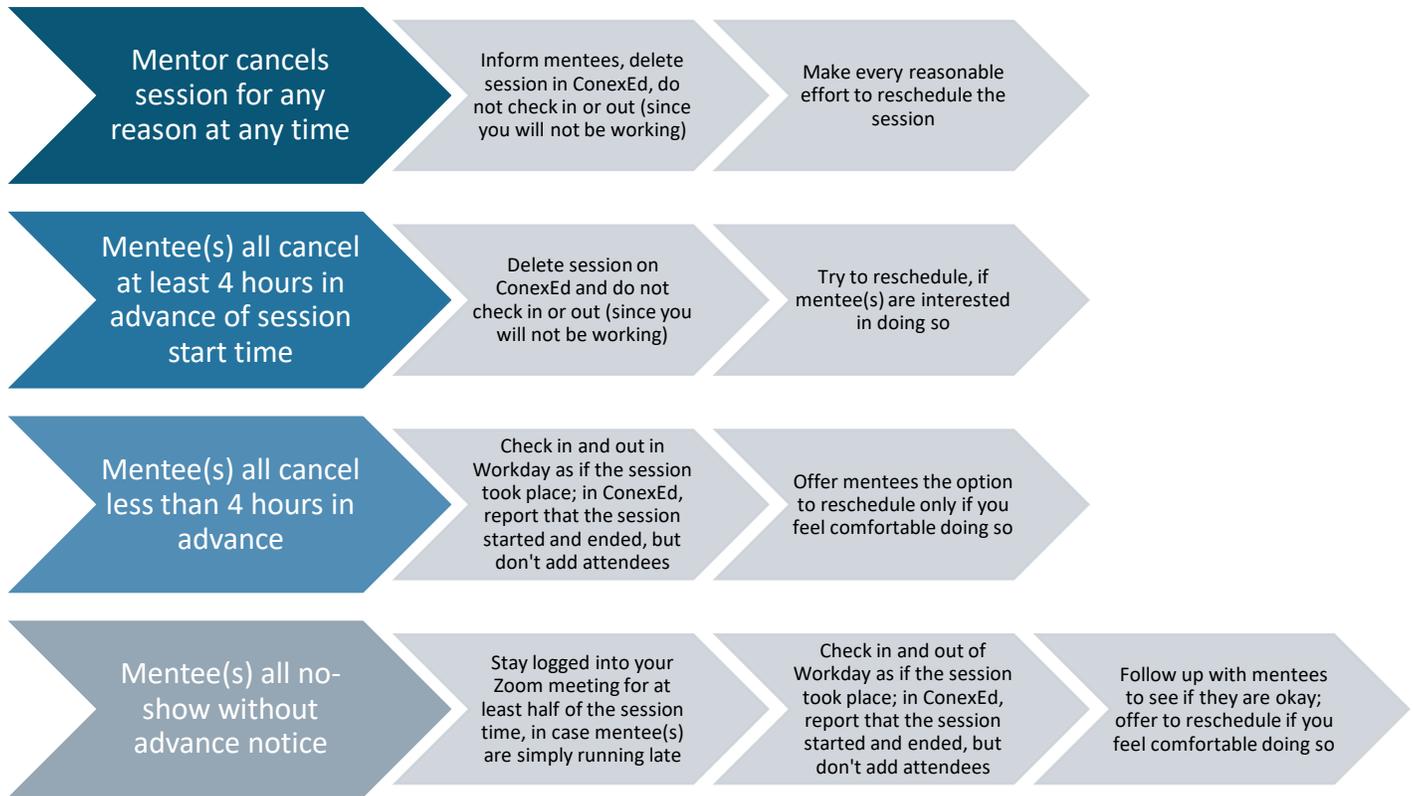
Setting up direct deposit for your paychecks is required to ensure that you are paid for your work in a timely, convenient manner. Note that payment elections cannot be changed through the Workday app; you must log in using your desktop browser. To set up direct deposit, log into [Workday](#), click on the “Pay” application, select “Payment Elections,” and click the “Add” button at the bottom of the page.

From there, you will be prompted to enter your bank details, including your bank account number and the routing number for your financial institution. You can locate this information by logging into your online banking account, looking at the bottom of a check, or calling your financial institution for assistance. Routing numbers are often posted publicly on a financial institution’s website. When you are finished, click “OK.”

If you have further questions, a detailed guide with screenshots can be found [here](#).

FLOWCHART: REPORTING PROCEDURES IN THE EVENT OF CANCELLATIONS OR ABSENCES

Use this flowchart as a guide if you are unsure how to record your attendance and hours worked in the event of a cancellation or if none of your mentees attend a regularly scheduled session. If at least one mentee attends your session, you should record attendance and hours as usual and follow up with the absent mentee(s) as appropriate (see “[Mentee Attendance and Cancellation Policy](#)”).



LEADING INTERACTIVE ZOOM SESSIONS

MAMs are encouraged to make their sessions as interactive as possible, even when they are meeting with students via Zoom. Zoom makes this easy by offering an [interactive white board feature](#) that allows mentors to write on their screen in real time. Mentors can access the white board in the “Share Screen” menu. Mentees also have the option to participate via the [annotate feature](#) (note: they will have to select that option for themselves by clicking on “View Options” next to the “You are viewing [Mentor]’s screen” banner and selecting “Annotate”).

Mentors and mentees can write on the whiteboard using their computer mouse or trackpad, but many program participants have reported that using a touch screen device makes it easier to write. Some mentors choose to screen share from a tablet by joining the session from a tablet as if it was another user and write with a tablet. Other options include using a document camera or [screen sharing from a smartphone](#) to use it as a makeshift document camera. If you find that your access to technology is hindering your ability to lead interactive, effective mentoring sessions, contact your supervisor for support.

MANDATORY REPORTING

As student employees, Matched Academic Mentors are mandatory reporters. This means you must inform your supervisor or other Learning Center staff if you become aware that one of your mentees is experiencing or has recently experienced any of the following:

Mental Health Crisis:

- A desire and/or intent to harm themselves (including self-harm or suicidal ideation)
- A desire and/or intent to harm others

Sexual and/or Relationship Violence:

- Sexual harassment
- Sexual violence
- Sexual assault
- Stalking
- Relationship violence

You are only a mandatory reporter when you are acting as a Matched Academic Mentor. If a student discloses any of the aforementioned experiences immediately before, during, or after one of your mentoring sessions or in another mentoring-related communication, you must inform your supervisor.

Here are some examples of situations in which you would not be required to share information with your supervisor (although you are certainly encouraged to err on the side of caution and do so).

- You learn that one of your mentees is dealing with one or more of the aforementioned issues outside of a mentoring context (e.g., word of mouth from mutual acquaintances or through casual interactions)
- You learn or suspect that one of your mentees is having a rough time, but they have not disclosed any of the specific experiences mentioned above
- You check in with a mentee because you are concerned about them, but they decline to provide details after you disclose that you are a mandatory reporter

COMMUNICATING WITH MENTEES ABOUT MANDATORY REPORTING

It is important to disclose your status as a mandatory reporter early in the mentoring relationship; ideally, you should mention this when introducing yourself to each new mentee who joins your group. If you are unsure how to bring this up naturally, consider using language like, “I just want to let you know that as a student employee, I am a mandatory reporter. If you disclose that you are experiencing sexual or relationship violence, or that you are at risk of harming yourself or others, I will have to inform my supervisor.”

If you are engaging a student in crisis in conversation, you will want to reiterate that you are a mandatory reporter before prompting them to disclose details about what they are experiencing. You can use the aforementioned language, and you are also encouraged to emphasize that you are here for your mentee and will do your best to get them connected to confidential resources (see “[Confidential Resources for Referrals](#)”), even if they do not wish to trigger a mandatory report. Mentees who have experienced sexual or relationship violence may be reassured to hear that although a mandatory report will initiate an investigation, they will reserve the right to decide whether or not file a formal or criminal complaint against the perpetrator(s).

If your mentee is comfortable disclosing details about their experiences after being reminded that you are a mandatory reporter, try to gather the following information (if applicable):

- Details about how the mentee is currently feeling
- Details about any relevant events that occurred, including date, time, and location
- Names of all individuals involved in any relevant events that occurred, including witnesses

Remember to use empathetic verbal and body language when communicating with a student in distress, and that you should not pressure them to share details that they do not wish to disclose. You can use open-ended questions and paraphrasing to encourage mentees to discuss their experiences and show that you are listening. If you find yourself at a loss for what to say, you can always recognize your mentee’s strengths; it can be difficult to reach out for help, and it can be helpful to verbally acknowledge this to a student in crisis.

MANDATORY REPORTING PROCESS

If your mentee is in acute distress and has expressed intention to cause harm to themselves or others imminently, contact emergency services directly by calling WUPD at (314) 935-5555. This is your best course of action even if your mentee is not located in the St. Louis area; WUPD is better equipped to advise you and connect you to local resources than your supervisor is, especially if you are making a report after regular business hours. If your mentee is not in acute distress, you should reach out to your supervisor via phone or email within 24 hours. When relaying information to your supervisor, share as many details about the mentee’s experiences and mental state as you were able to gather.

At this point, your supervisor will take responsibility for informing the appropriate authorities and/or campus offices about your mentee’s situation, so that you may focus on your mentoring responsibilities. After your supervisor makes a formal report, someone will reach out to your mentee to make sure they are safe, provide resources, and initiate an investigation, if applicable.

CONFIDENTIAL RESOURCES FOR REFERRALS

Even if a mentee does not wish to share information that would require you to report to your supervisor, you can refer them to confidential resources that can help them process difficult experiences and keep themselves safe. There are several confidential resources available within the WashU community, and students can also take advantage of other local or national resources.

UNIVERSITY RESOURCES:

- [RSVP \(Relationship and Sexual Violence Prevention\) Center](#): 314-935-3445
- [Mental Health Services at the Habif Health and Wellness Center](#): 314-935-6666
- [SARAH \(Sexual Assault and Rape Anonymous Helpline\)](#): 314-935-8080
- [Uncle Joe's Peer Counseling and Resource Center](#): 314-935-5099

OTHER LOCAL AND NATIONAL RESOURCES:

- [St. Louis Queer+ Support Helpline](#): 314-380-7774
- [National Suicide Prevention Lifeline](#): 1-800-273-8255
- [National Domestic Violence Hotline](#): 1-800-799-7233
- [Crisis Text Line](#): Text 'HOME' to 741-741

OTHER LEARNING CENTER RESOURCES

Matched Academic Mentors are expected to be familiar with and able to make referrals to other Learning Center resources, including:

- [Residential Peer Mentoring](#): Drop-in mentoring for Calculus I, II, and III and General Chemistry courses; during the Fall 2020 semester, these sessions will take place via Zoom. Students can attend as many or as few sessions as desired, as there is no attendance policy. This type of mentoring is most helpful when students have questions about specific concepts or problems.
- [Drop-in Academic Mentoring](#): Mentoring sessions (similar to RPM hours) for a variety of large lecture courses besides Calculus and Chemistry; sessions will also be held via Zoom.
- [Peer-Led Team Learning \(PLTL\)](#): Peer Led Team Learning is a model of collaborative learning that supplements General Chemistry, Calculus, and Physics courses at WashU. In PLTL, 8-10 students work together on a packet designed to develop course-relevant problem-solving skills in a study group facilitated by a Peer Leader. Students must sign up for PLTL courses prior to the beginning of a semester, or within the first couple of weeks after classes start (if there is space available).
- [Academic Skills Peer Coaching](#): Peer Coaches work with students one-on-one to help them develop time management, note-taking, study strategies, and other skills to help them succeed academically. Students can sign up for a meeting with a peer coach on the Learning Center's website.

If mentors have questions about Learning Center (or external) resources that could support their mentees, they are encouraged to reach out to their supervisor for more information.

WASHU CAMPUS RESOURCE DIRECTORY

Matched Academic Mentors may become aware of situations in their mentees' lives where it would be appropriate to refer them to a campus resource outside The Learning Center. Mentors may also find it helpful or necessary to make use of these resources to support their own academic success and well-being.

CAMPUS RESOURCE	RESOURCES / PROGRAMS /SERVICES OFFERED	WEBSITE AND CONTACT INFORMATION
Disability Resources	<ul style="list-style-type: none"> Housing accommodations Academic/testing accommodations Note-taking Reduced course load 	students.wustl.edu/disability-resources disabilityresources@wustl.edu
Writing Center	<ul style="list-style-type: none"> Writing help appointments Speaking studio Personal statement assistance Workshops Thesis writing support 	writingcenter.wustl.edu writing@wustl.edu
Relationship and Sexual Violence Prevention (RSVP) Center	<ul style="list-style-type: none"> Housing, academic, and protective order accommodations after sexual assault Implementation of a no-contact order Medical and counseling services 	students.wustl.edu/relationship-sexual-violence-prevention-center rsvpcenter@wustl.edu (314) 935-3445
Center for Diversity and Inclusion / Bias Reporting	<ul style="list-style-type: none"> Diversity and inclusion self-study guides Bias report and support system 	students.wustl.edu/center-diversity-inclusion (314) 935-7535
Office of Student Conduct and Community Standards	<ul style="list-style-type: none"> Academic integrity information Conduct reporting 	studentconduct@wustl.edu Student Conduct Incident Report (314) 935-7296
Habif Health and Wellness Center	<ul style="list-style-type: none"> Medical care Pharmacy Mental health counseling Health promotion services: Sexual health, mental health, alcohol and other drugs 	habif.wustl.edu (314) 935-6666 Health promotion: wellness@wustl.edu