SPRING 2025 MENTOR MANUAL:
MATCHED ACADEMIC MENTORING

The Learning Center at Washington University in St. Louis

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The primary role of the Matched Academic Mentor (MAM) is to facilitate weekly small group mentoring sessions for students who qualify to receive semi-personalized support in foundational course(s). This program is supplemental to other forms of academic support offered through the Learning Center and other support offices. The MAM experience is designed to help mentors and mentees develop skills in areas such as problem-solving, communication, and collaboration.

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.
- 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 notetaking, time management, and metacognition.
- Understanding theories 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 themselves 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 Learning Center staff.

Other Administrative Duties:

- Use SA Tools, our attendance data tracking system.
- Report biweekly hours worked via Workday, the University's human resources system.
- Conduct all meetings in public spaces on the Danforth campus or via Zoom video conferencing as appropriate to ensure participants' safety and protect the health of our campus community during the ongoing 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.

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.

COMMUNICATING WITH PROGRAM SUPERVISORS AND TLC STAFF

Matched Academic Mentors (MAMs) are expected to respond to communications from the MAM email address (tlc-mam@wustl.edu), their supervisors, or other Learning Center staff **within 2 business days** under ordinary circumstances. Repeated long delays in responding to time-sensitive messages negatively impact our ability to support students and may affect a mentor's eligibility to continue working as a MAM.

MAMs must check in with a supervisor either once or twice per semester, depending on when they are matched. For the Spring 2025 semester, mentors who are matched on or before March 7 (the last day before Spring Break) will need to schedule 2 check-ins; mentors matched after March 7 are only required to check in once. Check-ins can take place via email (if there are no concerns) or face-to-face (under any circumstances). **MAMs can schedule face-to-face meetings via the MAM Staff Office Hours booking page.**

COMMUNICATING WITH MENTEES

Matched Academic Mentors are expected to respond to communications from mentees **within 24 hours**, 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 are expected to abide by the Student Conduct Code when communicating with mentees.

Mentors may choose to communicate with their mentees outside of their weekly meetings 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 and how they send, receive, or respond to communications.

Although the Learning Center does not place restrictions on how mentors and mentees may communicate with one another, MAMs are highly encouraged to communicate with mentees via their WashU email address rather than texting, emailing from a personal address, or using social media apps, to limit the potential for miscommunication and protect themselves and their mentees in the event that a conflict arises.

Finally, while MAMs are not responsible for enforcing the program's attendance policies (see Mentee Attendance and Cancellation Policy), they should follow up with mentees who "no-show" without explanation to check in about their well-being and encourage them to attend future sessions. If a mentor finds that they are having to do this frequently, a mentee has stopped responding for an extended period, or they believe a mentee's situation may be more complex than they are equipped to handle, they should reach out to a supervisor for support.

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:
- <u>Never</u> 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
- Not using AI tools (such as ChatGPT) to answer students' questions or check their work.

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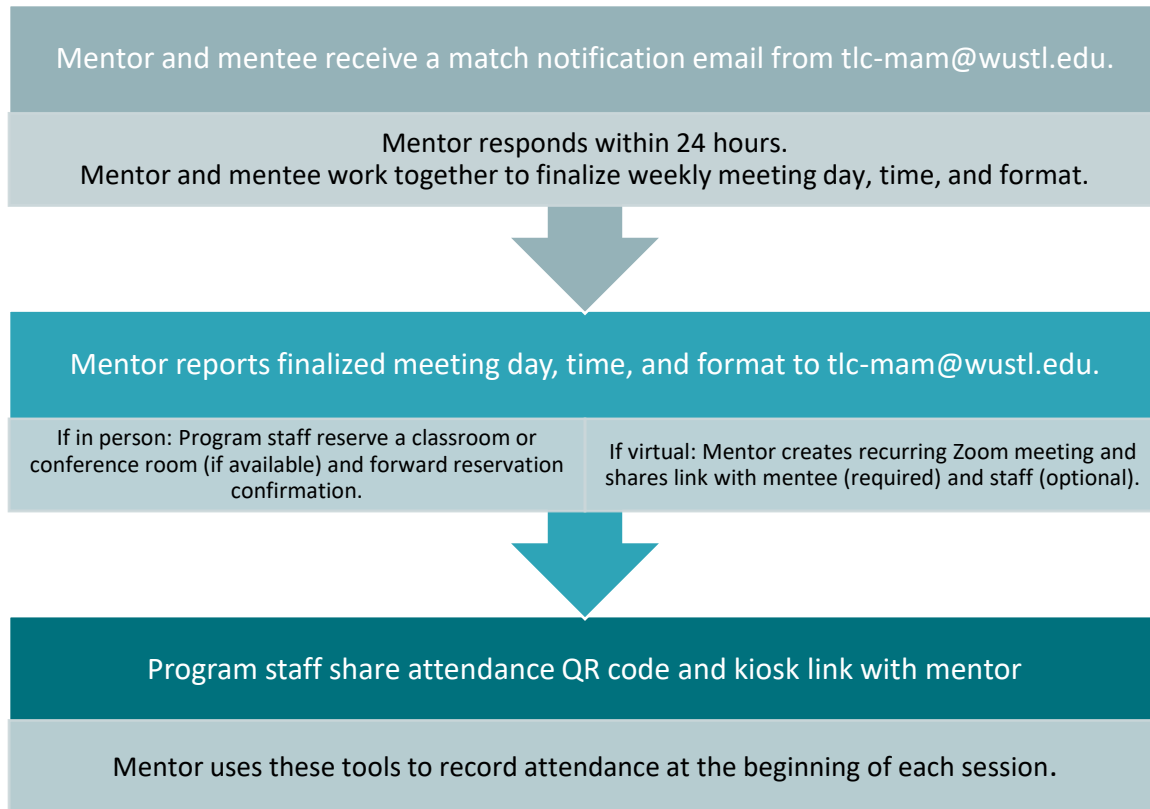
MAM GROUP SCHEDULING & LOGISTICS

INITIAL MATCH: ESTABLISHING A NEW MAM GROUP

To formalize a match between a mentee and a mentor, program staff will send an email to both parties from tlc-mam@wustl.edu with the subject line "Academic Mentoring – [SUBJECT] – Match." This email will introduce the mentee to their Matched Academic Mentor and instruct both parties to work together to determine a regular meeting time (a 2-hour block for most courses. The email will also share which format options (Zoom and/or in-person) are available to the new group, based on both parties' expressed preferences. Typically, mentors will only be matched with one mentee at a time; staff 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 collect and compare all parties' availability in order to speed up the process of choosing a meeting time. Meeting details should be shared with program staff via email (tlc-mam@wustl.edu) as soon as they are finalized.

Once a new group's meeting time has been finalized, staff will reserve a classroom or conference room for in-person meetings (see Reserving Space for In-Person MAM Sessions) or mentors will create their own Zoom link (see Creating Zoom Meetings for Virtual MAM Sessions). Staff will also share an attendance QR code and kiosk link with the mentor (see Recording Attendance with SA Tools).

Mentor and mentee receive a match notification email from tlc-mam@wustl.edu.

Mentor responds within 24 hours.
Mentor and mentee work together to finalize weekly meeting day, time, and format.

Mentor reports finalized meeting day, time, and format to tlc-mam@wustl.edu.

| If in person: Program staff reserve a classroom or conference room (if available) and forward reservation confirmation. | If virtual: Mentor creates recurring Zoom meeting and shares link with mentee (required) and staff (optional). |

Program staff share attendance QR code and kiosk link with mentor

Mentor uses these tools to record attendance at the beginning of each session.

RESERVING SPACE FOR IN-PERSON MAM SESSIONS

Mentors and mentees will have the option to hold sessions in person during the Spring 2025 semester, starting the week of January 27. The in-person option may not always be available and can be revoked at any time, as it is subject to change based on university policies, public health guidance regarding the ongoing COVID-19 pandemic, and the availability of meeting spaces.

In-person mentoring sessions must be held on WashU's Danforth campus in publicly accessible spaces (i.e., not in someone's private living space, such as an apartment or residence hall room). Publicly accessible spaces include classrooms, libraries, dining areas, and student-reserved study rooms. To make MAM sessions more accessible to mentees who do not live on the South 40, The Learning Center requires that sessions be held on the main campus except in extenuating circumstances (as determined by program supervisors).

Many MAMs prefer to use pooled classrooms or conference rooms for their sessions, as opposed to meeting in public spaces, to limit distractions and avail themselves of classroom amenities. After finalizing a new group's meeting time, mentors should email tlc-mam@wustl.edu **least 2 business days before their first session** to share this information and request a classroom. Program staff will reserve a classroom through Reserve-a-Space (typically within one business day) and will make every reasonable effort to accommodate

requests for specific areas or buildings, though this will become more difficult as the semester progresses. Room change requests should be submitted through the Support & Correction request form.

Program staff will inform the mentor when they have reserved a room and will later forward the official confirmation email from Event Management. Typically, staff will create one recurring reservation (so groups can meet in the same room once a week at the same time through the end of the semester), though this may not always be possible, in which case alternative reservations will be made for any dates that the primary room is unavailable. Some classrooms are not available during University holidays, breaks, reading days, or exam days, so mentors who intend to hold sessions on these dates (see Holding Sessions During University Holidays and Reading Days) may need to make alternative arrangements.

CREATING ZOOM MEETINGS FOR VIRTUAL MAM SESSIONS

Although MAMs may not be required to meet via Zoom during the Spring 2025 semester, they are encouraged to hold virtual sessions when needed or preferred. All groups may be instructed to hold virtual sessions at any time, if necessary to comply with university policies or public health guidance related to the ongoing COVID-19 pandemic.

Mentors are responsible for creating their own Zoom links for virtual sessions. After your new group's meeting time has been finalized and reported to program staff, you should create a series of recurring Zoom meetings for your virtual mentoring sessions. This ensures that the meeting URL will be the same each week, which will allow all parties to easily keep track of their sessions and arrive on time.

You can schedule meetings through the Zoom desktop app, mobile app, or browser (through wustl.zoom.us). **Regardless of which platform you choose, you are advised to log in with your WUSTL key credentials via the Single Sign On (SSO) option to use your WashU-provided enterprise Zoom account**, as free accounts do not allow meetings to run longer than 40 minutes.

To schedule a meeting through wustl.zoom.us, log on via SSO and select "Schedule a Meeting" at the top of the page. Enter a session topic ("[Name]'s [Course] Mentoring" or similar) and input the start date and time of their first session of the semester. Set the sessions to recur weekly until **April 25, 2025** (the last day of classes). It is not necessary to require registration or set a password for MAM sessions. After clicking "save," you will be able to view and edit your sessions individually or as a series by choosing the "Meetings" option from the left-hand sidebar. It is your (the mentor's) responsibility to share the link to their Zoom sessions with your mentees. You can also share the link with staff, if desired, so staff can share the link with future mentees.

More information about creating Zoom meetings can be found on the Zoom Support website.

ZOOM WHITE BOARD: LEADING INTERACTIVE VIRTUAL 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 enable this feature 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 join the meeting from their tablet, as if it were a separate user, and screen share their writing from the 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 effective, interactive mentoring sessions, contact your supervisors for support.

ADDING A NEW MENTEE TO AN EXISTING GROUP

When a new mentee is added to an existing group, program staff will send an email to the mentor and mentee from tlc-mam@wustl.edu with the subject line "Academic Mentoring – [SUBJECT] – Match." The email will contain details about the meeting day, time, and location or Zoom link (if known), or it will instruct the mentor to share this information with the mentee in a timely manner. The email will also indicate how many students have been placed in the group and how many additional mentees may be added later.

The mentor is expected to respond to this email within 24 hours (or prior to the next session, whichever is sooner) and welcome the mentee into the group, in addition to providing any requested location details.

DATA REPORTING RESPONSIBILITIES

RECORDING ATTENDANCE WITH SA TOOLS

Matched Academic Mentors are expected to collect timely, accurate, and complete attendance data for every mentoring session they lead. This data is collected through SA Tools, a live attendance tracking program developed by Student Affairs for use at WashU. Learning Center staff regularly review and share this attendance data for a variety of purposes, including budgeting, planning for future semesters, and following up with mentees who are not regularly attending sessions.

After you finalize your meeting details for a new group (see Flowchart: Establishing a New MAM Group), program staff will create a new "event" in SA Tools so you can record attendance. This event and all associated

tools will be unique to you and the course you are supporting. Then, staff will share two tools with you via email:

1. A PDF containing a **QR code,** which students can scan to sign themselves in for your sessions.
2. A link to your **virtual attendance kiosk**, where students can scan a QR code or enter their email address/ID number to sign themselves in for your sessions. You can also use the kiosk to input mentees' information on their behalf.

You are encouraged to save this QR code in a convenient place and bookmark the attendance kiosk link in your preferred browser.

At the beginning of each mentoring session, you <u>must</u> invite mentees to sign in (or sign them in yourself) to indicate that they were present. SA Tools records attendance in real time, and it is very important that the timestamps on your attendance align with your scheduled session time and the hours you record on Workday. Any significant discrepancies will require clarification and may result in a delayed paycheck or other consequences, up to and including termination for repeated errors.

If you forget to record attendance or are unsure if you recorded attendance, fill out the Support & Correction request form so staff can update your attendance records. If you cancel a session, notify staff via the Support & Correction request form so they will know why you have not recorded any attendance. If all mentees request to cancel a session less than 4 hours in advance or unexpectedly "no-show," enter Karen Backes (backes@wustl.edu) as an attendee, to indicate that the session took place, but nobody attended. See Flowchart: Reporting Procedures in the Event of Cancellations or Absences for more information.

Learning Center staff will periodically review SA Tools attendance data and reach out to mentors via email to correct any issues. Mentors are expected to reply to these emails in a timely manner (see Communication Guidelines above) to keep their attendance records up to date.

REPORTING HOURS WORKED ON WORKDAY

Matched Academic Mentors must regularly record the hours they work 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. Detailed step-by-step instructions can be found in TLC's Time Entry instructions or via Workday@WashU.

After logging in to Workday with a WUSTL key and password (or logging into the app), you can "check in" or "check out" by selecting the "Time" application and scrolling down to the "Time Clock" section. **You should check in and out within 5 minutes of your scheduled sessions start/end time.** Significant discrepancies between your scheduled session time, attendance, and Workday time entries may lead to delays in your time being approved, which can in turn delay your paycheck.

When checking in, you should make sure your time type is set to "hours worked." If you have multiple jobs, you will also need to select the correct role from the "position" drop-down menu. To check out, you only need to click "check out" and then "OK."

The Workday web clock does not allow student employees to manually correct their hours, including missed punches. **If you forget to check in or out, or do so under the wrong position, you should fill out the MAM Support & Correction request form 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, you should check in and out according to the following guidelines:

Session started late because mentee was running late and did not give advance notice	Check in within 5 minutes of the scheduled start time, if you haven't already. Conclude the session and check out at the usual end time.
Session ended early because mentees ran out of things to work on and requested to leave	Check out at the usual session end time (since it's not the mentor's fault that mentees did not make use of the entire session time)
Advance notice was provided that session would start late or end early because mentor or all mentees had a schedule conflict with part of the regularly scheduled time	Check in and out at the agreed-upon start and end times, even if the session duration is shorter than usual, since the session was partially canceled in advance

MAM SUPPORT & CORRECTION REQUEST FORM

The **MAM Support & Correction Request Form** (also available on TLC's website under Mentor Resources) can be used to communicate to the Learning Center any issues regarding the logistical and data tracking aspects of the Matched Academic Mentoring position. MAMs should use this form to report or request assistance with any of the following topics:

- Missed/wrong/late clock punch on Workday
- Clocked in for the wrong position on Workday
- Missing attendance
- Canceled or rescheduled session

- Permanent change to group meeting time
- One-off change to group meeting time
- Classroom/meeting space change request
- Other similar issues that can be briefly explained via form (as opposed to email)

CANCELING AND RESCHEDULING MAM SESSIONS

Matched Academic Mentors are expected to 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**. Cancellations should be reported to program staff through the Support & Correction request form.

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 supervisors 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 create a new Zoom meeting and share the new link with your mentees or fill out the Support & Correction request form to request a one-off classroom reservation.

MENTEE ATTENDANCE AND CANCELLATION POLICY

To ensure that the Matched Academic Mentoring program can serve as many students as possible, mentees are expected to attend MAM sessions regularly. If a mentee expects to miss a session due to a compelling conflict (exam, significant extracurricular commitment, illness, etc.), they should ideally notify their mentor **at least 4 hours prior to their scheduled session start time**.
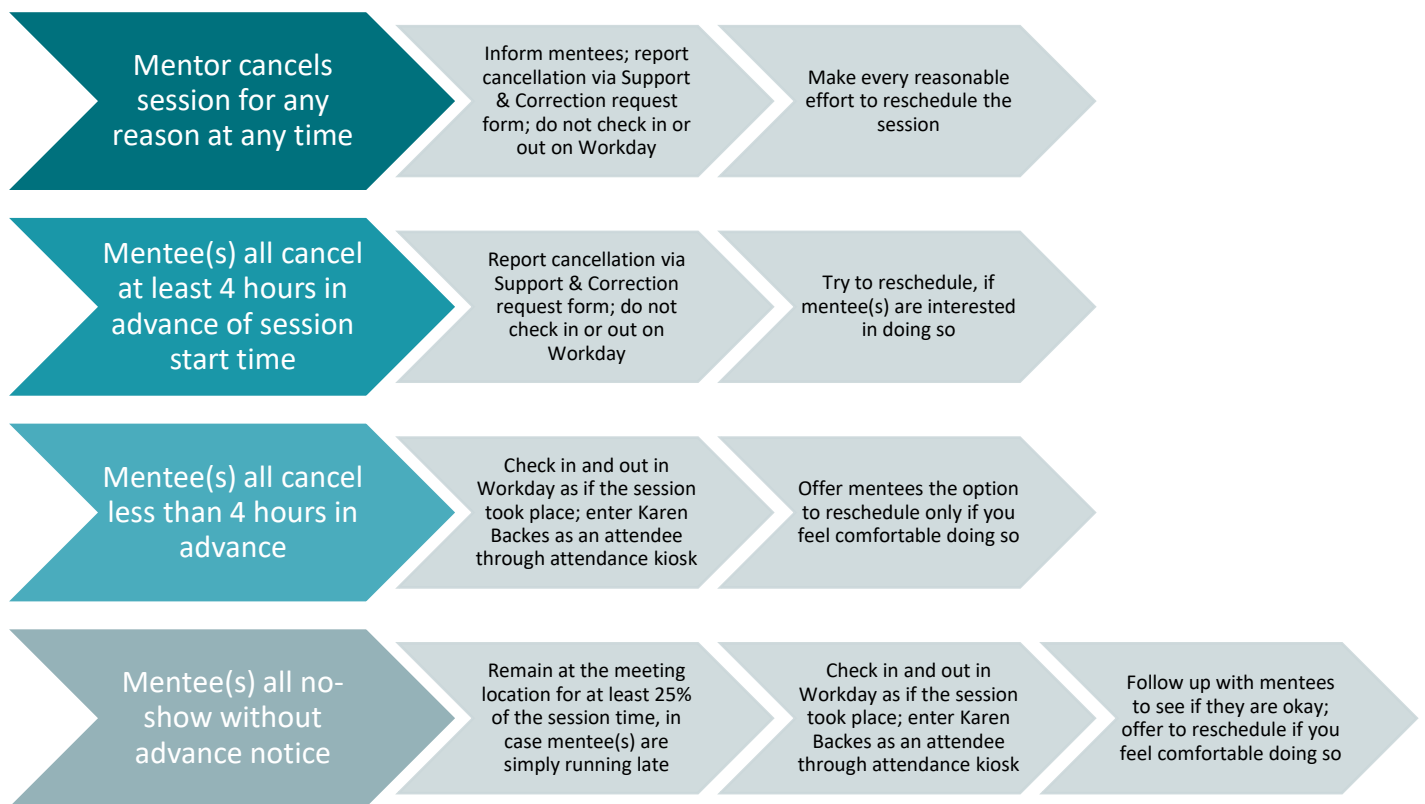
If a mentee "no-shows" without explanation or provides less than 4 hours of advance notice (for a non-emergency-related absence), this counts as an unexcused absence. After 2 unexcused absences, a mentee can be removed from the Matched Academic Mentoring program. This does not happen automatically, nor is the mentor responsible for enforcing this policy. Rather, program staff will check in with the mentee about their repeated absences and inform the mentor if any changes will be made to their group roster.

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 canceled. The mentor should fill out the Support & Correction request form to report a canceled session and they should not record any hours on Workday; the session can be rescheduled, if desired.

If mentees provide less than 4 hours of notice or no-show without explanation, mentors should check in and out via Workday as if they held a session as scheduled. They should enter Karen Backes (backes@wustl.edu) as an attendee through their attendance kiosk, to indicate that the session was not canceled but no mentees attended. See Flowchart: Reporting Procedures in the Event of Cancellations or Absences for more information.

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 Communicating with Mentees).

Mentor cancels session for any reason at any time	Inform mentees; report cancellation via Support & Correction request form; do not check in or out on Workday	Make every reasonable effort to reschedule the session	
Mentee(s) all cancel at least 4 hours in advance of session start time	Report cancellation via Support & Correction request form; do not check in or out on Workday	Try to reschedule, if mentee(s) are interested in doing so	
Mentee(s) all cancel less than 4 hours in advance	Check in and out in Workday as if the session took place; enter Karen Backes as an attendee through attendance kiosk	Offer mentees the option to reschedule only if you feel comfortable doing so	
Mentee(s) all no-show without advance notice	Remain at the meeting location for at least 25% of the session time, in case mentee(s) are simply running late	Check in and out in Workday as if the session took place; enter Karen Backes as an attendee through attendance kiosk	Follow up with mentees to see if they are okay; offer to reschedule if you feel comfortable doing so

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 a group's regular session time falls during a break and the mentor won't be available and/or does not want to meet during your time off, they are not required to hold a session. They are also not expected to reschedule, unless they wish to offer mentees this option. Mentors are expected to inform their mentees of these cancellations (and offer to reschedule, if applicable) as far in advance as possible (see Canceling and Rescheduling MAM Sessions).

Although MAMs are not required to hold sessions during University holidays and breaks, they are welcome to do so if at least one member of a group is interested in meeting. 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 on Workday and SA Tools like any other session.

MANDATORY REPORTING

As student employees, Matched Academic Mentors are mandatory reporters. This means you must inform your supervisors 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 qualifying experiences immediately before, during, or after one of your mentoring sessions or in another mentoring-related communication, you <u>must</u> inform your supervisors.

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

- 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.
- You learn that a mentee or another WashU student may be dealing with one or more of these issues <u>outside</u> of a mentoring context (e.g., word of mouth from mutual acquaintances or through casual interactions).

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 should reiterate that you are a mandatory reporter so they can make an informed decision about what they disclose to you. 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 to file a formal or criminal complaint against the perpetrator(s).

If your mentee is comfortable talking about their situation after being reminded that you are a mandatory reporter, remember to use empathetic verbal and body language while supporting them, such as reflection and paraphrasing to show that you are listening. You should not pressure them to provide details that they do not wish to disclose, though you are encouraged to remember and later report any details that the mentee shares voluntarily. 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 you are meeting with a student who 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.

If your mentee is not in acute distress or danger, you should **reach out to your supervisors directly,** via phone or email, **within 24 hours.** When relaying information to your supervisors, share as many details about the mentee's experiences and mental state as you were able to gather.

At this point, your supervisors 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 supervisors make 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

If a mentee does not wish to share information that would require you to report to your supervisors, you are encouraged to refer them to confidential resources that can help them process difficult experiences and keep themselves safe. Below is a non-exhaustive list of confidential resources:

UNIVERSITY RESOURCES:
- **RSVP (Relationship and Sexual Violence Prevention) Center:** 314-935-3445
- **Center for Counseling and Psychological Services:** 314-935-6695
- **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:
- **National Suicide Prevention Lifeline:** 988
- **St. Louis Queer+ Support Helpline:** 314-380-7774
- **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:

- **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 during the first week of classes.
- **Residential Peer Mentoring:** Drop-in support for Calculus and General Chemistry courses; sessions take place in residence halls on the South 40. Students can attend as many 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 are held in various locations, typically on the Danforth campus.
- **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.

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	• Housing accommodations Academic/testing accommodations • Note-taking • Reduced course load	disability.washu.edu disabilityresources@wustl.edu
Writing Center	• 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	• Housing, academic, and protective order accommodations after sexual assault • Implementation of a no-contact order • Medical and counseling services	rsvpcenter.washu.edu rsvpcenter@wustl.edu (314) 935-3445
Center for Diversity and Inclusion / Bias Reporting	• Diversity and inclusion self-study guides • Bias report and support system	cdi.washu.edu (314) 935-7535
Office of Student Conduct and Community Standards	• Academic integrity information • Conduct reporting	studentconduct@wustl.edu Student Conduct Incident Report (314) 935-7296
Health Services & the Habif Health and Wellness Center	• Medical care • Pharmacy • Psychiatry	healthservices.washu.edu (314) 935-6666
Center for Counseling and Psychological Services	• Mental health counseling • Mental health emergency and crisis response • Group therapy and skill-building	counseling.washu.edu (314) 935-6695