



# Graduate Student Peer Mentoring Handbook

*Written by members of the Peer Mentoring Committee and  
edited by Ashley Macrander, Assistant Dean*



## **Mission Statement**

The Peer Mentoring program was created to decrease inappropriate early attrition and promote academic success in PhD programs at Washington University in St. Louis. The purpose of the program is to facilitate relationships between more advanced PhD students and first- and second-year students. Ongoing peer mentoring programs in the form of Reading Groups provide similar support for later-stage graduate students. Such relationships can be helpful for emotional and academic support in general, but ultimately they can prevent first- and second-year students from leaving the PhD program unnecessarily. While some attrition may be natural and expected, often attrition from PhD programs is motivated by feelings of inadequacy and a lack of support. The Peer Mentoring program is designed to help students cope with those feelings and provide a system of support.

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# **The Role of a Peer Mentor**

## **Program Structure**

The Peer Mentoring Committee, which is funded by the Graduate School and advised by Assistant Dean Ashley Macrander, exists to help all programs in their event planning, financial needs, mentor training, student involvement, and any issues brought to peer mentors that cannot be easily handled at the departmental level. The committee currently consists of five students representing PNP and Philosophy (Katie Rapier), Anthropology (Elissa Bullion), Movement Science (CT Hwang), Reading Groups (Amanda Scott), and Psychological & Brain Sciences (Natasha Tonge). These Peer Mentoring Committee members are current or former departmental or reading group coordinators. At the departmental level, each peer mentoring program is asked to identify at least one coordinator who will be responsible for handling how the budget is used, transmitting any requests for reimbursement from the department's peer mentors to the Liberman Graduate Center office (DUC 300), and for transmitting information from Dean Macrander to the mentors or to all of the department's graduate students. Within the department, coordinators and peer mentors form a network of students who are able to talk freely and help other students in any way that seems appropriate. However, we encourage all peer mentors to seek out the department chair and/or director of graduate studies so that faculty members are aware of the peer mentoring program; in some cases, departments have even contributed financial support to their peer mentors' activities.

## **What is a Peer Mentor?**

A peer mentor serves as a resource—a helping hand, a sounding board, a referral service—providing both personal and professional support for students in the early stages of a graduate program. A good mentor will be familiar with departmental rules, expectations, and procedures, and, in the event the mentor cannot answer a specific question, will be able to direct students to those more knowledgeable. Although peer mentors are not expected to be equipped to deal with psychological crises, disputes with advisors, and other personal or degree-related issues beyond their training and expertise, they should be familiar with the people and services available to students who face these issues. Students usually become peer mentors in doctoral programs only after completing their second year. Note, however, that peer mentoring programs differ in size, structure, etc., from one department to another, so that this is not always the case. This handbook is designed to help peer mentors meet the needs of students in their department and navigate particular administrative procedures specific to the peer mentoring program.

## **Reading Groups**

Various Washington University Reading Groups have recently been reorganized under Peer Mentoring. This is due to a recognition that some of the most difficult times for graduate students occur in their final years when they are writing but past course work. No longer taking classes, students may feel isolated, depressed, and cut off from many of the social interactions they developed with other members of their cohorts or with other TAs. Moreover, later-stage graduate students may begin to feel that they have more in common with junior faculty, than they do with first year students. The Reading Groups thus serve an important role in helping keep later-stage students active and involved in the academic community, as well as helping forge transitions between graduate study and post-graduate academia.

### **Who convenes a Reading Group?**

Typically, graduate students develop an idea for a Reading Group and then approach Dean Macrander for approval. Reading Groups typically form around a larger theme which will appeal to an interdisciplinary group of students and which will have viability over many years. Reading Groups must be convened by a graduate student, but may include graduate students as well as faculty and staff members, drawn from both inside and outside of Washington University. Funds are budgeted annually, usually for around four meetings per semester. Meetings may involve workshopping a paper, reading and discussing a pre-circulated article, practicing a job or conference talk, or hosting a visiting speaker. Funds usually go towards providing refreshments for these events, and conveners should adhere to the same reimbursement and alcohol policies as do other Peer Mentors. Moreover, conveners should maintain a listserv of members, and ideally a spreadsheet of past events and outcomes.

## **Specific aspects of the peer mentoring role:**

### **COMMITMENT—**

Students who wish to become peer mentors are asked to commit to their departmental mentoring program for at least one year. Ideally, peer mentors would commit for two years, gaining experience in their first year as a peer mentor and passing on that experience to new mentors in the second. We encourage peer mentors to stay in the position as long as necessary to ensure that incoming students make a smooth transition into their program.

### **AVAILABILITY—**

Peer mentors are encouraged to be available in multiple ways, including offering students an email address, office location, and at least one phone number. The boundaries for phone calls can be set by each individual mentor. (For example, someone with young children may not want to be called late at night.) Basically, peer mentors should be accessible during reasonable hours for most business, and at unreasonable hours (like 3 a.m.) for emergencies only.

### **CONFIDENTIALITY—**

Students will be encouraged to approach peer mentors with any issues they would like to discuss, and these conversations will usually remain confidential. However, there may be occasions when a problem arises that the mentor is not equipped to deal with. On such occasions, the peer mentor should discuss options with the student such as consulting someone, either inside or outside of the department, for additional advice. It is up to the student to decide if it's okay for the peer mentor to share any identifying or situational information with the person being consulted. Peer mentors should feel free to describe situations in a general manner to other peer mentors and to staff members in the Graduate School office and/or Student Health Services in order to get advice. However, peer mentors have an obligation to report any information regarding self-harm or harm to others, whether actual or potential, by the mentee; such reports must identify the mentee. Peer mentors also have an obligation to report any information received regarding sexual harassment, discriminatory harassment, or sexual violence; such reports can withhold the mentee's name.

### **PUBLICITY—**

The Graduate School website hosts the peer mentoring home page, which introduces the program and includes a PDF of this handbook. Departmental peer mentoring programs choose how to publicize their specific activities. Departmental coordinators and mentors should make sure to have the correct email addresses for new students! Also make sure students know about semesterly programs hosted by the Liberman Graduate Center and the Peer Mentoring Committee.

### **TRAINING—**

In addition to educating themselves on departmental duties, peer mentors and departmental peer mentoring coordinators may choose to hold training events for fellow peer mentors and/or for future coordinators. We strongly recommend that coordinators find and train their successors sooner rather than later (ideally months before the new first year students arrive on campus). Coordinators should pass along this handbook as well as any welcome packet their department may have (i.e., any official or unofficial departmental information provided to the new first year students) to their successors as soon as possible. Coordinators and mentors should also attend the PM Committee's annual training each spring. This training (food provided) aims to give all peer mentors, regardless of their department, a concise overview of the peer mentor program and key resources on campus. Topics discussed include reviewing alcohol and reimbursement policies, health and safety concerns, etc.

**BUDGETING—**

The PM Committee is funded by the Graduate School and will assist departmental peer mentoring programs with their financial needs by providing them each with a budget to be used via reimbursement (Reimbursement Instructions on page 9). Generally, the PM Committee will notify departmental coordinators of their budget sometime between the start of the fiscal year on July 1 and the start of the academic year and will allow for a flexible use of these funds within the confines of the above-mentioned policies as well as the Reimbursement Policy. When considering your budget for PM events, etc. understand your own department's policy (every dept. does things differently) in conjunction with the policy of the PM Committee. For example, just as peer mentors are often required (by their departmental coordinators) to welcome students with fun and educational events, mentors are often responsible for proposing and submitting budgets for these events. They should also plan to present the tax exemption letter (page 11) when making purchases and request reimbursement promptly. Coordinators are strongly encouraged to keep records of spending across years and pass down these records within the department. Finally, please try not to request reimbursements between early June and mid-July, when the university is changing fiscal years.

## Ways to Create a Successful Peer Mentoring Program

There is no one formula for creating and maintaining a successful peer mentoring program. Each peer mentor will need to consider the needs and personality of his or her particular department and its students. However, as universities increasingly try to link more advanced students with incoming first-years, they are identifying some key ingredients for success. Here are a few tips from other schools that have started peer mentoring programs:

- Clarify your primary goals: Does your department require an even balance of academic and social support? Or is your job primarily social in nature? Make sure your projects and programs are geared toward your goals.
- Think big, but start small. While creating and maintaining connections between the entering graduate students and other members of the department is the top priority, the work of a mentor is creating as many opportunities for this to happen as possible. Take it one project at a time.
- Be sure to invite students in your department who haven't specifically volunteered to be peer mentors. Mentors facilitate connections, but they don't always have to be the person the mentees connect with.
- Try your best to have diversity in mentors so that all mentees have access to people they feel comfortable with.
- Build support from administrators, faculty, staff, other student organizations, and community members. Peer mentors provide an additional support structure while in graduate school, but it shouldn't be an alternative support structure. Peer mentors should liaise occasionally with Directors of Graduate Studies and other faculty members. Everyone has the same goal: to facilitate a more successful graduate school experience for the newcomers to your department.
- Express your expectations clearly to the mentors, preferably in written form, as early as possible.
- Collaborate with both the mentors and your target population to create a successful program. If the program is to last, it will need the support and energy of many people.

Remember, friendships will develop more naturally in a comfortable and social environment. Put your energy into creating meaningful social opportunities to bring people together. According to psychologists Bernice Strauss, PhD, and Tammy Allen, PhD, who help with peer mentoring at Sam Houston State University and the University of South Florida respectively, taking the following steps will help ensure a successful program:

- Participate in training — Learn about the role and function of a mentor, what the mentees might expect, how to communicate with the mentees, how to keep relationships going, and how to set boundaries (Strauss). At the start of every academic year, the PM Committee holds a workshop aimed at training new peer mentors and coordinators.
- Announce mentors early — Put mentors and first-year students in contact during the summer, before the program starts. Incoming students need to feel they know someone when they arrive (Allen). Make sure you have the correct email addresses for new students!
- Bring students together when classes start—Plan a meeting, luncheon or other social event for mentors and mentees (Strauss). Sam Houston keeps it informal with a pizza party.
- Encourage relationships to develop—Keep a running roster of social events during the year, and urge mentors and mentees to attend (Strauss and Allen).
- Send out anonymous surveys to first-year students to evaluate the PM program.
- Let first-years know they should speak up if they're not happy with their mentor!



## **A Few Ideas for Peer Mentoring Activities and Projects**

- Create a Welcome Packet for incoming students. A list of frequently used grocery stores, mechanics, dentists, etc. can prove invaluable for incoming students, most of whom are new to the area. This can be especially helpful for international students.
- Host a “Welcome to Our Department” party, BBQ or potluck during Orientation week.
- Send a monthly email to mentees about on-campus events you believe might be of interest. Remind mentees of the events that may not be mandatory, but that they should attend anyway.
- Go to a Cardinals game or a Blues hockey game as a group and sit in the best place – the cheap seats!
- Throw a pizza party after a particularly grueling exam.
- In the fall, take a trip out to Eckert’s Orchard in Illinois for apple & pumpkin picking, hayrides, pig races, and more! (Admission is \$6 at the Millstadt farm. The other locations – Belleville and Grafton – are free. You also have to pay for what you’ve picked, priced by the pound.)
- Go bowling and play pool at Saratoga Lanes – it’s cheap, fun, and off-campus!
- Host “Movie Night” (maybe even on a big projection screen in your department) and provide snacks, drinks.
- Form a softball/soccer/touch-football/Frisbee team and take on a rival department in the quad or in intramural play (with celebration following, of course).
- Visit the City Museum in downtown St. Louis (offers group/night rates).
- Surprise mentees with care packages during finals week.
- Go out to lunch or coffee off-campus to take a study break in the middle of the semester.
- Take a field trip to Cahokia Mounds.
- Go ice skating during the winter at Steinberg Rink in Forest Park.
- Have a “Game Night” party – Texas Hold ’Em, Trivial Pursuit, Twister, charades, etc.
- Go see the latest exhibit at the Art Museum in Forest Park – all exhibits are free on Tuesdays!
- Throw a “Congrats!” BBQ in the spring to reward mentees for successfully getting through their first year.
- Go to the zoo (free!) and take the Metro there, using the event as an intro to the Metro system.
- Have an informal get-together featuring international cuisine.
- Go out to dinner on the Loop.
- Custard at Ted Drewes! (Or Mr. Wizard’s, depending on one’s allegiance.)
- Take advantage of activities hosted by GPC and other campus groups

*Don’t forget to ask for discounts and use your tax exempt letter! Spending wisely will allow you to host more events throughout the year, and give you more opportunities to develop relationships between your mentees and your department.*

## Reimbursement Instructions & Form

Requests for reimbursement of program expenses should be made via submission of a **Peer Mentoring Reimbursement Form** (included on the next page and online here: <http://goo.gl/XCiUGf>)

- ❖ Expenses such as food and drink, admission to events such as games or movies, and the cost of activities such as bowling are usually covered, but permanent items that will end up stored for years in a student's apartment may not be. If you have any doubt, contact the committee chairs or Dean Macrander.
- ❖ NEVER give cash as prizes or presents. Gift cards and gift certificates are considered to be the same as cash. You cannot be reimbursed for any of these unless you supply enough information about the recipients to enable them to be taxed.
- ❖ You cannot be reimbursed for Groupons, even if they have defrayed the expenses of an event whose remaining expenses can be reimbursed.
- ❖ Per person limits for non-meal events (parties, receptions, and workshops) are usually \$10 for food and drink. Breakfast, lunch, and dinner should run about \$10, \$15, and \$20 (or less) per person, respectively, again for food and drink. Running a little over on account of tax, tip, delivery charge, etc., is usually manageable. Again, if you have any doubts, ask *before* incurring the expenses.
- ❖ You need to supply **itemized** receipts, not non-itemized credit card receipts.
- ❖ If you are using the Car Share program, please print out your emailed receipt.
- ❖ Kim McCabe has a Schnucks card and a Bear Bucks card available for program purchases. It's a good idea to contact her ahead of time to reserve one of these cards.
- ❖ The Schnucks and Bear Bucks cards should automatically be exempted from sales tax, but it's a good idea to bring the tax exempt letter regardless. You should bring the tax exempt letter when making any other purchases that can be reimbursed by the university. All attendees of this year's training will receive a copy of Washington University's tax-exempt letter. Contact Kim McCabe if you need one.
- ❖ If you already have direct deposit set up with the University, your reimbursement will arrive that way.

### Line-by-Line Instructions:

- ❖ Line 1 calls for your department or program name.
- ❖ If you use the Schnucks card, put "Schnucks" on line 2 and if you use the Bear Bucks card, put "Bear Bucks" on line 2, instead of your own name, and leave line 3 blank. Otherwise, put your department's campus box number on line 3.
- ❖ Line 4 requests an event name, which should indicate the nature of event (e.g., dinner), and event date. Line 5 asks for the location of the event.
- ❖ Line 6 requests a purpose; social events are for the purpose of peer mentoring. If you have an event that is with more than one department, it can be for networking.
- ❖ Line 7 requires you to break down the expenses. Put non-alcoholic beverages under Food. Put sales tax, if you wound up incurring it, under Tax. Other is for any tips or delivery charges incurred or if you used the Car Share. If you have more than one kind of "other," keep them separate.
- ❖ The person getting reimbursed should sign the "Submitted by" line; the peer mentoring coordinator should sign "Approved by" line. If peer mentoring coordinator is getting reimbursed, any member of the peer mentoring committee (see page 13) or Dean Macrander can sign the "Approved by" line. ***Please print names next to signatures.***
- ❖ Peer mentors should submit the form to Kim McCabe in the Liberman Graduate Center (DUC 300). If she is not in her office, you may place the form in her mailbox. Questions may be addressed to her as well, at [kmccabe22@wustl.edu](mailto:kmccabe22@wustl.edu) or 314-935-3923.

### **Peer Mentoring Reimbursement Form**

1. Department or Program Name: \_\_\_\_\_
2. Student or Vendor Name *(please include student ID number)*:  
\_\_\_\_\_
3. Campus Box or Local Address for Mailed Check: \_\_\_\_\_
4. Event Name: \_\_\_\_\_ Event Date: \_\_\_\_\_
5. Location: \_\_\_\_\_
6. Purpose: \_\_\_\_\_
7. Number of Attendees: \_\_\_\_\_ (If over 13, enter total number. If 13 or under, enter names below)

- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ |           |

8. Receipts. (Attach original, itemized receipts or insert invoice from vendor, including description of purchases. Tape to an 8.5x11 sheet of paper.) Keep a photocopy for your records.

Per Person Cost: \_\_\_\_\_ Total Reimbursement Request: \_\_\_\_\_

Breakdown	Item:	Amount:
Food:	_____	_____
Alcohol:	_____	_____
Supplies:	_____	_____
Tax:	_____	_____
Other:	_____	_____

Submitted by: \_\_\_\_\_  
(Peer Mentor Signature)

Approved by: \_\_\_\_\_  
(Peer Mentoring Coordinator Signature)

*Note: If Peer Mentoring Coordinator is requesting reimbursement for self, a Graduate School staff member **must** sign.*

Submit form to Cecily Stewart Hawksworth in the Liberman Graduate Center (DUC 300) or via campus mail to her at Campus Box 1186.

**Graduate School Use Only:** 46230Y: \_\_\_\_\_ 94028A: \_\_\_\_\_

# State of Missouri

## EXEMPTION FROM MISSOURI SALES AND USE TAX ON PURCHASES

Issued to:

WASHINGTON UNIVERSITY  
ONE BROOKINGS DRIVE  
ST LOUIS MO 63130

Missouri Tax I.D.  
Number: 12623890

Effective Date:  
07/11/2002

Your application for sales/use tax exempt status has been approved pursuant to Section 144.030.2(20), RSMO. This letter is issued as documentation of your exempt status.

Purchases by your Organization are not subject to sales or use tax if within the conduct of your Organization's exempt functions and activities. When purchasing with this exemption, furnish all sellers or vendors a copy of this letter. This exemption may not be used by individuals making personal purchases.

A contractor may purchase and pay for construction materials exempt from sales tax when fulfilling a contract with your Organization only if your Organization issues a project exemption certificate and the contractor makes purchases in compliance with the provisions of Section 144.062, RSMO.

Sales by your Organization are subject to all applicable state and local sales taxes. If you engage in the business of selling tangible personal property or taxable services at retail, you must obtain a Missouri Retail Sales Tax License and collect and remit sales tax.

This is a continuing exemption subject to legislative changes and review by the Director of Revenue. If your Organization ceases to qualify as an exempt organization, this exemption will cease to be valid. This exemption is not assignable or transferable. It is an exemption from sales and use taxes only and is not an exemption from real or personal property tax.

Any alteration to this exemption letter renders it invalid.

If you have any questions regarding the use of this letter, please contact the Division of Taxation and Collection, P.O. Box 3300, Jefferson City, MO 65105-3300, Phone 573-751-2836.

## Questions Frequently Asked by Peer Mentors

- 1) **How should I initiate contact with students, and how often?** If you are matched with a specific student or group of students, email or phone to ask when and if they would like to meet. At the first meeting you can discuss how often they would like to meet with you. You may suggest once a month, twice a semester, etc. We encourage all peer mentors to check in with their students at least once a semester. You should make sure all students are included in the community, especially students who are at risk (e.g. students who seem withdrawn, on dissertation fellowship, returning from the field or leave, participating in dual-degree programs, etc.).
- 2) **What type of advice should I be prepared to give to students?** Students tend to ask how long it usually takes students in your department to complete a degree, what steps are necessary to complete a degree, things you have learned along the way towards completing your degree (perhaps things you might have done differently), how to work with advisors, etc. You may also be asked about the more personal side of the graduate school experience, like how to manage stress, cope with doubts about staying in graduate school, balance relationships with work, live on a graduate student budget, etc.
- 3) **What do I do if the person I'm mentoring says that they think they might quit grad school?** Ask why! If it is something you have been through before, talk about your experience. Find out if it is actually the program, the field of study, or the profession that they dislike, or if they are having emotional difficulty. In the latter case, a referral to counseling services may be the most appropriate response you can make.
- 4) **What should I do if I find that I may not be the best mentor for an assigned mentee?** If you feel as if you just don't click with a student, discuss the situation with your peer mentoring coordinator. Hopefully, you will get some idea as to who might better serve the student. You can then introduce the student to this other mentor and explain why the other mentor might be a great person to consult about a particular issue. It is probably best not to drop the student officially but just to let the transfer process happen as naturally as possible. If severe mentor/mentee problems occur, consult the Peer Mentoring Committee members, Dean Macrander, or a counselor at Student Health Services.
- 5) **What type of support network is available if I find that I am being asked questions for which I don't have ready answers? Also, what should I do if a time-sensitive problem comes up that I find I just don't have the time to deal with at the moment?** If you find yourself confronted with issues beyond your time demands or expertise, whether personal or professional, there are people you can go to. At the department level, consider coordinating with other department officers to provide with holistic access to resources and information (e.g. GPC and GSS officers, GSA President, etc.). Dean Macrander can help with policy issues and problems related to degree progress, time to degree, advisor conflicts, etc. The Ombudsperson, Jessica Kuchta-Miller, can also help with academic and departmental issues. For issues of a more personal nature, such as depression and anxiety, individual counselling at Student Health Services is a great resource. There are also a number of groups available, including the Dissertation Support Group, which can be a wonderful source of support for doctoral students in the final stages of their degree.
- 6) **For how long will I be expected to mentor?** This will undoubtedly vary among the students in your department. You might stick with some students for their entire graduate career, while others might not ask for mentoring advice after their first year; other students may connect with other mentors as their needs and interests change. The minimum commitment we ask for is one year, during which you might be involved with different students at different times. Ideally, each mentor would commit for at least two years so they can remain a resource for new peer mentors.

## Questions Frequently Asked by Mentees

**1) What types of assistance should mentors be able to provide?**

One of the great things about peer mentors is that they have had experience being in your program. This means that they can give advice on coursework, research projects, important degree milestones and their timelines, professional protocol, theses, dissertations, etc. They are also experts in the graduate student experience outside research and classes; they know what it's like to deal with the confusion, uncertainty, and stress of graduate school. They are there to listen to you with friendly and sympathetic ears!

**2) How much is too much to ask of a mentor, in terms of time devoted to me?** Obviously, for emergency concerns, don't hesitate to call on any mentor. For non-emergency concerns, the best way to answer this question is to think about how you would feel in their place. Mentors have volunteered to serve as resources for their peers. Whenever you have a concern, it is fine to ask their advice, because that is why they are there. You may want to work out a somewhat regular meeting schedule that is convenient for both of you where you can share your questions. These meetings can be over lunch, coffee, or just in the mentor's office. If you feel a mentor is hard to interrupt, try email, which can be answered when time permits and can be followed up in person at a mutually convenient time.

**3) Should I seek help from another mentor if I don't think an assigned mentor is best able to help me?** It is certainly fine to build connections with other mentors; this is exactly what the peer mentor network is for! It is likely that, as you progress in your program, you will meet new people, your interests will change, etc. This may mean that you find other students or mentors that you go to more often for advice, and there is no problem with that. You might just mention to your mentor that you've met others with whom you have some common ground, so that your mentor won't worry about you.

**4) What can a peer mentor offer beyond any other graduate students I interact with (in my lab, classes, etc.)?** A peer mentor by no means replaces these other students you know and from whom you get advice. A peer mentor is just one more person in your support network during your graduate career. Having a peer mentor to talk to who is not involved with your advisor or your research can be beneficial in obtaining an outside, confidential perspective. For instance, there may be times when you don't feel comfortable talking to someone in your lab or to one of your advisor's students about problems you could be having with your advisor. In addition, peer mentors are trained to be "experts" in university and department policies and resources, which may be valuable to you at several milestones in your graduate career. They can also refer you to the right office or person on campus when an issue is beyond their expertise.

## **Policy Governing Alcohol Service at Events sponsored by Graduate Student Organizations**

*All peer mentoring activities are governed by the following University policy for alcohol at graduate student events. Peer mentoring contacts are strictly charged with monitoring compliance at all such events. Much of the policy relates to on-campus events, but you should follow all the relevant provisions of the policy when off campus, also. Note that the alcohol policies outlined here are for general peer mentoring events to which the entire first-year cohort is invited. The Graduate School will not reimburse students for alcohol consumed in one-on-one meetings between a mentor and a mentee.*

### Philosophy on Alcohol Service at Washington University in St. Louis

The Washington University in St. Louis Drug and Alcohol Policy affords recognized student groups the privilege of serving alcohol at certain events. As adults, students are expected to know and abide by all applicable state and federal laws and University policies and procedures. Ultimately, students are responsible for their own behavior; however, if a student group provides alcohol as part of their event they share in the responsibility to provide a safe environment for all attendees. If your group has questions, contact the Dean of your School or the Office of the Graduate School.

Any on or off campus event sponsored by a recognized graduate-professional student group (registered by ProGradS or recognized by one of the eight Schools) must comply with the Drug and Alcohol Policy of Washington University in St. Louis if it involves alcohol. This Policy is available online at:

<http://hr.wustl.edu/policies/Pages/DrugandAlcoholPolicy.aspx>. Any on-campus event involving alcohol must have a recognized Sponsoring Group.

### Distribution of Alcohol

In compliance with Missouri's Liquor Control Law\*, alcohol must be served in a controlled manner and not freely accessible. No one who is under the age of 21 or visibly intoxicated may be served. Alcohol must not leave the confines of the event.

### Options Regarding Serving Alcohol

- a. Third Party Vendor – Student groups may contract with a third-party vendor, such as Bon Appetit, to acquire and serve alcohol. Any time a third party requires a contract, this contract must be signed by Dean Macrander. The third party vendor uses its own liquor license and provides bartenders.
- b. Group Purchases the Alcohol – Student group members may order, set up, and control distribution of the alcohol at the event independently in compliance with this Policy. See Responsible Contact section.

Some University common spaces require a third party vendor; check guidelines in advance with the appropriate reserving office, Event Management, or School Dean's office.

### Location

Student groups should check in advance with Event Management, School Dean's office, or the appropriate reserving office for specific location guidelines. When alcohol is permitted, the space must be secured (or roped off as is necessary for outdoor locations) to ensure that proper admittance and alcohol distribution can be regulated easily and effectively.

### Advertising

Alcohol may be mentioned or implied in campus advertising of the event to graduate students, using conventional phrases such as “happy hour,” “beer & pizza,” “wine and cheese,” etc., but alcohol may not be the primary focus of an event. Events open to the general public and/or advertised off campus are not permitted to include alcohol.

### Security

School Deans or the ProGradS Chair or their designees must be notified at least one week in advance of the event. At the discretion of Dean or Dean's designee, University Police may be notified, and private security guards may be required, to assist with safety of participants and security of facility, when total attendance involves more than 100 students. The cost of private security guards is the responsibility of the sponsoring student group. The guards or designated group members are required to verify the age of each participant with identification that lists date of birth. If the event is held outside, or in an unsecured area, distinct identification (such as wristband or stamp) is required to identify attendees 21 years and over; this is to ensure that those passing through an event do not receive alcohol.

### Responsible Contacts

At least one person (preferably two) from the sponsoring group must be designated as the Responsible Contact(s) for the event. Responsible contacts should not consume alcohol immediately prior to or during the event. The Contacts are responsible for overseeing and ensuring the safety of the event, the distribution of alcohol, and the implementation of this Policy. Contacts are to introduce themselves to the University Police as well as any security guards and serve as the point persons with these agencies. Responsible Contacts, with the assistance of University Police and security guards as needed, must be able to shut down an event if this policy is not being implemented effectively or if other problems arise.

### Food and Beverages

Food must be provided at all events where alcohol is served. Among the food there should be non-salty options readily available, free and displayed in an attractive manner. Non-alcoholic beverages also should be readily available and free. Water should be one of the non-alcoholic beverages provided. The food and non-alcoholic beverages should be replenished several times throughout the program so that they are constantly available.

### Sanctions

The Sponsoring Group will be held accountable for any and all violations of this Policy. Sanctions for a violation may include, but are not limited to, loss of space reservation privileges, loss of University student group registration, or other sanctions pursuant to the University Judicial Code (<http://www.wustl.edu/policies/judicial.html>)

### Addendum

There may be more specific guidelines and restrictions for the use of specific spaces on both Danforth and Medical Campuses. Be sure to check in advance with the appropriate space reserving office. Contact Event Management (third floor of the Danforth University Center: 935-5234) for an updated list of contacts on the Danforth Campus.

\* - "Missouri's Liquor Control Law makes it illegal for a person under the age of twenty-one years to purchase, attempt to purchase, or possess any intoxicating liquor. Section 311.325 RSMo. Violation of this provision can subject one to a fine between \$50 and \$1000 and/or imprisonment for a maximum term of one year. County and municipality ordinances contain similar prohibitions and sanctions." To review specific provisions of applicable ordinances and statutes, contact the Office of the General Counsel (935-5152). Washington University Policies and Procedures, Drug and Alcohol Policy: <http://hr.wustl.edu/policies/Pages/DrugandAlcoholPolicy.aspx>.

Policy approved by the University Council 1/26/04; effective immediately. (This policy was also reviewed and approved by the Professional and Graduate Coordinating Committee; the Deans and graduate student associations of the eight Graduate Schools; an ad hoc committee of the Professional and Graduate Student Coordinating Committee drafted the original proposal in 2002-03.)



## Organizational Structure of Peer Mentoring



**Dean Macrander:** advises the Peer Mentoring Committee and oversees the Peer Mentoring program for the Graduate School. Dean Macrander handles budgeting and resolves any issues that cannot be handled by the committee or within the department.

**Peer Mentoring Committee:** serves as a resource and provides guidance to departmental peer mentors and coordinators through subcommittees and the annual training. The Committee also meets annually to revise the Peer Mentoring Handbook.

**Peer Mentoring Coordinator:** manages the Peer Mentoring program for a particular department, including assigning Peer Mentors, budgeting, and signing off on reimbursements. Smaller departments and Reading Groups do not have a Peer Mentoring Coordinator and these duties are fulfilled by the Peer Mentor/Reading Group Convener.

**Peer Mentor/Reading Group Convener:** plan events and serve as a resource for first year students. Reading group conveners organize regular reading group meetings and other gatherings.

## Resources for Peer Mentors

### 2017-2018 Peer Mentoring Committee & Subgroups

<u>Committee Member</u>	<u>Department or Program</u>	<u>Email Address</u>	<u>Subgroup</u>
Katie Rapier	PNP/Philosophy	<a href="mailto:krapier@wustl.edu">krapier@wustl.edu</a>	PNP/Philosophy, Comparative Literature, English, History, Music
Elissa Bullion	Anthropology	<a href="mailto:elissa.bullion@wustl.edu">elissa.bullion@wustl.edu</a>	Anthropology, Art History, German, Romance Languages, EALC
CT Hwang	Movement Science	<a href="mailto:ching-ting.hwang@wustl.edu">ching-ting.hwang@wustl.edu</a>	Movement Science, Biology & Biomedical Sciences, RAPS
Amanda Scott	History	<a href="mailto:alscott@wustl.edu">alscott@wustl.edu</a>	19th Century Reading Group, Early Modern Reading Group, Placing Space Reading Group, English Dissertation Workshop
Natasha Tonge	Psychological & Brain Sciences	<a href="mailto:natasha.tonge@wustl.edu">natasha.tonge@wustl.edu</a>	Psychological & Brain Sciences, Social Work & Public Health Sciences, Political Science, Education
Ashley Macrander	Assistant Dean, Adviser	<a href="mailto:ashleymacrander@wustl.edu">ashleymacrander@wustl.edu</a>	
Kim McCabe	Reimbursements	<a href="mailto:kmccabe22@wustl.edu">kmccabe22@wustl.edu</a>	

### Department Coordinator Contacts

<u>Department or Program</u>	<u>Peer Mentoring Coordinator</u>	<u>Coordinators' Email Addresses</u>
Anthropology	Brad Jones	<a href="mailto:bradleyjones@wustl.edu">bradleyjones@wustl.edu</a>
	Grace Apfeld	<a href="mailto:grace.apfeld@wustl.edu">grace.apfeld@wustl.edu</a>
Art History & Archaeology	Tola Porter	<a href="mailto:tolaporter@wustl.edu">tolaporter@wustl.edu</a>
Biology & Biomedical Sciences (DBBS)	Omar Delannoy-Bruno	<a href="mailto:omar.delannoy@gmail.com">omar.delannoy@gmail.com</a>
Chemistry	Tabbatha Bohac	<a href="mailto:tbohac@wustl.edu">tbohac@wustl.edu</a>
	Dan Mulrow	<a href="mailto:dmulrow@wustl.edu">dmulrow@wustl.edu</a>
Comparative Literature	Thomas Scholz	<a href="mailto:t.scholz@wustl.edu">t.scholz@wustl.edu</a>
	Asher Gelzer-Govatos	<a href="mailto:agelzer@wustl.edu">agelzer@wustl.edu</a>

Early Modern Reading Group	Corinne Zeman	<a href="mailto:czeman@wustl.edu">czeman@wustl.edu</a>
Earth & Planetary Sciences	Xiao Chen Mao	<a href="mailto:xiaochen.mao@wustl.edu">xiaochen.mao@wustl.edu</a>
East Asian Languages & Cultures	Walter Hare	<a href="mailto:whare@wustl.edu">whare@wustl.edu</a>
Education	Sarah Murphy	<a href="mailto:sarahmurphy@gmail.com">sarahmurphy@gmail.com</a>
English	Alexandra Swanson Josh Brorby	<a href="mailto:alexandraswanson@wustl.edu">alexandraswanson@wustl.edu</a> <a href="mailto:j.brorby@wustl.edu">j.brorby@wustl.edu</a>
English Dissertation Workshop	Ben Meiners	<a href="mailto:b.meiners@wustl.edu">b.meiners@wustl.edu</a>
German	Mikael Olsson Berggren Kaitlin Cruz	<a href="mailto:mikael@wustl.edu">mikael@wustl.edu</a> <a href="mailto:kaitlin.cruz@wustl.edu">kaitlin.cruz@wustl.edu</a>
History	Taylor Desloge	<a href="mailto:tdesloge@wustl.edu">tdesloge@wustl.edu</a>
IMSE (Institute of Materials Science & Engineering)	Yvonne Afriyie	<a href="mailto:afriyie@wustl.edu">afriyie@wustl.edu</a>
Mathematics & Statistics	Luis Garcia German	<a href="mailto:garciaGerman@wustl.edu">garciaGerman@wustl.edu</a>
Movement Science	CT Hwang (Fall 2017) Peter Myers (Spring 2018)	<a href="mailto:ching-ting.hwang@wustl.edu">ching-ting.hwang@wustl.edu</a> <a href="mailto:petersmyers@wustl.edu">petersmyers@wustl.edu</a>
Music	Joe Jakubowski Dan Fister	<a href="mailto:joseph.jakubowski@wustl.edu">joseph.jakubowski@wustl.edu</a> <a href="mailto:d.fister@wustl.edu">d.fister@wustl.edu</a>
Nineteenth Century Reading Group	Erika Rodriguez Amy Miller	<a href="mailto:e.rodriguez@wustl.edu">e.rodriguez@wustl.edu</a> <a href="mailto:amy.miller@wustl.edu">amy.miller@wustl.edu</a>
Philosophy & PNP	James Gullede Maria Altepeter	<a href="mailto:gullede@wustl.edu">gullede@wustl.edu</a> <a href="mailto:mariaaltepeter@wustl.edu">mariaaltepeter@wustl.edu</a>
Physics	Mark Sellers Quin Abarr	<a href="mailto:mark.e.sellers@wustl.edu">mark.e.sellers@wustl.edu</a> <a href="mailto:qabarr@wustl.edu">qabarr@wustl.edu</a>
Placing Space Reading Group	Anna Nowicki	<a href="mailto:a.nowicki@wustl.edu">a.nowicki@wustl.edu</a>
Political Science	Jeff Ziegler	<a href="mailto:jeffreyziegler@wustl.edu">jeffreyziegler@wustl.edu</a>
Psychological & Brain Sciences	Reshma Gouravajhala Eric Failes	<a href="mailto:rgouravajhala@wustl.edu">rgouravajhala@wustl.edu</a> <a href="mailto:e.failes@wustl.edu">e.failes@wustl.edu</a>
Rehabilitation & Participation Science (RAPS)	Pin-Wei (Benny) Chen	<a href="mailto:pin-wei.chen@wustl.edu">pin-wei.chen@wustl.edu</a>
Romance Languages – French	Lauren King	<a href="mailto:lauren.king@wustl.edu">lauren.king@wustl.edu</a>
Romance Languages – Spanish	Jose Salinas Valdivia	<a href="mailto:jsalinasvaldivia@wustl.edu">jsalinasvaldivia@wustl.edu</a>
Social Work	Phylcia Allen Sara Beeler-Stinn	<a href="mailto:allenpc@wustl.edu">allenpc@wustl.edu</a> <a href="mailto:sbeeler@wustl.edu">sbeeler@wustl.edu</a>

## The Graduate School

The website – [graduateschool.wustl.edu](http://graduateschool.wustl.edu) – contains almost all the academic and policy information graduate students ever need, either on its pages, in PDFs available from its pages, or on pages to which it links. In particular, peer mentors should be familiar with certain contents of the [Policies and Guides](#) page:

- [Graduate School Bulletin](#)
- [Teaching Assistant Handbook](#) (PDF)
- [Doctoral Dissertation Guide](#) (PDF)
- [Master's Thesis Guide](#) (PDF)
- [Dissertation & Thesis Template](#) (2<sup>nd</sup> item under Guides on that page, Doc)
- [Policy Governing Alcohol Service at Events sponsored by Graduate Student Organizations](#) [*Note: All peer mentoring events are governed by this policy!*]
- [Policies and Procedures—Washington University](#)

In addition, peer mentors should refer international students to the Office of International Students and Scholars ([OISS](#)) for answers to questions related to visa status, work rules, etc.

## Ombudsperson

The ombudsperson is a confidential resource for workplace concerns and conflict mediation. Jessica Kuchta-Miller, JD, is the ombuds for graduate students and can be reached at 314-379-8110.

## Student Health Services

### Danforth Campus

The Student Health Services (SHS) website—[shs.wustl.edu](http://shs.wustl.edu)—contains all of the information your mentees will want and need about the health services that come with the Student Health & Wellness Plan. The website also contains info on how to get a referral to a provider outside SHS, how to process claims, how to contact the plan administrator with questions, a health insurance guide for international students, etc.

Located in the Habif Health & Wellness Center in Dardick House on Shepley Drive, SHS includes medical, mental health, and health promotion services (see each tab on the SHS website for detailed information about each service). In addition to medical services, SHS offers a variety of mental health services for graduate students. Individual counseling is available for students to address personal concerns including adjustment to graduate school, stress, relationships, depression, and grief. Full-time students are eligible for up to 15 sessions each year; the first 9 sessions are free and additional sessions cost a small fee per visit. Counseling sessions can be scheduled online or through SHS at 935-6666. Free and confidential group counseling is also available. For more information on group counseling, please call 935-7253.

### Medical Campus

The Washington University School of Medicine Student Health Services (WUSM Health) provides healthcare for students enrolled in the Department of Biology and Biomedical Sciences (DBBS and RAPS) at the WU School of Medicine. See their website (<http://wusmhealth.wustl.edu/>) for details on contact information, making appointments, available coverage benefits, after-hours services, and spouse/dependent insurance plans.

WUSM Health also provides mental health services for its students, including on- and off-campus psychological counseling. If you are in need of a counselor, you can obtain a list of available counselors from the WUSM Health website. The first nine visits are free, and on subsequent visits you will pay a small co-pay. Please check with WUSM Health Services for additional services and policies.

**Student Assistance Program**

Students or members of their immediate family can also contact the Student Assistance Program (SAP) 24 hours a day to speak to a counselor about personal concerns. This prepaid benefit is offered as a way to help students resolve issues that may have an impact upon their personal lives and their school performance. The phone number is 1-800-327-2255.

**Relationship and Sexual Violence**

Students with concerns about relationship or sexual violence should be directed to the Relationship and Sexual Violence Center. Kim Webb, the Director, can be reached during business hours at 314-935-8761 and after hours through WUPD at 314-935-5555 or SARA H at 314-935-8080. Kim and the Relationship and Sexual Violence Center can help with seeking medical care, counseling, emergency housing accommodations, reporting to the police, filing a complaint through the university or other immediate or long-term needs. The Center also offers a Green Dot training program that we recommend to all peer mentors and coordinators.