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Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement and Purpose</td>
<td>3</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>4</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>5</td>
</tr>
<tr>
<td>How It Works</td>
<td>6</td>
</tr>
<tr>
<td>Calendar of Events</td>
<td>7</td>
</tr>
<tr>
<td>The Mentoring Relationship: A Two-Way Street</td>
<td>9</td>
</tr>
<tr>
<td>What Can Be Gained</td>
<td>10</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>11</td>
</tr>
<tr>
<td>Stages of Mentoring</td>
<td>13</td>
</tr>
<tr>
<td>Suggested Relationship Building Activities</td>
<td>13</td>
</tr>
<tr>
<td>Advice to Mentors</td>
<td>14</td>
</tr>
<tr>
<td>Advice to Mentees</td>
<td>15</td>
</tr>
<tr>
<td>Netiquette</td>
<td>16</td>
</tr>
<tr>
<td>Developing a Mentor Agreement</td>
<td>18</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>19</td>
</tr>
<tr>
<td>Student/Faculty Enrichment Fund Guidelines</td>
<td>20</td>
</tr>
<tr>
<td>Student/Faculty Enrichment Fund Request for Reimbursement</td>
<td>21</td>
</tr>
</tbody>
</table>
Mission Statement

The University of Georgia Honors Program provides capable and motivated students with a rich, rigorous, and rewarding undergraduate experience. Through both on- and off-campus learning opportunities, the Honors Program helps students fulfill their civic responsibilities and realize their creative and intellectual potential.

Honors Faculty Mentor Network

The Honors Faculty Mentor Network links outstanding faculty mentors with first-year Honors students to provide the students with “friends on the faculty” who will encourage their academic and personal interests.
Acknowledgements

The Honors Program initiated the Honors Faculty Mentor Program in the Fall of 2000. The idea for the program originated with faculty members who recognized the importance of the early development of relationships between students and professors outside of the classroom. In order to meet the demand for Honors Faculty Mentors, the Honors Program asks for recommendations each year from advisors, faculty members, and Honors students. The Honors Faculty Mentor Network evolved in 2006 with the development of the new Honors First Year Experience.

The content of this handbook for first-year Honors students and Honors Faculty Mentors is derived from a variety of sources, including:


*E-Mentoring*, Dr. Corinne Dickey, College of Business, Minnesota State University, Mankato, 2000.


*University of Minnesota Alumni Association Mentor Program* (http://umaa.umn.edu/mentorconnection).

The Honors Program is grateful to the outstanding faculty who give of their time and talents to mentor first-year Honors students.
Introduction

The mentoring relationship is at the heart of academic institutions, where discovery and exploration are guided by those with more experience and understanding. At a major research university, however, it may be difficult for these mentoring relationships to develop naturally. Because undergraduate success appears to increase when students are mentored, the Honors Program coordinates a formal mentoring program, allowing every first-year Honors student the opportunity to cultivate a relationship with at least one faculty member.

The student’s formal mentor may not be the student’s only mentor; in fact, we hope that students will use their experience in the Honors Faculty Mentor Network to guide them in forming relationships with other faculty members on campus who will encourage and support them. Nevertheless, the Honors Faculty Mentor Network ensures that first-year Honors students will begin their experience at the University of Georgia with special attention. Faculty mentors and Honors students are encouraged to maintain their relationship through subsequent semesters according to their individual interests and availability.

Goals and Objectives

- To provide first-year Honors students with an opportunity to cultivate a friendship with an outstanding faculty member who will encourage their academic and personal interests.

- To provide Honors Faculty Mentors the opportunity to know an Honors student on an informal basis.

- To foster positive, productive relationships between Honors students and Honors Faculty Mentors.
How It Works

Outstanding University of Georgia faculty are nominated by administrators, other Honors Faculty Mentors, and Honors students to serve as Honors Faculty Mentors. The Honors Program then selects nominees and invites them to serve as mentors.

After responding to the CURO office affirming their desire to serve as mentors, nominated faculty members are asked to login to the Honors Faculty Mentor Program web site (www.uga.edu/honors/mentor/mentor.html) in order to update their information and add biographical notes.

All incoming first-year Honors students learn about the Honors Faculty Mentor Network through their Introduction to Honors seminar. As part of the seminar, students create online portfolios that illustrate their personal and academic interests and achievements. Faculty Mentors may ask for their students’ portfolios to learn more about individual students.

The Honors Program hosts several Meet & Greets during the fall semester which provide opportunities for mentors and students to meet together and set the stage for mentoring. Faculty Mentors are encouraged to arrange additional activities, as their schedules permit, in which they can interact informally with first-year students during the fall semester.

Faculty Mentors and students may decide together that they would like to begin a mentoring relationship with each other. Or, interested students may review the online biographical information provided about each mentor and select a mentor of their choice based on common interests. Students register for their mentor through the Honors Faculty Mentor Network web site. Mentors receive an automatic e-mail notification when a student has signed up to be their mentee.

Faculty Mentors may have a maximum of four mentees. It is up to the mentors and their mentees to set up times to meet together throughout the year. (To be eligible to participate in the Honors Faculty Mentor Network, faculty and students must be willing to assume mutual responsibility for the relationship.)

Dr. Pamela Kleiber, Associate Director, (pkleiber@uga.edu) is available to discuss the progress of the mentoring relationship and requests that participants complete a confidential year-end evaluation of the program.
Calendar of Events

The Honors Program will host several events where mentors and first-year students can interact in various venues throughout campus and get to know one another throughout the fall semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 16</td>
<td>Honors Faculty Mentor Orientation and Lunch</td>
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<tr>
<td>August 17</td>
<td>Honors Convocation and Fall Bash</td>
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<tr>
<td>August 21</td>
<td>Student sign-up for mentors begins</td>
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<tr>
<td>Aug. 8-Sep. 8</td>
<td>Students interview Faculty Mentors</td>
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<tr>
<td>September 18-22</td>
<td>Meet &amp; Greets in colleges and schools begin</td>
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<tr>
<td>October 2-6</td>
<td>Faculty research panels</td>
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<tr>
<td>October 16-20</td>
<td>Faculty Mentor and mentee panels</td>
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</table>

Faculty Mentors are also encouraged to arrange activities in which the mentors and students can socialize informally throughout the year. The Honors Program will provide some funding for refreshments to the mentors who organize the activities on a first come, first served basis.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tr>
<td>Dinner at the Prof’s</td>
<td>Faculty Mentors host a dinner for students in their home. Mentors are reimbursed up to $10 per person with accompanying receipts and guest lists. Funding is available for ten dinners.</td>
</tr>
<tr>
<td>Hot Topics</td>
<td>Faculty Mentors host students at Hot Corner Coffee for a discussion of a topic of the mentor’s choice. Past topics have included teaching evolution and the challenges of creationism; poverty and consumption – the challenges of conservation; stem cells and bioethics; and the real life of a journalist. Mentors can request coupons for $2 per person for coffee. Funding is available for ten Hot Topics.</td>
</tr>
<tr>
<td>Corner Talk</td>
<td>Faculty Mentors meet students at Hot Corner Coffee for a Corner Talk discussion. Corner Talk is a student sponsored organization that hosts discussions of local, national, and international issues chosen by Corner Talk</td>
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organizers. Corner Talk is open to everyone on campus and in the larger Athens community. Dates and times for Corner Talk meetings will be posted on the Honors Faculty Mentor Network listserv as they are announced. Mentors can request coupons for $2 per person for coffee. Funding is available for ten Corner Talk meetings.

**Book Chat**
Faculty Mentors host students at Jittery Joe’s in the Student Learning Center to discuss a book of the mentor’s choice. Mentors can request coupons for $2 per person for coffee. Funding is available for ten Book Chats.

**NIF**
Faculty Mentors host a National Issues Forum where they moderate a discussion of an NIF issue for students and faculty in the Myers Community lobby. The Honors Program provides pizza and drinks. Funding is available for five NIF forums.

**Holiday Concert**
Faculty Mentors and students attend the UGA Holiday Concert on November 30 or December 1 together. Funding is available for ten faculty tickets and twenty student tickets.

**Wild Card**
Faculty Mentors choose an activity from the UGA Master Calendar to participate in with students. Examples include, but are not limited to, art exhibits on campus followed by appetizers downtown; theatre performances on campus followed by dessert downtown; lectures on campus followed by lunch; concerts on campus followed by coffee. Mentors may be reimbursed up to $5 per person with accompanying receipts and guest lists.

Student/Faculty Enrichment Funds are also available for reimbursement of certain expenses of up to $8.00 per student per event. Please see the Student/Faculty Enrichment Fund Guidelines on page 20 of this handbook for more information.
The Mentoring Relationship: A Two-Way Street

Mentoring is usually based on the common goal of advancing the educational and personal growth of the student. In order to have a successful mentoring relationship, both the student and the mentor must be willing to invest time in the relationship and fulfill a mutual commitment. While the mentor is characterized as the “giver” in the relationship, he or she gains a great deal in the process of mentoring.

Although the mentoring relationship should be a two-way street, it is the mentee’s responsibility to make the initial contact with his or her mentor. It is the mentor’s responsibility to keep in touch, and respond in a timely fashion.

When asked, “What were your general expectations of the Honors Faculty Mentor Program?” mentors replied:

“Providing counsel and guidance.”

“Periodically meeting with [my mentee] and developing a friendship to the point where I could offer insights about college, career, and life choices.”

“I expected to learn about the interests of some of the best students entering UGA and share my enthusiasm.”

When asked, “What were your expectations of your mentor?” students replied:

“Guidance, special attention, and interest in me.”

“Intellectual receptiveness and personal availability.”

“Getting to know a great professor—building a relationship.”
What Can Be Gained?

For the Mentor

- Participation in the tradition of mentoring
- An opportunity to get to know young, bright, motivated Honors students
- An opportunity to develop a personal relationship with a first-year Honors student
- Ideas and feedback for your own work
- An increased academic network
- The chance to expand your areas of interest

For the Mentee

- Interest and encouragement from a faculty member
- Advice on how to prioritize your goals and develop your potential
- Advice on appropriate ways to make contacts with other faculty members and professionals.
- Networking on campus and beyond
- Information on formal and informal rules of professional behavior
- Skills on showcasing scholarship
- An “anchor” or safe base on campus

For the Honors Program

- An enhanced undergraduate experience for Honors students
- Increased opportunities for Honors students to maximize their potential
- Stronger relationships between Honors students and faculty
Mentor Responsibilities

**Summer**
- Register and update your information on the Honors Faculty Mentor Network web site.

**Fall**
- Participate in the Honors Faculty Mentor Network orientation.
- Participate in the Honors Convocation and Fall Bash.
- Allow students to interview you as a faculty mentor.
- Participate in the Meet & Greets.
- Participate in the CURO research panels.
- Participate in the mentor-mentee panels.
- Host activities for first-year students if your schedule permits.

**Spring**
- Respond to mentees’ requests to meet.
- Offer ideas, feedback, and suggestions to your mentees.
- Encourage your mentees to explore and inquire.
- Serve as a resource to help find the answers to mentee questions if you do not know them.
- Be respectful of your mentees’ current major(s) and or academic interests. Offer advice and encouragement, but be careful not to undermine currently held academic goals and objectives.
- Attend Honors Faculty Mentor Network special events whenever possible.
- Let your mentees know when you will be attending a special event (or are unable to do so).
- Arrange to meet your mentees at the event, or go there together.
- Send routine emails to let your mentees know you care (every two weeks is recommended).
- Follow up on commitments made to your mentees.
- Complete a mentoring agreement form, if mutually desired.
- Listen to your mentees’ needs and expectations
- Contact Dr. Pamela Kleiber (pkleiber@uga.edu) if you wish to draw up a mentoring agreement, or if you have any concerns regarding the mentoring relationship.

Mentee Responsibilities

- Register and update their information on the Honors Faculty Mentor Network web site.
- Register for a mentor through the Honors Faculty Mentor Network.
- Be sure to identify themselves as a first-year when contacting the mentor.
- Make every effort to respond courteously and promptly to invitations to meet their mentor.
- Discuss their expectations and needs with their mentor.
- Listen to ideas and suggestions from their mentor.
- Develop realistic and obtainable goals for their relationship with their mentor.
- Complete the Mentoring Agreement form, if mutually desired.
- Invest in the relationship.
- Make it a priority to attend Honors Faculty Mentor Network special events whenever possible, and inform their mentor of their plans.
- Follow up on commitments made to their mentor.
- Always reply promptly to a message from their mentor (at least every two weeks is recommended).
- Send routine emails to let their mentor know how they are doing.
- Contact Dr. Pamela Kleiber (pkleiber@uga.edu) with mentoring relationship concerns.

Honors Teaching Assistant Responsibilities

- Inform first-year Honors students of how the Faculty Mentor Network may benefit them.
- Promote and fully participate in Honors Faculty Mentor events during fall semester.
- Help first-year Honors students complete their Web CT portfolios before the end of fall semester.
When asked, “Do you think all Honors freshman should have a mentor?” 87% of the Honors Mentees responded “yes.”

They gave the following reasons:

“Because it is useful in forming relationships between faculty and students that would not occur until much later, otherwise.”

“The mentor-mentee relationship provides important guidance and advice.”

“The mentor relationship is helpful in hard times.”

“The Faculty Mentor is someone to make this place smaller.”

Characteristics of a Good Mentor

- Encouraging
- Supportive
- Stimulating
- Helpful
- Understanding
- Friendly
Stages of Mentoring

Laying the Foundation
This phase begins in the first semester with informal interaction during Meet & Greets and other activities. In the first or second semester, the two partners get to know each other and set boundaries for realistic expectations of one another. As you begin to know each other, you become comfortable in the relationship, and trust is established.

Clarifying the Goals of the Relationship
In this phase, the mentor and student may decide to develop a Mentoring Agreement. The mentor’s role in this phase is like a coach, encouraging the mentee.

Helping the Student Grow and Develop
In this stage, the mentor serves as a counselor, trusted friend, guide, and door-opener. The mentor encourages the mentee to discover his or her own answers, explore interests, and reach goals.

Suggested Relationship Building Activities

- Discuss your backgrounds and get to know each other.
- Discuss your goals for the relationship.
- Discuss the student’s academic and extracurricular interests and goals.
- Attend a campus lecture, sporting event, concert, or art exhibit together.
- Critique a school project for the mentee.
- Discuss and list the mentee’s talents, skills, and interests.
- Discuss the mentor’s scholarship.
- Discuss how the mentor’s personal and professional lives fit together.
- Invite the mentor to attend one of the student’s major classes.
- Read a book or article related to your field of interest and discuss.
- Discuss the mentor’s educational background and the role of educational preparation in your field(s).
- Search the Internet together for summer research or internship opportunities.
- Discuss how your individual values have influenced your choice of discipline(s).
- Attend Honors Faculty Mentor Network events together.
- Investigate cultural events that you would enjoy together.
- Discuss a current event or issue in your field.
Advice to Mentors

If you don’t have any Honors students sign up with you, please stay involved in the larger program. The HFMN is a NETWORK of faculty to help students.

Remember, you don’t have to fulfill every possible function of a mentor to be effective. It is important for your mentees to know you, where you are willing to help, and what kind of information and support you can give that you feel will be helpful.

You are not expected to have all of the answers. First-year Honors students have professional academic advisors and Honors peer advisors, as well. Sometimes what your mentees may need most is someone to listen or guide them to other resources.

Set up clear ground rules for the relationship and communicate them to your mentees. Clarify how much time and guidance you are able to offer, and let your mentees know if they are asking for too much or too little of your time.

Maintain regular contact. Mentors should assume the role of giver in the relationship. Consistent contact translates into dependability and builds trust. A minimum contact of once-a-month is expected, but weekly contact is recommended.

Always be honest. Provide constructive criticism or praise when warranted. Specific suggestions for improvement should always accompany criticism.

Respect the dignity of your mentees. When offering constructive criticism, do so in private, in a non-threatening, supportive manner.

Respect confidentiality. Do not discuss conversations held with your mentees without their knowledge and permission.

Avoid making your mentees’ personal problems your own. When personal problems or emergencies arise, remain calm and dispassionate in order to help the student, and remember that the University of Georgia has a number of resources available to assist your mentee. If you are unsure of where to refer an Honors student for personal problems, contact Dr. Pamela Kleiber or other Honors staff for assistance.

Help your mentees access resources and expand support networks. Your greatest gift to your mentees is to help them discover solutions to problems.

If the relationship seems to stall, know that all human relationships have different patterns. Contact Dr. Pamela Kleiber (pkleiber@uga.edu) if you wish to discuss concerns or problems.

Faculty may apply for reimbursement from the Student/Faculty Enrichment Fund for some expenses associated with hosting their mentees. Guidelines and a copy of the reimbursement form are included in this handbook on pages 20-21.
Advice to Mentees

Make certain you use the email address for an account you use daily. **Always respond first to your mentor’s emails.**

Honors faculty mentors are bright, accomplished scholars and teachers who volunteer their time in order to get to know first-year Honors students and help contribute to your academic and personal growth. **Take advantage of this opportunity, while being respectful of the many competing demands for faculty time and energy.**

**Respond promptly and courteously when a mentor initiates contact with you.**

**Email is often the preferred form of communication for faculty, but be sure to ask your mentor how he or she would like to be in touch with you.** Check your UGA account on a daily basis and respond promptly, using good “netiquette.” *(See section at end of handbook.)*

**Remember that your mentor does not play the same role as your academic advisor.** Your Honors academic advisor will help you plan your coursework and monitor your progress. Your mentor is someone with whom you may want to discuss your more general course of study and career aspirations. Seek his or her advice.

**Communicate your needs to your mentor.** He or she is willing to help you or find someone who can help you.

**Always be honest.** That is the only way you can develop an authentic relationship.

**Be ready to accept constructive feedback.** Ask for specific suggestions for improvement.

**Be resourceful and, while you will find your mentor’s advice and counsel useful, do not expect him or her to solve your problems.**

**If the relationship seems to stall, know that all human relationships have different patterns.** Be persistent, keeping in mind that professors have volunteered to be your friend on the faculty but they can’t do it without effort on your part.

Contact Dr. Pamela Kleiber (pkleiber@uga.edu) if you wish to discuss concerns or problems.
Communication

The mentoring relationship is built on communication. The Honors Program has provided all first-year students with the following guidelines to assist them in developing good communication skills.

Netiquette

What is “Netiquette?”

“Netiquette” is the term for the conventions that are considered basic “good manners” for electronic communications, such as e-mail, listservs, bulletin boards, and Usenet newsgroups. Learning and using netiquette is a good idea if you use any of these electronic communications. After all, the people who don’t know you will form opinions about you based solely upon your ideas, your writing skills, and your command of netiquette. People who fail to observe basic netiquette may be perceived as either ignorant or rude. This section contains a number of commonly cited guidelines for good netiquette. At the University of Georgia, email is a very important means of communication. You should check your account frequently and scan for important messages, especially from your faculty mentor, and respond in a timely fashion. Even if you are too busy to make a lengthy response, show the courtesy of acknowledging their communication and let them know when you will be in touch. The Honors listserv will inform you of the latest Honors news and events.

Netiquette Guidelines for Format and Mailing

**DON’T USE ALL CAPITAL LETTERS.** It’s the on-line equivalent of shouting, and considered very rude. If you need emphasis, you can use asterisks on either side of a word. For example: *Don’t* use all capital letters.

**Keep signatures to a few lines.** Long ones are just extra stuff for the system to carry, and they annoy recipients. This is especially true for folks who pay for their own e-mail, and are charged for download time. Signatures should include basic contact information, and may include additional information - as long as they remain short.

**Always be sure of the recipient when “replying” to a message.** It’s easy to accidentally send a private message to an entire organization. That can be annoying to recipients, and embarrassing for you. Be especially careful with mailing lists, where using “reply” sends a message to all of the people on that list, not just the one who sent the message.
**Send one message per subject.** It’s much easier for recipients to respond to one item at a time. Plus, it makes filing and retrieving messages easier.

**Double space between paragraphs.** White space doesn’t cost more to send, and it helps to visually organize text. Take advantage of it.

**Use short, descriptive subject headers.** This practice helps people screen their incoming messages. Informative subject lines are also helpful when messages are kept for reference. Headers should be short so that they won’t be cut off.

**Netiquette Guidelines for Content**

| **Remember that the Internet is international.** | Don’t assume everyone follows U.S. customs or speaks English as their first language! |
| **Write carefully.** | Remember that “tone of voice” may not carry. The informality common to e-mail can easily lead to misunderstandings. Take time to make yourself clear. Be especially careful with humor and sarcasm, which do not “travel well” in electronic form. |
| **Quote for context when responding to a message.** | A perfectly sensible answer may seem cryptic because the rest of the message is forgotten. Keep just enough of the original message in your reply to make your response clear. (But see below.) |
| **Don’t put anything in an e-mail message that you wouldn’t put on paper.** | Although these messages seem informal, if printed they’re as permanent as any official letter. They can also be forwarded to another reader. Be aware that your message may become more widely circulated than you intended. In addition, security and privacy cannot be guaranteed. Most messages go directly to the intended recipient; however, if there are problems, your mail may be seen by various individuals in charge of the network. Some companies even reserve the right to monitor their employees’ e-mail. |
| **Don’t send abusive messages or messages that might provoke others.** | E-mail has all the immediacy of speech, and it’s tempting to respond hastily to a message that irritates you. Reflect and cool off first. |

Adapted from “Netiquette,” College of Education, Linda Gilbert, Ph.D.
Developing a Mentoring Agreement (optional)

While it can be beneficial and rewarding for mentors and mentees to have a spontaneous and casual relationship, lack of structure was identified as a frustration for some of our faculty members and students in years past. For this reason, we have provided guidelines that may help you develop a mentoring agreement and add structure to your relationship.

1. Discuss the goals and purpose of your relationship.
2. Decide on what the two of you want to gain from this experience.
3. Devise a way of working together to make the most of the mentoring experience.
4. Determine the structure of the mentoring relationship.
5. Talk about the tentative time frame for the relationship. Do you plan on keeping in touch after the end of the first year?
6. Discuss confidentiality. Be sure to act according to your shared understanding of the term.
7. State that either party may terminate the relationship at any time without consequence.
8. List the expectations of the mentor, including attendance at certain Honors Faculty Mentor Network special events.
9. List the expectations of the mentee, including attendance at certain Honors Faculty Mentor Network special events.
10. Review the expectations of the Honors Program for mentors and mentees including the following:

   Mentees will not be reassigned due to a change in major. However, the mentor may introduce the mentee to appropriate faculty members in the new department.

   There will be special events for participants in the Honors Faculty Mentor Network, and it is expected that mentors and mentees will attempt to attend them.

   Dr. Pam Kleiber, Associate Director of the Honors Program, will be available to answer questions and discuss concerns.
Frequently Asked Questions

1. What is the purpose of the Honors Faculty Mentor Network?
The Honors Faculty Mentor Network provides friends on the faculty for first-year Honors students. The mentor provides a link to the academic life of the university and takes a personal interest in the student. Mentors encourage personal and/or professional development. While styles of mentoring vary according to individual personalities and approaches, having a mentor from the start of the undergraduate experience can make a large university feel smaller. Honors students are expected to have more than one mentor during their Honors experience; however, this mentor is the only one formally arranged by the Honors Program. Students who wish to participate will be encouraged to sign-up for faculty with mutual interests at the end of the first semester of the academic year. **Students who sign up will have a responsibility of staying and maintaining good communication with their mentor throughout the year.**

2. How are Honors Faculty Mentors selected for the program?
University of Georgia faculty are nominated based on their outstanding teaching and commitment to undergraduate education. Nominated faculty are invited to become a mentor. The majority of faculty members who were nominated have accepted the invitation to become a mentor.

3. Who is eligible to have a mentor?
All first-year Honors students are eligible to participate. While participation is not mandatory, it is strongly encouraged. It is not necessary for students to have a mentor in their major.

4. When will mentees meet their mentor?
Students will meet Honors faculty mentors during the first semester of their First Year Experience at various events hosted by the Honors Program, including the Convocation and Fall Bash, Meet & Greets, etc. Mentors may also host activities to interact with students, present to Honors classes, or participate on panels throughout the semester.

5. How are mentees assigned to mentors?
Students may sign up for a mentor through the Honors Faculty Mentor Network web site at any time during their first year. While students may be “undecided” or change majors during the first year, the mentoring relationship should be based on a fundamental interest in the Honor student’s academic and personal growth and development, not necessarily limited to interest in a particular major. Faculty mentors are limited to four mentees.

6. How long does the mentoring continue?
The formal part of the Honors Faculty Mentor Network is intended to continue through the first year. The Honors Program encourages continued contact between mentees and mentors beyond the first year. Faculty and students may decide that they wish to develop other mentoring relationships without notifying the Honors Program. However, any unsatisfactory relationships should be discussed with Dr. Pamela Kleiber, Associate Director of the Honors Program.

7. What if students want to select a mentor outside of the Honors Faculty Mentor Network?
The Honors Program encourages students to develop more than one successful mentoring relationship. We feel certain if students participate in this program, it will increase their chances to meet others whom they may select as mentors. Because mentoring contributes to success in college and throughout life, the Honors Faculty Mentor Network will provide a good beginning.

8. What if I have further questions?
For further information, contact the program assistant, Rebecca Cheney (rcheney@uga.edu, 542-4053).
Student/Faculty Enrichment Fund Guidelines

Background
Research on undergraduate student learning has repeatedly substantiated the fact that the most effective educational environment for college students is one in which there is meaningful interaction between faculty and students in settings outside the traditional classroom. Regular out-of-class interaction enhances the collegiate experience by allowing students to develop meaningful relationships with adults who play significant roles in their lives at the university.

With this in mind, President Michael F. Adams has created a fund to be used in support of voluntary out-of-class gatherings hosted by faculty, preferably in their home.

Guidelines
The following guidelines are to be followed where financial support is to be provided:

- Full-time tenured or tenure-track faculty or full-time non-tenure track teaching faculty are eligible to use this fund. Temporary and part-time faculty must submit written documentation approved by the respective dean with the reimbursement request on a case by case basis.
- Students should be members of a current undergraduate class taught by the requesting faculty member or undergraduates directly advised by the faculty member.
- The functions are primarily for undergraduate students. This is not to exclude teaching assistants or graduate students directly related to the class taught by the requesting faculty member.
- Student attendance and participation in such out-of-class gatherings shall be voluntary.
- Gatherings for which faculty seek reimbursement should not stand in place of a regularly scheduled class time.
- The activities are intended to be informal, social gatherings. Some activities that would qualify for reimbursement include hosting a dinner for students in the faculty member’s home, taking students out for coffee, or taking students out for ice cream. Some activities that would NOT qualify for reimbursement include taking students to movies, plays, or concerts.
- There shall be no alcohol consumed at these gatherings.
- Reimbursement for an event will be "after the fact" and shall not exceed $8.00 per student for the number of students who attend. Maximum expenditure allowed per gathering is $500.00. Original receipts and an official class list of participants are required for reimbursement.

It is recognized that with the diversity of educational offerings provided by the University of Georgia there may be a need to modify the guidelines to meet special circumstances. Inquiries as to possible exceptions should be addressed to John Ayoob, Assistant Vice President for Student Affairs, 201 Holmes/Hunter Academic Building.

Reimbursement Procedures
The request for reimbursement should be completed after the gathering to indicate attendance and amount requested for reimbursement. Original receipts and list of participants must be attached to support the expenditures. Items included on a receipt other than those directly related to the event should be lined through to clearly indicate the expense for which reimbursement is requested.

The name, last four digits of the Social Security Number, and mailing address of the requesting faculty member are required for reimbursement.

The request for reimbursement, with accompanying documentation, must be filed with the Office of Student Affairs within three weeks of the event or by the close of the budget year to insure proper reimbursement.
The Student/Faculty Enrichment Fund
Request for Reimbursement for an Out-of-Class Undergraduate Student/Faculty Gathering

Faculty Member’s Name______________________________________________________________

Course Name/Number______________________________________________________________

Campus Address____________________________________________________________________

Last Four Digits of Faculty Member’s SSN_______________________________________________

Number of Participants*______________________________________________________________

Date of Activity_____________________________________________________________________

Location of Activity______________________________________________________________

Explanation of Expenses______________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Total Reimbursement Requested** $________________________
    (May not exceed $8.00 per student or $500 in total)

I affirm that the requested reimbursement is a proper charge and I have not been reimbursed nor will I
file for reimbursement from any other source for the stated expenses.

__________________________________________________________________________________

Faculty Member Signature                                Date

Name of Department

Signature of Department Head    Date

*An official class roster with the last four digits of each student’s SSN must be attached to this form.
Indicate which students participated in the event by highlighting their names.

**Original receipts must be attached to support expenditures.

To ensure proper reimbursement, this completed form and all required supporting documents
are due within three weeks of the event or by the close of the budget year to:

Office of the Vice President for Student Affairs
Student/Faculty Enrichment Fund
201 Holmes/Hunter Academic Building
CAMPUS

Revised March 2006