



# University Honors Faculty-Mentor Contract

*This form is completed in HNPG149 by Honors students beginning their capstone project. Students will provide proof that they have secured a Faculty-Mentor along with the general idea they hope to pursue for their capstone project.*

First & Last Name:

SID:

Campus E-mail:

Primary Major:

College:

**Capstone Draft Idea:** *Include a clear, succinct summary of the general research, experiential and/or creative idea you hope to pursue for your capstone project. Please limit to 50 words and use 10 pt. font. This idea will be further developed in HNPG150.*

### **Faculty-Mentor Expectations:**

1. Read, and become familiar with, the "University Honors Faculty-Mentor and Student Capstone Project Handbook."
2. Mentor no more than three University Honors students during a given academic year.
3. Provide periodic progress reports regarding the student's research/creative activity to the Faculty Director of University Honors, who will serve as the instructor-of-record for a one-unit, letter-graded, in-progress, HNPG 199H course, which the student will enroll in during fall quarter, winter quarter, and spring quarter.
4. Listen to the student, as he/she explains his/her idea for a capstone project, and guide the development of the idea into a realistic project.
5. Communicate with the student about the methodologies needed to develop the idea, including, but not limited to, the process and timeline involved with obtaining Institutional Review Board (IRB) approval, as needed.
6. Introduce the student to other personnel in the applicable research program, establish clear reporting lines between the student and other personnel, and explain the culture of the research group, if applicable.
7. Inform the student of the unpredictable nature of research; the need for individual initiative, accountability, and adaptability; the prospect that the project may not achieve expected results, even if the student performs at full capacity; and the process of responding to a failed experiment, a null hypothesis, or inconclusive results.
8. Inform the student of the expected time commitment for conducting the project and for writing the final document and assist the student with developing, and adhering to, a realistic timeline
9. Apply for funding from University Honors, if necessary, to support the student's research/creative activity.
10. Establish timelines and expectations for periodic progress reports from the student and meet with the student on a regular basis, at least bi-weekly, to monitor progress and offer support and guidance regarding research/creative activity, content, editing, troubleshooting, discipline-specific formatting, IRB approval (if applicable), research results, timeline, and expectations.
11. Review drafts of the abstract, prospectus, all project components, and the final project and provide feedback.
12. Assist the student in preparing his/her required oral presentation or poster presentation of the capstone project, help the student to identify an appropriate venue for the oral or poster presentation (e.g., discipline-specific conference; Undergraduate Research, Scholarship, and Creative Activity Symposium; classroom setting; lab meeting; community event; etc.), and attend his/her oral presentation or help the student to identify another faculty member to attend.
13. Complete the University Honors Capstone Project Rubric (appended), which will be e-mailed to you upon the student's submission of his/her capstone project and which will be due no later than the end of Week 10 of the quarter of the capstone project submission. The rubric will be used solely as an evaluation tool for the capstone project and not as a mechanism for assigning a grade for HNPG 199H.
14. Accept the invitation to be present at the University Honors Cording Ceremony, which will occur near the end of spring quarter.
15. Agree to have University Honors archive the student's research/creative activity in eScholarship, the open-access repository for UC scholarly works, upon submission of the capstone project, or no later than within three years of submission of the capstone project, in accordance with University-wide policy.
16. Contact University Honors staff for any issues or concerns related to the student and/or his/her capstone project.

*\*Primary Faculty-Mentors must be a ladder- ranked faculty member (please see drop-down menu options).*

Primary Faculty-Mentor Rank:\*

Primary Faculty-Mentor E-mail:

Primary Faculty-Mentor E-mail:

Primary Faculty-Mentor Home Department:

As the faculty-mentor for a University Honors student completing his/her capstone project, I understand, and will adhere to, the aforementioned Faculty-Mentor expectations:

Faculty-Mentor Signature (Required): \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature (Required): \_\_\_\_\_

Date: \_\_\_\_\_

Some Honors capstone projects will require approval from the Office of Research Integrity (ORI), which provides oversight, resources, and education for integrity and compliance issues relating to the conduct of research at the University of California, Riverside. The ORI has oversight and responsibility over the Institutional Review Board (IRB) and Institutional Committees, who review and approve certain types of research. Please review the options below, and select the box next to the option(s) that would apply to your Honors capstone project. Please be sure to speak with your faculty-mentor if you are not sure which of these would apply to your project.

- (1) Institutional Review Board – Socio-Behavioral (IRB-SB) reviews research employing the following (further defined here: <https://research.ucr.edu/ori/committees/irb.aspx>). This is the most common IRB approval for undergraduate research. The PI (Principal Investigator) overseeing the project may or may not have already received approval for this research, pending on the topic of your Honors capstone project (i.e., if you are pursuing your own independent project or are working on an aspect of a project that has already been approved in your PI's lab).
  - a. Surveys / questionnaires
  - b. Interviews
  - c. Focus groups
  - d. Human factors evaluation
  - e. Secondary use of identifiable data
  - f. Research on individual or group characteristics or behavior, including, but not limited to research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior
  - g. Collection of data from voice, video, digital, or image recordings made for research purposes
- (2) Institutional Review Board – Clinical-biomedical (IRB-Clin) reviews research employing clinical or biomedical components (defined further here: <https://research.ucr.edu/ori/committees/irb-clin.aspx>). Generally, research that undergraduates work on with clinical or biomedical components will already have received IRB-Clin approval through the PI, but you should still indicate it on this form.
- (3) Institutional Animal Care and Use Committee (IACUC) oversees approval and oversight of activities involving vertebrates (defined further here: <https://research.ucr.edu/ori/committees/iacuc.aspx>). Generally, research that undergraduates work on with vertebrates will already have received IACUC approval through the PI, but you should still indicate it on this form.
- (4) Institutional Biosafety Committee (IBC) oversees approval and oversight of activities involving the use, storage and handling of biohazardous materials (defined further here: <https://research.ucr.edu/ori/committees/ibc.aspx>). Generally, research that undergraduates work on with biohazardous materials will already have received IBC approval through the PI, but you should still indicate it on this form.
- (5) N/A: Please mark this box if none of the above is applicable to your project.

	1	2	3	4	5
	Unacceptable	Needs significant improvement	Satisfactory Does an adequate job of meeting the criteria	Good Does a good job of meeting the criteria	Excellent Goes above & beyond the criteria
<b>RESEARCH, CREATIVE, AND/OR EXPERIENTIAL CAPSTONE</b>					
<b>Capstone Content</b>					
65%					
	<p><b>Capstone demonstrates evidence of originality, creativity, and innovation</b> Score should indicate the degree to which each of the 3 markers are demonstrated in comparison to similar types of established works within that genre/discipline, with the consideration that it is an undergraduate capstone project.</p> <p><b>Capstone demonstrates evidence of superior academic merit</b> Score should indicate the degree to which it is academically rigorous, has a comprehensive literature review, is well-referenced, and other markers applicable to that genre/discipline.</p> <p><b>The research, creative, and/or experiential question is clearly identified within an academic framework</b> Score should indicate the degree to which goals/objectives/hypothesis are clear &amp; effective and contexts are identified and developed.</p> <p><b>Methodology/approach appropriate for topic and discipline</b> Score should indicate the degree to which the methodology is comprehensive &amp; well-developed and the topic is clearly contextualized among sources and materials cited</p> <p><b>Supporting evidence and body of knowledge</b> Score should indicate the degree to which the body of knowledge is thoroughly discussed; evidence is sufficient and well-utilized; contrasting perspectives are discussed; information is evaluated, analyzed, and synthesized.</p> <p><b>Conclusions and implications</b> Score should indicate the degree to which conclusions and implications are well presented and developed, assertions are qualified and well supported, and the significance of the project is clearly and well stated.</p> <p>There are no grammar, spelling, punctuation, or discipline-specific formatting errors. Organization is clear and effective. Sources and citations are used correctly throughout the content. Language clearly and effectively communicates ideas through clarity, style, diction, and readability, as appropriate to the genre/discipline.</p>				
10%	Writing				
5%	Capstone Oral Component				
	<p><b>Oral Presentation</b> Score should be filled as follows: (1) Completed an oral presentation past the deadline in an informal setting (such as a classroom, lab meeting, community setting, or other venues as listed in the Honors approved list) - 1 (2) Completed an oral presentation past the deadline in a formal setting (such as a professional meeting, conference, or other venues as listed in the Honors approved list) - 2 (3) Completed an oral presentation on time in an informal venue (such as a classroom, lab meeting, community setting, or other venues as listed in the Honors approved list) - 3 (4) Completed an oral presentation on time in a formal venue (such as a professional meeting, conference, or other venues as listed in the Honors approved list) - 4 (5) Completed an oral presentation according to the criteria in (4) and also received a grant or award for his/her presentation at the formal venue - 5</p> <p>Student practiced excellent time management in progressing on his/her capstone by setting, reflecting upon and adjusting priorities and timelines (i.e., capstone and progress goals were all completed on time or early). Student was able to work independently as needed. Student was able to work collaboratively as needed. Student was a "self-starter" and consistently demonstrated initiative. Student was able to identify potential issues, causes, and solutions for his/her capstone project and deal with these items in a professional manner.</p> <p>Student worked on attaining mutually agreed upon goals. Student displayed high standards of attendance, punctuality, and professionalism as required for the project. Student responded thoughtfully to feedback and communications. Student actively and consistently communicated with his/her faculty-mentor regarding the issues, resolutions, and progress of his/her capstone project.</p>				
10%	Relationship w/capstone project				
10%	Relationship w/Faculty-mentor				
<b>TOTAL SCORE:</b>					

Timely Submission of Capstone	YES	NO
Did the student turn in his/her capstone by the capstone deadline of noon on Thursday in week 6 of the quarter they graduate?		

\*NOTE: This rubric is not intended to provide a letter grade for the student's capstone or his/her HNP199H course. It is an evaluative tool to provide Honors and the student with insight into the quality of their capstone and a means to determine a student's possible nomination for "High Distinction" or "Highest Distinction."

\*SUBMISSION: Faculty-mentors will receive an electronic link to this rubric once an Honors student submits his/her capstone.