

RIGHTS & RESPONSIBILITIES FOR STUDENTS & THEIR AREA-OF-EMPHASIS FACULTY MENTORS

INTEGRATED STUDIES SENIOR CAPSTONE

For the Student

1. Give one copy of this document to each of your area-of-emphasis faculty mentors & ask each *politely* to look it over and let you or your capstone professor if they have any questions or concerns about it.
2. Keep all three of your capstone mentors (your two area mentors and your IS capstone professor) updated on the progress of your capstone throughout the term, *especially* if you are behind schedule--you are responsible for adhering to your schedule, meeting your mentors, and keeping them informed.
3. Always give your faculty mentors (they're the experts, remember), the opportunity to review and comment on a thesis draft before you go over it with your IS capstone professor and allow *at least* a week for them to do so, two weeks if they ask for extra time or if you're giving them a draft near a holiday--*then* bring their comments plus a clean copy of the draft to discuss with your IS capstone professor.
4. Do not play one mentor against another, or misrepresent a mentor's level of enthusiasm or involvement—they're all here to help you get the most out of a self-motivated research project, not to be manipulated into signing off on an indifferent effort.
5. You have the right to expect each one of your mentors to read all your drafts carefully, to have them advise on how you should proceed, to consult your IS capstone professor for additional advice on the process and/or conflicting suggestions, and to receive critical but fair evaluations of your work.

For the Faculty Mentor

1. Please do not sign off on a proposal you have not read, nor indicate that you are happy with a draft you have not read, nor suggest that a student is now ready to defend a project you have not seen in substantially finished form--it's unfair to the student and other thesis mentors.
2. Please make every effort to read and respond promptly when a student brings you a draft, as the students are on a tight schedule, too, and are counting on your advice.
3. Please make specific critical suggestions (beyond proofreading marks) and take some time to talk with the student about those suggestions--discussion can be better than notes.
4. You have the right to expect the student to keep you updated, to do her/his own work, to give adequate time to read drafts--the right to expect the student and the IS capstone professor to coordinate scheduling the student's thesis defense, and to demand quality adequate to *your* field and standards.