

1. Mechanism to Encourage Intellectual Ownership by students
 - a. List of question to have the students ask themselves before starting their project. Give to the students in the spring so they can be prepared.
 - b. Discuss and design their own topics for a larger project in the future
 - c. Give the students limits that they need to meet, use class time to talk about this
 - d. Work in a team – think about today’s world not the past. Use personal experiences
 - e. Don’t force out of their comfort zone at the beginning, let them expand after the beginning
 - f. Starting with big ideas could confuse the student
 - g. Have student write a future direction they see themselves at and work to get there
2. Structuring Achievable Goals and “Mile Markers” for long term
 - a. Phone calls to discuss the progress
 - b. An email showing what they have accomplished and what they are working on next
 - c. Having a class to help write the introduction and help show the way the students need to go.
 - d. Give them a community to go and talk about problems only other students will understand
 - e. Cake analogy- work on the layers one at a time to complete the cake.
 - f. Having a baby analogy – excited at the beginning and ready to work, then the difficult stage working through the pain and time, the end results are amazing.
 - g. Don’t overestimate the time you will need and the amount of work that is needed for the project.
 - h. Make the big ideas, smaller so they can done
3. How do you use the meetings
 - a. Ask how things are going and the bench marks that they are meeting.
 - b. Make sure the assignments are completed in time allotted.
 - c. Checking the notebook that is kept and it is the proof that they did the work, not just word of mouth.
 - d. Give the minimum number of things to do so not overwhelmed
 - e. Be ok if all the task are not met, understand that the progress is not important but the effort is important.
4. Group meeting
 - a. Talking about distributing the jobs so that everyone knows
 - b. The students have to be interested in the meeting/don’t chase the students
 - c. If they are researching the same topic introduce them to each other so they can work off one another and ask for help if need be
 - d. Have group meetings so the students are comfortable around each other and won’t be shy to ask
5. Establishing Accountability and Standards for grading research projects
 - a. Your grade shouldn’t be about how much data they collect for a period of time but how much work they do to find the data

- b. Have a contract stated the expectations that the prof has of the students so there won't be any questions
 - c. Attend all meeting and communicate clearly what is needed
 - d. Make a plan and stick to it. If changes need to be made then get advice on how to change them so you don't fall behind on y our work
6. How do you grade if the student is doing a year project
- a. By putting an incomplete, but you have to be aware that the incomplete will hurt the student in the long run, for example it will keep them off the Dean's list.
 - b. Maybe talk to the registers and see if they can put another option in there for the yr. long research like IP "In progress" so everyone knows that the student is still involved in the research project
7. Beyond the Research Project and Mentoring the Whole Student Experience
- a. Put together a panel for past students to come and discuss how their schooling affects their future jobs, it make them feel important and gives them more confidence to talk to others.
 - b. Organize something at the department level, you may more responses with the students because they are comfortable within their own groups
 - c. Have some accountability for the students who you worked with and check on throughout their careers. They may need your advice but not sure if they should ask you.
 - d. Students need to understand there is more out there than just grad school. Research can help with a lot more than they think.