Gluck Performing Ensembles:
- *Improvology!* Children's Theatre Troupe (CTT) – Fall Tour
- TimeTravelers Children's Theatre Troupe (CTT) – Fall Tour
- Contemporary Dance Ensemble (CDE) – Winter and Spring Performances
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# 2019-2020 GLUCK FELLOWSHIP TIMETABLE

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<th>Deadline/Event</th>
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<tr>
<td>April 1, 2019</td>
<td>2019-2020 Gluck Fellows Applications available on Gluck website</td>
</tr>
<tr>
<td>April 18</td>
<td>Open House for prospective Fellows at Gluck office – INTN 2027</td>
</tr>
<tr>
<td>May 15</td>
<td><strong>Deadline:</strong> 2019-2020 Gluck Fellows Applications due to Gluck office via email</td>
</tr>
<tr>
<td>July 1</td>
<td>Department Coordinators begin sending notification emails to successful applicants&lt;br&gt;Gluck office sends successful applicants Fellow Handbooks and forms</td>
</tr>
<tr>
<td>Beginning July 1</td>
<td>Gluck office invites all Fellows for Program Chat and experienced Fellows to schedule early placement Program Chat and Run-through appointments</td>
</tr>
<tr>
<td>August 1</td>
<td><strong>Deadline:</strong> <strong>ALL Fellows</strong> submit Fellow Paperwork - the following 5 forms:&lt;br&gt;1. Liability Waiver&lt;br&gt;2. CANRA Statement Acknowledging Requirement to Report Child Abuse&lt;br&gt;3. Media Release&lt;br&gt;4. Gluck Fellow Online Information Form&lt;br&gt;5. Certificate of Completion for Armatus California Mandated Reporter Online Training&lt;br&gt;*Links to forms and instructions are available in the Fellows Handbook</td>
</tr>
<tr>
<td>Beginning August 15</td>
<td>“Early Placement” program scheduling for experienced Fellows</td>
</tr>
<tr>
<td>September 24</td>
<td><strong>Museum Education</strong> Fellows Orientation 10am-11am in Gluck office – INTN 2027</td>
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<tr>
<td>September 24</td>
<td><strong>UCR ARTS</strong> Fellows Orientation 1pm-2pm in Gluck office – INTN 2027</td>
</tr>
<tr>
<td>September 24</td>
<td><strong>MoveMore</strong> Fellows Orientation 3pm-5pm in Gluck office – INTN 2027</td>
</tr>
<tr>
<td>September 25 OR September 28</td>
<td>**Classroom Fellows Orientation 10am-12pm – Wed. 9/25 in INTS 1113;&lt;br&gt;Sat. 9/28 in Gluck office INTN 2027</td>
</tr>
<tr>
<td>October 1</td>
<td><strong>Deadline:</strong> <strong>All Classroom Fellows</strong> (including ASK Residency Fellows) submit Program Paperwork – the following 2 forms:&lt;br&gt;1. Program Pack&lt;br&gt;2. Fall Availability Calendar</td>
</tr>
<tr>
<td>October 15</td>
<td><strong>Deadline:</strong> <strong>All Classroom Fellows</strong> (including ASK Residency Fellows) complete the following task with the Gluck office:&lt;br&gt;1. Program Chat</td>
</tr>
<tr>
<td>November 1</td>
<td><strong>Deadline:</strong> <strong>All Classroom Fellows</strong> (including ASK Residency Fellows) complete the following:&lt;br&gt;1. Submit CORD file&lt;br&gt;2. Program Run-through</td>
</tr>
<tr>
<td>November 1</td>
<td>Fellows who have not been scheduled or had interest shown in their program notified regarding program jeopardy</td>
</tr>
<tr>
<td>December 1</td>
<td><strong>Deadline:</strong> <strong>All Classroom Fellows</strong> (including ASK Residency Fellows) submit the following:&lt;br&gt;1. Winter Availability Calendar&lt;br&gt;*This deadline applies only to Fellows who have not completed their full program obligation</td>
</tr>
<tr>
<td>January 7, 2020</td>
<td>All fellowship Programs have begun</td>
</tr>
<tr>
<td>March 4</td>
<td><strong>Deadline:</strong> <strong>All Classroom Fellows</strong> (including ASK Residency Fellows) submit the following:&lt;br&gt;1. Spring Availability Calendar&lt;br&gt;*This deadline applies only to Fellows who have not completed their full program obligation</td>
</tr>
<tr>
<td>April 1</td>
<td>2020-2021 Gluck Fellows Applications available on Gluck website</td>
</tr>
<tr>
<td>April 17</td>
<td>Open House for prospective Fellows at Gluck office – INTN 2027</td>
</tr>
<tr>
<td>May 15</td>
<td><strong>Deadline:</strong> 2020-2021 Gluck Fellows Applications due to Gluck office via email</td>
</tr>
<tr>
<td>June 1</td>
<td><strong>FINAL Deadline:</strong> <strong>ALL Fellows</strong> submit the following 2 forms by this date for payment:&lt;br&gt;1. Final Self-Evaluation&lt;br&gt;2. Final Site Evaluation</td>
</tr>
<tr>
<td>June 30, 2020</td>
<td>2019-2020 Gluck Program Cycle Ends</td>
</tr>
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INTRODUCTION
The Gluck fellowship is a Community Service fellowship. Gluck Fellows introduce the community to their research, involve them with interactive programs and serve as inspirational role models to the participants. Gluck Fellows’ programs impact lives and inspire lifelong learning for the community.

Being selected as a Gluck Fellow is an honor and responsibility. In order to make your experience as rewarding as possible, here is a list of general information and guidelines designed to answer any questions you may have about the program.

What Is The Gluck Fellows Program Of The Arts?
Established in 1996, the Gluck Fellows Program of the Arts at UC Riverside is a privately funded arts outreach program that is designed to create the opportunity for graduate and undergraduate students of the Departments of Art, Creative Writing, Creative Writing for the Performing Arts, Dance, History of Art, Music, Theatre, Film and Digital Production, and UCR ARTS including the Sweeney Art Gallery and UCR/California Museum of Photography to extend their creative, performative, and expository talents to local schools, residential homes for elderly care, and community centers that have little or no access to the arts by bringing performances and workshops that address the educational, health, cultural, and creative needs of the participants.

Gluck Programs offer curriculum enrichment to schoolchildren, and are designed to be secular, uncontroversial, and non-political. Gluck Fellows provide equal opportunities for all participants to take part in their programs, to the full extent that each participant is able, and the Gluck Program does not discriminate the delivery of programs on the basis of sex, gender, ability, race, religion, or age.

Working Together – office hours
The Gluck administrative staff is here to work with you to help ensure that your program is a success and that your experience as a Gluck Fellow is a rewarding one. The Gluck office is open Monday through Friday, from 8:30 a.m. to 12:00 p.m. and 1:00 p.m. to 4:30 p.m. Should you have any questions or problems, please do not hesitate to contact us.

Thanking the Gluck Foundation
The Max H. Gluck Foundation likes to hear from Gluck Fellows! Consider sending a brief note to the Gluck Foundation letting the Board members know that you appreciate being selected as a Gluck Fellow at UCR, and how your fellowship has influenced or supported your graduate career. Please address any materials you would like the Gluck Foundation Board members to receive to the Gluck office via email, or you may bring written cards or notes to the Gluck office. The Gluck office will forward all materials to the Gluck Foundation.

Thanking your Department Coordinator
Gluck Fellows are selected based on an approved program proposal and interest shown, or by audition. Gluck Fellows are chosen by the Department in which they apply. Fellows are encouraged to be in regular contact with their Department Coordinator throughout the course of their program. Once you have been notified that you are a fellowship recipient, please thank and schedule a meeting with your Department Coordinator to discuss the details of your program. Gluck fellowships are recognized as research opportunities as they have ladder rank faculty mentors.
FELLOWSHIP RESPONSIBILITIES

In order to receive their fellowship, Fellows must fulfill the following responsibilities. Failure to comply with these obligations may result in the postponement or termination of a Fellow’s program, as well as jeopardize consideration for future fellowship opportunities, or termination of the fellowship. You MUST be a regularly registered UCR student to be a Gluck Fellow.

- **UCR Principles of Community and Gluck Conduct**
  As a Gluck Fellow, you will meet, interact with, and educate constituents from a vastly diverse community of ideas, experiences, and backgrounds. The UCR Codes of Conduct, including the *UCR Principles of Community* statement will help prepare you for acting as a representative and ambassador of UCR ideals. **APPENDIX 5** has these principles, as well as Gluck-specific conduct requirements and strategies for challenging behavior.

- **Community Outreach**
  Gluck programs require at least 12 hours/visits of contact time with community participants (K-12 schools, residential homes for elderly care, community centers, special events, etc.). Additional time for lesson plan preparation and rehearsals for performance ensembles is assumed. For every hour of community contact, Fellows should allow 5 to 10 hours of preparation time. Partners and student-run ensembles do a maximum of 24 hours/visits of contact time.

  *Please expect each venue to have challenges around heating, lighting, equipment, furniture and cleanliness. Please be a gracious guest and plan to adapt your program to the room in which you are placed, even if the location has been unexpectedly switched.
  
  *Each class will have about 35 children, you may see about 100 audience members at each performance.

  **Prorate Incomplete Fellowship** – If you do not complete the schedule of performances, we will prorate your fellowship to sessions completed.

- **CORD**
  Ensemble Leader/Director Fellows will also prepare a Classroom Online Resource Document (CORD) that will accompany their project and will be made available on the Gluck website. See **APPENDIX 3** for further information about the CORD.

**IMPORTANT NOTE**

- **LIVESCAN Fingerprinting**: Although not a requirement now, we may require LIVESCAN fingerprinting in the future.

**GETTING STARTED WITH YOUR FELLOWSHIP – paperwork deadlines**

- **Application Notification – July 1, 2019**
  Fellows should be notified by their departments of their fellowship status on or around July 1, 2019. When a Fellow is notified of their successful application, the Gluck office will send the Handbook and information pack, including links to the 7 forms necessary for creating a Gluck Fellow folder. You are responsible for downloading and reviewing the Gluck Fellows Handbook.

  **File Paperwork - FELLOW Paperwork and PROGRAM Paperwork**
  Gluck Fellows must file the following forms:
  - 5 forms due August 1 for ALL Fellows: Liability Waiver; CANRA Acknowledgement; Media Release; online Gluck Fellow Information Form; and online Praesidium Armatus Child Protection Training Certificate of Completion
  - 1 forms due September 15 for CTT Directors October 1 for CDE Lead Fellow: Program Pack

  The Liability Waiver, CANRA Acknowledgement, Media Release, and Program Pack forms can be found on the Gluck Program website under Fellow Resources: [https://gluckprogram.ucr.edu/fellow-resources](https://gluckprogram.ucr.edu/fellow-resources)

  The online Gluck Fellow Information Form can be found at this link: [https://forms.gle/PnJuYGvZcL5CcGti8](https://forms.gle/PnJuYGvZcL5CcGti8)

  Failure to submit the required forms will result in the cancellation of your participation in the program.
• Praesidium Child Protection California Mandated Reporter Training  
  **Due August 1**

All Fellows are required to complete online California “CANRA” Mandated Reporter training for child protection with Praesidium before beginning your fellowship. Email your California Mandated Reporter Course Certificate to the Gluck office by August 1 as noted above. Praesidium login and course completion information is included at the end of this Handbook. Repeat Fellows, please save a copy of the certificate of completion and re-send your original certificate each year (see APPENDIX 2).

• **Program Pack**

 **Ensemble Leaders are responsible for submitting the Program Pack to the Gluck Office.** When completing the Program Pack, please be sure to list a complete advertisement of your program proposal, including program title, program goals, and the interactive activities (outcomes) that will be used to achieve those goals. Also, if you have any special requests regarding your program, please make note of them at this time. If you are undecided about any aspect of how to describe your program in your Program Pack, please arrange to meet with the Gluck office and talk to us about your program before submitting. No matter is too small to communicate with us about. (see APPENDIX 1 for a guide to completing your Program Pack)

• **Availability Calendar / Schedule**

CTT *Improvolgy!*. and TimeTravelers tours are arranged during the week before zero week of fall quarter, and availability for the entire tour schedule is a condition of audition.

The Contemporary Dance Ensemble / CDE tour is organized on Friday mornings during winter quarter. There is also usually an evening performance on the First Thursday of February and an afternoon performance on the First Sunday of February.

• **Attend Orientation – Mandatory!**

The Improvology and TimeTravelers Leaders must attend an orientation in the Gluck office to discuss the program and fellowship responsibilities.

Contemporary Dance Ensemble - Gluck Orientation for Graduate Leaders is during Zero week of fall quarter. Plan to attend one session – see Timetable on Page 2 for dates. At Orientation, Fellows get together to talk about their expectations and ask questions. You have the opportunity to visit with other Fellows so that you can get the most out of your fellowship. At this meeting, we will go over the Gluck Fellows obligations. All Fellows are responsible for downloading and reviewing this Handbook.

Gluck Orientation for ensemble members will be arranged separately with the Gluck Office in coordination with the Graduate Leader, during an ensemble meeting in the first week of rehearsal. Please see the “Common Sense Take Aways from Orientation” in APPENDIX 8 for a review of material covered during ensemble member orientation.

• **Meet with your Department Coordinator**

Gluck Fellows are chosen by the Department in which they apply. Fellows are encouraged to be in regular contact with their Department Coordinator throughout the course of their program. Once you have been notified that you are a fellowship recipient, please thank and schedule a meeting with your Department Coordinator to discuss the details of your program. Gluck Fellowships are recognized as research opportunities as they have ladder rank faculty mentors.

• **Program Chat with the Gluck Office – For Graduate Leaders/Directors**

Graduate Ensemble Leaders are required to meet with Gluck office staff for a 30-minute chat about their program. This chat takes place before the formal program dress rehearsal and is designed to talk through the program and work out any potential kinks that may require re-planning of the project. After the Program Chat, Ensemble Leaders should notify the Gluck Office of the date and time of the final rehearsal.

• **Program Dress Rehearsal and CORD with the Gluck Office – For Graduate Leaders/Directors**

Each Ensemble must conduct a dress rehearsal of their project, to ensure that the quality and content of the presentation meets the standards of the Gluck Program. The Graduate Ensemble Leader should inform the Gluck Office of the date and time of the dress rehearsal so that the Gluck Office can make arrangements to attend.
Graduate Ensemble Leaders should submit the ensemble CORD file to the Gluck Office no later than the date of the final dress rehearsal.

**IMPORTANT NOTE:** Fellows cannot be scheduled until they have met with the Gluck office for the Program Chat and Program Run-through and filed their 6 forms: Liability Waiver, CANRA Acknowledgement, Media Release, online Gluck Fellow Information Form, Praesidium Armatus Child Protection Training Certificate of Completion, Program Pack.

**DELIVERING YOUR FELLOWSHIP – protocol**

- **Planning your program – For Graduate Leaders, Stage Managers, and cast/ensemble members**
The Gluck Program works with schools around Riverside, and many schools request the *Improvology*, *TimeTravelers* and *CDE* ensembles year after year. Often the schools request performances for their 3rd, 4th and 5th grade classes. It is quite likely that your ensemble will have audience members who have seen the ensemble for a couple of years running. Please keep your performance content fresh each year so your audience will see something new.

*Please expect each venue to have challenges around heating, lighting, size, equipment, and cleanliness.*

*Please plan to adapt your program to the room in which you are placed at a host site, even if the location has been unexpectedly switched.*

- **Presentation Schedule – For Graduate Leaders and Stage Managers**
As soon as your program has been scheduled, you will receive an official presentation schedule via e-mail. This schedule will be updated and sent out with each new schedule addition and will include:
  - Presentation dates and times for each presentation at each site
  - Audience grade/age level for each presentation at each site
  - Host/teacher names and room numbers, if available
  - Site Coordinator contact information (email and phone numbers) for each site
  - Site address

- **Confirming your Program – For Graduate Leaders and Stage Managers**
The Program Coordinator will make the initial contact with sites to schedule your program. Once a schedule has been arranged, The Ensemble Leader and/or Stage Management Team must email the sites to discuss specific details of your program well as confirm the date(s) and time(s) of the presentation(s), and email your CORD. It may take several attempts before you are able to speak directly with your hosts. Therefore, it is essential that you begin contacting them at least **one week before** your presentation.

When you speak with or email your hosts, be sure to:
- Confirm presentation dates and times
- Confirm age group and numbers of students and if there are **any special needs**
- Confirm the type of space in which you will be working (classroom, gym, stage, recreation room, etc.)
- Discuss what supplies/equipment are available at the site to determine what, if anything, you may need to provide
- Discuss any other issues you wish to cover before you start your program
- **Email your CORD** – Classroom Online Resource Document

Should you have on-going problems reaching any of your hosts, please let the Gluck Office know as soon as possible, and we will attempt to contact them as well.

**On the Day of the Presentation**
Look after yourself – don’t rush – leave with plenty of time to get where you are going; expect there to be traffic or the freeway, and if you are scheduled at the beginning or end of the day, expect there to be traffic jams at the school. Eat and drink - especially if you are scheduled for several back-to-back presentations, it is important for you to stay hydrated and fed, so **bring your own food and drink**. Gluck schools can be in very remote places, even if you are scheduled for a lunch break, you might not have time to drive to a shop to pick something up.

- **Re-confirm your presentation**
It is recommended that you contact the site before setting out to reconfirm they are expecting you. Occasionally there is a misunderstanding and visits were forgotten.

Any last-minute fellow cancellations must be handled directly by the Ensemble Leader. It is the Ensemble Leader’s responsibility to call the Site Coordinator and explain the situation as soon as possible. Also, please make sure to notify the Gluck Office of the cancellation. Failure to notify the Gluck Office and/or the site at which the presentation was scheduled will be reported to your Department Coordinator and Program Director, and may result in your fellowship being cancelled immediately.

- **Rescheduling a Presentation**
  Tours are booked months in advance, and it may not be possible to reschedule a presentation. Depending upon the situation, fellowships may be prorated in the event of a fellow initiated cancellation.

- **Attendance and Punctuality**
  Plan for delays in your travel time. If you find you are going to be late due to some uncontrollable circumstance, immediately contact your host site to notify them of your delay. Schools run ‘by the bell’ so please keep good track of your time – starting promptly and finishing in enough time to get to your next session, set up and start on time.

  It is essential that each member of the Ensemble arrive on time and be well prepared for each of their scheduled performances. The entire group should plan to arrive at their host site at **least 30 minutes prior** to the start of a performance. Plan accordingly for additional time needed to load and unload any needed props or equipment for your performance.

  - **Checking in at school sites**
    You will have to **sign in at the site/school office**, please be prepared to show ID. Plan for delays in your travel time. If you find you are going to be late due to some uncontrollable circumstance, immediately contact your host site to notify them of your delay. Fellows who fail to show up for a presentation will jeopardize future fellowship opportunities.

  **All Ensemble Leaders are required to attend each ensemble performance.**

  - **Transportation**
    Fellows are responsible for providing their own transportation to and from all presentation sites. All sites are within approximately 25 minutes of UCR by car. Bus routes to most of our Gluck sites are upwards of one hour from UCR.

**PROGRAM OBSERVATION, DOCUMENTATION AND EVALUATION**

Visit from Gluck Program Staff
The Gluck office will visit a particular site to observe each Gluck Fellow or Ensemble, to observe the site and audience/students, and to document the presentation by taking photographs. We will **not** usually give notice we are coming and will give feedback after the session and may interject during the session, if necessary.

Documentation and Evaluation
We encourage all Fellows to retain some documentation of their program for their own portfolios. While the degree of program documentation required of Fellows varies from department to department, the following **must** be submitted to the Gluck office:

- **Classroom Online Resource Document (CORD) (exception: MoveMore and UCR ARTS Fellows do not submit CORDS)**
- **Self Evaluation Form**: Submitted **no later than two weeks** after the completion of the fellowship obligation.
- **Site Evaluation Form**: One completed for each site – up to twelve, submitted **no later than two weeks** after the completion of the fellowship obligation. (exception: MoveMore and UCR ARTS Fellows do not submit separate Site Evaluations)

Links to each evaluation form are on the Gluck Program website. [https://gluckprogram.ucr.edu/fellow-resources#fellowship_evaluations](https://gluckprogram.ucr.edu/fellow-resources#fellowship_evaluations)
IMPORTANT NOTE: Fellows cannot receive their fellowship disbursement until they have submitted their Self and Site Evaluation Forms and returned all materials checked out from the Gluck office. Fellowship disbursements are requested on the Wednesday after evaluations are received and may take up to two weeks from the date of the request to appear in your Banner account. NOT ALL FELLOWS RECEIVE A CASH REFUND. Each Fellow has a different financial aid situation. All Fellows are responsible for verifying receipt of fellowship funds by following up with their Banner account and Financial Aid Officer. See APPENDIX 7 for Fellowship Tax and Financial Aid information.

When you do your evaluations, please give us ‘quotable quotes’ to put on your page in the semi-annual report, and so we can let the Gluck Foundation know about our Fellows’ experiences in the community. Here are the questions that are on the Self-Evaluation Form, to help you think about what we are looking for:

- How has being a Gluck Fellow affected your plans for education, research, or career?
- How has being a Gluck Fellow affected you, personally?
- How will you use what you learned from this project in your future?
- Specific feedback or comments you heard about your project from participants or teachers:
- Do you have any anecdotes or particular observations that capture the value of your work with participants?
- Do you have any early memories of being introduced to the arts? Did the experience leave an impression on you or inspire you to do what you do now?
- Evaluate the Gluck office – what do you wish we would have told you? How can we improve?
- The Gluck Foundation is interested in supporting UCR students who have a ‘disadvantaged’ background. If you would like, please let us know about your background.

We also want to know how it went at the site, so we can help train the sites to be better hosts for our Fellows. The questions on the Site Evaluation Form are below:

- Was the site ready for your visit?
- Was the Site Coordinator or representative accessible?
- Was an appropriate person present at all times?
- Did the appropriate person maintain good order?
- Did the appropriate person provide moral support to the program?
- Was the project age appropriate for this site?
- Was the space that was provided for your program satisfactory?
- What was the most rewarding aspect of presenting/performing at this site?

Host teachers and Site Coordinators will evaluate your program, as well. The questions they answer in evaluating each Fellow’s program directly relate to program planning outcomes:

- Did the Fellow interact well with the students/audience?
- Was the activity suitable for the students/audience?
- Was the Fellow well-prepared?
- Did the activity begin on time?
- What did they do? How did they learn through active practice, rehearsal, creation or performance? CREATIVE EXPRESSION.
- What did they learn? How did the Fellow connect and apply what was learned to other art forms, subject areas and to careers? HISTORICAL AND CULTURAL CONTEXT
- What did they enjoy? How did they participate in arts criticism on the basis of observation, knowledge and criteria so they could AESTHETICALLY VALUE the program and express ARTISTIC PERCEPTION?
- How might they use the subject for CONNECTIONS, RELATIONSHIPS and APPLICATIONS?
- Do they have any suggestions for improvement? Explain.
- Did they receive the CORD and find the CORD useful/relevant?
FELLOWSHIP DISBURSEMENT – Financial Aid

Gluck fellowship disbursement occurs in the quarter that the Fellow/Ensemble completes their project. All Fellows must submit all required evaluation forms and return any materials checked out from the Gluck office before disbursement will be requested. **Fellowship monies begin disburseing in November.**

Graduate and undergraduate Fellows must be regularly registered students at UC Riverside. If a Fellow withdraws from UCR prior to the completion of their program, their fellowship will be terminated.

Fellows are required to complete at least 12 hours of contact time with community participants in order to receive their full fellowship. If a Fellow is unable to fulfill this obligation in a timely manner, they may receive a prorated portion of their fellowship.

Disbursement of graduate and undergraduate fellowships is arranged through the **Financial Aid Office** and **Student Business Services**. Fellowship disbursements are requested on the Wednesday after evaluations are received and may take up to **one month** from the date of the request to appear in your Banner account.

Are you a recipient of Financial Aid that includes student loans? If so, are you aware that this Gluck funding will replace the loan amount you have been approved for, if you have ‘maxed out’ your loans? Check with Student Business Services for more information on your specific Financial Aid situation.

**International Students**

International students must establish a tax rate code in GLACIER. See the following website for more information: [http://accounting.ucr.edu/payroll/glacierinfosheet.html](http://accounting.ucr.edu/payroll/glacierinfosheet.html). Please contact your Financial Aid Officer for more information.

See **APPENDIX 7 for Gluck Fellowship Tax Information and Financial Aid Information**

COMPONENTS OF A SUCCESSFUL GLUCK PROGRAM

Gluck Fellows **introduce** their research, **inspire** the participants with whole group activities, **involve** participants in small group and individual activities, and create a lasting **impact** on the lives of program participants through arts enrichment. A successful Gluck program is less about the specific subject you are teaching and more about the methods you use to engage your audience. Please consider these factors when conceiving your program:

- Gluck programs **must** address the educational, health, cultural and/or creative needs of the underserved and support the participants’ natural capabilities to help them realize their full potentials. This supports the mission of the Max H. Gluck Foundation, our Program’s sponsor.

- **Middle of the Road**: The Inland Empire can be very conservative. All music, images, and videos must be classroom friendly, and will be vetted by the Gluck office during your Program Run-through.

- Gluck Programs offer curriculum enrichment to schoolchildren, and are designed to be secular, uncontroversial, and non-political. We wish to avoid complaints by teachers and parents that Gluck fellows’ programs brought topics and language that were not school appropriate.

- Gluck Fellows provide equal opportunities for all participants to take part in their programs, to the full extent that each participant is able, and the Gluck Program does not discriminate the delivery of programs on the basis of sex, gender, ability, race, religion, or age. Our policy is to try to serve all students in the same grade at a school, this invariably includes the SDC or Special Day Class; schools do not have an obligation to reveal if a class is SDC, so please expect you will see at least one SDC class.

- Simplify, simplify, simplify – the fewer materials and media you rely upon, the easier you will find creating and delivering your program, as PA systems and LCD projectors can fail; thumb drives and laptops can be incompatible. Also, some of your programs will be scheduled back-to-back and you will have little time to re-set for the next audience.
Be aware of the time commitment. In order to fill the 12 hours of obligation, the Gluck Office needs reliable blocks of time to accommodate our sites and schools.

Most Gluck Ensemble Fellows present to Kindergarten through 6th grade students. There is some contact with Middle School classes, but very little with High Schools. Programs that are quickly booked are designed to appeal to children between the ages of 5 through 11. A whole grade level assembly will typically have 100-120 students in the audience.

- *Improvolgy!* performances are scheduled with 3rd and 4th grade classes. There will occasionally be a 5th grade group, and there is usually at least one performance at a public library or community center with a mixed age audience.

- *TimeTravelers* will be booked with 5th and 6th grade audiences – that might mean middle school.

- Contemporary Dance Ensemble performances are typically scheduled with 3rd-6th grade classes. There will usually be some performance for the general public, but the main audience of the CDE is upper elementary school children (ages 8-11).

Communication
Establishing and maintaining open lines of communication is essential to the success of any program.

Communicate with the Gluck Office
Programs in which Fellows actively communicate with the Gluck office, as well as their Department Coordinator, are far more successful and rewarding to all involved than those in which Fellows do not maintain open lines of communication. We are here to help you make your program a success. If you experience any difficulties or require assistance with any aspect of your program, please let us know as soon as possible. There is no question or concern too small to communicate. The Gluck office prefers Fellows who regularly check in about their program and schedule.

Communicate with your Program Hosts and Classroom Management
Let your hosts know you need their support with classroom management. Ask them for the ‘quiet sign’ used in class. Will you need any help with equipment? Are there special needs in the class? Remember, you are the guest and the teacher knows the class – you must have classroom management skills, but also involve the teacher in managing class behavior. Actively communicating with your hosts will help avoid awkward situations. Release your telephone and email information so they can contact you, as well. Send them your CORD.

- Flexibility and Graciousness
You may also find, when you arrive at a venue, that the class or room you had been expecting has been changed to suit the venue’s needs – you may be assigned to the blacktop outside, or to a much smaller room when you had expected the MPR. Please be cheerful and respectful and adapt your program to the new surroundings. Please plan for this possibility and think of Plan B, C, and D.

Timing is Everything
We recommend our ensembles follow this time table for programming: 10 minutes introduction, 20 minutes performance, 10 minutes Q&A, 20 minutes interactive activity.

Arts Integration
Schools want arts-based workshops and presentations that relate to ‘Learning in Other Art Forms and Subject Areas and to Careers.’ As a guest to their school, the students are very interested in you, your program and the job you hope to get at the end of it. Let the schools know how your subject is relevant in today’s world. Cover this in your ‘statement of learning objectives’ in the Program Pack and in your Q&A.

We provide VAPA – Visual and Performing Arts – to art-starved schools. All programs should integrate VAPA experiences into the workshops, be fun, and be interactive. Keep making, doing, and experiencing your art form both at the center and the circumference of your presentation. **Involve your audience in your art form early and often.**
Question and Answer Component for Ensemble Programs

It is important for ensemble members to keep in mind that the question and answer component of the Ensemble performance is as important as the performance itself. It is a chance for the Fellows to interact with their audience and answer any questions they may have about the production, UCR departments of Theatre, Music and Dance, or even the ensemble members themselves. It is also a chance to inspire and encourage future actors, dancers and musicians and potential students who are considering attending UCR. Realize that this portion of the presentation is still a part of the performance and as such it requires your full commitment.

Preparing for the Q&A

At the final rehearsal, select one ensemble member to act as the moderator for the Q&A session.

Each member should introduce him or herself (name, character/instrument/role, major at UCR, etc.) at the beginning of the Q&A. – assume there will be audience members who could not follow the action and briefly run through the storyline or choreography.

With some audiences, it may be difficult to get them to start asking questions. Be patient and have a few “leading” questions prepared ahead of time for the moderator to ask the audience to get the ball rolling. Typically, once a question or two is asked, students will begin to feel more comfortable and start asking their own questions.

When asking a question of the ensemble, some students may be fairly shy and quiet. The moderator should repeat students’ questions to ensure that the whole audience and cast know what has just been asked.

The number and kinds of questions that the actors may receive will vary from site to site. While there is no way to know exactly what questions the students will ask, here are some possible questions you might expect:

- What was the play/dance/piece about? What was going on?
- Who made the costumes? Do you do your own makeup?
- Why do the costumes look the way they do?
- How long did it take the cast to rehearse the play/concert?
- Was it difficult to memorize lines/learn your instrument/do the trick?
- How long has each studied acting/music/dance?
- What do the fellows want to do when they graduate?
- Are you married? Do you like each other? Is that your real hair?

The key is to be prepared to answer many different kinds of questions and to be engaged in and respectful of each question asked.

Depending on the site, the Fellows may have anywhere from 5 to 15 minutes for questions and answers. Stage Management/Ensemble Leaders should keep an eye on the time and signal to the ensemble when it’s time to wrap up.

Take some time during the tour rehearsal to practice the Q&A segment – have Fellows practice their introductions. The Ensemble Leader and/or Stage Management can throw out some practice questions to the group, and have the moderator run the proceedings.

Audience Consideration

The sites where you will give your workshops/presentations are not like graduate seminars or rehearsals on campus. When working in community settings such as schools and elder care centers, keep in mind that their curricular requirements or artistic tastes may be more conservative than those you are used to. Keep your language and presentation conservative so as to avoid offense or miscommunication. And more importantly, the audiences there might not be as fully immersed in the advanced nature of your mediums as you, your colleagues, and professors are. Be aware of this when preparing your lesson plans or performance repertoire. Repeat vocabulary words, show and tell, show again and tell again, check for learning.

Age Appropriateness

When working with elementary and secondary schools, keep in mind that elementary, middle and high school students have different developmental needs. Be aware of this when preparing your lesson plans or performance
repertoire. If you are uncertain about the age appropriateness of some of your presentation material or terms, schedule a Gluck talk-through where we will address the issue. Later, when you confirm your presentation, ask the host teacher at each site you visit about their particular class. They will be able to tell you which material is more appropriate for their class. All videos and recorded music must be classroom appropriate and will be vetted by the Gluck office for language and subject matter during your Program Run-through.

**COMPONENTS OF A SUCCESSFUL GLUCK VISIT**

**Overall Professionalism, Social Media**

Gluck Fellows are ambassadors of the University of California, Riverside, the College of Humanities, Arts, and Social Sciences, as well as their departments. It is assumed that all Fellows will adhere to the highest standards of professionalism and that they will treat their fellowship engagements with the same degree of commitment they would any other professional engagement.

Gluck Fellows are seen as ‘rock stars’ by the students who are fortunate enough to receive a program in their school. While it may be flattering to be hugged, please note that fist-bumps and high fives are appropriate. It is Gluck policy that adding a student under the age of 18 who saw your program on any social media platforms is not allowed.

**Typical Gluck venues and situations**

Gluck fellows typically present at public schools in grades K-12, or ages 5-17. There are opportunities at community centers such as libraries, museums and other public places. When you are presenting, you are a guest and your primary focus is on creating a positive environment, so you can deliver your program under the best possible circumstances. Public schools in particular tend toward the conservative.

- **Flag Salute**
  
  Riverside area schools say the ‘Pledge of Allegiance’ to the flag of the United States daily. Typically, all students stand, face the flag with right hand over heart and say the pledge in unison during the beginning of the first morning period, about 8:30am. If it is not in your custom to also salute the flag in this manner, please either stay in the back of the room until the salute is complete, so you can quickly exit the room if you like, or please stand with the others, quietly if necessary, so you don’t draw attention to your alternate participation. Please let us know if neither of these options is satisfactory, so we can discuss alternatives, including timing of scheduling.

- **Dress**
  
  Curriculum is more conservative in elementary and secondary schools, and dress codes tend to be as well. Most schools have very specific regulations regarding appropriate attire — including restrictions such as no showing midriff, no spaghetti straps, shorts and skirts at fingertip length, etc. It is always a good idea to dress professionally, and to avoid wearing clothing that is too informal, tight, or revealing, unless such attire is necessary to the program (traditional garments, etc.). Teachers do note in their evaluations if they feel a Fellow has dressed inappropriately. If you have UCR gear – t-shirts, etc., we encourage you to wear it!

- **Classroom Management – Quiet Signs**
  
  When working with students, treat them like young adults. Expect that they behave appropriately, and they will not disappoint you. Generally, a short silence on your part is a sufficient reminder. However, if a discipline problem continues, discuss constructive ways of handling it with your host teacher. “Mrs. Smith, please help me re-focus them,” is an easy way to involve the teacher. When you arrive and introduce yourself to the teacher, it is helpful to ask the teacher or students if there are any classroom ‘quiet signs’ or other management strategies that all students are familiar with.

You are there to offer enrichment for the class or group, not to give the teacher a coffee break or discipline the class. We make it clear to Gluck hosts that the teacher is to remain in the class and engaged in the program. If you find yourself alone in the classroom or need teacher support, please do speak up to the teacher and do let us know.

- **Patience with the Elderly and those with Special Needs**
  
  Providing presentations to local residential homes for elderly care is an important part of the Gluck Program, as is providing services for the SDC (Special Day Classes) at our Gluck schools. Due to the nature of these sites, please be aware that disruptions may occur during your presentation. If this happens, please be patient.
Residential home staff or teachers should be on hand to attend to the situation. Since many of these patients are unable to leave their facilities, the fact that you are bringing your art to them is that much more important. Although presentations at residential homes or Special Day Classes can sometimes prove challenging, they also can be the most rewarding for Fellows.

Please note: Schools are not obligated to inform us if a class scheduled is SDC (Special Day Class). Our policy is to serve all classes in a grade level, as that is how we can book your fellowship more quickly. While we ask teachers to let us know if the classes scheduled have special needs, they don’t always tell us, or you. While it does not happen often, expect that you may be visiting an SDC when you arrive at a school.

Challenging Behavior
We want you to feel comfortable when you visit a Gluck venue, free from the worry of bullying or harassment. If you experience any treatment from participants or hosts that makes you uncomfortable, worried, sad, or triggered PLEASE let us know, let your host/teacher/site coordinator know immediately! See APPENDIX 5 for examples of professional conduct and strategies for dealing with challenging behavior.

When Kids Ask Personal Questions, or are offensive:
- How old are you?
- How come you’re so tall?
- Are you a boy or a girl?

Kids ask personal questions because they are trying to figure out how to relate to you – how you fit into their world. Are you like a mom or an uncle, or like an older sibling? Are you an older version of how they see themselves? More rarely to push a boundary, be rude, or offensive.

What can you say that is true to yourself that can satisfy someone’s immediate curiosity so that you can concentrate on the reason you are there?

Since we are in public schools, it may be necessary to make compromises in the answers you would prefer to give in order to reach young people. We want you to share what you can, without distracting from your program. You are there as a visual role model, for sure, even if you are unable to relate verbally all the nuance you would prefer.

Remember to be brief: not a complicated answer, not a deep conversation:

- I don’t feel like a boy or a girl, but I feel like a Nancy. I’m me, this is my name, tell me your name again.
- I’m a girl, but some people think I’m a boy
- It doesn’t really matter.
- My parents were tall.
- If you want to know more about me, come up and talk to me afterward.

When you meet with the Gluck office, we can practice strategies for answering awkward questions.

FORMS AND DOCUMENTS - checklist
All Fellows are responsible for completing and returning the following forms. Forms are Google Forms or can be downloaded from the Gluck Program website as Word Documents. Please **do not** return files as PDFs.

**Due August 1:** 5 forms
1. Liability Waiver – PDF form available on Gluck website under Fellow Resources
2. CANRA Acknowledgement – as above
3. Media Release – as above
4. online Gluck Fellow Information Form – https://forms.gle/PnJuYGvZcL5CcGtj8
5. Praesidium Armatus California Mandated Reporter Certification – see APPENDIX 2 for instructions

**Due September 15 for CTT Fall Tours October 1 for CDE: 1 form**
- Program Pack – see APPENDIX 1 for guidelines; form available on Gluck website

**Due September 15 for Fall Tours, November 1 for CDE: CORD**
- Submit CORD at Run-through meeting – see APPENDIX 3 for a CORD style guide
Due before payment

- All Classroom Fellows (including ASK Residency Fellows) submit the following evaluations: Classroom Fellow Self Evaluation Form; Site Evaluation Form
  - ALL FELLOWS - Return all materials checked out from Gluck Program

IMPORTANT NOTE: These due dates may change depending on the Ensemble you are selected for. Please contact the Gluck office for the most up to date information.

We look forward to working with you!

APPENDIX 1. The Program Pack
(submit via email to Gluckprogram.ucr@gmail.com by October 1)

- APPENDIX 1.1 – Program Pack Information: Tips and Tricks
  The information below will guide you in filling out your Program Pack. The Program Pack is similar to, but not identical to, the information contained in your Fellowship Application. The information you submit in your Program Pack will be copied into the Program Offering Master Document, which will be advertised directly to teachers. Use your Program Pack to sell your program to your audience!

  - Fellow Information:
    Please fill this section in completely. Your information may have changed since your application, and this is the form to which we will refer.
    
    Please provide your legal name as it is on your application and Online Fellow Information Form. If you have a preferred name or stage name that you would like us to use to advertise your program to schools, please provide that as well.
    
    Provide the email and phone number you would like us to distribute to Site Coordinators to confirm your scheduled presentations.

  - Program Title: Include your program title here

  - Advertising Blurb:
    The teachers who read the list of Gluck Programs are looking for curricular enrichment for their classes that also sounds fun and interesting for the participants. This is your advertising pitch to the teachers who will request your program – write directly to them!
    
    Can you summarize your program in a very short, clear paragraph that says:
    1. What the students will learn about?
    2. What they will DO while learning?
    3. Why your subject is relevant to their lives?
    
    If not, your program will be slower to schedule. Teachers read through dozens of single-paragraph blurbs to determine which Fellows they want to invite and give up class time for. A punchy title and short, clear, and exciting description of what will happen in the classroom is a sign to them that your program is a good fit for their students. If you cannot summarize it in one paragraph, it might not be a good fit for their classrooms and be more difficult to schedule. See the Gluck website for examples.

IMPORTANT NOTE: Standards for the Visual and Performing Arts (VAPA) for students in K-12
Our sites expect Gluck workshops to integrate VAPA standards, as these are the areas in which our teachers have the most difficulty finding the time to bring to their students. All programs must satisfy the five component strands making up the VAPA standards:
1. ARTISTIC PERCEPTION
   Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to (your subject)

2. CREATIVE EXPRESSION
   Creating, Performing, and Participating in (your subject)

3. HISTORICAL AND CULTURAL CONTEXT
   Understanding the Historical Contributions and Cultural Dimensions of (your subject)

4. AESTHETIC VALUING
   Responding to, Analyzing, and Making Judgments About Works of (your subject)

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS
   Connecting and Applying What Is Learned in (your subject) to Learning in Other Art Forms and Subject Areas and to Careers

   o Content Area Keywords/Searchable Terms
   Create a list of 6-10 searchable terms that a teacher could use in a Google search to learn more about your program content and subject matter.
   Examples for different disciplines:
   - Woodwind instruments, 19th Century British composers, military band music, sea shanty, oboe, piccolo, clarinet, foghorn, slide whistle
   - Chinese poetry, hand scroll, ink stone, brush painting, calligraphy, brush script, pictorial language

   o Learning Objectives/Outcomes: (what you want students to learn from your program)
   Teachers want to know what the final pedagogic product of your program will look like. Write a single sentence description that lists what the students will receive by engaging with your program.
   Examples for different disciplines:
   - By the end of the program, students will...
     - Identify the three styles of rhythm used in Western music, and use percussion instruments to make rhythms.
     - Learn to identify the four different types of sculptural modes in contemporary art, and make sculptures.
     - Describe the materials and artistic vision used in collaged art works, and make collages.
     - Participate in active dance choreography to express their unique personality to the class.
     - Engage performers in using improvisational theater games to learn the importance of having goals and life ambitions.
     - Show how active verbs in writing create more excitement and interest for the reader, play an active verb ‘charades’ game and write using active verbs.

   Outlining the learning objectives will help you shape your planning and articulation of the Common Core Learning Objectives below.

   o Common Core Learning Objectives: (what you will do with students during your program)
   When creating your program, have set goals in mind. By the end of your presentations, what do you want your audience to have gained from their time with you (objectives/outcomes)? You should state this in one, concise sentence. Programs must adhere to VAPA standards and the Common Core Curriculum and provide opportunities for:
     - Speaking and Listening,
     - Learning through active practice, rehearsal, and creation or performance of works in the arts,
     - Participating in arts criticism on the basis of observation, knowledge, and criteria, and
     - Connecting and applying what is learned in the arts to other art forms and subject areas and to careers.

   WHY is your subject important in today’s world? HOW will your subject enhance the participant’s lives? The Common Core Standards take the VAPA Standards and make them current. The Common Core list tells how you will achieve your Learning Outcomes. Your program must offer three types of interactive activities based around the following: knowledge, execution, and reflection. List one interactive activity for your program based around each of the following:
1. Knowledge: Common Core says students will “Connect and apply what is learned to other art forms, subject areas and to careers” Use words like ‘Identify,’ ‘discuss,’ ‘describe’ for your interactive activity based around knowledge.

2. Execution: Common Core says students will “Learn through active practice, rehearsal creation or performance” Use words like ‘create,’ ‘design,’ ‘use’ for your interactive activity based around execution.

3. Reflection: Common Core says students will “Participate in arts criticism on the basis of observation, knowledge and criteria” Use words like ‘evaluate,’ ‘decide,’ ‘enjoy’ for your interactive activity based around reflection.

Example:
1. Knowledge - Identify how YOUR SUBJECT influenced SOME AREA and is used in SOME CAREER
2. Execution - Students will make/play/try/create a YOUR SUBJECT.
3. Reflection - Students will evaluate/analyze/show their enjoyment/opinion of their experience of YOUR SUBJECT by WRITING/SPEAKING …

Outcome Assessment Strategies: (how you will know if you are achieving what you plan)
Do not try and do this all by yourself. Not only is it impossible to hold the attention of 5-11 year olds for 55 minutes straight by talking at them, it is also the least efficient way to ensure memory and experience retention for the subject you are teaching. Use the students themselves as participants, collaborators, and aides.

So, how will you know the class is with you and understands your concepts? Using call and response to trigger repetition and memory is a very popular device, and kids love it! Asking your audience questions, using their answers to embellish your own is another useful way to check knowledge. Having students demonstrate a task or show and talk about their work will also demonstrate to you and their teachers their knowledge, comprehension and application. See the Gluck website for more ideas on assessment.

Successful programs have activities that promote memory retention for salient points of the stated goals and learning objectives, and use assessment to show knowledge, comprehension and understanding.

Example:
1. We will use call and response to imbed THESE key terms.
2. We will discuss YOUR SUBJECT so participants can speak and listen to each other’s opinions.
3. When we DO THE ACTIVITY, participants will have the opportunity to show examples of how they interpreted the key terms.

Classroom Online Resource Document (CORD):
Each program requires a Classroom Online Resource Document (CORD) that you will send to the host teacher or Site Coordinator with whom you correspond prior to your visit: a poster, study guide, or activity etc. (examples can be found on the Gluck website). The Program Pack only requires a description of the CORD.

The CORD should satisfy the VAPA and Common Core Curriculum standards by offering information, key words and activities for:
- Reading about arts or artists,
- Researching, writing and communicating about the arts,
- Making connections between concepts in all of the arts and across subject areas,
- Reflecting on the arts in thoughtful essay or journal writing one’s observations, feeling and ideas

This CORD should clearly summarize the purpose of your subject and give clear directions for activities or research so that any teacher, anywhere could use it in the classroom without your direct guidance. The CORD is a basic ‘stand alone’ document and should not depend upon the reader knowing the subject. The CORD should contain all the necessary information for using it, in it. These will also be available on our Gluck website as freely downloadable Classroom Online Resource Documents. Please refer to the CORD Style Guide in APPENDIX 3 at the end of this Handbook.

(MoveMore, GluckTV, and ASK Residency Fellows have separate requirements; please see APPENDIX 4 for more info)
Brief Biography:
Write in the 3rd person and include your educational background, awards, etc.

Site requirements:
List any and all necessary conditions for your workshop/performance, including projector/document camera, speakers, sink, desks pushed out of the way, chairs in a circle, open space like the MPR, hardwood floor, etc. Please be as specific as possible, so teachers can be prepared when you arrive for your presentation!

Materials list and budget:
Please include a comprehensive materials list and budget for your program – include materials, photocopying, etc. Planning your budget carefully, and including all expenses in your proposal, will avoid misunderstandings later. Anticipate 400 participants total for your program.

Each department has a different budget per fellow. (Art: $50, Creative Writing: 400 photocopies, Dance $0, History of Art: $50, Music: $0, Theatre: 400 photocopies)

IMPORTANT NOTE: Equipment & Supplies
The following equipment and supplies are available for Fellows’ use in their programs. These items are loaned on a first-come, first-serve basis. If you are interested in reserving equipment and/or supplies for your presentations, please contact the Gluck office. Fellows must reserve equipment and supplies at least 48 hours prior to their presentations. All equipment must be returned to the Gluck office before payment will be disbursed.

- 2 Mackie portable PA systems with microphones
- 4 LCD Projectors (Provide your own VGA adapter)
- A selection of Art and Art History activity and program books
- A selection of coloring books on famous composers and musicians
- A selection of musical instruments, including shakers, tambourines, finger cymbals, and recorders
- Paint brushes, pastels, colored pencils, and other art supplies

If your program will require the use of images, we strongly suggest that you research and utilize the images available at the Visual Resources Collection, including ArtStor, maintained by the History of Art Department. The staff of the VRC will be happy to assist you in identifying and accessing these images.

Self-introduction and statement of learning objectives:
When you set foot into the classroom, you are a rock star to those art-starved students! You may be overwhelmed by their admiration, so please write out your self-introduction and statement of learning objectives as a way to practice how you will introduce yourself to each group of students you present to. A suggested format is below:

1. Introduce yourself, and let your audience know how to address you
2. Let the audience know that you are a Fellow from the Gluck Fellows Program of the Arts at UCR (NOT the Gluck Foundation)
3. Tell your audience a little about your program of study at UCR and your educational/career plans
4. Summarize your learning objectives for the lesson
5. Tell them why your subject is relevant to their lives.

Personal/Special needs for scheduling, etc.
Please let us know if you have any personal or special scheduling needs to help us make scheduling your program easier for you.

APPENDIX 1.2 – Program Pack Sample
Please see below for a sample Program Pack, as it should look when you are ready to submit to the Gluck office.

Program Title: Why Pie?

Advertising Blurb: Have you ever heard the saying ‘As American As Apple Pie?’ Pie is one of the most important foods in American culture; it brings nostalgic memories of country kitchens or family picnics. But did you know that ‘pie’ is a worldwide phenomenon? In England, pies are usually made of pork and ‘Shepard’s Pie’ bears no resemblance to a fluffy lemon meringue. In this presentation, students will learn a brief history of pie,
with examples going back to prehistoric times right up to Marie Callender’s. They will compare ingredients in sweet and savory pies, and the lesson will culminate in the creation of a no bake pie, which the class will then sample.

Content Area Keywords/Searchable Terms:
American traditional foods; European traditional pies; ancient Greek, Roman, and Egyptian foods; medieval foods; invention of pastry; invention of baked foods; sweet and savory pies; crust; filling

Learning Objectives/Outcomes: Following this lesson, participants will learn the history of pie, discuss ingredients in pies, and make and eat a pie.

Common Core Learning Objectives:
1. Knowledge: Students will identify the ingredients in the pie and discuss steps in making a pie. Students will describe early pie-making and challenges of original bakers, and current careers in baking. Key terms: crust, filling, texture, and flavor
2. Execution: Students will make a pie using the ingredients and recipe.
3. Reflection: Students will evaluate ingredients based upon their familiarity with the ingredients and their exposure to new ingredients and results. Students will reflect upon the ease/difficulty of making a pie.

Outcome Assessment Strategies:
1. We will use call and response to imbed key terms: crust, filling, taste, and texture.
2. We will discuss the differences between fruit and cream fillings so participants can speak and listen to each other’s opinions.
3. When make the pies, participants will have the opportunity to demonstrate how they interpreted the key terms.

Classroom Online Resource Document (CORD): The resource accompanying this program will consist of a short web quest on ‘Pies of the World’ and the recipe for the easy no bake pie made in class.

Biography: Scotty Bear graduated with a BA in Anthropology Summa Cum Laude class of ’59 from UCR, and is currently in pursuit of a PhD in Anthropology. His accomplishments include a long tradition of representing the Highlanders at various athletic, cultural, and social events throughout the University of California system. Mr. Bear has received several fellowships and research grants to pursue his study of pie. He is a two-time Gluck Fellow.

Site requirements: Classroom will need a sink for washing up. Students will need to sit in table groups of 6. All other materials provided.

Budget:
12 classes of 36 per class = 432 participants, 6 table groups per class = 72 pies
72 packs of graham crackers - $72
24 cans whipping cream - $50
12 boxes raisins - $12
72 plastic bags - $10
6 plastic mixing bowls, 6 serving spoons - $12
500 paper plates, 500 plastic spoons - $10
1 roll plastic wrap - $3
Photocopies - $30
$200 Total

Self-introduction and statement of learning objectives: Good morning! My name is Scotty Bear and I am working on my Master’s degree in Anthropology at UC Riverside. The Gluck Program has given me a fellowship to visit your school and share some of the things I am studying with you! After I graduate, I am planning to reorganize the food industry by refocusing the public’s energy away from calories and toward micronutrients. Does anyone know where UCR is? Anyone been over there? It’s a good school. I like it. You can learn all kinds of things when you study in college, and today we are going to learn about my favorite thing to study – pie! Does anyone here like pie? What kind? Today we are going to talk about the history of pies, learn about some different types of pies and why pie is an important global food, and then we are going to make and eat our own pies!
**Personal/special needs for scheduling:** I will have a very busy fall schedule, so I would prefer if I could have all my sessions on the same day. If that is impossible, please schedule me for only one session/week, as I use public transportation and that will give me plenty of time to get to a school and back on the bus. I would appreciate, if it is possible, to have a 10-20 minute break between sessions, so I can have a bite to eat. My mom teaches at Local Elementary School XYZ, could I possibly go there for my sessions?

**APPENDIX 2 CANRA Child Protection California Mandated Reporter Online Training for Gluck Fellows**

**TO ENROLL FOR TRAINING**


2. Enter UCR’s Registration Code - ucred - and click “Submit.”

3. Complete the form and click “Click here to enroll.” Select our campus **Gluck Fellowship Academic Year - UCR** from the Organization drop down list.
   - a. You are a Part-Time employee for these purposes
   - b. Choose a 4-digit password. They suggest your phone number – they will add ‘ca’ to the end. (eg. 1234ca)

4. Write down your login and password or print the page for your records.

5. You can begin training immediately after enrollment or can choose to login later. When you login later, please use **Armatus 2.0 - Praesidium**. [http://armatus2.praesidiuminc.com/armatusUser/login](http://armatus2.praesidiuminc.com/armatusUser/login)

**TO LOGIN FOR TRAINING**


2. Enter your user login and password. (The login and password you created during self-enrollment.)

3. Click on the title of the course you want to begin. **California Mandated Reporter**

4. Once the course starts, click the orange buttons or arrows to advance the frames.

5. **Gluck Academic Year Fellows** are required to complete:
   - a. **California Mandated Reporter** (should take about 20 minutes)

**AFTER TRAINING**
Press EXIT to return to the Main Menu. Click on the Orange button at the top of the page labeled CERTIFICATE. Click on the button labeled PDF to save your certificate as a .PDF to your computer with your other certificates and licenses, as other UCR departments also use this training and you can submit this certificate to them without needing to retake the course.

Email the PDF of your Armatus California Mandated Reporter Certificate to **Gluckprogram.ucr@gmail.com**

**YOU DO NOT NEED TO COMPLETE THIS TRAINING AGAIN IF YOU ARE A REPEAT FELLOW.**

If you have previously completed this training with another UCR department, or as a prior Gluck Fellow, please email your certificate of completion to us.
APPENDIX 3 Style Guide for the Gluck Fellow Classroom Online Resource Document (CORD)

As part of your fellowship, you will produce a Classroom Online Resource Document that you will email to each site you visit, as well as being made available for download on the Gluck website. This document will be part of the Public Domain, so please follow all relevant copyright and documentation standards.

The idea behind the Classroom Online Resource Document is to produce a simple and clear description of a short activity that any teacher, anywhere, at any time could use in their classroom with zero (or minimum) preparation to engage their students in an activity related to the theme of your fellowship workshop. It should be a self-contained file with no prior knowledge necessary, all terms defined, all references noted, all links checked, any necessary materials listed.

This is not just a supplement to your specific workshop. Although you may use this resource in the classroom, it must also be a simple, stand-alone resource and activity that a teacher could incorporate into their lesson plan even if they have never hosted you in their classroom. All information for using the CORD must be contained in the CORD – links, key words, materials lists, vocabulary, etc.

Notes on CORD format:

- The CORD should be both information and activity. Your CORD is not a transcript of a lecture or a lesson plan. It is a learning activity with all instructions provided, with background information. Activities can be wide-ranging, so long as they engage the students in an interactive way. Writing exercises, research, sing-alongs, clapping exercises, movement. You should list all materials and space requirements.

- Keep it simple and straightforward. A couple of pages with clear descriptive text and complementary photos, illustrations, or musical notations will do. A poster format is always very successful. The teachers need to know what to do and how they can get their students involved in the learning activity.

- Think locally (the classroom itself) and not globally (the curriculum). Teachers will look for CORDs to complement a single module or lesson in their schedule. So they want a short, clearly defined and compact activity to slip in for one session in relation to their regular lessons. Something broadly defined, long or ambitious will never find a place in their plans; nor will activities that need unusual materials gathered, choreography learned or other specialist knowledge. We here in the Gluck office should be able to open your CORD and run the activity immediately after reading it through once.

- The most efficient way to disseminate the Resource to the sites is to have it as a PDF that you can email to the Site Coordinator in advance.

- The CORD should satisfy the VAPA and Common Core Curriculum standards by offering information, key words and activities related to:
  - Reading about arts or artists
  - Researching, writing and communicating about the arts
  - Making connections between concepts in all of the arts and across subject areas and to careers
  - Reflecting on the arts in thoughtful essay or journal writing one’s observations, feeling and ideas

- **Examples of successful CORD files for different disciplines:**
  - A poster with samples of pointillist paintings and a few key features of the genre, as well as key artists, so students can learn what to look for to identify a pointillist image
  - A document with links to YouTube performances of folk songs from each region of Spain, with images of traditional instruments and dress
  - Instructions for a guided meditation or breathing exercise that could be used as a warm-up or cool-down before or after a PE class
  - A template with instructions for drawing a shaded 3D figure, or one-point perspective

Please brand your resource by using the Gluck UCR logo, available for download in the Fellows Resources section on the Gluck website. [https://gluckprogram.ucr.edu/arts-education-resources](https://gluckprogram.ucr.edu/arts-education-resources)
APPENDIX 4 Department-Specific Information

- **APPENDIX 4.1 – Dance: Contemporary Dance Ensemble Coordinator Responsibilities**

  **The Gluck CDE Introduction and Protocol** Document gives detailed information regarding the responsibilities of the CDE Graduate Lead Fellow, please see the Gluck website for a copy of this document. Graduate students are eligible for the Gluck Contemporary Dance Ensemble Graduate Leader Fellowship. In the fall quarter the Graduate Coordinator Fellow attends Dance 168 – Touring Ensemble, schedule permitting, assisting the faculty/guest artist choreographer as directed in choreographing the program for the 12 required K-12 and community performances. During the winter quarter the Graduate Lead Fellow attends, supervises and serves as MC for the performances, rehearses dancers, and handles communications with the Gluck staff, logistics and production elements such as costumes.

  Independent Study Units – Ensemble members may be able to get independent study units though their department. See Department Coordinator for more information.

  The CDE Graduate Lead Fellow will be chief liaison with the Gluck office. The Graduate Lead Fellow will attend Gluck Orientation (September 25 or September 28, 2019), and arrange Gluck Orientation for the ensemble members during the first week of Dance 168 class meetings.

  The Graduate Lead Fellow is responsible for presenting the CDE CORD file and Program Pack to the Gluck office. A suggested CORD consists of directions for playing dance games that may be used during the interactive portion of the CDE performances. The CDE Leader will also provide the Gluck office with the title and description of the dance being presented by Week 8 of fall quarter.

  Contemporary Dance Ensemble performances are typically scheduled with 3rd-6th grade classes. There will usually be some performance for the general public, but the main audience of the CDE is upper elementary school children (grades 3-6/ages 8-11). A whole grade level assembly will typically have 100-120 students in the audience. The Graduate Lead Fellow or designated ensemble member MUST introduce the ensemble before the performance begins.

  The ensemble members provide their own shoes and support underwear, including bras and belts. Because we cannot guarantee the type or condition of flooring in performance spaces, shoes are recommended as an option.

  The Gluck office also has two Mackie PA speakers each with a stand and microphone available to check out for performances. Speakers should be requested 48 hours in advance.

  Please speak with the Gluck office for details regarding the budget for costume and prop purchases, and procedures for purchasing and reimbursement.

  Contemporary Dance Ensemble performances typically take place on Fridays during winter quarter for school sites. There has traditionally been the opportunity to perform at the Riverside Art Museum during First Thursday Arts Walk events and First Sunday family day events during the winter quarter as well.

  The Graduate Lead is responsible for confirming each performance with each Site Coordinator, and emailing the CDE CORD file in advance of the visit.

- **APPENDIX 4.2 – Music**

  The music department has a number of fellowships for individuals, but there have been exceptions made for enthusiastic ensembles. Please contact the Gluck Music Department Coordinator for more information.

- **APPENDIX 4.3 – Theatre, Film and Digital Production: Fall Improvology! and TimeTravelers Children’s Touring Troupes - CTT**

  *Improvology!* and TimeTravelers tour local schools during the week before Zero Week in September. Each tour has 8 members (6 cast members, a stage manager, and an assistant stage manager) and a Graduate Fellow Ensemble Leader (Director). Auditions for cast positions are organized through TFDP and all majors are eligible.
Independent Study Units – Ensemble members may be able to get independent study units though their department. See Department Coordinator for more information.

The Graduate Leader will be chief liaison with the Gluck office. The Graduate Leader will attend Gluck Orientation, scheduled independently with the Gluck office, and arrange for the Gluck office to offer Gluck Orientation for the ensemble members during the first or second cast rehearsal.

The Graduate Leader is responsible for presenting the Improvology! and TimeTravelers Program Pack and CORD file to the Gluck office. Suggested CORD consists of directions for playing theatre games that may be used during the troupe performances.

Improvology! performances are scheduled with 3rd and 4th grade classes. There will occasionally be a 5th grade group. A whole grade level assembly will typically have 100-120 students in the audience. The Ensemble Leader or designated ensemble member MUST introduce the ensemble before the performance begins.

The Stage Manager is responsible for securing and transporting the prop trunk for auditions, rehearsals, performances, etc. The Stage Management team will be responsible for collecting and washing all cast t-shirts, and any other props or costume elements that need to be cleaned, before returning the prop trunk to the Gluck office. The prop trunk and any other Gluck office equipment that is checked out must be returned before fellowship stipends will be disbursed to any ensemble member.

The Stage Manager is also responsible for confirming each performance with the Site Coordinator, and emailing the Improvology! / TimeTravelers CORD file in advance of the visit.

Please speak with the Gluck Office for details regarding the budget for costume and prop purchases, and procedures for purchasing and reimbursement.

**APPENDIX 5 UCR Codes of Conduct and Gluck Conduct**

**APPENDIX 5.1 UCR PRINCIPLES OF COMMUNITY**

The University of California Riverside is committed to equitable treatment of all students, faculty, and staff. UCR's faculty, staff, and students are committed to creating an environment in which each person has the opportunity to grow and develop and is recognized for their contribution.

There are three objectives that our campus must strive toward in order to achieve these goals.

- First, we must ensure that we have an environment that nurtures the intellectual and personal growth of our students, faculty and staff.
- Second, we must ensure that our campus sets an example of respect for all people.
- Third, we must ensure that our campus is a safe and welcoming environment for everyone.

We take pride in the diversity of the campus community and in ourselves by using the campus environment as a place, committed to academic integrity, where all members are encouraged to use their unique talents to enrich the daily life of the community in which they live, work, teach and learn. Respect for differences and civil discourse must become the hallmark of how we live and work together to build our community of learners at UCR.

We as members of the University of California Riverside affirm our responsibility and commitment to creating and fostering a respectful, cooperative, professional and courteous campus environment. Implicit in this mutual respect is the right of each of us to live, study, teach, and work free from harassment or denigration on the basis of race/ethnicity, age, religious or political preference, gender, transgender, sexual orientation, nation of origin, or physical abilities. Any violation of this right by verbal or written abuse, threats, harassment, intimidation, or violence against person or property will be considered a violation of the principles of community that are an integral part of the University of California’s focus, goals and mission. (and subject to sanction according to University policies and procedures)
We recognize that we will all need to continually work together to make our campus community a place where reason and mutual respect among individuals and groups prevail in all forms of expression and interaction.

APPENDIX 5.2 University of California Riverside Nondiscrimination and Affirmative Action Policy
It is the policy of the University of California Riverside not to engage in discrimination against or harassment of any person employed or seeking employment with the University of California on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. Furthermore, University policy prohibits retaliation against any member of the University community filing a complaint of discrimination or harassment. This policy is intended to be consistent with the provisions of applicable State and Federal laws and University policies.

APPENDIX 5.3 Title IX
The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates the University of California policy on Sexual Violence and Sexual Harassment.

APPENDIX 5.3 Gluck Conduct
Gluck Fellows are ambassadors of the University of California, Riverside, the College of Humanities, Arts, and Social Sciences, as well as their departments. It is assumed that all Fellows will adhere to the highest standards of professionalism and that they will treat their fellowship engagements with the same degree of commitment they would any other professional engagement.

APPENDIX 5.4 Media and Social Media
All music, images, and videos must be classroom friendly, and will be vetted by the Gluck office during your Program Run-through.

Gluck Fellows are seen as ‘rock stars’ by the students who are fortunate enough to receive a program in their school. While it may be flattering to be hugged, please note that fist-bumps and high fives are appropriate. It is Gluck policy that adding a student under the age of 18 who saw your program on any social media platforms is not allowed.

APPENDIX 5.5 Challenging Behavior
Gluck Fellows present in public schools in the Inland Region – historically diverse, underserved in the arts with most adult residents having not received a bachelor’s degree. Fellows find the children at Gluck schools are on target for child development milestones – they are the same types children who our fellows were at school with – all types, from nice to mean. If you find yourself challenged by the behavior of a participant, PLEASE report the behavior to the host teacher – you are not there to be bullied! You will need to take control of the class, and so must learn basic classroom management skills, including ‘quiet signs’ to get attention back on you.

If you are confronted by Challenging Behavior –

- Ask the person ‘what happened?’ “What did you just say/do?”
- Ask them what they were ‘thinking’ at the time. “What did you mean by that? What do you think that means?”
- Ask them who was affected by that. “Do you know whose feelings you hurt? Did you see that was hurtful to me?” Ask them what they think they could do to make things right. “What would you like to say to me?”
APPENDIX 6 IMPORTANT NOTE for Fellows regarding your property

Please be advised of the following:

The University does not cover any personal property belonging to a student while it is stored on campus or being used for campus activities or university activities carried out elsewhere.

This means that storing your instruments in your locker, in your dorm room, or in a rehearsal room or faculty office is at your own risk. It also means that if your instrument is for some reason damaged while you are playing a Gluck concert, you will have to absorb the repair cost.

While some of you may have coverage through yours or your parents' homeowners or rental policy, please be aware that the instrument, bow, and case have to be "scheduled," that is: listed by name and appraised value. Also be aware that any "paid work" that you do with the instrument could be interpreted by the insurance carrier as invalidating ordinary property coverage.

The best coverage for someone no longer living at their parents' address and earning money through performances is an ALL RISKS policy. This is usually worldwide coverage for any situation, although many policies will not cover an instrument left in a car, whether locked or unlocked.

One way to get this type of policy at an affordable rate is to join certain professional organizations and take advantage of their group rate policies. You can often join as a student member at reduced membership dues. You must have your instrument, bows, and cases appraised every five to seven years. American Strings Teachers Association, Chamber Music America, Early Music America are among the groups to investigate.

The decision about paying for coverage versus assuming the risk is, of course, a personal decision. But it is recommended that you at least take stock of your own situation, and, most of all, be aware of the fact that your instruments and equipment are not covered by any University coverage, even while you are participating in University activities.

*For additional information on instrument insurance, please speak with the Music Department Coordinator.

APPENDIX 7 Gluck Fellowship Tax and Financial Aid Information

Dear Gluck Fellow,

According to our records, you are the recipient of a scholarship or fellowship awarded in connection with your enrollment at the University of California, Riverside. The term ‘scholarship or fellowship’ includes grants, waivers, and other forms of ‘gift aid,’ which typically do not need to be repaid. The purpose of this letter is to inform you about the general treatment of your scholarship or fellowship for tax purposes as well as your reporting and recordkeeping responsibilities. The information provided, below, applies regardless of whether the scholarship or fellowship is from the University of California or from a third-party source.

In some cases, the scholarship or fellowship funds are paid directly to you, while in other cases they are credited directly to your University student account. For example, a scholarship from a third-party source that is intended to pay your fees and tuition may be paid directly to you. Conversely, the third party may pay the University directly on your behalf and the University, in turn, would credit your University student account. Whether the scholarship or fellowship payment is paid to you directly or to the University on your behalf, for tax purposes that payment is treated as made to you and is subject to the tax rules discussed below.

Under Internal Revenue Service (IRS) regulations, you do not have to pay taxes on a scholarship or fellowship to the extent the funds are used for required tuition, fees, books, supplies, equipment, or for the mandatory fees for classes or enrollment. The amount of health insurance premiums you pay to the University in order to be enrolled is also considered a required fee. To the extent you use scholarship or fellowship funds to pay for these types of required fees and expenses, the funds should be excluded from your taxable income.
Regardless of the manner in which the scholarship and fellowship funds are paid to you (i.e., either directly or on your behalf), you are required to maintain records and documentation showing that you used all or a portion of your scholarship or fellowship funds for these required purposes.

Any portion of a scholarship or fellowship used to pay for other expenses (e.g., room and board, travel, and other living expenses) should be included in your taxable income for the year. Again, this would be the case regardless of how the funds were paid. Therefore, you may have to pay income taxes on the portion of your scholarship or fellowship used for such expenses. For more information of the tax treatment of scholarships and fellowships, see IRS Publication 970 (Tax Benefits for Education), which can be found on the IRS website at http://www.irs.gov/formspubs/.

IRS regulations do not permit the University to withhold income taxes on the taxable portion of scholarship or fellowship payments. Therefore, depending upon the taxable amount of your award, you may need to make estimated income tax payments prior to filing your tax return. For more information on the rules pertaining to estimated tax payments, see IRS publication 505 Tax Withholding and Estimated Taxes, which can be found at the same IRS website address shown above.

You should make the determination regarding whether your scholarship or fellowship is taxable based upon your individual facts, irrespective of how the University may have applied your award funds to the amounts you owed the University. To the extent that you determine that a portion or all of your scholarship or fellowship funds are not subject to tax, you should retain receipts and other documents that show the total amount of your qualifying (i.e., non taxable) expenses.

Pursuant to the Taxpayer Relief Act of 1997, the University is required to file a Form 1098-T (Tuition statement) information return to IRS for most students. If a return is filed, the University must also provide a copy of the return to the student showing the information reported. Depending on the UC campus you attend, either the amount of qualified tuition and related expenses paid or the amount billed is reported (in either Box 1 or Box 2 of the 1098-T). Among other information, the University also is required to report the amount of all scholarships and fellowships (Referred to by the IRS as ‘scholarships or grants’) from all known sources that the University processed on your behalf. The aggregated amount reported for these types of awards is without regard to whether any portion may be taxable. The amounts reported on the 1098-T represent a summary of the qualified tuition and related expenses, as well as any scholarships and fellowships you received, based on the information on file at the UC campus you attended. This information may be of use to you in calculating the amount of the higher education tax credit or deduction you may be eligible to claim, but you personal financial records serve as the official supporting documentation for your federal income tax return. For more information about the education tax credit or deduction, see IRS publication 970, which is available on their website shown above.

Please note that this letter is intended only to introduce you to the tax rules applicable to recipients of scholarships and fellowships. The University of California does not provide tax advice; you should contact your personal tax advisor with any questions or concerns.

Christine Leapman
Gluck Program Assistant Director

**Are you a recipient of Financial Aid that includes student loans?**
If so, are you aware that Gluck funding may replace/repay the loan amount you have been approved for, if you have ‘maxed out’ with the support of student loans?

**How does a fellowship affect financial aid?**
A fellowship that is given to a student to assist with academic or living costs is considered financial aid. A Gluck fellowship is financial aid. If a student has already received loans, federal or UCR financial aid based upon the need reported in the Free Application for Federal Student Aid (FAFSA), the fellowship must fit into the aid package, which may result in other aid – loans for example - being reduced, removed or re-paid.

Fellowships that do not allow supplementation are the Eugene Cota-Robles Award (ECRA) and the Dissertation Year Fellowships (DYFA and DYP). The Graduate Research Mentorship Program (GRMP) allows only limited supplementation as a 25% Graduate Student Researcher appointment (GSR).
Know your Budget Number – and don’t exceed it
Most fellowships are granted to assist with the same costs that are covered by financial aid, such as tuition and fees, books and materials, and living expenses. Since a student may not receive assistance in excess of the need assessed for the budget for these costs, a fellowship may trigger a revision of the financial aid.

A student who receives an award late in the processing cycle may already have received a full financial aid award, including loans. Their financial aid award will be adjusted to include the late award, and the student **will be required to repay some aid (loans) already received.** (Most of the time this is the Gluck award repaying loans already received or taking the place of loans expected.)

Graduate and undergraduate Fellows must be regularly registered students at UC Riverside. If a Fellow withdraws from UCR prior to the completion of their program, their fellowship will be terminated.

Fellows are required to complete at least 12 hours of contact time with community participants in order to receive their full fellowship. If a Fellow is unable to fulfill this obligation in a timely manner, they may receive a prorated portion of their fellowship.

Disbursement of graduate and undergraduate fellowships is arranged through the **Financial Aid Office and Student Business Services.** As soon as a student is notified that they have been selected to be a Gluck Fellow, it is **strongly recommended** that they set up an appointment with their Financial Aid Counselor or One Stop Shop to discuss exactly how their Gluck fellowship will be disbursed and whether ‘there is room in their account.’ An ‘Additional Resource’ will affect a financial aid package (grants, loans, scholarships) as assistance in excess of ‘Your Need’ (the budget for the costs of school) will trigger a revision of the financial aid.

Fellowship disbursements are requested on the Wednesday after evaluations are received and may take up to **one month** from the date of the request to appear in your Banner account. **NOT ALL FELLOWS RECEIVE A CASH REFUND.** Each Fellow has a difference financial aid situation. All Fellows are responsible for verifying receipt of fellowship funds by following up with their Banner account and Financial Aid Officer. Please note that if the Student Business Services department and Housing has already posted fees for the coming quarter, any funds on a student’s account will go to cover outstanding fees first by default. **Students can contact SBS to ask for a refund of their current funds’ credit balance if they were expecting a refund.**

**International Students**
International students must establish a tax rate code in GLACIER. See the following website for more information: [http://accounting.ucr.edu/payroll/glacierinfosheet.html](http://accounting.ucr.edu/payroll/glacierinfosheet.html). Please contact your Financial Aid Officer for more information.

**Appendix 8 Common Sense Takeaways from Gluck Orientation for Ensemble Members and Leaders including the Improveology! and TimeTravelers Troupes and Contemporary Dance Ensemble**

Congratulations on being selected as a Gluck Ensemble member!
You as a Gluck Fellow and member of this ensemble are a representative of UCR, please adhere to the UCR Principles of Community.

You will be going in to the Inland Empire, bringing many children’s FIRST experience of live theatre/dance/music! This experience will be very meaningful, both for the audience and for you as an ensemble member.

**Performance Details:**
Please keep in mind the following about the performances on your tour:
- Expect to perform in cavernous multi purpose rooms, on the floor at the same level as the children – keep your action high so those in the back can see what is going on. There will be between 50-200 at each performance.
• Expect poor lighting, dirty floors, noisy/disrespectful cafeteria workers, phones/bells ringing. Perhaps performing outside.
• Expect that the room in which you were scheduled to perform has been changed and you are suddenly in a smaller/bigger/hotter/colder room than you would ideally like.
• Gluck sites can be remote from conveniences – so please bring food and drink

Stage Managers/Graduate Leaders, your responsibility is to email each site, send the CORD, ask where to park, what gate to use, what door to use to load in. Tell them what is coming, how big it is, how much room you need. If you do not get a reply call the host, if they do not answer, call the school!

Leave plenty of time to travel to each performance location, park, load in and out, and check in at the front desk, (each person signs in, shows ID, and gets a badge). The janitor may need to unlock the gate – this might take 15 minutes. All members of an ensemble should arrive at each performance location at least 30 minutes prior to the schedule performance start time. If pre-performance rehearsal or warm-ups will take place, plan to arrive even earlier.

No guests are allowed to visit your performance at schools. Guests may come to the final dress rehearsal or if you are scheduled at libraries or community centers. NOT schools.

Schools run ‘by the bell’ – please be good time keepers and start and finish on time, based on the schedule you receive from the Gluck office. If your performance starts late, you will need to adjust accordingly in order to finish on time so that you can move to your next performance, or so the school can use their space for the next need.

EXPECT to be scheduled so your performance ends at the end of the school day and that you will wait in the parking lot.

EXPECT that the audience may not know how to behave, and have a plan for hecklers, answerers, and pointers. Expect that the children may be talking amongst themselves, deconstructing what they are watching.

EXPECT that they will enjoy the performance, but at the end, not know what they have seen, not understand the story or actions, not picked up the links between characters or dancers (dual part actors, similar aged mother/children).

EXPECT the teachers have not used the CORD to prepare the students beforehand. Before you start, tell them about improv or your dance and what is expected of them, maybe show them some things so they know what to look for during the performance.

When you plan your Interactive Component with the audience, please do something that will include everyone. With large audiences this can be done at their seats or standing in place. With smaller audiences of 20-50 you can do small groups or all together. You are being scheduled for a one-hour time slot, unless otherwise noted on your schedule. Think of your presentation as 20-20-20: round about 20 minutes of introductions and demonstration, 20 minutes of performance, 20 minutes of Interactive Component. You can split these minutes up as you choose.

When you plan your Q&A Component with the audience, plan to remind the children your character’s name, and your relationship to the other characters. Tell them your actual name, major, year in school, and then ask them direct questions like: ‘who remembers where x was from? Do you remember how they travelled? What was going on, when this character did this action?’

If you just say ‘any questions?’ You may get – ‘how old are you? Are you married? Are you really brother and sister? What grade are you in? Did you make your costumes? Do you like acting? Are you famous?’ These are things they do want to know. It is not off topic – you are the topic!

Some schools will let them come up to chat, get autographs; they will want to touch your costumes, and be very curious. Gluck fellows are seen as ‘rock stars’ by the school children who are fortunate enough to receive a program in their school. While it may be flattering to be hugged, please note that fist-bumps and high fives are
appropriate. It is Gluck policy that adding a student under the age 18 who saw your program on any social media platforms is not allowed.

Administrative Details:
All Gluck Fellows must be regularly registered UCR students (on the main campus, not through the Extension Center)!

All ensemble members receive a fellowship of $1,500. The funds are disbursed through Financial Aid; PLEASE check with Financial Aid for more details on disbursement. The Gluck office has no control over how the fellowship will come to you.

There is no free parking at UCR – if you gather at UCR to carpool to sites for your performances, please be sure to buy a parking pass for the lot in which you park, or use your student parking pass for a lot valid on the pass. The Gluck office does not make parking reservations or provide daily passes for Gluck Fellows.

You have a handbook, please read through it – below are some key points:

Paperwork – there are 5 forms to complete and submit:
- 1-2-3 Forms: Liability Waiver, CANRA Child Protection Statement acknowledging requirement to report child abuse, Media Release (PDFs in welcome email)
- 4: Online Fellow Information Form (link in handbook and welcome email)
- 5: Armatus Child Protection Training certificate of completion (information in Handbook Appendix 2)

Evaluations – we need you to evaluate yourself and your sites, to help us make the sites more responsible for the next visitors. Each ensemble member completes one self-evaluation at the end of the tour. Each member also completes site evaluations at the end of the tour - one evaluation per site, please. The Gluck office will order the disbursements on the Wednesday after evaluations are received.

Props, Costumes, Equipment – Please look after yourselves and your equipment. Carry only what you need while touring. Please return all Gluck and UCR property in the same condition in which you found it. You are responsible for making sure that the vehicles you travel in are safe and in working order. Please let us know if you have any concerns about your travel arrangements. The designated driver must have his or her own car insurance.