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Important Program Dates for 2019-2020
July 1                  GLUCK PROJECT CYCLE BEGINS
August                  Early Bird scheduling for available Fellows begins
September 16-20         Improvology! for Elementary grades 3rd and 4th
                        TimeTravelers for Elementary/Middle grades 5th and 6th
October                 Scheduling for all Fellows begins
June 5                  End of Year Evaluation due to Gluck Office
June 5                  ALL PROGRAM EVALUATIONS DUE TO GLUCK OFFICE
June 30                 GLUCK PROJECT CYCLE ENDS

Introduction and FAQ
This handbook is designed to answer any questions you may have about the Gluck Program, program policies and procedures, and your responsibilities as Site Coordinator.

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.

Working Together
The Gluck administration is here to help ensure that the Fellows we send to your sites and their projects are a success and that your experience as a Gluck Site is a rewarding one. Our office is open Monday through Friday, from 8:30am to 12:00pm and 1:00pm to 4:30pm. If you have any questions, please do not hesitate to contact us. The easiest way to reach the Gluck office is by sending an email to gluckprogram.ucr@gmail.com, but we are also available by phone.

The Max H. Gluck Foundation likes to hear from Gluck sites. Please feel free to contact the Gluck office with any messages from your students or staff for the Gluck Foundation and we will happily pass along the message to the Gluck Foundation Board!

What is a Gluck Fellow?
Gluck Fellows are UCR graduate students who have designed an interactive learning activity in their specialty field of arts practice. They are experts in their field pursuing M.A., M.F.A., or Ph.D. programs in all aspects of arts disciplines. Undergraduate ensembles in dance and theatre prepare a family friendly program and are led by a graduate student. Gluck programs are 30 minutes for grades K-2, and one hour for grades 3+. Ensemble assemblies for grades 3+ in dance and theatre are one hour. Each Fellow does twelve hours of community programming.
What can you expect from a Gluck Fellow visitor?
Gluck Fellows develop VAPA programs related to their field of research at UCR, designed to be appropriate for school age audiences, family learning, or educator professional development. Each Fellow program listing in the Gluck Program Menu designates the audience it is designed for. Each program contains a show and tell portion, with a make or do portion, and is customized for the age group of the audience. Gluck Fellows are inspirational role models and experts in their field of research, but may be less experienced in the classroom; **therefore, they may require classroom management support from the host teachers, librarians, and staff.**

The Gluck office works closely with Classroom Fellows to prepare the highest quality programs possible, but please do keep in mind that Gluck Fellows are graduate students and not professional classroom instructors. They offer VAPA enrichment activities and presentations in the area of their university studies. Each Fellow will send a Classroom Online Resource Document (CORD) that you can use to extend the learning, should you wish to integrate the activity directly with your curriculum.

Working with International Students
Gluck fellows come to UCR from all over the country and all over the world; international students bring their culture and their expertise to the classroom for the benefit of all the participants. Please bear in mind that many of our international students are still learning English, have different customs to Americans with regard to eye contact, voice level, requesting equipment, time keeping, and classroom authority. Please help our Gluck Fellows feel welcome by clearly telling them in person or by email your class' special needs and classroom management expectations, as well as letting your students know to be patient with their guest.

What will a Gluck Fellow bring to the classroom?
Gluck Fellows adhere to VAPA Standards and the Common Core Curriculum by offering opportunities for participants to take part in:
- 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
- Connecting and applying what is learned in the arts to other art forms and subject areas and to careers

Each Gluck Fellow will provide a Classroom Online Resource Document (CORD) with suggestions and activities to extend the participants' learning by:
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Making connections between concepts in all of the arts and across subject areas

Why don’t we do ‘whole school’ assemblies?
Gluck Fellows are talented students, expert in their fields. Each Fellow plans a program for a specific age range and most Fellows have little formal classroom teaching experience. All of our programs have an interactive element and include audience participation. We have found over the past 20 years that children who are 5 years old and 10 years old have vastly different needs and interests, and that when our Fellows offer assemblies where several grades are mixed together, their experiences are less positive, as are the evaluations from the teachers and students. We find the optimal number of audience members in an assembly is about 120 but will accommodate a whole grade level if larger than that. For a small grade level, please combine two consecutive grades for an assembly program. Gluck Fellows do not travel with their own microphones, if you have them, please use them.

Educator Professional Development
Gluck Fellows can deliver programs to adult groups, including groups of teachers. Programs can be adapted so the Gluck Fellow is ‘training the trainers’ to bring the activity to their own classes, or simply enjoyed by adult attendees.

UCR Principles of Community Statement
As a Gluck Fellow, our Fellows will meet, interact with, and educate constituents from a vastly diverse community of ideas, experiences, and backgrounds. **The UCR Principles of Community statement in APPENDIX 1 addresses how they will act as a representative and ambassador of UCR ideals.**
Site Coordinator/Host Teacher Responsibilities

In order for the Gluck Program office to successfully and efficiently coordinate the growing amount of programming each year, we ask that Site Coordinators and Host Teachers oversee the following responsibilities:

Orientation
The Gluck Program office will schedule individual orientation at your school/site before you are put on the roster of schools. The Gluck office will come visit the Site Coordinator and Principal or director to go over details of the Gluck Program, and answer questions.

Site Resources Form
The Site Resources Form is required each year. Your site’s contacts and resource inventory are listed here, and it helps us bring the best programs to your site by understanding your needs. Please be as thorough as possible! It is important for us to know whom we serve. Please let us know how many students are at your site, how many in each class, and how many classes in each grade. This form is available on the Gluck website on the Site Resources page.

Fellows Program List and Availability
The Gluck office will send an email to all Site Coordinators regarding the list of Fellows’ programs and their availability. This list will include what the programs are about, the activities, the target audience, days and times the Fellows are available, and program requirements (i.e. equipment, space, etc.). Please note that Fellows will only be scheduled at Sites that meet the program requirements. We will send the Program List of what is available regularly throughout the year.

Site Coordinators should then share the Gluck Program List with all of the teachers at their school to see which teachers are interested in requesting particular Fellows. Site Coordinators for community venues should review the Program List to see if there are any programs they would like to schedule at their respective sites.

Requesting Fellows, Interest List
Please use the Gluck Fellows Request Form to indicate your interest in specific Fellow programs. If a Fellow has not given their availability, we will start an Interest List. When we have availability from the Fellow, we will contact all sites on the Interest List to schedule if they are still interested and availability fits. Help us schedule Fellows by making your requests flexible!

Gluck Fellows Request Form 2019-20

When the Site Coordinator requests a Fellow, the Gluck office needs to know the requested date, time, location, host/teacher’s name and contact email, age/grade of participants, number of participants expected and any special needs. (See APPENDIX 2)

Scheduling
The Gluck office will begin scheduling program sessions as soon as Fellows are ready to present their projects to the community – usually in October. Programs are one hour for grades 3+, and half-hour for grades K-2. We prefer to schedule Fellows to see all classes in a grade level so that the school can have a deeper experience by receiving the same enrichment across an entire year group. If possible, it is best to schedule Fellow presentations back-to-back (with a short rest in between) on the same day. We also encourage placing a Fellow in a spare room, so the Fellow can set up once and classes can come to the Fellow.

Confirmation Email
Once scheduling with a Site Coordinator has been finalized, the Gluck office will email a Confirmation Packet to the Site Coordinator. The Confirmation Packet will confirm what the presentation will be about; the name of the Gluck Fellow or Ensemble with email contact information; and the date, time, and location of the scheduled presentation. The Confirmation Packet will also include a link to the required Host/Teacher Evaluation form and a link to the optional Student Evaluation form. Please forward the Confirmation Packet email to the Host Teacher(s), so the Host Teacher(s) will also have all the booking information available.
Confirming Presentations
Once a schedule has been arranged, each Fellow or Ensemble Leader should contact the Site Coordinator or Host Teacher at least one week prior to the visit to discuss the details of their program and should send the CORD (Classroom Online Resource Document) file. It is imperative that the Site Coordinator or Host Teacher speaks with or emails the Fellow or Ensemble Leader about their program and what the Fellow or Ensemble will need (i.e., equipment, space, assistance, etc.) prior to the day of the presentation. We encourage the Host Teacher to contact the Fellow, as well, so the presentation goes smoothly. Fellows need to know the age group, the audience size, and any special needs of the group.

Rescheduling Presentations
If a Site Coordinator or Host Teacher has a conflict with a scheduled presentation after the Gluck office has already scheduled dates and/or times with a site, it becomes the responsibility of the Site Coordinator or the hosting teacher to inform the Gluck office and the visiting Fellow of the conflict as soon as possible. The Gluck office will attempt to reschedule the presentation and will notify the Fellow or Ensemble Leader of the new date and time. The site may also arrange a new time directly with the Fellow. However, the Gluck office MUST be notified of this change to avoid other scheduling conflicts.

If a Fellow or an Ensemble has a conflict with a scheduled presentation after the Gluck office has already scheduled with a site, it becomes the responsibility of the Fellow or Ensemble Leader to reschedule their presentation directly with the Site Coordinator or Host Teacher. It is the responsibility of the Fellow or Ensemble Leader to contact the Site Coordinator or Host Teacher and explain the situation as soon as possible.

Working with Substitute Teachers
The behavior of students in classes with substitute teachers is not conducive to the high quality of presentations given by Gluck Fellows and Ensembles. Gluck Fellows and Ensembles cannot present their projects in an unruly environment, and it has been found that students act in such manner in classes when substitute teachers have guests.

It is the policy of the Gluck Program that Fellows do not work with substitute teachers. If a Fellow arrives for a scheduled presentation at a school and there is a substitute teacher, they will not give their presentation unless the Principal or other authoritative school ‘known adult’ is present with the substitute. Please try to contact the Fellow on the day of a presentation to cancel if there is a substitute teacher present, and a known adult is not available. If a Fellow arrives and there is no one to support the substitute, the Fellow will leave and is under no obligation to reschedule.

If there is another teacher for the same grade level willing to host the Fellow, please use best judgment as to the appropriateness of this substitution.

Day of the Presentation
Attendance and Punctuality
It is essential that Fellows show up on time and be well prepared for each of their scheduled presentations. Fellows will arrive at their host sites at least 15 minutes prior to the start of their presentations. If Fellows find they are going to be late due to uncontrollable circumstances, they should immediately contact the Site Coordinator or Host Teacher to notify them of their delay.

Site Coordinators or Host Teachers and their students must also be prepared for each of their scheduled presentations. Please inform the reception desk that a Gluck visitor is expected, and where the Gluck Fellow is going. Please note that Fellows will arrive at their host sites at least 15 minutes prior to the start of their presentations.

The Host Teacher, Site Coordinator, or responsible adult MUST be present for the entire presentation, and be actively involved with student behavior and discipline, as well as helping students as necessary.

Overall Professionalism
Site Coordinators, Host Teachers, and students are ambassadors of their respective sites or schools. It is therefore assumed that Site Coordinators, Host Teachers and students will adhere to the highest standards of
professionalism and that they will treat the Gluck Fellows with the same degree of respect as they would any other professional engagement. If audience/students do not show the appropriate degree of respect for the Gluck Fellows, or a discipline problem arises and continues, Site Coordinators or Host Teachers must handle the issue constructively to restore the learning environment.

**Project Observation**

**Visit from Gluck Program Staff**
The Gluck office may visit a particular site to observe the Gluck Fellow or Ensemble, to observe the site and audience/students, and to document the presentation by taking photographs.

**Photo Release for Students**
The Gluck office will be taking pictures during these visits; the Gluck Program will require consent from the students' parents for their students to be photographed. If there are any students whose parents do not give consent to be photographed, the Site Coordinator or Host Teacher must make note of these students and inform the visiting Gluck office staff of these students so that they will be excluded from any photographs.

**Evaluations**
Gluck Evaluations are an important component to a Gluck visit and the Common Core Curriculum - they allow participants the opportunity to reflect on the arts in thoughtful essay or journal writing on one’s observations, feelings, and ideas about the arts. They also give the Fellow and the Gluck Foundation feedback on the Gluck Program. Evaluations are mandatory and a condition for continued Gluck service. Sites and hosts who do not provide timely evaluation of Gluck Fellow sessions will be red flagged and at risk of losing the ability to receive future Gluck Fellow programs. Evaluations are critical to the continued success of the Gluck Program. There are evaluation forms for Host Teachers (required) as well as for students (optional).

**Host/Teacher Evaluation Form**
We require one evaluation from each Host/Teacher attending the Fellow’s visit. Gluck Evaluations are Google Forms, and links to all evaluation forms are located on the Gluck website under Site Resources. Program evaluation links will also be in the confirmation email sent to the Site Coordinator.

After the presentation, the Site Coordinator or Host/Teacher must complete the online Host/Teacher Evaluation Form. Teacher Evaluation Forms must be submitted to the Gluck Program via Google Forms no later than **two weeks** after the presentation. The Host/Teacher Evaluation link will be emailed to each Site Coordinator with the Confirmation Packet. The link is also on the Gluck website. We request that teachers get feedback from students, and report answers on the evaluation.

Gluck Session Host/Teacher Evaluation Form

These are the questions on required the Host Teacher Evaluation:

- Did the Fellow interact well with students or audience?
- Was the activity suitable to your students or audience?
- Was the Fellow well prepared?
- Did the activity begin on time?
- Common Core target: Creative Expression – Describe the activity. How did participants learn through active practice, rehearsal, creation, or performance?
- Common Core target: Historical and Cultural Context – Describe what they learned. How did the Fellow connect and apply what was learned to other art forms, subject areas, and to careers?
- Participant Responses
  - Please ask your students about this Common Core target: Aesthetic Valuing and Artistic Perception – What did you enjoy?
  - Please ask your students about VAPA target: Connections/Relationships/Applications – Would you like to do more of this? How could this be applied to other subjects you study?
- Do you have any suggestions for improvement?
- Did you receive the CORD file in advance of the presentation? Did you find it useful?
Student Evaluation Form
We also have a Google Form for students to evaluate Gluck Fellows directly. This optional evaluation satisfies the Common Core Curriculum’s requirement for students to “participate in arts criticism on the basis of observation, knowledge and criteria” to reflect on the arts in thoughtful essay or journal writing one’s observations, feelings, and ideas about the arts.

Gluck Session Student Evaluation Form

These are the questions on the optional Student Evaluation:
- Common Core target: Creative Expression – What did you get to do? Did the Fellow help you learn by making something, doing something, or another kind of learning?
- Common Core target: Historical and Cultural Context – What did you learn from this program? Did you learn about other forms of art, college or careers from the Fellow?
- Common Core target: Aesthetic Valuing and Artistic Perception – What did you enjoy about this program?
- VAPA target: Connections/Relationships/Applications – Would you like to do more of this? How could this be applied to other subjects you study?
- What could this Fellow do differently to improve their program for other students?

Fellows Evaluations of Gluck Sites
Gluck Fellows will also evaluate the sites they visit, to help us understand the needs of the schools, and so we can help sites to be better hosts for our Fellows. These are the questions we ask the Fellows about your site:
- 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?

End of Year Evaluations – Help us plan next year!
Each April, the Gluck office emails the End of Year Evaluation link to participating Sites in order to help us better understand community participants’ perspectives about the presentations they have received. We use these evaluations to shape our Program and have incorporated many suggestions over the years. The End of Year evaluation allows us to make matches for ‘Dream Gluck Fellows’ and place ASK Residencies – we do read your evaluations and act on your feedback and requests!

Site Coordinators must submit the End of Year Evaluation by June 5.

Keys to Being a Successful Gluck Host
Below are some guidelines for Site Coordinators and Host Teachers to keep in mind when preparing to receive projects.

Communication
Establishing and maintaining open lines of communication are essential to the success of being a project host.

Communicate with the Gluck Office
Site Coordinators and Host Teachers who actively communicate with the Gluck Program office are far more successful in scheduling projects and creating a rewarding experience for all involved. The Gluck Program office helps Fellows make their project a success, including placing Fellows in suitable sites for their projects. We need to know: Host’s name and contact info, age/grade, number of expected participants and if there are any special needs. If you can provide a list of all teachers with enrollment numbers on your Site Resources Form, we would appreciate it.

Communicate with the Gluck Fellows
Fellows should let the Site Coordinator or Host Teacher know what they expect from them. The Fellow wants the Site Coordinator or Host Teacher to be an active participant. They may need help with equipment. Active communication between the Site Coordinator or Host Teacher and Fellows will help make the project presentation a success. Please do contact your Fellow to confirm plans and inform the Fellow the age of the group, how many are participating, and any special needs.

Classroom/Site Preparations
Fellows list the requirements for space, technology, equipment, and other materials in each entry in the Program Menu. Please check the requirements listed in the Program Menu and be sure your classroom/site can meet those requirements when you make a request to receive a Fellow program. The requirements are also listed in the Confirmation Packet, so teachers can prepare for the Fellow’s visit when a booking is confirmed. Some Fellows may need a projector or document camera set up, some may need access to electricity, some may need the desks or tables set up in a particular configuration. Help the Fellow to start on time and offer a successful program by preparing for their visit!

Microphones
Fellows do not travel with amplification. We sometimes get complaints that the Fellow could not be heard from the back of the Multi-Purpose Room, yet no microphone was ever offered to the Fellow. Please diagnose your site and provide the amplification necessary to enhance the Fellow’s presentation.

Why don’t Fellows travel with microphones?
Gluck Fellows often do not receive specific details about each room they will be placed in before arriving at a school site, so we don’t check out a microphone and speaker to each Fellow for each visit. If a classroom Fellow is to be placed in the MPR room, please have your school’s microphone available. A travelling lavaliere microphone system for the Improvology troupe or other ensemble is very complicated, expensive, and must be calibrated for each room visited. We find that limiting the size of the audience is a preferable alternative to expensive technology.

Forms Required From Sites
Below are the forms that must be received by the Gluck office before a Site is eligible to request and receive Gluck Fellows:

1. Site Resources Form: completed once each year by the Site Coordinator
2. Program Evaluation Forms:
   a. **REQUIRED** Host Teacher Evaluation: Completed once by each Host Teacher for each Fellow Presentation they receive
   b. **OPTIONAL** Student Evaluation: Completed by students after each Fellow presentation
3. End of Year Evaluation: Completed once each year by the Site Coordinator
4. UCR Services Agreement: Completed by Appropriate Signatory at each School District or site for any site that receives Fellows or visits the UCR campus; renewed biannually or as required by the District/site (see Agreement for Services for more information)

These forms are available on the [Gluck Program website](#), with the exception of the UCR Services Agreement. Please contact us if you have trouble finding or completing a form. We are happy to help!

Agreement for Services
The Regents of the University of California require an Agreement for Services from each venue or School District. The signatory responsible for signing such forms must sign this form. The Agreement for Services includes the Definition of Service, Terms and Conditions, Non-Liability of University, Indemnification, Insurance, and Relationships.

The Term typically lasts for two Academic years but can also be self-renewing or for a different fixed period. The Gluck Fellows Program of the Arts must have this document in place in order to bring services to your site or school.
The Signatory at your site may be in Business Services, Centralized Support Services, or Superintendent of Schools. For new sites/school districts: In order to expedite the process of the Agreement For Services, the Site Coordinator should enquire with his/her supervisor as to the signatory for such a document.

Special Events and Programming Opportunities
The Gluck Fellows Program of the Arts at UCR offers special events throughout the year, and schools are invited or included based upon their responsiveness and their consistent and prompt evaluations. Please let us know if you would like to be considered for a Gluck special event.

Gluck VIP Day
Gluck VIP day is an invitation for 50 from a school to enjoy two Gluck programs and have a short walking tour around campus. There is the option for the group to bring their own packed lunch or buy their lunch from our food court in the Highlander Union Building.

DIY VIP Visits
If your school has access to transportation, we can arrange Gluck programming on your visit to UCR. Please contact the Gluck office if you would like to come visit! This trip is appropriate for students in fifth grade or above, for AVID or other target student group (i.e. arts club).

All visiting schools must be on the UCR Risk Management Approved School District list — here’s the link: https://risk.ucr.edu/schools_gen_info.html

Fall Improvology! and TimeTravelers Troupes and Gluck Contemporary Dance Ensemble Tours
Theatre and Dance ensemble programs are offered to schools with a reliable evaluation process. It is so important that ‘big ticket’ programs are evaluated promptly! The fall Improvology! and TimeTravelers Troupes travel the week before UCR resumes (typically the second week in September). The Contemporary Dance Ensemble tours on Fridays in the winter (typically Fridays in February). These ensemble performances will need to be scheduled in the school theatre or MPR and are appropriate for an audience of one full grade level in grades 3+.

ASK (Artists Spark Knowledge) Residencies
Each Fellow has an obligation of 12 hours of outreach time. You may invite the Fellow to do all 12 of their hours at your site and involve as many people in the program as possible. Example of past Residency projects include: show choir choreography for middle school; cultural dance for grades 3-6; book-making for 7th grade literacy classes; mask making for 5th grade; 4th grade singing with a whole school concert; 5-week music appreciation program for Kindergarten. Evaluations are especially important for ASK Residency matches, because no other school has access to the Fellow.

MoveMore for Third Grade
MoveMore is an 8-week program for third grade. We require that the entire third grade year group participate in the program, which includes dance-based exercise, group choreography, Healthy Habits checklists, and self-esteem and cooperation building activities.

‘Dream Fellows’
‘Protest Music’ ‘African Dance’ ‘Chinese Art’ ‘Drawing Techniques’ ‘Shakespeare’ ‘Anything My Students Would Not Ordinarily Get to See’. These are all teacher requests for workshops received in our End of Year Evaluation. Fellows propose their own workshop topics each year. Many of our Fellows work with us for several years and they may have a specialty that would fit right in with your desires, but they have not proposed a workshop with that topic in a given year. If we are able to make a match between what you would love to see, and what any of our Fellows can do, we will! Please let us know what your ‘Dream Fellow’ might be in the End of Year Evaluation, or in an email.

If you are interested in bringing any of the above special events or programming opportunities to your site, please email or phone us to talk about your needs. The above events and opportunities are all customizable to your site or school and we are able to arrange them through thorough communication and negotiation.

We look forward to working with you!
APPENDIX 1 UCR Codes of Conduct and Gluck Conduct

APPENDIX 1.1 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 1.2 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 1.3 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 1.4 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 1.5 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 1.6 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 2 Gluck Fellow Request Form, online

Please use the following Google Form to submit a request for Gluck Fellows at your site. Please submit one form per Fellow requested. Separate requests for the same Fellow from multiple teachers/hosts will not be scheduled as quickly as a complete single request listing all teachers interested. Several back-to-back sessions on one day for multiple classes has higher priority than requests of a single session.

Gluck Fellows Request Form 2019-20

Using your requests and the Fellows’ availability, we will generate a schedule and send the Site Coordinator the Confirmation Packet. Please forward the Confirmation Packet email to the Host Teacher(s), so the Host Teacher(s) will also have all the booking information available. Confirmation of Fellow presentations and all questions will go through the established Gluck Site Coordinator.

Sample Gluck Fellow Request Form

<table>
<thead>
<tr>
<th>Fellow requested</th>
<th>Site Name</th>
<th>Age/grade level</th>
<th>How many sessions?</th>
<th>Dates/days requested</th>
<th>Times possible</th>
<th>Names of teachers requesting</th>
<th>Notes for scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Ensemble</td>
<td>Sample Elementary</td>
<td>3 &amp; 4</td>
<td>3 for 3rd, 2 for 4th</td>
<td>9/22-23, 9/25-26</td>
<td>8-12, 1-4</td>
<td>3rd Ms. Doe, Mr. Smith, Ms. Johnson, 4th Mr. Scott, Mr. Howard</td>
<td>All on same day</td>
</tr>
<tr>
<td>Music Fellow</td>
<td>Example Elementary</td>
<td>4</td>
<td>3</td>
<td>Any Monday in March</td>
<td>Hourly through the day</td>
<td>Mr. Blue Ms. Black Ms. Green</td>
<td>Ms. Black is Special Day Class</td>
</tr>
<tr>
<td>Art Fellow</td>
<td>General Elementary</td>
<td>5</td>
<td>6</td>
<td>We will make it fit</td>
<td>All day</td>
<td>Ms. Jones Mr. Jones Ms. Frank</td>
<td>Two for each teacher?</td>
</tr>
</tbody>
</table>