October 7, 2014

To: Division Officers:
Mary Gauvain (Psychology), Assembly Representative
Piotr Gorecki (History), Secretary/Parliamentarian
Mariam Lam (Comparative Literature & Foreign Languages), Vice Chair
Ilhem Messaoudi Powers (School of Medicine), Assembly Representative

Standing Committee Chairs:
Mike Allen (Plant Pathology & Microbiology), Research (COR)
Ken Baerenklau (School of Public Policy), Educational Policy (CEP)
Ken Barish (Physics & Astronomy), Planning and Budget (P&B)
Bob Clare (Physics & Astronomy), Committees (COC)
Kathryn DeFea (Biomedical Sciences), Undergraduate Admissions (UAC)
Jennifer Doyle (English), CHASS Executive Committee
Sarjeet Gill (Cell Biology & Neuroscience), CNAS Executive Committee
Jennifer Hughes (History), Faculty Welfare (FW)
John Levin (Graduate School of Education), GSOE Executive Committee
Rob Latham (English), Library, Information Tech & Scholarly Communication
David Lo (Biomedical Sciences), Graduate Council (GC)
Richard Luben (Biomedical Sciences), Physical Resources Planning (PRP)
Coleen Macnamara (Botany & Plant Sciences), Preparatory Education (PRP)
Barry Mishra (School of Business Administration), SOBA Executive Committee
Akula Venkatram (Mechanical Engineering), BCOE Executive Committee
Ameae Walker (School of Medicine), SOM Executive Committee
Linda Walling (Botany & Plant Sciences), Academic Personnel (CAP)
Zhenbiao Yang (Botany & Plant Sciences), Diversity & Equal Opportunity (CODEO)

Fr: Jose Wudka, Chair
Riverside Division

RE: Executive Council Agenda ~ October 13, 2014

This is to confirm the meeting of the Executive Council on Monday, October 13, 2014 from 1:00 p.m. to 3:00 p.m. in the University Office Building, Room 220.
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September 10, 2013

To: Jose Wudka
   Chair, Riverside Division Academic Senate

From: Linda Walling
      Chair, Committee on Academic Personnel

Re: Conflict of Interest Statement for 2014-2015

In accordance with Division Bylaw 8.2.5, the Academic Senate Committee on Academic Personnel has adopted the following conflict-of-interest statement for 2014-2015 by a vote of +8-0-0.

There is an expectation that Committee members will neither participate nor vote in departmental meetings when formal discussions and votes are held for merit, promotion, quinquennial or appraisal actions. Individual exceptions to this understanding will be reviewed by the Committee, and exception statements will be filed with a copy of this statement and maintained in the Academic Senate Office. In these exceptions, the Committee member will not participate in related discussions or votes taken by the Committee on Academic Personnel.

There is an expectation that faculty members will vote on appointments in their home departments and may participate on departmental search committees. Members will not participate in related discussions or votes taken by the Committee on Academic Personnel for all appointments in their home department.

In addition, Committee members will notify the Chair of the Committee whenever they believe a conflict-of-interest exists regarding their own participation or the participation of any other Committee member in any action under consideration by the Committee. This includes actions or discussions involving a current or former spouse, partner or family member. If the matter concerns the Chair of the Committee, members will notify the Chair of the Academic Senate.

The Vice Chair of the Committee on Academic Personnel will assume the duties of the Committee Chair for the review of personnel files from the Chair’s home department.

A standing committee (Shadow CAP) of six members will exist to review personnel actions that involve current CAP members or their spouses/partners. This committee will consist of faculty who have previously served on CAP. The membership will be appointed by the Committee on Committees.

CAP recognizes its responsibility to maintain the utmost confidentiality and fairness in its deliberations. Accordingly, it is the duty of members of CAP to refrain from discussion of any personnel actions with anyone outside CAP either before or after CAP considers a file.
October 1, 2014

To: Jose Wudka, Chair
Riverside Division

From: Philip Brisk, Chair
Committee on Courses

Re: Conflict of Interest Statement for 2014-2015

The Committee on Courses approved the following statement at their meeting on October 1, 2014:

If an issue comes before the Committee on Courses that emanates from the department or program of a committee member, he/she will provide information, but will not vote on the issue. If a member’s spouse, partner, or family member (current, former, or future) brings business before the committee, the member will be automatically recused from all discussion and voting on the motion(s) related to the item of business brought before the Committee.
October 3, 2014

To: Jose Wudka, Chair
Riverside Division

From: Ken Baerenklau, Chair
Committee on Educational Policy

Re: CEP 2014-2015 Conflict of Interest Statement

The Committee on Educational Policy adopted the following conflict of interest statement at their October 3, 2014 meeting:

In situations where the personal affiliation of a committee member with a department, program, or individual bringing business before the committee might be interpreted as a source of bias in committee deliberations, it is the obligation of the committee member involved and any committee member aware of a potential conflict of interest of another member to bring the potential conflict to the attention of the Chair. The committee member may be asked to provide information, where appropriate, on the business under consideration, but will be excluded from participating in any motions or votes related to the business. The committee chair may ask the committee member to leave the room during the period of any substantive discussions, motions, or votes. If a member’s spouse, partner, or family member (current, former, or future) brings business before the committee, the member will be automatically recused from all discussion and voting on the motion(s) related to the item of business brought before the Committee.
September 25, 2014

TO: Jose Wudka, Chair
   Riverside Division

FR: David Lo, Chair
    Graduate Council

RE: CONFLICT OF INTEREST STATEMENT – 2014-15

The Graduate Council approved the following Conflict of Interest statement:

**Purpose:**
The Graduate Council should conduct itself in such a manner that neither the reality nor the appearance of a conflict of interest should be present in any action taken by the Council. This includes recusal of a member if the action or discussion involves their current or former spouse, partner or family member.

**Terms:**
1. Whenever any matter that affects a member of the Council as an Individual or as a member of a department or program is to be decided, that member should absent himself/herself before the vote is taken. If the member does not leave voluntarily, the Chair should excuse the member. This includes
   a. The Chair of the Council may ask the member to provide information on the matter before the member’s departure.
   b. When confidential information is being provided to the Council, the affected member will be excused by the Chair before the information is provided.
   c. When student petitions are considered, Council members should consider a student matter in their department/program as a conflict of interest for themselves.
   d. When routine matters (e.g., course approvals) are being considered, the Chair may elect to allow all members to participate in the discussion and vote. This section is not meant to include program revisions, review committee reports on a specific department or individual student matters.
2. Subcommittee operations are subject to the same rules as the Council as a whole. The Chair may name a replacement from the Council membership for an individual serving on a subcommittee who has a conflict of interest when necessary.

3. Students are not permitted to be present in Council meetings when matters pertaining to individual students are discussed.

4. In unforeseen cases, the Chair may rule that any member should be excused if the Chair foresees conflict of interest in the matter under discussion. The affected member may appeal to the Council. The member or the chair may appeal to the Committee on Privilege and Tenure if the results of the Council vote are not satisfactory; the matter to be discussed will be held without action pending the decision of the Committee on Privilege and Tenure.

5. Members with possible conflicts of interest should discuss the matter with the Council Chair before the pertinent Council meeting. If the Chair foresees a conflict of interest on the part of a Council member, he/she should discuss the matter with the affected member. It is to be hoped that a course of action satisfactory to the member and the Chair can be achieved. If this is not possible the Chair should determine the proper course of action. The member may appeal to the Council and/or the Committee on Privilege and Tenure as indicated in Section 4 above.
Oct 2nd, 2014

TO: Jose Wudka, Chair Academic Senate

FROM: Ameae Walker, Chair Executive Committee, School of Medicine

RE: Conflict of Interest Statement

The School of Medicine Executive Committee adopts the following policy on conflict of interest: If a member of the committee believes that a conflict of interest exists for him/herself or for another person on the committee, said member should bring the potential conflict of interest to the attention of the Chair. The Chair will convene a meeting in the absence of the person with the potential conflict and those present will determine whether a conflict exists. If the decision is in the affirmative, the individual considered to have a conflict may be asked to recuse him/herself during committee discussions of the subject matter in question and, should a vote be taken, will not vote on the issue. Should the Chair be the person considered to have a conflict of interest, the Vice Chair of the committee will serve the function of the Chair in the process outlined.
October 21, 2013

The Executive Council at its meeting on October 21, 2013, adopted the following conflict-of-interest statement:

If a member of the Executive Council believes that a conflict of interest exists for him/herself or for another person on the committee, that member should call the possible conflict to the attention of the chair. The chair will convene the committee except for the individuals with the possible conflict, and those present will decide by majority vote if a conflict exists. If the decision is affirmative, the individual with the conflict will leave the room during discussion of the conflicted matter and will not vote on that matter.

Jose Wudka, Chair
September 30, 2014

To: Jose Wudka, Chair, UCR Academic Senate

From: Maria Anguiano, Vice Chancellor for Planning & Budget

Subject: The (Donor Redacted) Dean’s Conference Room at UCR School of Medicine; for review by the UCR Academic Senate

In accordance with the approved UCR Policy for Naming Campus Properties, Programs, and Facilities, I am requesting the review by the Academic Senate committees for the Dean’s Conference Room at UCR School of Medicine.

This packet includes:

- Initial Request for Approval to Name/Establish a Property, Program or Facility
- Gift Agreement signed by the donor (redacted), Dean, and Associate Vice Chancellor-Development

We would appreciate a response with the Academic Senate Executive Council’s recommendation as soon as possible, preferably within two weeks.

Thank you.
INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH A PROPERTY, PROGRAM OR FACILITY

This form is to help review gifts for compliance with academic plans and priorities, and to facilitate campus review procedures for namings.

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, Development and Vice Chancellor, University Advancement. The Associate Vice Chancellor, Development or designee will submit the request, with draft gift agreement and supporting documentation to the Executive Vice Chancellor and Provost and Vice Chancellor for Planning & Budget for campus review. If approved for recommendation, the BVC&P's Office follows the appropriate procedure for Naming of Properties, Programs and Facilities.

I. Background Information:
A. Submitted by:
   Name:  G. Richard Olds, M.D.
   Title, College/Unit: School of Medicine
B. Type of Gift and Comments:
   ➤ Property: ____________________________
   ➤ Program: ____________________________
   ➤ Facility/Building: School of Medicine, Dean's Conference Room
C. Proposed name (if any, involving gift): The Phyllis A. Guze, M.D. Dean's Conference Room (naming will be publicized after Dr. Guze's retirement)
D. Honorific naming (no gift involved):
E. Proposed use(s): Dean's Conference Room, Educational Building, School of Medicine

II. Academic Information: (please attach explanation)
A. Academic Justification: Explain how the proposed gift or endowment fits into the College/Unit's Academic Plan.

   Funds received from _____ will be used for scholarships for students at the School of Medicine at the discretion of the dean.

B. Resources: Describe the resources that will be necessary to support the proposed Property/Program/Facility (e.g., other funding.) Please refer to the College/Unit Academic Plan as appropriate. No additional resources are required; conference room exists and is fully furnished.

III. Contribution Information:
A. Total amount of private funds expected to be committed (or being discussed): $50,000.
B. Form of private contribution(s):
   ___ Outright Gift (Date: ________________)
   X Written Pledge (Expected beginning date): 7/1/2014 Fulfillment Date: 12/31/2015
C. Initial contribution/pledge payment expected $25,000 by 12/31/2014.
D. Source(s) of private contribution(s):
   Donor(s): ____________________________
   Amount(s): ____________________________
B. Will this gift/pledge be anonymous (donor requests no publicity)? Yes: Donor requests no publicity until her retirement.

IV. College/UCR/UC Commitment:

A. Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)? No. How will they be funded?

B. If Property, Program or Facility, has consultation with appropriate campus/UC entities occurred? Approved by Dean, School of Medicine

IV. College/Unit/Faculty Consultation
This naming has been reviewed by and received approval from the faculty of the (specific department/school/unit) School of Medicine affected by the named building, etc.

Submitted by: 

G. Richard Olds, M.D.,
Vice Chancellor for Health Affairs
Dean, UCR School of Medicine

[Signature]
June 3, 2014
Date

Hieu T. Nguyen, Associate Vice Chancellor for Development

[Signature]
June 3, 2014
Date

Peter Hayashida, Vice Chancellor, University Advancement

[Signature]
6/6/14
Date

Send completed request form with:
- draft gift document and
- any supporting information

to Associate Vice Chancellor, Development, 1100 Hinderaker Hall, Campus.
GIFT AGREEMENT BETWEEN

the UC Riverside Foundation,
and the University of California, Riverside
to Establish

The [Donor] wishes to establish a current restricted fund with the UC Riverside Foundation, a California non-profit corporation, with the provisions outlined below. The name of the Fund shall be The [Donor] Fund for the School of Medicine.

ESTABLISHMENT OF FUND

This Fund shall be deemed established when:

A. This Memorandum has been reviewed, signed and dated by the Donor and an appropriate University official.

B. Funds have been received and deposited for the purpose cited herein.

C. Additions may be made to the fund at any time.

PURPOSE AND USE OF FUND

A. General Purpose

This Fund shall be used to provide discretionary funds for the UCR School of Medicine.

B. The establishment and administration of the fund will comply with current policies of the UC Riverside Foundation.

ADMINISTRATION OF FUND

A. The donor pledges irrevocably a gift of $50,000. This pledge is to be fulfilled within a 2-year period and will be paid in equal annual installments of $25,000. The first payment will be received on or before December 31, 2014, and the remaining payment due by December 31, 2015. I understand that the University will send reminder notices in accordance with this schedule.

B. The establishment and administration of the fund will comply with current policies of the UC Riverside Foundation.
C. The entire unpaid balance may be paid in full at any time. In recognition of UCR’s intent to rely upon this commitment, this pledge is a binding and enforceable claim against the Donors’ estate and successors.

D. Responsibility for governance and investment of all Foundation funds is vested in the Foundation’s Board of Trustees, a fully-qualified charity.

E. As customary with universities and other non-profit organizations across the country, a one-time gift fee is applied to each pledge payment (gift) in order to provide essential support to UCR’s advancement program. I understand that the fee is currently 5% ($2,500) and is included in the gift of $50,000.

NAMING RECOGNITION

Subject to approval through the appropriate policy and procedure of the University of California, Riverside, the dean’s conference room at the UCR School of Medicine will be named The Phyllis A. Gine, M.D., Dean’s Conference Room with appropriate signage to recognize this generous gift.

This naming will not be publicized and the conference room signage will not be posted until after Donor’s retirement from the University of California.

ACCEPTANCES

[Signature]
Donor

G. Richard Olds, M.D., Dean, School of Medicine

[Signature]
Hieu T. Nguyen, Associate Vice Chancellor for Development

Date: 7/31/14

October 6, 2014

To: Jose Wudka, Chair
Riverside Division

From: Ken Baerenklau, Chair
Educational Policy

Re: Executive Council Recommendations to Proposed Summer Session Oversight

At its October 3 meeting, CEP considered the Executive Council’s suggested changes to the proposal to create joint Senate and Administration Committees for Summer Session. CEP considered three suggested changes:

1. The Vice Provost for Undergraduate Education should be added as an ex-officio member of the Administrative Committee.
2. Add a mechanism to ensure regular meetings of both committees, perhaps even set a minimum number of meetings (once a quarter).
3. A Senate body should be used as a bridge between the committees to mitigate the potential for disconnect.

CEP decided not to incorporate these suggested changes into the proposal. CEP generally felt that the suggested changes create additional workload without providing additional benefit. Both Undergraduate Education and the Senate already are represented on both committees, and additional bridging is provided by membership of the Administrative Director for Summer Session and the Registrar on both committees. CEP also felt that requiring a minimum number of regular meetings seemed like micromanaging and again could increase workload by requiring more meetings than are actually needed, particularly given the anticipated infrequency of these committee meetings. Therefore CEP respectfully resubmits the original proposal, but with several editorial changes. In order to be in compliance with Senate rules and bylaws, CEP decided to include the suggested paragraph by the Committee on Rules and Jurisdiction. CEP also made the editorial changes suggested by the Committee on Committees.
Creation of Joint Administrative Senate Committee for Summer Session  
Riverside Division of the Academic Senate

The purpose of this proposed regulation is to establish two new committees for advising and managing the summer session at UCR. These new committees would replace the existing Summer Session Steering committee with the responsibilities of the latter being divided between the new committees according to whether they represent academic or administrative (resource) issues. The membership of these committees, which represent both the Administration and Senate, will be ex-officio, except for the members representing the Committee on Educational Policy and the Committee on Courses, who will be appointed by the Committee on Committees for a renewable one-year term. All members have voting rights. It is anticipated that each committee will meet once per quarter with additional meetings scheduled if needed. No official report on the activities in these committees will be filed with the Senate. Instead, the Senate members will report back to their representative committees. All staff support for these committees will be provided by the administration.

The charges and membership for each committee are described below.

**Academic Steering Committee**  
**Summer Sessions and Special Programs**

**Charge**
The charge of this committee is to advise Summer Sessions’ on its academic integration as UCR’s non-mandatory, open enrollment fourth quarter. The committee will provide guidance and recommendation to Summer Sessions on: the coordination of summer’s academic objectives with the campus’ academic objectives; supporting student success; and on summer policies, procedures, and practices. To help meet this charge, the Steering Committee may form any subcommittees, with additional members, which it deems necessary and appropriate.

The joint committees hereby established do not preempt the Senate’s right to establish standing committees whose charge might overlap or otherwise conflict with the joint committees. In the event that the joint committees did overlap or otherwise conflict with the portfolio of standing committees the Senate chose to establish, the joint committees would have to be disbanded or their charge modified so as to comply with bylaw 8.2.4.

**Membership**
- **Co-Chair**: Vice Provost of Undergraduate Education
- **Co-Chair**: Member from Academic Senate representing Committee on Educational Policy
- **Member** from Academic Senate representing Committee on Courses
- Associate Dean, BCOE
- Associate Dean, CHASS
- Associate Dean, CNAS
- Associate Dean, GSoE
- Associate Dean, SoBA
- Administrative Director, Summer Session
- Registrar
Administrative Steering Committee
Summer Sessions and Special Programs

Charge

The charge of this committee is to identify issues related to meeting the demands of a State-Funded Summer Sessions and to develop recommendations responding to those issues. Recommendations should include the identification of any process reengineering that must occur, system improvements that are necessary, and the appropriate division of workload between C&C, SBS, UE, VCSA, and Summer Session offices. To help meet this charge, the Steering Committee may form any subcommittees, with additional members, which it deems necessary and appropriate.

The joint committees hereby established do not preempt the Senate’s right to establish standing committees whose charge might overlap or otherwise conflict with the joint committees. In the event that the joint committees did overlap or otherwise conflict with the portfolio of standing committees the Senate chose to establish, the joint committees would have to be disbanded or their charge modified so as to comply with bylaw 8.2.4.

Membership

- Co-Chair: Associate Vice Chancellor, Enrollment Management
- Co-Chair: Associate Vice Chancellor, Resource Management and Analysis
- Vice Chair of the Academic Senate
- Administrative Director, Summer Session
- Director, Financial Aid
- Director, SBS/Cashiers
- Registrar

Justification

Several years ago, an Administrative Steering Committee was temporarily established to help guide Summer Sessions’ migration from a self-supporting unit to a State subsidized fourth quarter. During the intervening years, the members of the committee have found it an excellent vehicle to guide the summer quarter’s administrative development beyond its initial purpose, and they unanimously agreed to continue the committee indefinitely. As the summer quarter plays an ever-increasing role for UCR’s matriculated students, it is important to ensure its academic facets adequately support student success, as well as work in harmony with the regular quarter academic policies and practices. Also, the size and complexity of the summer program has increased to the point where separating the committee’s purview into two committees each with more appropriate streamlined membership will increase the efficiency of the overview process. While the Senate is represented on the present steering committee by the Division’s Vice Chair, its representation will increase with the appointment of two more members, one from Committee on Educational Policy and one from the Committee on Courses, to the Academic Steering committee. The Associate Deans responsible for student affairs from each college and school are needed to better coordinate the college/school and summer session objectives. The proposed committees do not replace any functions now performed by standing senate committees. This sentiment has been put forward by numerous academic entities on campus, and the office of Summer Sessions fully endorses these recommendations.

Approved by Committee on Educational Policy:

5/31/13
11/20/2013
10/3/2014
Approved by the Committee on Committees (with comment): 2/24/2014
Reviewed by the Committee on Courses (with comment): 2/18/2014
Reviewed by the Graduate Council (with comment): 3/3/2014
Approved by the BCOE Executive Committee: 3/3/2014
Reviewed by the CNAS Executive Committee (with comment): 2/23/2014
Reviewed by the GSOE Executive Committee (with comment): 2/13/2014
Approved by the SOBA Executive Committee: 3/3/2014
Approved by the SOM Executive Committee 2/28/2014

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate (comments included) 3/3/2014
Committee on Committees

February 24, 2014

To: José Wudka, Chair
Riverside Division

Fr: Mariam Lam, Chair
Committee on Committees

Re: Creation of Joint Administrative Senate Committee for Summer Session

Dear José:

Our committee has met and reviewed the proposed establishment of two new academic and administrative committees to oversee the Summer Sessions.

We recommend three minor editorial suggestions:

1. In the opening paragraph, line 6, “the Committee on Educational Policy and Course...,” there should be an “s” on “Courses.”
2. Under the Academic Steering Committee’s Charge, line 3, “recommendation to Summer Sessions on; the coordination of summer’s academic objectives,” the semi-colon should be removed.
3. Under Justification, line 10, “efficiency” is mis-spelled as “efficiently.”

Additionally, several CoC members wondered if the University Extension should not also be included in the gathering of feedback on this proposed establishment, if the Office of Summer Sessions currently operates under its purview. They wanted to make sure that the Extension’s charges and bylaws do not conflict or overlap with those of the new committees.

If there is no input necessary from the University Extension, then the Committee on Committees approves of the proposed establishment of the two committees upon the minor editorial changes above. We believe the establishment of the two new committees better ensures Senate input and guarantees shared governance.

Sincerely,

Mariam Lam, Chair
Committee on Committees
February 18, 2014

To: Jose Wudka, Chair
    Academic Senate

From: Richard Smith, Chair
    Committee on Courses

Re: Campus Review of Creation of Joint Administrative Senate Committee for Summer Session

The Committee on Courses reviewed and discussed the proposal for the creation of a joint administrative Senate committee for Summer Session at their February 4, 2014 meeting. The Committee noted concern that there was only one academic member, the Senate Vice Chair, on the proposed administrative committee, who in turn does not serve on the academic committee. The Committee opined the need for academic overlap on both Committees so that the academic committee was aware of administrative issues.

In addition, concern was noted by the Committee that a School of Medicine representative was not included on the academic committee as the School offers courses throughout the summer. The Committee recommends the inclusion of a faculty representative from the School of Medicine on the proposed academic committee.
March 3, 2014

To: Jose Wudka, Chair
Riverside Division

From: Lynda Bell, Chair
Graduate Council

RE: Creation of Joint Administrative Senate Committee for Summer Session

Graduate Council reviewed and discussed the proposal to create a new committee structure to oversee decisions about Summer Session at their February 20, 2014 meeting. The Graduate Council was concerned about communication between the two committees now proposed and suggested that the Administrative Steering Committee be a subcommittee of the larger Academic Steering Committee. The reason for the concern is that Graduate Council members believe that faculty input is important in all decisions related to Summer Session including critical issues of funding. If the Administrative Steering Committee does not have adequate faculty representation, and funds are shifted in ways that alter the composition of classes offered (cutting some or many, for example), faculty members’ expertise on curriculum matters will be absent from the deliberations. GC finds this worrisome since under the rules of shared governance, the faculty is charged with oversight on all matters related to curriculum.
March 3, 2014

To: Jose Wudka, Chair  
Riverside Division of the Academic Senate

From: Ziv Ran, Chair  
Committee on Rules and Jurisdiction

Re: Creation of Joint Administrative Senate Committee for Summer Session

The committee on Rules and Jurisdiction reviewed the proposal for regulation to establish two new committees for advising and managing the summer session at UCR. The committee finds that the proposal would be in compliance with Senate rules and bylaws provided the following paragraph is added to each committees charge:

'The joint committees hereby established do not preempt the Senate's right to establish standing committees whose charge might overlap or otherwise conflict with the joint committees. In the event that the joint committees did overlap or otherwise conflict with the portfolio of standing committees the Senate chose to establish, the joint committees would have to be disbanded or their charge modified so as to comply with bylaw 8.2.4.'
March 3, 2014

TO: Jose Wudka, Chair  
   Riverside Division

FR: Akula Venkatram, Chair  
   Executive Committee, Bourns College of Engineering

RE: Creation of Joint Administrative Senate Committee for Summer Session

The BCOE Executive Committee supports the proposal to replace the current Summer Sessions Steering Committee by two committees, one academic and one administrative. The BCOE recognizes the increasing importance of the summer session in the education of UCR students, and thus supports the formation of the proposed academic committee to oversee and guide the integration of the summer session courses with the three quarter curriculum.
TO: Jose Wudka, Chair, Riverside Division

FROM: Gillian Wilson, Chair, Executive Committee
       College of Natural and Agricultural Sciences

DATE: February 23rd 2014

RE: Creation of Joint Administrative Senate Committee for Summer Session

The CNAS Executive Committee discussed the proposal to create two new committees for advising and managing the summer session at its meeting on February 18th 2014. The CNAS EC welcomes the inclusion of college associate deans as members of the summer session steering committee(s), but suggests that the divisional deans of student affairs be specified explicitly i.e., Associate Dean -> Associate/Divisional Dean of Student Affairs or equivalent.

The main concern of the CNAS Executive Committee was that the proposal was lacking in details as to how the two committees would communicate e.g., How will discussion/decisions be communicated between the two committees? How will conflicts be resolved? The CNAS EC believes that the proposal to create two subcommittees would likely delay decision-making and negatively impact student time to graduation. The committee therefore suggests that, rather than creating two summer session committees, it would be more practical and efficient to create one new large committee (including associate deans), and then create separate sub-committees for academic and administrative issues.
February 13, 2014

To: Jose Wudka  
   Chair, Riverside Division of the Academic Senate

From: John Levin  
   Chair, Executive Committee of the Graduate School of Education

Re: Proposal to establish two summer session oversight committees

Please see the comments below, which are submitted based upon discussion at the GSOE Executive Committee meeting on February 4, 2014.

1. At some point in the document there should be an explanation for the change from self-supporting to state supporting if this is the principal rationale for the new committee structure. If that is not the rationale, then the document should articulate another rationale.

2. On page 1, under Academic Steering Committee, CHARGE, the third line "Summer sessions on" the ";" should be replaced by a "：“

3. On page 1, under Academic Steering Committee, MEMBERSHIP, Associate Dean level personnel are noted as members. Later on page 2, the Associate Dean is referred to as "responsible for student affairs." In GSOE, our one Assoc. Dean is not responsible for student affairs (rather academic affairs, excluding students). We have no such administrative personnel responsible for student affairs, although in our Teacher Education program, that responsibility falls on the Director of Teacher Education. As a matter of practice, The Dean of GSOE is responsible for student affairs.

4. Under Administrative Steering committee, we are of the view that at least one ladder faculty should be included under MEMBERSHIP, in addition to the VC Academic Senate.

5. The document refers to The "Committee on Course", but I think the correct name is Committee on Courses. Thus in two places an "s" needs to be added.
March 3, 2014

To: Jose Wudka
   Chair, Riverside Division of the Academic Senate

From: Barry Mishra
   Chair, School of Business Administration Executive Committee

Re: Proposal to Establish a New Summer Session Oversight Committee

The soba executive committee thinks the proposal looks fine.
To: Jose Wudka
Chair Riverside Division of the Academic Senate

From: Ameae Walker
Chair, SOM Faculty Executive Committee

Re: Creation of Joint Administrative Senate Committee for Summer Session

The SOM executive committee considered this issue by e-mail communication and vote because of the time constraints.

Those responding were unanimously in favor of the proposal.
October 6, 2014

To: Jose Wudka, Chair
Riverside Division

From: Ken Baerenklau, Chair
Educational Policy

Re: CEP Approved R’Courses Proposal

In response to the Executive Council’s recommendations from their April 14 meeting, the Committee on Educational Policy unanimously approved the attached R’Courses proposal at their October 3 meeting.

Attached Proposal for R’Courses at UCR
R’Courses Proposal - Student-Initiated Courses at UC Riverside

Introduction

Student-initiated courses have been held on UC campuses since the 1960s, and today, at least six campuses in the UC system have a program through which students can initiate, develop, and facilitate a for-credit seminar or project. Anecdotal evidence from former students in other programs attest to a very meaningful educational experience. At UCR, at least two student groups pursued this type of activity without the aid of a structured program before the pilot launch of student-initiated R’Courses in Spring of 2014. Since several UC campuses successfully offer student-initiated and facilitated courses and the UCR pilot program has demonstrated feasibility and student interest, the Committee on Educational Policy (CEP) is proposing a formal program modeled after those at other UC campuses to ensure the quality of the educational experience for students and facilitators, increase the variety of seminar topics available for students, and encourage student engagement through group learning experiences.

Student-Initiated Courses on Other UC Campuses

Table 1 shows key characteristics of the programs offered at UCI, UCB, UCLA, UCD, UCSC, UCSB and UCSD. The models differ in their degree of centralization and structure. UCB has decentralized control of the courses almost completely to the faculty and departments. UCI, UCLA, and UCD provide more structure for facilitator training and faculty mentorship. UCSC offers courses through their Education for Sustainable Living Program (ESLP), in which students can earn academic credit for participating in student-led sections of a broad course on sustainability. UCD and UCSB have offered student-led courses through their ESLP chapters, and recently both campuses have developed initiatives to broaden the scope of student-led courses.

R’Courses Program Overview

The objective of R’Courses is to provide an opportunity for undergraduate students at UCR to develop and facilitate courses on topics that highlight their expertise and that their peers can take for credit. The main challenge is soliciting, developing, and delivering a course in a time frame that accommodates a student’s limited tenure at UCR, and yet incorporates proper oversight to ensure a quality educational experience for enrolled students that is worthy of academic credit. For new regular courses, a full faculty review requires approvals from the program/department, college/school executive committee, and the Committee on Courses (COC)--a process that can take as long as year. Along with the time needed to solicit proposals and deliver the course, the duration of the regular process can be prohibitively long for an undergraduate student.

R’Courses address this challenge with an abbreviated review process that is augmented by faculty oversight and training of the student instructor, referred to as the facilitator. The complete program, from the solicitation for new courses to the completion of the facilitator’s course will occur in a single academic year, with the solicitation and selection of proposals occurring in the Fall quarter, course development and facilitator training occurring in the Winter quarter, and course delivery occurring in the Spring quarter. Responsibility for the operation of the program,
selecting the proposals, and ensuring that the courses offered satisfy UCR’s educational standards rests with departmental leadership and with a Governing Board (described below). This Board will ensure that the facilitator is adequately trained as an instructor. A faculty mentor will assist the Board by working directly with the facilitator in developing the syllabus, providing meaningful resources, and grading student work.
Table 1: Characteristics of student-initiated courses at other UC campuses.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Program</th>
<th>Year Founded</th>
<th>Units &amp; Grading Scheme</th>
<th>Courses Offered Each Term</th>
<th>Credit for Enrolled Students</th>
<th>Credit for Facilitator (when taught)</th>
<th>Course Funding</th>
<th>Facilitator Training</th>
</tr>
</thead>
</table>
| UC Irvine       | UTeach                | 2007         | 1 unit Pass/No Pass    | 15-20 (spring quarter only) | 1 Unit University Studies 7  | 2 Units University Studies 197 C     | Funded by Academic Affairs through ASUCI.                                       | Fall: University Studies 197A for 2 units (letter grade)  
                  |                       |              |                        |                           |                              |                                      | Winter: University Studies 197B for 2 units (P/NP only—12 student cap)  
<pre><code>              |                       |              |                        |                           |                              |                                      | Spring: University Studies 197C (1 hour weekly meetings) for 2 units (P/NP only) |
</code></pre>
<p>| UC Berkeley     | DeCal                 | 1965         | 1-4 units S/NC         | 190                       | Housed in departments under 98/198 for student facilitated group study | Housed in the faculty advisor’s department as Special Studies units (99/199) | Facilitators can apply for an Education Enhancement Fund grant, through the ASUC. EEF is especially for DeCal and other independent student-initiated courses. DeCal provides $10 copy cards for facilitators who want to print materials for their course. | Optional workshops and education class through The Undergraduate Course Facilitator Training &amp; Resources (UCFTR) office |
| UC Los Angeles  | Undergraduate Student Initiated | 2005        | 1 unit Pass/No Pass    | 15                        | Housed in departments-88S   | Housed in departments-188S         | Not available. Students can make copies in                                      | Facilitators must take Honors 101E pedagogy seminar                           |</p>
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Description</th>
<th>Year</th>
<th>Units</th>
<th>Grading</th>
<th>Course Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Davis</td>
<td>Student Facilitated Courses</td>
<td>2014</td>
<td>Variable units</td>
<td>Pass/No Pass</td>
<td>Initial proposal from dept—then departments can offer courses independently 98F or 198F</td>
<td>Housed in departments-199FB</td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>Education for Sustainable Living Program (ESLP)</td>
<td>2003</td>
<td>2 or 5 units</td>
<td>Graded</td>
<td>College 8: either 61 (2 units) or 161 (5 units)</td>
<td>Through Campus Sustainability Fund (all courses relate to sustainability)</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>ESLP</td>
<td>2005</td>
<td>4 units</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SIDE (Student Initiated Democratic Education)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
R’Courses Governing Board and Senate Oversight

The R’Courses Governing Board is charged with providing direction and oversight for the program. The Academic Senate delegates to this Board the responsibility for setting the educational standards for R’Courses and for ensuring that these standards are maintained. To support the program, this Board will solicit, review, and select proposals for R’Course offerings. This includes establishing a recruitment program with informational sessions at popular student venues. It also has responsibility for training the facilitators, and it will coordinate this activity and course preparation with the facilitator’s faculty mentor. If the educational quality of the course is substandard, the Board has the authority to intervene and terminate a course prior to the beginning of spring quarter if corrective measures are not possible. The Governing Board will work with the Office of Undergraduate Education staff to publicize R’Courses, provide training sessions for facilitators and ensure program resources are available. The Board will meet three times during the Fall quarter: once for an orientation, a second time to plan the training program for the Winter quarter, and a third time to review and select the R’Course offerings for the Spring quarter. The Board will meet once in the Winter quarter to assess readiness and provide final approval for the facilitator and course preparation. At the completion of the Spring quarter, the Board will meet once to assess the program and plan for the next year.

Given the primary role in curriculum oversight, Senate representation on the Governing Board is crucial. The Governing Board’s membership is composed of three members of the Academic Senate, one undergraduate student, and two ex-officio members from the administration. The three faculty from the Academic Senate have voting privileges, and the rest of the membership are nonvoting. The Committee on Courses (COC) will appoint one member who is currently serving on the COC, and designate which of the three members from the Academic Senate is the Board’s Chair. The Vice Provost of Undergraduate Education (VPUE) will appoint two members from the Academic Senate, preferably one who is a former member of either COC or CEP, and one who is a former faculty mentor. The VPUE will also appoint the student representative. The two ex-officio members are the Assistant Vice Provost of Undergraduate Education and the Coordinator of Educational Initiatives. The primary role of the ex-officio members is to coordinate resources with the Office of Undergraduate Education. All appointments are for one year with the expectation that the faculty appointments will be renewed for a total term of three years. Additional non-voting faculty and staff can be appointed by the VPUE if workload or expertise warrants it.

Official Senate oversight will be provided by the COC and CEP, and to enable this mandate, these committees will receive an annual report from the Governing Board on the status of the program. If concerns arise, the COC will provide feedback. At the completion of the program’s fourth year, the CEP will conduct an internal review with the objective of determining if this program meets the academic standards of the Senate and provides a worthwhile experience to the students. During this initial period, the program should solicit feedback on the quality of the program from students who take R’Courses, the facilitators, and the mentors. At the time of the review, this information will be provided to the CEP.
R’Course Credit and Training Structure

Each R’Course will be designated as a 198 course for independent study in the home department of the faculty mentor. The R’Course proposal will require approval from both the faculty mentor and the Chair of the hosting department. Each department housing an R’Course will need to complete a new course proposal the first time an R’Course is offered (all subsequent offerings of the same course will not require Governing Board approval). These initial 198 courses should be approved as S/NC with variable topics. If for some reason, the Governing Board concludes after reviewing the course that the content is better aligned with another program and a faculty mentor in that program is not available, approvals from the alternative department, the mentor, and the COC are required. These courses will be offered for credit utilizing the S/NC grading system to matriculated undergraduate students at UCR for 1 unit, consistent with the COC guidelines for determining unit count. Students will be limited to no more than two R’Courses per year and no more than eight during their undergraduate careers. R’Courses will count against the campus limit on S/NC unit accumulation at the time of graduation, as well as any other college or program limits on S/NC enrollment or credit. Units accumulated through R’Courses cannot fulfill major requirements.

The facilitators with successful proposals will participate in a regular 190 course with their faculty mentor to develop the course syllabus and materials (1-4 units, either graded or S/NC as determined by faculty mentor), as well as five mandatory workshops, each one lasting two hours, during the Winter quarter to provide core training in instructional techniques, course development, and course management. An outline of the syllabus for these workshops is in Appendix 1. At this time, the facilitators should be developing their course content and consulting on a regular basis with their faculty mentors. Toward the end of the Winter quarter, each facilitator will be required to rehearse a lesson with the other facilitators during one of the mandatory workshops. The Governing Board will be responsible for organizing the workshops and practice sessions and finding workshop instructors. Course development and facilitator training must be completed with final approval from the Governing Board by the beginning of week 10 of the Winter quarter. Facilitators will also have the option to enroll in the 190 course with the same faculty mentor again when they deliver the course during the Spring quarter. One requirement of the 190 credits/facilitator workshops will be for the facilitator to submit self-assessments at the end of the Winter and Spring quarters. Facilitators are limited to developing one R’Course per year.

The faculty mentor will be the instructor of record for both the facilitator’s training 190 and the 198 course associated with the facilitator, and will have final responsibility for the grades issued for these courses. UCR’s Registrar, Bracken Dailey, has assured that there should be no problem fitting R’Courses into the existing structure after approval of a designated course number by the Committee on Courses. Funding for this program should be minimal, and the source of this support will come from Undergraduate Education Awards and/or ASUCR. Initially, we expect 10-15 of these courses will be offered each year.

Facilitator Proposals
Student proposals should include enough information so that the Governing Board can assess the quality of the course content, its uniqueness relative to other offerings at UCR, and the potential of the student as a facilitator. Student facilitators must maintain at least a 3.0 GPA throughout the three-quarter R’Courses cycle. The course plan in this document includes a syllabus with course and learning objectives, proposed activities, assignments and readings, and the assessment criteria. Students preparing a proposal will be instructed to review the COC General Rules and Policies Governing Courses of Instruction (http://senate.ucr.edu/committee/8/Guidelines%202010-11%20final.pdf), particularly Appendix 1A- Minimum Hours Per Week Per Unit and Appendix 1B, to justify the workload and assigned units.

Each student applicant also must identify a faculty mentor who will assist him/her with developing the course and with training. After reviewing the proposal, the faculty mentor must sign a mentor agreement if they approve the concept and are willing to assist the facilitator by fulfilling the terms outlined in the agreement. The mentor will also be the instructor of record for the courses enrolled in and offered by the facilitator. This activity can be included in the faculty member’s merit and promotion file as an Undergraduate Mentorship experience.

**Legal and Ethical Liability**

Undergraduates involved in research at UCR are required to sign a waiver/release form on safety issues. A similar procedure will be used with the facilitators in R’Courses. Instruction on ethical conduct and relevant university policy will be incorporated in the Winter training program. Final responsibility for the course resides with the faculty mentor and the university. Clarification and disclaimers regarding these issues will be provided to the students in the course information.

**Results from the Pilot R’Courses**

A student-initiated seminar on gardening was offered during the Winter quarter of 2013 at UCR, and nine R’Courses were piloted in Spring of 2014. A summary of these pilot courses is provided in table 2, and a sample proposal/syllabus from one course (Issues in Disney: Race, Gender, and Sexuality) is included in Appendix 3. Feedback received from facilitators, students, and faculty has been very positive overall; representative comments are provided below.

**Table 2: Summary of Spring 2014 pilot R’Courses.**

<table>
<thead>
<tr>
<th>Course Title</th>
<th># Students</th>
<th>Student Facilitator(s)</th>
<th>Course Number</th>
<th>Section Number</th>
<th>Day/Time</th>
<th>Location</th>
<th>Faculty Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Transgression and the State</td>
<td>9</td>
<td>Joseph Montoya</td>
<td>WMST190</td>
<td>76W</td>
<td>R/4:10-5:30</td>
<td>INTN 2043</td>
<td>Jane Ward</td>
</tr>
<tr>
<td>Walking Dead and Our Underlying Culture</td>
<td>24</td>
<td>Colette King</td>
<td>ENGL190</td>
<td>28V</td>
<td>W/4:00-6:00</td>
<td>Surge 308</td>
<td>Sherryl Vint</td>
</tr>
<tr>
<td>Issues in Disney: Race, Gender and</td>
<td>18</td>
<td>Michael Turcios</td>
<td>ETST190</td>
<td>90C</td>
<td>T/1:10-3:00</td>
<td>INTN 4043</td>
<td>Amalia Cabezas</td>
</tr>
<tr>
<td>Course</td>
<td>Enrolled</td>
<td>Instructor(s)</td>
<td>Course Code</td>
<td>Section</td>
<td>Time</td>
<td>Location</td>
<td>Facilitator(s)</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------</td>
<td>----------------------------------------</td>
<td>-------------</td>
<td>---------</td>
<td>--------</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Sexuality Revolution</td>
<td>13</td>
<td>Shreyas Doshi</td>
<td>POSC190</td>
<td>27L</td>
<td>T/4:00-6:00</td>
<td>Watkins 1117</td>
<td>John Laursen</td>
</tr>
<tr>
<td>Business and Politics in U.S. Education</td>
<td>10</td>
<td>Armando Saldana, Rebecca Park</td>
<td>CHFY198i</td>
<td>59C</td>
<td>W/11:10-12</td>
<td>HMNSS 1502</td>
<td>Geoff Cohen</td>
</tr>
<tr>
<td>We are Powerful 001</td>
<td>9</td>
<td>Kareem Aref, Christopher Sanchez</td>
<td>SOC 190</td>
<td>84C</td>
<td>WF/11:10-12:00</td>
<td>ASUCR Senate</td>
<td>Christopher Chase-Dunn</td>
</tr>
<tr>
<td>Indie Cinema and Aesthetic</td>
<td>7</td>
<td>Geneveive Newman</td>
<td>MCS 190</td>
<td>41H</td>
<td>M/2:30-4:30</td>
<td>INTS 3154</td>
<td>Keith Harris</td>
</tr>
<tr>
<td>Urban Garden Seminar: Implications of our Food System</td>
<td>15</td>
<td>Nancy Ocon, Natalie Soto, Pavan Rami, Porsche White</td>
<td>WMST190</td>
<td>83H</td>
<td>R/11:10-2:00</td>
<td>INTN 2043</td>
<td>Tamara Ho</td>
</tr>
<tr>
<td>Logic and Creativity</td>
<td>9</td>
<td>Michael Graham</td>
<td>PHIL 190</td>
<td>09W</td>
<td>MW/2:10-3:00</td>
<td>Philosophy Library</td>
<td>Larry Wright</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>111</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14 facilitators</td>
<td></td>
</tr>
</tbody>
</table>

**Comments from student facilitators:**

“The opportunity to share and create ideas with fellow students is quite special. Discussion is the most fruitful mode of creating ideas with other students.”

“I think the students’ eagerness and interest to learn about the subject was the biggest strengths of the class. I also think the syllabus was what really helped the class throughout the quarter because in each class I already knew what we had planned and so did the students.”

“My faculty mentor helped me a lot with the foundation of the class and how it should be structured. I believe this is what really helped the class to be taken seriously by the students and helped the class run smoothly throughout the quarter.”

“The discussion style seminar is best to come up collaboratively with ideas.”

Advice for future facilitators: “Don’t try to be a professor, you are a facilitator of discussion . . . we are all learning from each other as undergraduates at UCR.”

**Comments from student participants:**

“I really enjoyed the course and I think these courses allow students to take classes on subject matter that they're actually interested in.” (From Business and Politics)

“The student instructor was helpful, and genuinely interested in teaching this course.” (Walking Dead)

“Students who have similar other course requirements are instructing students get the chance to grow and become real intellectuals.” (Disney)

“It was accessible and I felt encourages to be open and share my ideas because the facilitator is an undergrad student like me.” (Gender Transgression)

“Really interesting (therefore motivating) material for the class.” (Indie Cinema)
Overall Pilot Evaluation:

Staff from Undergraduate Education visited each of the 9 R’Courses during the last week of each course to conduct surveys (with 81 respondents). The governing board met at the end of the semester to debrief, hear from a student facilitator, and discuss some of the results from the surveys and SIS data. The following points highlight the conversation in this meeting.

Successes:

- Student interest and participation (111 students enrolled in 9 courses)
- Strong proposals with clear objectives and activities made stronger with affirming and critical feedback from the governing board (majority of participants could articulate course objectives)
- Diversity of participants (2.87 cumulative GPA; 95% non-honors participation)
- Some good models for faculty mentoring (meeting weekly or regular email communication)
- Facilitator workshops incorporating discussion strategies, readings on democratic education, writing prompt and rubric training, etc.
- Positive course evaluations (students felt the syllabus and objectives were clear)

Challenges:

- Grading Basis: Of the 111 students, 69 S/NC (62%), 41 had no grade type specified (37%), 1 letter grade (1%)
- Registration Process: Not streamlined—some able to register online, some had to email the advisors
- Weight on Facilitators: Facilitators poured a great deal of academic time and energy into the courses with no additional units given
- Student Participation: In some cases, student participants did not prioritize the course work (because it was S/NC, because it was 1 or 2 units, or because it was a fellow student)
- Faculty/department involvement: Variable—in some cases there was great collaboration, in others the expectations were unclear
- Number of units: Unclear whether courses could/should be 1 or 2 units
- Attendance at Facilitator workshops: Most facilitators attended at least one and followed up on the information if they could not attend. But since they were scheduled late, there were many class conflicts.

Recommendations:

- Create a new course number to differentiate from the 190 series AND/OR . . .
- Clarify registration process: require students to go through department advisors for registration and to sign a waiver allowing the advisor to change their grading basis to S/NC
- Orientation for faculty and advisors
• Hold mandatory information session before each course in which the registration/grading policies are clarified with students
• Facilitator training course
• Clarify expectations with departments and faculty regarding regular meetings
• Impose a maximum number of R’Course units students can take
• Clarify the annual R’Course cycle (see Table 3 for the full proposed cycle)

Table 3: R’Courses scheduling cycle.

| Fall Quarter |  |  |  |  |
|--------------|---------------|-----------------|-----------------|
| **Week**     | **R’Courses Board** | **Facilitator** | **Faculty Mentor** | **Budget** |
| 1-3          | Publicize program with Scotmail announcements and information sessions. |  |  | $25 for Scotmail, $300 for 2 ads in Highlander, and copies promotional material. |
| 2            | Orientation meeting. |  |  |  |
| 2-8          |  | Prepare proposal and identify faculty mentor. Acquire required approvals. |  |  |
| 4            | Organize and schedule training workshops for Winter quarter. Meet with the workshop instructors. |  |  |  |
| 7            |  | Complete review and approve facilitator’s proposal. |  |  |
| 8            |  | Deadline to submit proposal to Board. |  |  |
| 9            | Process and review proposals. |  |  |  |
| 10           | Announce successful proposals. Provide information to selected facilitators. |  |  |  |

<p>| Winter Quarter |  |  |  |  |
|----------------|-------------------------------|-----------------|-----------------|
| 1-10           | Promote R’Courses offered in Spring quarter. |  | Promotional materials. |
| 2              | Schedule Spring R’Courses in time for student registration. |  |  |
| 2-5            | Offer training workshops. Attend training workshops. |  | Workshop supplies. |</p>
<table>
<thead>
<tr>
<th>Period</th>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-9</td>
<td>Develop course and study instructional techniques.</td>
<td>Schedule periodic meetings with the facilitator. Assist facilitator with course development and instructional techniques.</td>
</tr>
<tr>
<td>7-9</td>
<td>Offer practice sessions.</td>
<td>Attend practice sessions.</td>
</tr>
<tr>
<td>9-10</td>
<td>Review and provide final approval for R’Courses.</td>
<td>Make revisions based on feedback from final review. Compete preparations on course’s iLearn page.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in final review of the R’Courses.</td>
</tr>
<tr>
<td>10</td>
<td>Host certification ceremony.</td>
<td>Submit self-assessment on course preparation to mentor. Attend certification ceremony.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Funds for certification ceremony.</td>
</tr>
<tr>
<td>Finals</td>
<td></td>
<td>Final preparation for instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit facilitator’s grade for 190.</td>
</tr>
</tbody>
</table>

**Spring Quarter**

<table>
<thead>
<tr>
<th>Period</th>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>Facilitate R’Course.</td>
<td>Periodically meet with the facilitator, and observe instruction.</td>
</tr>
<tr>
<td>9</td>
<td>Solicit feedback from R’Course students, facilitators and mentors.</td>
<td>Submit all course reimbursements. Provide feedback to Governing Board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide feedback to Governing Board.</td>
</tr>
<tr>
<td>10</td>
<td>Distribute reimbursements.</td>
<td>Submit self-assessment on course delivery to mentor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenses associated with course delivery.</td>
</tr>
<tr>
<td>Finals</td>
<td></td>
<td>All student assessments must be submitted to mentor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit facilitator’s grade for 190 (if taken). Submit students’ grades for R’Course 198.</td>
</tr>
<tr>
<td>After Spring Quarter</td>
<td>Meeting to review program and plan next year’s program.</td>
<td></td>
</tr>
</tbody>
</table>
Democratic Pedagogy: Developing R’Courses
Winter 2015
Location and Time TBA

COURSE DESCRIPTION
This course is designed to support the R’Courses process of student-facilitated learning by providing a space for student facilitators to discuss pedagogical theory and practice, and to prepare meaningful resources and discussions. Throughout the quarter, we will examine the ways in which we can be create significant learning experiences for ourselves and for other student learners. We will:

- Critically analyze both historical and contemporary pedagogical theory and practice
- Define and clarify the role of the effective facilitator
- Learn how to create successful educational experiences through innovative course design and for diverse learners

As we explore different pedagogical concepts and learning models, we will begin to formulate what, to us, constitute exceptional teaching and learning experiences. Throughout the quarter, you will experiment with the design and implementation of different educational experiences. Within this process, you will also have the opportunity to practice your facilitation skills and receive supportive and honest feedback from other members of the course.

LEARNING OBJECTIVES
At the end of the term, participants will:

Develop Significant Learning Experiences for Undergraduates
- by creating a course syllabus and accompanying lesson plans that effectively meet the needs of a diverse group of students with different learning styles and life experiences
- by utilizing course assessment tools to facilitate reflection on how to improve teaching and/or course design
- by receiving and providing supportive, constructive, and sometimes challenging feedback
- by growing and practicing flexible and dynamic facilitation skills to navigate, observe, and attend to often complex group dynamics within a university classroom.

Develop a Teaching Portfolio
- by highlighting and documenting course development and professional development
- by preparing a dossier of materials for future professional and intellectual use.

READING AND RECOMMENDED TEXTS
This course will include selections from the following texts (available on iLearn):


**CONTACT INFORMATION**
Course facilitator: TBA
Facilitator office:
Facilitator phone and email:
Facilitator office hours: TBA

The facilitator will coordinate closely with the faculty mentors for each course, and these workshops are a key component of earning the 1 unit of credit offered through a 190 course in the sponsoring department. Please feel free to email or call to make an appointment to meet.

**EXPLANATION OF CLASS PARTICIPATION**
(Excerpt from PreskIll and brookfield’s, *DiscussIon as a way of teaching*)

Participating in discussion does not necessarily mean talking a lot or showing off what you know or what you have studied. Good discussion participation involves people trying to build on and synthesize comments from others, and showing appreciation for others’ contributions. It also involves inviting others to say more about what they are thinking. Some of the most helpful things you can do are call for a quiet interlude, bring a new resource to the classroom, or post an observation online. So there are multiple ways quieter learners can participate. Active listening will be foundational for engaged teaching and learning.

Below are some specific behavioral examples of good participation in discussion:
- Ask a question or make a comment that shows you are interested in what another person says
- Ask a question or make a comment that encourages another person to elaborate on something they have already said
- Bring in a resource (a reading, web link, video) not covered in the syllabus but adds new information/perspectives to our learning
- Make a comment that underscores the link between two people's contributions & make this link explicit in your comment
- Use body language (in only a slightly exaggerated way) to show interest in what different speakers are saying
- Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts – this can be done online
- When you think it's appropriate, ask the group for a moment's silence to slow the pace of conversation to give you, and others time to think
- Make a comment that at least partly paraphrases a point someone has already made
- Make a summary observation that takes into account several people's contributions & that touches on a recurring theme in the discussion (online if you like)
- Ask a cause and effect question - for example, "can you explain why you think it's true that if these things are in place such and such a thing will occur?"
• Find a way to express gratitude/appreciation for the enlightenment you have gained from the discussion. Try to be specific about what it was that helped you understand something better. Again this can be done online if this suits you better.

COURSE COMPONENTS, ASSESSMENT IN THE COURSE, AND GRADING
All written materials and the Seminar Presentation will receive qualitative written feedback. The course facilitator will provide an evaluation to the instructor of record for the 190 in which each student facilitator is enrolled, detailing the student facilitator’s completion of the required elements. To offer the R’Course in the Spring, students must successfully complete all FIVE components of the course listed below:
1. Attend all 5 workshops.
2. Turn in all written assignments (Syllabus components, Reflections, Course Evaluations and Assessments).
3. Complete one classroom observation.
4. Deliver one pilot lesson.
5. Submit the Final Course Portfolio, which includes:
   • Assessments (Course Intake Form, Mid-semester and Final Evaluations)
   • Final syllabus with Course Plan Calendar
   • Lesson plans
   • Reflections
   • CV or Teaching Resume (highly recommended for those seeking teaching jobs or applying to graduate school, but optional)

LATE ASSIGNMENTS
Generally, late assignments will not be accepted. All written assignments are to be turned in via email, iLearn, or in person by the specified due date (normally before class begins on Wednesdays). If you have a problem turning in an assignment on time, please contact me immediately.

WINTER 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop Topics</th>
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</thead>
</table>
| Week 1| Introduction to Democratic Education  
Classroom Culture and Diverse Learning Styles |
| Week 3| Inclusive Education  
HR, logistics, and training—diversity, mental health, etc. |
| Week 5| Course Design and Objectives  
Assessment, Prompts, and Writing |
| Week 7| Lesson Planning  
Facilitating Discussions  
(Classroom Observation and Reflection) |
| Week 9| Pilot Lessons  
Evaluation |
Appendix 2: Sample Proposal and Syllabus from Spring 2014

R'Course Proposal Form
Proposals are due on Friday, March 14, 2014 by email to nancy.kameya@ucr.edu.

The course proposal form must be completed jointly by the student facilitator(s) and instructor(s) of record. The department is responsible for the academic quality of the course, assigning the course title and number (e.g., 190 Independent Study), and providing necessary resources (e.g., classroom space). The instructor of record is responsible for assigning students' grades at the end of the quarter. To prepare your R'Course proposal, please review the provided checklists for student facilitator, faculty, and department chair.

Please answer all questions (1-6) on the form, and please note that a well-written syllabus should address the first four questions. The worksheet to determine unit value is enclosed in this application packet.

Submission instructions: The sponsoring department should keep the original signed form and provide a copy to the student facilitator(s), instructor(s) of record, and the Office of Undergraduate Education (email to nancy.kameya@ucr.edu).

All fields must be completed.

<table>
<thead>
<tr>
<th>Date Submitted:</th>
<th>March 14, 2014</th>
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<tbody>
<tr>
<td>Term to be offered:</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Campus department:</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Issues in Disney: Race, Gender, and Sexuality</td>
</tr>
<tr>
<td>Number of Units (1 to 2):</td>
<td>2 Units</td>
</tr>
<tr>
<td>Student Facilitator Name(s):</td>
<td>Michael Turcios</td>
</tr>
<tr>
<td>Student Facilitator Email Address(es):</td>
<td><a href="mailto:michael.turcios@email.ucr.edu">michael.turcios@email.ucr.edu</a></td>
</tr>
<tr>
<td>Instructor of Record (Faculty Member):</td>
<td>Dr. Amalia Cabezas</td>
</tr>
<tr>
<td>Instructor of Record Email Address:</td>
<td><a href="mailto:amalia.cabezas@ucr.edu">amalia.cabezas@ucr.edu</a></td>
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</table>
Please answer the following six questions and indicate the page number where the answers can be found in your syllabus (don’t forget to attach a copy of your syllabus).

1. What is the nature of the subject matter or content of the course? Include a weekly schedule that shows topics, readings and assignments for each week.

2. What are the key learning objectives (i.e., what do you hope students will learn by participating in and completing the course)?

3. What are the methods of instruction (e.g., lecture, discussion, collaborative learning, etc.)?

4. How will student performance be evaluated? What will students be required to do to pass the class, and how much weight will each requirement have toward the final grade?

5. How will the instructor of record supervise the student course facilitator(s)?

6. Has the student facilitator consulted with the appropriate department staff person to verify any required department procedures or necessary resources?

Signatures: My signature below acknowledges my responsibility for this course.

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<tr>
<th>STUDENT COURSE FACILITATOR(S)</th>
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<tr>
<th>INSTRUCTOR(S) OF RECORD</th>
<th>DATE</th>
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<tr>
<td>Anaelia L. Cabezak</td>
<td>3/10/14</td>
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<th>DEPARTMENT CHAIR</th>
<th>DATE</th>
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<td>3/10/14</td>
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R’Course Proposal Questions and Reflection

1. The course is designed to educate students of the issues with race, gender, and sexuality in Disney films. The course has been structured in three categories (please refer to page 4 of syllabus for weekly schedule): race, gender, and sexuality. Students will read secondary texts that will complement the material for the week. For instance, Week 2 is based on the erasure of historical narratives and sanitization of historical accounts, and in order to comprehend that topic, students will read an article that addresses the Disney film *The Princess and the Frog*. Selected clips from that film and *Song of the South* will be screened and students will make a connection between the readings and the visual material. Furthermore, the student facilitator will lecture during the first 30 minutes of the course—to provide a foundational background—and introduce theories and other related subjects.

2. Because watching a Disney film has become a passive visual experience, some spectators do not see the large picture of the issues presented by Disney. For this course, I would like students to identify key concepts such as race, gender, and sexuality and relate them to the course material. In addition, the students should be able to articulate the terms and grasp an understanding of them. This will become evident when they apply such terms—and various others that will be introduced throughout the quarter—in their weekly discussions and response papers. In addition, I aim for students to develop critical thinking skills by honing their skill in applying theoretical material to other cultural texts. For instance, at the conclusion of the course, students should be able to apply their critical thinking skills by corroborating their analysis with scholarship and other material that would supplement their arguments. In order to successfully apply critical thinking skills, students should be able to thoroughly analyze academic scholarship, visual texts, and other academic material. Finally, students will learn why it is important to study race, gender, and sexuality in Disney films. One of the primary reasons is because marginal cultures may not identify with the cultural works produced by dominant systems, thus it is important to explore why such works may negatively influence stereotypes and form of prejudices. (The course objectives are located on page 1 of the syllabus under Course Objectives).

3. Since R’Course is student-lead, I have designed the seminar as a democratic learning style. The method of instruction will be in the form of a seminar because students will have valuable input in their education (refer to page 1 of Syllabus under Course Description). In order for this method of instructor to function, one of the required assignments asks for students to select a week that interests them to cover the topic, and pose two discussion questions (refer to page 2 of syllabus under Required Assignments). By having students produce two questions, they are being afforded with the opportunity to lead the seminar and take charge of their discussions. In the first few minutes of the course, the student facilitator will briefly lecture in order to provide some background on the material, introduce theoretical material, and also set-up the discussion if necessary. However, the seminar style will allow students to lead their own discussions and ensure they are successful at compromising and lending a healthy dialogue that is academically enriching.

4. The success of students in the seminar will be evaluated by their overall accumulation of points. The grading system consists of earning points for their on-time assignments. Students
who are on time will receive a point per week, leading to 10 possible points for the quarter. Discussion questions will be 10 points total for the week they present their questions to the class and lead a successful seminar. Weekly one page double-spaced reflections are worth 10 points each; based on the quality of their responses, they may earn a maximum of 10 points for the assignment. And finally, a final three page paper will worth a possible 100 points. (The grading basis is available on page 3 and the assignments are located on Page 2).

5. Student facilitator will meet with Instructor of Record periodically and discuss points to evaluate the course as it progresses over the quarter. Student facilitator has created a Weekly Evaluation form that will be submitted at the end of the week to the Instructor of record as a tool of keeping a written record of the course progress. (Please refer to attached document entitled Weekly Evaluation Form). Student facilitator will also meet with the R'Course board to further discuss additional support, improvements for the program, and among many other forms of feedback. The Weekly Evaluation Form will allow Student Facilitator and Instructor of Record to target areas for improvement based on the reflections, and monitor how students are engaging with the content. For support and evaluation, there will be instances in which the Instructor of Record will observe the course and provide feedback and resources to improve method of instruction. In addition, Student Facilitator has created a Final Course Evaluation that will be of great use in evaluating supervision and the quality of the course. Furthermore, the Final Course Evaluation will allow the R'Course board to consider a few things based on the feedback provided by students. (Please refer to attached document entitled Student Final Course Evaluation).

6. Student facilitator has consulted with appropriate staff in order to ensure support for the course being offered in the Spring 2014. If additional needs are required, student facilitator can immediately identify the individuals who will provide that support such as Dr. Amalia Cabezas and Dr. Dylan Rodriguez, and communicate concerns to them. In addition, the R'Course board will extend necessary and appropriate support. Most of the resources are reading materials, and those are available on the Dropbox site for the course.
# Worksheet to Calculate Workload and Resultant Unit Value

<table>
<thead>
<tr>
<th>Department:</th>
<th>Ethnic Studies</th>
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<tbody>
<tr>
<td>Course Title:</td>
<td>Issues in Disney: Race, Gender, and Sexuality</td>
</tr>
<tr>
<td>Student Facilitator Name(s):</td>
<td>Michael Turcios</td>
</tr>
</tbody>
</table>

The requirement of the University of California for determining the unit value of a course is that one unit equals 3 hours of work per week (1 hour of in-class time, 2 hours of outside preparation for students), or about 30 total hours over a 10-week quarter. This work includes time spent in class as well as time spent doing work outside of class.

The worksheet below is intended to aid the student facilitator and instructor of record in developing the course and determining its workload and unit value. Since group study courses can take more than one form, all of the categories below may not be relevant to every course. Requirements should be reflected in the syllabus.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Total Hours</th>
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<tbody>
<tr>
<td><strong>In-class time</strong></td>
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<tr>
<td>2 hours per week × 10 weeks</td>
<td>= 20</td>
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<tr>
<td><strong>Reading</strong></td>
<td></td>
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<tr>
<td>2 hours per week × 10 weeks</td>
<td>= 20</td>
</tr>
<tr>
<td><strong>Writing papers</strong></td>
<td></td>
</tr>
<tr>
<td>2 hours per paper × 10 papers</td>
<td>= 20</td>
</tr>
<tr>
<td><strong>Research/study</strong></td>
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<tr>
<td>2 hours per week × weeks</td>
<td>=</td>
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<tr>
<td><strong>Other:</strong></td>
<td></td>
</tr>
<tr>
<td>2 hours per week × weeks</td>
<td>=</td>
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<tr>
<td><strong>Other:</strong></td>
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<tr>
<td>2 hours per week × weeks</td>
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<td><strong>Other:</strong></td>
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<tr>
<td>2 hours per week × weeks</td>
<td>=</td>
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<tr>
<td><strong>Total:</strong></td>
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<td></td>
<td>= 60</td>
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<table>
<thead>
<tr>
<th>3 hours = 1 unit</th>
<th>6 hours = 2 units</th>
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<tbody>
<tr>
<td>Unit Value:</td>
<td>2 Units</td>
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</table>

This form is not required by the Academic Senate but may be required by departments.
Ethnic Studies 190:
Issues in Disney: Race, Gender, and Sexuality

Facilitator: Michael Turcios  
Email: michael.turcios@email.ucr.edu
Seminar Time: Tuesdays, 1 p.m. – 3 p.m.
Seminar Location: Ethnic Studies Department Seminar Room
Instructor of Record: Dr. Amalia Cabezas
Office Hours: by appointment

Course Description:
This seminar investigates the problematic characteristics in Disney films by analytically examining how the intersectionalities of race, gender, and sexuality are portrayed in those popular cultural works. To thoroughly comprehend the effects of Disney on consumers and spectators, this course will analyze Disney films as a source of misrepresentations that functions to create its own sanitized culture and fragmented historical accounts. Supported by theoretical material in the fields of race, gender, and sexuality, this seminar will employ an array of theories, secondary texts, and visual material to produce thought-provoking questions that will expose the lack of racial diversity, gender inequality, and differences of sexuality in Disney films. By analyzing Disney cultural productions, the course will examine the historical issues of the aforementioned intersectionalities in relation to the identification processes of spectators (particularly that of children of color).

This seminar meets weekly for two hours. The course is designed in the style of democratic learning—meaning that all students are active participants by leading discussions and shaping the structure of the week. Students will be afforded the opportunity to initiate discussion for the week by proposing questions to the class. In the first 30 minute of the seminar, the facilitator will lecture on theoretical material complementing the topic for the week. In addition, the scholarship conducted by other scholars well-known in their respective fields will be included in the lecture in the first half-hour of the course. The rest of the time will be seminar style in which students are expected to contribute as part of their Attendance and Participation grade, and lead the discussion based on the assigned reading and screened material for the week.

Course Objectives:
• Throughout the duration of the seminar, students will identify key concepts (e.g. race, gender, and sexuality) related to the course material and readings, and critically apply the terms to weekly discussions and response papers.
• Students will apply critical thinking skills to analyze race, gender and sexuality inequality in Disney cultural works by providing examples corroborated with academic scholarship.
• By the conclusion of the course, students will have developed analytical strategies to analyze visual texts, readings, and apply learned theoretical material to content outside the course.
• Students will articulate the importance of analyzing race, gender, and sexuality in Disney productions and their effects on marginal cultures: migrants, children, non-heteronormative identities, and people of color.

It will become evident that students will have acquired the course objectives by incorporating learned material into the discussions and supporting their 1 page responses—and final paper—
with the content explored in the course. Throughout the progression of the quarter, students will
develop a rhetoric appropriate to the field of Ethnic Studies.

Reading Material:
All texts are available as PDF files on the Dropbox link provided via email: https://www.dropbox.com/sh/dkikfuzq4x3dd7y/eW1mP7hS29. In order to successfully participate in the seminar and engage in stimulating dialogues, students are responsible for reading assigned material for the week before coming to class. In addition, for those interested in developing their analytical skills and enhancing their knowledge, supplementary suggested reading material is provided on Dropbox. It is important for students to familiarize themselves with the reading and engage with the material as it will significantly correspond to the topic of the week, and therefore become crucial for answering the prompt question for the weekly responses (see assignment section for additional information). For assigned reading materials, please refer to the weekly course schedule.

Visual Material:
Selected visual excerpts will be screened during the seminar in order to supplement the discussion pertinent to our study for the week. In order to comprehend the context in which the clips are presented, students should have familiarized themselves with the reading assignment. Basing a discussion on the visual material and failing to incorporate the assigned reading will disrupt the flow of the seminar and produce responses that are unsupported by scholarship. Screened visual material may include documentary clips and Disney animated scenes that directly support the topic for the week.

Required Assignments:
Weekly Response Paper: Students must submit a one-page, double spaced, response paper with proper page citations from the reading, responding to the prompt for the week (refer to course schedule for prompt). Material discussed in the seminar may be incorporated, provided that students appropriately credit source(s). The quality of the work will be graded on a scale of 1 - 10. Please refer to weekly course schedule for dates of submission.

Discussion Questions: Students will select a week from the course schedule from which they will produce two well-thought out questions that are open-ended and present them to the class in order to generate the discussion for the week. This is an opportunity for students to bring into discussion any questions not raised in the reading, introduce additional scholarship not yet explored, or resort to other creative forms of stimulating a discussion that engages all students. Discussion questions may address any content, provided that they are appropriate for scholarly discussion.

Final Paper: As the final project for the seminar, students will submit a three page, double-spaced paper that follows the MLA format. Students will need to support their findings with the material employed in the seminar and answer one of the following prompts below. Final paper is scheduled for submission on June 3rd, at the last meeting of the seminar. Student will thoroughly answer one of the following prompts:
1. Based on the material learned in class, how is Disney transforming the representations of race, gender and sexuality in its contemporary animated features? Are these representations obscured from public view?

2. What other Disney alternatives are available as pedagogical tools? Are those cultural productions conflicted when it comes to representing race, gender, and sexuality?

3. How can one propose to change the Disney model of race, gender, and sexuality? What methods would need to be considered, and what would be the potential complications resulting from such changes?

Grading Basis:
The final grade for this course will be based on a point system that will allow students to monitor their progress throughout the quarter. Please consult with Facilitator in order to discuss progress in the course. Grades and scores will not be sent via email.

Attendance and Active Participation: 1 point per week = 10 points total.
Discussion Questions: 10 points for assigned week = 10 points total.
Weekly 1 Page Reflections (8): 10 possible points per response= 80 possible points total.
Final Paper: 100 possible points= 100 possible points total.

Total possible points: 200

Course Policies
• This is a seminar style course. Please read the assigned material before arriving to the seminar and actively engage in discussion.
• Unprepared students should not attend the seminar if they have not read material and/or are not prepared to engage in active participation.
• Electronics are permitted provided that the apparatus is for the sole use of seminar purposes such as: assessing the reading material and referring to response paper from the previous week.
• Arriving to the seminar more than 15 minutes late will earn the student a .5 out of 1 point in the Attendance and Participation grade for the week. An absence does not earn a student the point for the week. Please be aware that this seminar meets weekly, more than two absences will affect the final course grade.
• Absences can only be excused under certain critical circumstances, which will require verifiable documentation.
• Please do not bring guests to the seminar; only those enrolled are allowed to attend.
• Verify your UCR-issued email accounts before coming to the seminar for important updates and announcements.
• Late work will not be accepted. No work via email is to be sent to facilitator. I will not send scores/grades via email. Please set-up an appointment to meet with me.
• I reserve the right to modify material for the week under reasonable circumstances. Students will be notified of changes in advance.
University Policies

- Develop your own original work in the discussion and properly cite scholars in MLA format when employing their works and ideas. Acquaint yourself with the UCR policy on academic dishonesty, plagiarism, and cheating:
  http://www.conduct.ucr.edu/LearnPolicies/Pages/AcademicIntegrity.aspx.
- Students who require special services should communicate with course facilitator in order to make appropriate accommodations ahead of time.

Course Schedule:

Week 1 (April 1st): Introduction to Seminar and Disney's Pedagogy
Reading: Bell, Haas, and Sells’ “Introduction: Walt’s in the Movies” in From Mouse to Mermaid: The Politics of Film, Gender, and Culture.
Clips: “Mickey Mouse Monopoly: Disney, Childhood & Corporate Power” and “How TV Affects the Brains of Young Children”
Assignment: 1 double-page response due next week: How can theories of race, gender, and sexuality support the fact that film and television affect marginal groups?

Week 2 (April 8th): Sanitizing History and Effacing Historical Narratives
Clips: Harve Foster and Wilfred Jackson’s Song of the South (1946), Ron Clements and John Musker’s The Princess and the Frog (2009) and “Texas Rewriting History in School Curriculum”
Assignment: 1 double-page response due next week: Provide an example of a film that problematizes the rewriting/sanitizing of history. Highlight two examples in your film selection that supports your statement.

Week 3 (April 15th): Race, Capitalism, and Consumption
Clips: “Mickey Mouse Goes to Haiti”
Assignment: 1 double-page response due next week: Reflect on Disney’s capitalist ventures and their effects on racial minorities in the United States and in Third World nations.

Week 4 (April 22nd): Children of Color React to Disney
Clips: Rob Minkoff and Roger Allers’s The Lion King (1994), “Inside the AC360 Doll Study,” and “Subconscious Racial Bias in Children”
Assignment: 1 double-page response due next week: How do the misrepresentations of race in
Disney films affect children’s communication in relation to other races? Provide at least two
concrete examples.

Week 5 (April 29th): Construction of Masculinity in Animation
Reading: Gilliam, Ken and Wooden, Shawn. “Post-Princess Models of Gender: The New
Clips: Kirk Wise and Gary Trousdale’s Beauty and the Beast (1991) and “Tough Guise:
Violence, Media & the Crisis in Masculinity”
Assignment: 1 double-page response due next week: Are the dynamics of masculinity
construction in Disney films pressuring young boys and girls to conform to societal expectations
of masculine behavior?

Week 6 (May 6th): Feminist Voices
Reading: Laura Sell’s “Where do the Mermaids Stand?: Voice and Body in The Little
Mermaid” in From Mouse to Mermaid: The Politics of Film, Gender, and Culture.
Clips: Ron Clements and John Musker’s The Little Mermaid (1989) and “Disney Cartoons and
Gender Representations”
Assignment: 1 double-page response due next week: Despite the new wave of Disney films
“empowering” women, why is there a continued lack of feminist discourse?

Week 7 (May 13th): Race and Gender Beyond Disney
Reading: Madison, D. Soyini. “Pretty Woman Through the Triple Lens of Black Feminist
Spectatorship” in From Mouse to Mermaid: The Politics of Film, Gender, and Culture.
Assignment: 1 double-page response due next week: Is there a non-Disney film that follows the
Disney model that misrepresents racial minorities and their performed gender roles?

Week 8 (May 20th): Hidden Sexualities
in Disney Films: Critical Essays on Race, Ethnicity, Gender, Sexuality and Disability. Ed.
Clips: Selected scenes from: Aladdin, The Lion King, and The Little Mermaid
Assignment: 1 double-page response due next week: Is Disney conflicted with its support for the
gay community? Consider its implicit support on LGBTQ and their subversion of the topic.

Week 9 (May 27th): Intersectionalities of Race, Gender, and Sexuality (Students Selection)
Reading: Students recommend and select reading
Clips: Students recommend screening material
Assignment: Students continue working on their final paper due at the beginning of the seminar
week 10 (June 3rd).

Week 10 (June 3rd): Post-Disney Cultural Alternatives
Reading: In lieu of reading, work on paper due today.
Clips: Guest speaker on The Guardian Princesses
Course conclusion discussion on Disney and learned content.
**Weekly Evaluation Form**
*Form to be completed by Facilitator and utilized as an assessment tool for Instructor of Record and R’Course Board.*

Facilitator: 
Course Title: 
Week and Topic: 

### Course Observations:
*Students receptive to content, participation in seminar, time management, course content, etc.*

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<th>Students</th>
<th>Facilitator</th>
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### Reflections:
*Monitor strengths and target areas for improvement by next session.*

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<th>Strengths</th>
<th>Areas for Improvement</th>
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Other Comments: 


26
Addendum

A. My interest in teaching the Disney course is inspired by the fact that I am working on a senior thesis, mentored by Dr. Amalia Cabezas, in which I examine Disneyland in Anaheim, California as being synonymous with America. This relationship between the theme park and America is grounded by the fact that Disneyland constructs its own border and commodifies culture. As a result of this research (which launched in the Spring of 2013), I have read a substantial amount of articles that touch on the main topics of the course: Race, Gender, and Sexuality.

B. Attached to this application is my curriculum vitae. I have presented at numerous conferences and presented various projects. I hope the committee takes into consideration my presentations and hope it demonstrates that I have diversified my areas of interests and that my competencies in public speaking will allow me to teach a group of individuals.

C. My interests in offering this course lies on the fact that Disney needs to be challenged for its misrepresentations, but I also seek to teach because this is an opportunity for me to develop my teaching skills since I will be furthering my education in graduate school in the Fall of 2014. I would like to begin finding my own teaching format and find a balance between lecture and seminar.

D. For the past two years (Winter quarters 2013 and 2014), I have served as a co-instructor for a seminar with Housing, Dining, and Residential Services. In the Leadership Seminar, I taught candidates (for those in the process of becoming Student Staff members) theories and other important material. Others tasks included assigning homework, leading discussions, grading assignments, and evaluating each candidate at the end of the seminar. My experiences can assist the R'Course program, and I can provide valuable feedback to strengthen the launch of the official program next academic year. If you would like to further inquire about my facilitation skills, I have designated Elizabeth Hagen, Resident Director, as a reference to speak on my behalf: elizabeth.hagen@uccr.edu

Approved by the Committee on Educational Policy: October 3, 2014
Student-led courses at other UC campuses

UCLA

The courses that are taught by students at UCLA are in two areas: the Collegium of University Teaching Fellows (http://www.oid.ucla.edu/training/cutf) and the Undergraduate Student Initiated Education (http://www.uei.ucla.edu/usie.htm). Both involve much preparation and there is a faculty of record: working with the student preparing a syllabi, attend part of the classes (a task shared with the program leader from the Office of Instructional Development) and involvement in the grading process. That is how the officer of instruction requirements are met.

UCI

These are controversial and are just in the process of being reviewed by the division of undergraduate education (the senate has never before reviewed them but since they actually provide curriculum they now have to).

UCB

These are housed in the DeCal program http://www.decal.org/

This is much more prescribed, regulated by the UCB Senate A230. For example:

- The role of the Committee on Courses of Instruction involvement in all courses is specified (A230.3.3)
- The academic standing of participating students is specified A230.4.2
- Various limitations are allowed A230.4.5

More details in the UCB CoCI manual regulation 2.4.1

UCB’s courses came from the free-speech movement and they have a a tradition of quality control

At UCR there is one course being offered and has been featured in the student newspaper (see R'Courses are classes led by students, now offered in spring quarter.)
R’Course Governing Board  
UCR Academic Senate  
February 2014  

Charge  
The Governing Board is charged with providing direction and oversight of R’Course offerings. It is responsible for reviewing and approving proposals for R’Courses. It has the responsibility for setting the educational standards for R’Courses and for ensuring that these standards are maintained. If issues come up in the administration of R’Courses, the Governing Board will adjudicate those issues. The Governing Board will work with UE staff to publicize R’Courses and to provide training sessions for R’Course leaders. The Governing Board has the authority to choose among proposals, to review courses for educational quality, and to ensure that student leaders are adequately trained. It has the authority to end offerings of courses that do not meet the educational standards required of an R’Course.

Membership of the R’Courses Governing Board  
The Governing Board will have five members appointed in the following manner.  

- The Vice Provost of Undergraduate Education (VPUE) will appoint two members who are tenure-track faculty. Preferably, one member will be a former member of the Committee on Courses (COC), and the other member will be a former R’Courses instructor of record.  
- COC will appoint one current member.  
- The Assistant Vice Provost of Undergraduate Education and the Coordinator of Educational Initiatives are non-voting ex-officio members to help administer the program within the Office of Undergraduate Education.

The faculty appointments by the VPUE are for two years with the option to renew. The COC appointment is for one year with the option to renew. The activities of the R’Courses Governing Board will be reported to COC by their representative on an annual basis.