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# UCLA MEMORANDUM

Undergraduate Education Initiatives  
A265 Murphy Hall  
157101

September 6, 2017

To: Aaron Tornell, Chair  
College Faculty Executive Committee

From: Elizabeth Lingon Bjork, Chair  
USIE Faculty Advisory Committee

Re: Progress Report of the Undergraduate Student Initiated Education Program

On behalf of the Undergraduate Student Initiated Education (USIE) Program Advisory Committee, I submit the attached report updating the College Faculty Executive Committee (FEC) on the accomplishments of the program since it was last reviewed in 2012.

Since its inception in 2005, the USIE Program has provided all participants – the student seminar facilitators, the faculty mentors, and the students enrolled in the student-led seminars – with a unique opportunity to engage in a collaborative academic community.

I am pleased to report two key changes since the last review. The first is the expansion of USIE by adding a second pedagogy instructor and pedagogy course. We now have the capacity to include twice as many students as facilitators and serve twice as many students with student-led seminar offerings. A second improvement has been the formal incorporation of USIE into the Undergraduate Student Association Council's bylaws. The development of the USIE Program has always been a close partnership with undergraduate students, so the formal appointment of a USIE Student Chair, Vice Chair, and Representatives are welcome additions.

I am happy to meet with the College FEC to answer any questions when the report is reviewed by the Committee.

Sincerely,



Elizabeth L. Bjork  
Professor and Senior Vice Chair of the Department of Psychology  
Chair of the USIE Faculty-Student Advisory Committee

cc: Lucy Blackmar, Assistant Vice Provost, Undergraduate Education Initiatives  
Beserat Hagos, Director, Special Seminars  
Patricia Turner, Vice Provost and Dean, Undergraduate Education

Progress Report for the  
Undergraduate Student Initiated Education Program

By:  
Beserat Hagos  
Director of Special Seminars  
Undergraduate Education Initiatives

September 6, 2017

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## **PROGRAM HISTORY**

The Undergraduate Student Initiated Education (USIE) Program provides a select group of senior-level UCLA undergraduates a unique opportunity to develop and facilitate their own 1-unit seminar for their peers on a topic of their choice. This program offers students a year-long collaborative academic community, under the close supervision of a faculty mentor, that: (a) emphasizes interdisciplinarity and “best practices” for undergraduate teaching and learning, (b) promotes pedagogical skills development, and (c) unites students.

A proposal to create this innovative program was developed during the 2005-06 academic year by then Dean/Vice Provost for Undergraduate Education, Judith Smith, who worked with an *ad hoc* student-faculty committee chaired by Professor Robert Watson (See Appendix A). This proposal was vetted and USIE was approved as a pilot program by the College Faculty Executive Committee (FEC) and the Undergraduate Council (UgC). The first set of USIE seminars was then offered in Spring 2006.

Before deciding if USIE would become a continuing feature of UCLA’s undergraduate education, the College FEC and UgC requested an assessment after one year. In spring 2007, the Inaugural Year Assessment of USIE was completed (See Appendix B). After a positive review by both Senate agencies, they concluded that USIE provided a unique opportunity for students and faculty to interact in non-traditional ways and should continue to be offered. They also recommended that the Dean/Vice Provost provide another program assessment in 2012.

After five successful years of implementation as a pilot program, USIE underwent a comprehensive review in 2012 (See Appendix C). Upon reviewing this 5-year assessment, the College FEC and UgC both unanimously approved USIE to continue as a permanent program, with the understanding that it would be reviewed on a 5 to 6 year cycle.

Over the past 11 years, 197 USIE seminars have been offered, over 2,600 undergraduates have enrolled, and 141 faculty members have participated as faculty mentors. USIE also has a joint faculty-student Advisory Committee chaired by Professor Elizabeth Bjork. The 8 member committee is composed of faculty, administrators, and student representatives.

## **APPLICATION PROCESS**

Senior-level students interested in the program submit their USIE applications in the spring quarter preceding their participation. All application materials are received by the office of Undergraduate Education Initiatives and only completed applications are forwarded to the USIE Advisory Committee for review. A complete application includes a description and rough 10-week outline of the potential USIE seminar, a personal statement of purpose, a recent resume, and a signed faculty mentor agreement. The USIE Advisory Committee convenes during the spring quarter each year to review the submitted applications and selects roughly 25 students to participate as “student facilitators”.

## **STUDENT FACILITATOR EXPERIENCE**

For student facilitators selected to participate in USIE, investment in the program encompasses an entire academic year. During the fall and winter quarters, student facilitators enroll in a 2-unit pedagogy seminar offered through Honors Collegium (Honors Collegium 101E – Leading

Undergraduate Seminars) and a 1-unit contract course guided by the faculty mentor and offered through her/his home department [course 188SA (Fall) and course 188SB (Winter) – Individual Studies for USIE]. In the fall quarter, the focus of these courses is to assist the student facilitators in developing and finalizing a comprehensive syllabus for their spring seminars. During the winter quarter, the focus shifts to learning methods of facilitating student engagement and dialogue in small seminar settings with peers. Assuming the knowledge of the proposed seminar materials, the pedagogical techniques, and a strong academic syllabus all develop satisfactorily over the fall and winter quarters, the student facilitators are approved to offer their seminar the following spring quarter. All spring USIE seminars are offered as course 88S through the faculty mentor’s home department and carry 1-unit of P/NP credit for those who enroll.

As the student facilitators offer their seminars during the spring, they also enroll in a 2-unit contract course, again guided by the faculty mentor and offered through her/his home department, in order to continue to be supported by their faculty mentor.

### PROGRAM HIGHLIGHTS SINCE LAST REVIEW

Between 2011 and 2017, there have been 176 proposals submitted and 106 spring seminars offered through the USIE Program (See Appendix D). A total of 99 faculty members have engaged in this program by serving as a faculty mentor. Approximately 1600 undergraduate students have enrolled in these spring seminars, averaging about 15 students per seminar. Faculty and students across an array of disciplines have engaged in the USIE program over the past six years. There have been spring seminars offered in every division of the College as well as various professional schools including the School of the Arts & Architecture, the Graduate School of Education & Information Studies, the School of Engineering and Applied Science, the School of Medicine, the School of Public Affairs, the School of Music, and the School of Theater, Film, and Television. (TABLES 1 and 2)

**Table 1. Annual Application and Seminar Statistics from 2011-2017**

Year	# of Applications	# of Seminars Offered	# of Students Enrolled	Average Enrollment
2011-12	23	15	207	13.80
2012-13	21	15	221	14.73
2013-14	33	14	235	16.79
2014-15	26	15	233	15.53
2015-16	41	24	349	14.54
2016-17	32	23	352	15.30
<b>TOTAL</b>	176	106	1597	15.12

**Table 2. Annual Faculty and Division Statistics from 2011-2017**

Year	Ladder Faculty	Non-ladder Faculty	Humanities	Life Sciences	Physical Sciences	Social Sciences	Other Schools
2011-12*	11	3	4	3	1	5	2
2012-13	13	2	4	4	0	4	3
2013-14	9	5	3	2	1	4	4
2014-15*	8	6	3	2	0	4	6
2015-16*	15	7	7	6	3	4	4
2016-17*	12	8	8	3	2	5	5
<b>TOTAL</b>	68	31	29	20	7	26	24

\*For these years, some faculty mentored more than one student facilitator.

### CONCERNS RAISED DURING LAST REVIEW

While the College FEC and UgC unanimously approved USIE to continue indefinitely, they recommended that this progress report include the following:

- Clarify expectations of faculty who participate in the program as faculty mentors
- Develop ways to quantify or more objectively measure learning outcomes of seminars
- Provide students with substantive feedback when their proposals are not selected
- Recommended the program expand should additional resources become available

#### *Clarify expectations of faculty who participate in the program as faculty mentors:*

In order for a student's application to be considered complete, a faculty member of the student's choosing must sign and submit a faculty mentor agreement. The faculty mentor agreement form has been improved to include additional details. This agreement now indicates what is expected of a faculty member should their mentee's application be selected to move forward by the USIE Advisory Committee. In addition, there is a Faculty Mentor Timeline available online (and linked to the Faculty Mentor Agreement), which provides further details of a faculty mentor's responsibilities. (See Appendix E)

#### *Develop ways to quantify or more objectively measure learning outcomes of seminars:*

Since adjusting the timing of the application and training sequence (described below in *Programmatic Changes*), student facilitators enroll in two courses that prepare them to lead their own peer-seminar courses. These courses are currently led by Drs. Christopher Mott and Hannah Whang. For both courses, student learning outcomes include the development of syllabi and teaching practices that maximize student learning. The full list of learning outcomes are available in recent syllabi of the Honors 101E course (See Appendix F)

The two main methods of assessing student learning of teaching methods and concepts are: (1) collaboratively constructed rubrics applied to student work (e.g., syllabi, lesson plans, micro-teaching) by the instructor and by the students (peers and self-reflection), and (2) course

evaluations that ask students to reflect on their learning (including “takeaways” that allow students to name what they’ve learned and discuss how they learned it after each class meeting).

### *Syllabus Rubric*

All student facilitators construct a rubric based on the best syllabi they have seen and on their understanding of effective course design. This initial rubric serves as the baseline to determine what pedagogical knowledge they bring to the seminars. Student facilitators learn to design activities that begin with smaller, more basic concepts and build to more complex ones. They are introduced to pedagogical practices that maximize student learning and appropriate forms of formative and summative evaluations. By the end of the course, student facilitators are expected to incorporate these best teaching practices into their own course syllabus. The syllabus rubrics are also refined through the quarter and are used in peer-reviewed syllabus workshops and by Drs. Mott and Whang for direct feedback.

### *Course Evaluation*

In addition to the traditional Evaluation of Instruction Program Report administered by the Office of Instructional Development, the Honors 101E course now asks students to comment on how well they have mastered the learning outcomes established for the course (See Appendix G). The survey lists the criteria/learning outcomes that have been established for the course. In addition to rating their perception of how the course prepared them to teach a lower-division, single-unit course, students self-report their perceived mastery of these skills. Students who submitted a response (10 of 24 enrolled students) in Winter 2017 were *very confident* or *absolutely confident* in their own abilities to:

- Construct a course syllabus
- Choose appropriate course material to meet learning objectives
- Design assignments that help students achieve desired learning outcomes
- Evaluate coursework to assess student learning
- Design lesson plans
- Microteach
- Lead class discussions

While this may not be direct evidence of student learning, it is a useful measure for gauging students’ learning and Drs. Mott and Whang are using this information to refine their course for future student facilitators. In addition to the survey results, they utilize day-to-day assessment tools such as daily “takeaways” students post to CCLE sites, mid-term evaluation forms, and responses to meta-pedagogical questions about the methods used to teach the pedagogy seminar.

### ***Provide students with substantive feedback when their proposals are not selected:***

Every student who applies to the USIE Program is informed of the Advisory Committee’s decision via email. For those students who are not selected, they receive a memo that informs them of their rejection and also encourages them to apply again the following year if they have not graduated. Students who request more information on why their application was not selected are put in contact with the advisory committee chair or a faculty committee member to receive more substantive feedback, including concerns and critiques raised during the advisory committee’s annual selection meeting. In a few cases, after applicants received such feedback, they were able to

revise their application and submit it again for reconsideration, resulting in acceptance to the program.

***Recommended the program expand should additional resources become available:***

In 2015, with pre-existing aspirations to expand the USIE Program and offer more spring seminars, the program was able hire a second pedagogy instructor and were able to offer a second pedagogy seminar during the 2015-16 academic year. Prior to the addition of the second pedagogy instructor, the program offered a maximum of 15 spring seminars. With the knowledge that there would be two pedagogy seminars moving forward, the Advisory Committee approved more proposals during their annual selection meeting. As a result, there were 24 USIE seminars offered during the Spring 2016 term, almost doubling the number of spring seminars typically offered.

## **IMPROVEMENTS SINCE LAST REVIEW**

### *Programmatic Changes*

The addition of a second pedagogy instructor and seminar, as described above, was one programmatic change that certainly enhanced the program. It provided more students the opportunity to participate in USIE, either as a student facilitator, or as a student enrolling in a spring seminar.

Prior to the addition of a second pedagogy instructor and seminar, USIE proposed an adjustment to its annual timeline in April 2013, which received FEC and UgC approval (See Appendix H). Originally, students would submit their USIE applications during the fall quarter, approved applicants would finalize their syllabi and gain facilitation training during the winter quarter, and then offer their seminar in the spring quarter. Under the adjusted timeline, students would submit their USIE applications during the spring quarter, approved applicants would focus on further developing and finalizing their syllabi during the fall quarter, received facilitation training during the winter quarter, and then offer their seminar in the spring quarter.

The feedback regarding the adjusted timeline has been positive. From an applicant perspective, students now have more time to seek out and discuss their proposed seminars with potential faculty mentors. This was particularly beneficial for our transfer students, who previously only had less than one quarter to find a faculty mentor, and now have over two quarters to do so. From the student facilitators' perspective, having two quarters to prepare for their spring seminars allowed them more time to focus on and finalize their syllabi and lesson plans, and ready themselves for the spring. The pedagogy instructor at the time also expressed that the adjusted timeline made it easier to organize their pedagogy seminars. The course now focuses solely on syllabus development during the fall quarter, and facilitation techniques during the winter quarter, rather than cramming those two heavy topics into a single quarter.

### *Greater Outreach*

USIE continues to connect with and outreach to faculty and students in order to raise further awareness of this program. This includes various attempts over the years to engage with them and increase their involvement in the program. In 2014, the then Academic Affairs Commissioner of USAC incorporated USIE into the Academic Affairs Commission (AAC) bylaws. As a result, AAC was tasked with appointing a USIE student chair, vice chair, and representatives to participate in



program implementation, particularly with regards to quarterly information sessions, outreach, and end-of-year reception preparation. In 2015, the marketing coordinator from UEI provided a substantial push in terms of marketing for USIE. A detailed marketing plan was put in place, which implemented new marketing strategies like table tents in campus eateries, digital flyers in the residential halls, libraries, and counseling offices, and an A-frame on Bruin Walk. The program was also given a much stronger presence on social media. In addition, a memo was sent by the USIE Advisory Committee chair to all faculty to re-introduce them to the USIE program and encourage their involvement. These actions yielded an increase in student applications in 2015-16 from 26 applications the previous year to 41.

#### **THE FUTURE OF UNDERGRADUATE STUDENT INITIATED EDUCATION**

The programs continues to collaborate with the marketing coordinator and student representatives to further brainstorm about new ways of reaching faculty and students. While efforts to inform students and faculty of this unique opportunity continue, the program has reached a steady and sustainable number of seminar offering, and there are no additional plans to expand the program. Furthermore, since this is, and has always been, a student-initiated program created to fulfill the needs of students, the program will work alongside the student representatives to make certain that their needs are met.



# MEMORANDUM

Office of the Deans  
UCLA College  
2300 Murphy Hall  
143801

June 10, 2005

To: David Rigby, Chair  
Undergraduate Council

From: Robin Garrell, Chair  
Faculty Executive Committee

A handwritten signature in black ink, appearing to read 'Robin J. Garrell'.

Re: Proposed Undergraduate Student Initiated Education (USIE)

This letter is to inform you that at its June 10, 2005, the UCLA College FEC unanimously approved the May 24, 2005 proposal for Undergraduate Student Initiated Education, brought forward by Associate Vice Provost Robert Watson. The program, while similar in spirit to DeCal at UC Berkeley, has been designed specifically for the UCLA context. Its strengths include the two-stage process for approving courses, the focus on pedagogical training for the undergraduate facilitators, and the well-defined roles of faculty mentors. The program would begin in Fall 2005. A copy of the approved proposal is attached.

Attachments: USIE Proposal

cc: Linda Mohr, Principal Policy Analyst, Academic Senate



# MEMORANDUM

Undergraduate Education Initiatives  
A265 Murphy Hall  
157101

May 24, 2005

To: Robin Garrell, Chair  
College Faculty Executive Committee

From: Robert N. Watson

Re: Additional Material for the USIE Proposal

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In response to the preliminary conversation in the FEC meeting of May 6, we have concluded that:

- 1) attendance of every session of the USIE seminar in the Spring by the mentoring faculty would be counter-productive, because of the effects on the dynamic of the classroom; however (unlike in the DeCal program) we will still be requiring at least one such visit during the earlier part of the term,
- 2) students may repeat 88S only once,
- 3) in-process grading raises more complications than it solves, so we will drop that from the proposal, and
- 4) no student may be facilitator for more than one USIE course in his/her undergraduate career.

Also attached is an e-mail from Associate Vice Provost Larry Loeher, who served as a member of our committee, confirming his commitment of resources through the Office of Instructional Development (OID) to develop and teach the two-unit course, HC 101 E: *Facilitating Dialogue*.

With FEC and Undergraduate Council approval to launch a two-year pilot phase of the USIE Program, student and faculty representatives from our committee will work with administrative staff from the Undergraduate Education Initiatives unit during Summer 2005 to coordinate logistics to implement the program during the 2005-06 academic year.

Thank you for your consideration of this proposal.

**Revised Proposal Presented to the College FEC for  
Undergraduate Student Initiated Education (USIE)  
June 10, 2005**

**Brief Background and Rationale**

A number of our outstanding undergraduates have been eager to implement a program of student-initiated seminars at UCLA. Such a program, to be called Undergraduate Student Initiated Education (USIE), would enhance our curriculum and our sense of being an interactive intellectual community. Like the *Fiat Lux* program, these seminars would offer lower-division students an opportunity to participate in guided, small-group conversations on a range of particular topics of special interest to them. Under the careful oversight of mentoring faculty, who would also be the instructors of record for these seminars, a small group of advanced undergraduates would propose such seminars, which would then be vetted by a joint student-faculty committee. A selected group of those seminars would then be offered each Spring Quarter, as one-unit, P/NP seminars.

The experience would certainly be a unique and valuable one for the undergraduates facilitating these seminars, as there is no way of learning quite like teaching, and faculty and enterprising undergraduates would have the chance to work closely together. The seminars should also allow the enrolled students an opportunity for active engagement in the development of knowledge. The possibility of allowing ambitious and curious students to add this small but potentially invigorating component to their undergraduate experience seems well worth exploring with the two-year pilot program described below.

An extensive student-initiated course system has been functioning at UC Berkeley for decades, and has proven to be successful in providing alternative and innovative channels of education to undergraduates. Hundreds of courses have been facilitated by students, reaching thousands of students across the university. More information about the Berkeley system (known as DeCal) is available at [www.DeCal.org](http://www.DeCal.org).

**The Plan for UCLA College**

Below is a model for the two-year trial implementation of USIE. We expect that it would evolve during the approval process and again during the pilot period, under the supervision of a joint student-faculty advisory committee.

Initiating and offering a seminar in this program would be a year-long experience (three quarters) for advanced undergraduates. This would involve an application and development process in Fall. This would be followed in Winter Quarter by close mentoring, curriculum development, and study of the content-area through independent study with a faculty sponsor (197SA for 2 units), and simultaneous enrollment with other prospective student seminar leaders in a pedagogy workshop (Honors Collegium 101E for 2 units) to prepare for facilitating a seminar. Students selected to continue would then receive credit (197SB for 2 units) for facilitating a one-unit, pass/no pass seminar (88S) in the Spring, with the faculty sponsor serving as the faculty of record and attending at least one session, but with the student facilitator responsible for leading the seminar for one hour a week or two hours every other week through the term. A summary of the three quarter plan is presented in Table 1.

**Table 1. Summary of Responsibilities for the Academic Year**

	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
<i>Student Facilitator</i>	Identifies Faculty Sponsor and prepares application materials.	Enrolls in 197SA – <i>Individual Studies</i> (2 units) and HC 101E – <i>Facilitating Dialogue</i> (2 units).	Enrolls in 197SB – <i>Individual Studies</i> (2 units) and facilitates seminar (88S).
<i>Faculty Sponsor</i>	Agrees to sponsor Student Facilitator; advises on seminar concept for proposal application.	Mentors student in 197SA - <i>Individual Studies</i> to design spring seminar offering. Grades 197 SA  Submits CIMS form for seminar (88S)	<b>197SB -</b> <ul style="list-style-type: none"> <li>• Monitors Student Facilitator in weekly meetings.</li> </ul> <b>88S</b> <ul style="list-style-type: none"> <li>• Serves as faculty of record for spring seminar and attends at least one seminar session .</li> <li>• Assigns class N/P grades based on class attendance and participation records provided by Student Facilitator.</li> </ul>
<i>Joint Student-Faculty Advisory Committee</i>	Reviews applications and selects up to 20 students to act as Student Facilitators.	Reviews and approves final proposals submitted through CIMS.	Summarizes results of ongoing evaluation of program and participants.

**Responsibilities of the Student Facilitator**

**1. Fall: Application**

Student facilitators would be upper division students and would be responsible for finding and gaining the support of a faculty mentor, usually on the basis of coursework done together and the faculty member’s area of expertise.

The student application to facilitate a USIE seminar would include: 1) a brief essay outlining why the student is interested in facilitating a seminar; 2) the student’s resume; 3) a brief description of the topic; 4) a brief outline of the weekly seminar (ten-week plan); and 5) a letter of recommendation from the faculty sponsor. Note: The course outline would be a tentative plan because the student would be finalizing it during the Winter Quarter in the pedagogy seminar designed for USIE student facilitators (see Honors Collegium 101E below).

**2. Winter: Enrollment in Special Studies 197SA and HC 101E**

Student Facilitators would enroll in 197SA – *Individual Studies* (2 units graded) offered through the faculty sponsor’s department and enrolled in through the on-line course contract system, with approval by both the faculty member and the department chair. The student would meet weekly with his/her faculty sponsor to develop the seminar topic and to work on the course submission (through CIMS; see below).

Simultaneously, the student would enroll in a pedagogy seminar (*Facilitating Dialogues*) offered through Honors Collegium for two units (graded); this seminar would enroll no more than twenty

students who plan to lead seminars in Spring Quarter. This Honors Collegium course (instructor TBD) would focus on how to facilitate a seminar and techniques for facilitating dialogue and critical thinking.

During the Winter Quarter, the student facilitator and his/her faculty sponsor would submit for approval a seminar proposal (88S) by accessing on-line an adapted version of CIMS, similar to the form used for *Fiat Lux* Freshman seminars. The seminar proposals would originate in the departments with chair approval and would be reviewed centrally by the student-faculty advisory committee for the USIE seminars. Required information would include the following: 1) name of the faculty of record; 2) name of the student facilitator; 3) seminar title and a brief description (40 words or less); 4) an outline of the weekly topics, readings and assignments; and 5) a brief biography and transcript of the student facilitator, with an endorsement letter from the sponsoring faculty member.

### ***3. Spring: Facilitating the Seminar (88S)***

During the Spring Quarter, the student facilitator would meet weekly with students enrolled in 88S to lead and facilitate discussion; the facilitator would keep attendance records. The student facilitator should invite the faculty sponsor to attend at least one seminar. This would introduce the students to the faculty sponsor and also give the sponsor an opportunity to meet with the students enrolled.

The student facilitator would also enroll in 197SB – Individual Studies and meet weekly with the faculty sponsor to discuss how the seminar is progressing and to review the materials to be discussed. At the end of the quarter the student would write an evaluation of her/his experiences as a facilitator and of the seminar, noting challenges and successes in running the seminar.

### **Responsibility of the Faculty Sponsor**

#### ***1. Fall – Agree to sponsor prospective student facilitator***

The Faculty Sponsor agrees to sponsor a student and meets with the student to discuss the seminar concept; writes a letter of support for the student's USIE application.

#### ***2. Winter – Teach 197SA and submit CIMS for the seminar (88S)***

Based on the student's successful application, the faculty sponsor enrolls the student facilitator in 197 SA using the on-line enrollment process. During the quarter, the sponsor meets regularly with the student to develop a comprehensive plan for the spring seminar (88S). By week eight, the faculty sponsor uses an on-line CIMS form to submit the seminar to his/her department for approval as course 88S for one unit, graded pass/no pass.

#### ***3. Spring – Teach 197SB and be faculty of record for the seminar (88S)***

##### *Individual Studies 197SB*

Through the on-line contract system, the faculty sponsor enrolls the student facilitator in 197SB for two units, to be graded. During the quarter, the sponsor meets regularly with the student to discuss the progress of the seminar.

##### *Student Facilitated Seminar 88S*

As faculty of record for students enrolled in the 88S, the faculty sponsor assigns the grade (P/NP) for students enrolled the seminar. The seminars would be graded in the same way that *Fiat Lux* seminars are graded. In order to earn a passing grade in the 88S seminar, students would be expected to attend 8 of 10 sessions and be prepared for discussions. If the facilitator is concerned about a student's attendance or participation in the seminar, the facilitator should talk with the student and seek advice from the faculty sponsor.

### **Joint Student-Faculty Advisory Committee**

The Joint Student-Faculty Advisory Committee for the USIE Program would be appointed jointly by the Vice Provost for Undergraduate Education and the Academic Affairs Commissioner of the Undergraduate Student Association Council (USAC) at the start of the Fall Quarter each year. The Committee shall consist of 3-4 faculty from different divisions, two students appointed by the Academic Affairs Commissioner, and one academic administrator, would meet to review all proposals and choose those (no more than 20) which are promising enough to continue in the Winter Quarter component of this program.

The advisory committee would meet again after week eight of Winter Quarter to review all seminar proposals submitted through CIMS to provide final approval for the 88S seminars to be offered Spring Quarter.

The advisory committee would be responsible for reviewing the assessment surveys and would review the results and convene at the end of the Spring Quarter to discuss the program and consider changes. Based on the survey results and their own deliberations, the advisory committee would prepare recommendations to present before the College FEC at the first meeting in the Fall Quarter (see Assessment below).

### **Administrative Details**

#### ***1. Funding***

The student government Academic Affairs Commission would cover the promotional expenses for publicizing the program generally, and for publicizing the specific courses by the beginning of Spring Quarter. Administrative tasks would be handled through existing staff from the Undergraduate Education Initiatives unit. The only direct expense would be the staffing of Honors 101E each Winter Quarter. This would likely require 0.17 FTE that would be provided by the Office of the Vice Provost for Undergraduate Education.

#### ***2. Classroom Space***

Seminar scheduling would be done at the end of the quarter prior to the teaching quarter by College staff from the Undergraduate Education Initiatives unit. A classroom (and later perhaps more than one) could be designated either in Powell Library or in the Residence Halls (perhaps in DeNeve Plaza or Covell Commons) to be used exclusively for these seminars, thus reducing pressure on General Assignment classrooms where seminar space is in short supply.

#### ***3. Schedule of Classes***

Student-initiated seminars would be listed, no later than the first day of Spring Break, in the on-line schedule of classes, through flyers circulated by the student leadership group, and possibly through an ad in the *Daily Bruin*.

#### ***4. Credit Limits***

Students would be permitted to enroll for credit in two student-initiated seminars (88S), earning a total of two units credit toward graduation during their academic career.

#### ***5. Assessment***

Under the oversight of the advisory committee, an evaluation of the USIE seminar program would be conducted with support from the Office of Undergraduate Evaluation and Research (OUER) and the Office of Instructional Development (OID). A draft of the survey questions would be vetted by the advisory committee before the instrument is completed.

The student facilitators and the students enrolled in 88S would be surveyed about their experiences, seeking (as with the new evaluation forms for the GE Clusters) information not only about how successfully the course content was delivered, but also about any positive or negative differences in the dynamics of the students' modes of learning, in their sense of intellectual community, of their real and potential roles in that community. Faculty sponsors would also be surveyed about their experiences and time investments in mentoring the student facilitator.

## ***6. Annual Report***

The advisory committee would submit a written report to the College FEC in the Fall Quarter following each year of the pilot program. The report would be anchored by the results of the assessment (as described in 3 above).

### **Summary of USIE Events by Quarter**

#### ***Fall***

- Academic Affairs Commission does outreach to students, recruiting and informing prospective facilitators.
- Applications for facilitators, including the assent of a faculty sponsor, would be due by the beginning of 8th week.

#### ***Winter***

- Student facilitator works regularly with the faculty of record (197SA) to draft a syllabus, discuss relevant topics, and guide preparatory research, and is awarded 2 units, letter-graded.
- Student simultaneously enrolls in HC 101E (limited to twenty, with the supervisory committee making selections if necessary) in order to develop facilitation skills and ensure an effective seminar, awarded 2 units of letter grade assuming successful completion.
- Proposed seminar is sent for approval through CIMS in 8th week.

#### ***Spring***

- USIE seminars go online and open for enrollment by the first day of class.
- Academic Affairs Commission taskforce provides outreach for enrollment and awareness.
- Student facilitators enroll in 197SB for 2 units, with a letter grade to be awarded at the end of the Quarter.
- Students enrolled in a USIE would be enrolled in an 88S for 1 unit of P/NP credit; meetings would take place either every week, or (for longer sessions) every second week; attendance at a minimum of 80% of the sessions would be required for a passing grade.
- Mentoring faculty would attend at least one session, oversee the grading process, and be faculty of record for the final grades.
- Evaluation results would be compiled and transmitted to the Joint Student-Faculty Advisory Committee.
- The joint advisory committee would convene at the end of the quarter to discuss the program and consider changes; they would prepare recommendations to present before the College FEC at the first meeting in the Fall Quarter.



## **Appendix**

**Letter of Support From Associate Vice Provost Larry Loeher (Email)**

**From:** [Arcuri, Angie](#)  
**To:** [Arcuri, Angie](#)  
**CC:**  
**Subject:** FW: USIE  
**Date:** Tuesday, May 31, 2005 10:18:52 AM  
**Attachments:**

---

-----Original Message-----

From: Loeher, Larry [mailto:lloeher@ucla.edu]  
Sent: Friday, May 27, 2005 1:48 PM  
To: Watson, Robert N.  
Cc: Blackmar, Lucy E.; Smith, Judi  
Subject: USIE

Dear Rob:

I would like to affirm my commitment to providing support for the development and presentation of HC101E as a preparatory component of Undergraduate Student Initiated Education. The name of the course, "Facilitating Dialogue," is apt, and we have a great deal of experience in offering such instruction, both in the Collegium of University Teaching Fellows and in TA Training. Each of these programs offers a different model for the delivery of instruction, and I am confident that the advisory committee will provide direction on the most effective format to follow. This commitment, like all Instructional Improvement Projects, is for three years, at which time an assessment will be conducted, and regularization of funding will be sought. Please let me know if you have any concerns.

Sincerely,  
Larry

UNIVERSITY OF CALIFORNIA, LOS ANGELES  
UCLA

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SANTA CRUZ

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SANTA BARBARA ·

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DEPARTMENT OF ENGLISH  
149 HUMANITIES BUILDING  
BOX 951530  
LOS ANGELES, CA 90095 · 1530  
(310) 825 · 4173

March 5, 2007

Professor Robin Garrell  
Chair, College Faculty Executive Committee  
A-265 Murphy Hall  
Campus

Dear Robin,

I am writing to request approval from the College Faculty Executive Committee (FEC) to continue the Undergraduate Student Initiated Education (USIE) Program for the next five years. Please find attached 1) the proposal, which includes a summary of the program and its accomplishments to date, and 2) a comprehensive evaluation of the program's first year, prepared by the Office of Undergraduate Evaluation and Research in the Division of Undergraduate Education.

A summary of the evaluation findings will be presented to FEC members at the meeting on Friday, March 9, 2007. I will attend to present our request for the approval of your committee to extend the program over the next five years and to answer any questions.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Robert N. Watson".

Robert N. Watson

Professor of English  
Associate Vice Provost for Educational Innovation

**Recommendation to Approve the Continuation of the Program for  
Undergraduate Student Initiated Education (USIE)  
Prepared for the College Faculty Executive Committee, March 5, 2007**

**Proposal to Approve the USIE Program through 2011-12**

The USIE Advisory Committee, Chaired by Robert Watson (English) recommends the College FEC approve USIE to offer its program for five years, beginning Fall 2007 through the 2011-12 Academic Year, at which time there will be a comprehensive program review. The Committee's recommendation, endorsed by Vice Provost Judith L. Smith, is based on the success of the program in its inaugural year, which has been detailed in a comprehensive assessment completed by the Office of Undergraduate Evaluation and Research appended to this summary.

If approved, the program will continue at about the same scale (i.e. up to 18 seminars a year, which is based on the number of students who can enroll in one pedagogy seminar). Staff support will continue to be provided through the Undergraduate Education Initiatives unit of the Division of Undergraduate Education, and the pedagogy seminar will be offered by an academic administrator through the Office of Instructional Development (OID). The faculty-student advisory committee will be re-appointed by the Vice Provost annually and will be responsible for the selection of facilitators and the final approval of seminars. A brief summary of USIE follows.

**Background and Goals of USIE**

In 2005 the College embarked on an innovative two-year pilot called Undergraduate Student Initiated Education (USIE). USIE is designed to provide a select group of College juniors and seniors with the opportunity to develop and facilitate, under close faculty supervision, a lower division seminar for their peers. The proposal for this pilot was developed by a joint faculty-student committee appointed by Vice Provost for Undergraduate Education Judith L. Smith and was approved by both the College FEC and the Undergraduate Council.

The goals of USIE are fourfold:

- Provide advanced undergraduates the opportunity to work closely with faculty members of their choosing to design one-unit seminars around topics that advance their knowledge in a specific discipline;
- Train undergraduates to prepare for and lead a seminar in which group discussion is central to learning, which will deepen their engagement with higher education as well as with the topic;
- Increase the number of one-unit lower-division seminars, giving undergraduates more options to enroll in small classes designed to encourage discussion and critical thinking around a topic of interest to them; and
- Give the facilitators and the enrolled students a heightened awareness of their stake in their own education, preparing them to take more initiatives as learners and connect their personal interests with the methods of scholarly inquiry.

**Program Overview**

The USIE Program runs under the direction and guidance of a faculty-student advisory committee chaired by Professor and Associate Vice Provost Robert Watson (See Attachment 1). The application and selection period occurs during the fall quarter. During the winter quarter, selected student facilitators work closely with their faculty mentors through a two-unit independent study focused on the content-area and disciplinary methods of their proposed seminars; concurrently, they participate in a two-unit pedagogy seminar with other student facilitators. Through the

independent study and the pedagogy seminar, student facilitators develop for review and approval a formal syllabus for their spring seminars. Mentorship with the faculty sponsors continues during the spring quarter as the students lead their seminars (see Table 1).

**Table 1. Courses Taken by Student Facilitators to Prepare and Facilitate a USIE Seminar**

Winter	Spring
<p><b>Honors 101E</b> <i>Leading Undergraduate Seminars</i> (Two-unit pedagogy seminar)</p> <p><b>188SA</b> <i>Individual Studies for USIE</i> (Two-unit tutorial with faculty mentor to develop a USIE 88S seminar. Subject area is dependent upon department of faculty mentor.)</p>	<p><b>188SB</b> <i>Individual Studies for USIE</i> (Two-unit tutorial with faculty mentor while facilitating a USIE 88S seminar. Subject area is dependent upon department of faculty mentor.)</p>

The two-unit pedagogy seminar is taught by Dr. Kumiko Haas, Associate Director of the Office of Instructional Development. The goal of this seminar is for facilitators to learn about and explore issues that are integral to course design and to develop skills to become effective facilitators. The seminar covers practical teaching strategies and techniques as well as pedagogical, organizational, and technological issues confronted by new instructors. Instruction includes a mixture of discussion, guest lecturers, and micro-teaching presentations.

### Two-Year Summary

During each year of the pilot, the faculty-student committee was charged with review and selection of the USIE facilitators. In order for a USIE seminar to be officially approved as a course, the faculty-student committee reviews the completed syllabi late in winter quarter. As part of the faculty oversight for this program, seminars also need to be approved by the faculty mentor, the mentor’s department chair, and the College FEC Chair (see Table 2). A complete description of seminars, facilitators, and mentors for both years is attached (see Attachment 2).

**Table 2. Breakdown of Applicants, Facilitators, Seminars, and Enrollment – Pilot years**

	Applicants	Facilitators	Seminars Offered	Enrollment
<b>2005-2006</b>	36	16	15*	182
<b>2006-2007</b>	30	16	16	240**

\* One seminar was co-facilitated.

\*\* Projected enrollment

Over the course of the pilot, disciplines from the Humanities, Social Sciences, and Life Sciences were represented by USIE seminars. Participating departments included:

- Anthropology
- Art
- Art History \*
- Chicano Studies
- Economics
- English \*
- Environment
- History \*
- Neuroscience
- Pathology & Lab Med
- Political Science \*
- Psychology
- Social Welfare
- Sociology

\* denotes participation during both years of the pilot.

To recognize the efforts of the facilitators and the mentors, a reception was held at the end of the 2005-2006 inaugural year. Mentors and facilitators were given certificates and encouraged to compare their experiences in the USIE program.

## **Comprehensive Evaluation of USIE**

A comprehensive evaluation of the inaugural year of USIE was conducted by the Office of Undergraduate Evaluation and Research to help determine whether the benefits of USIE program participation justify the program's continuation, and if so, what can be learned from this assessment to refine and enhance the program for those who are involved. In addition to providing personal background information, interview and survey participants responded to questions regarding their (a) motivations for engaging in the USIE program and related expectations; (b) experiences within the USIE program; and (c) overall USIE Program perspectives and recommendations (see Appendix 1).

### **Attachment 1 – USIE Faculty Student Advisory Committee: 2005-07**

---

**Elizabeth Bjork**

*Department of Psychology*

**Cindy Fang**

*Undergraduate Student Representative*

**Kay D'Sousa**

*Undergraduate Student Representative 2006-2007*

**Michelle Sassounian**

*Undergraduate Student Representative 2005-2006*

**Robert N. Watson, Chair**

*Associate Vice Provost for Educational Innovations*

*Department of English*

*Ex Officio*

**Lucy Blackmar**

*Assistant Vice Provost, Undergraduate Education Initiatives*

**Kumiko Haas**

*Associate Director, Office of Instructional Development*

## **Attachment 2 – USIE Seminars 2005-2006 through 2006-2007**

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*The most recent year's seminars are listed first.*

### **USIE Seminars — Spring 2007**

#### **Anthropology 88SA. Forget CSI: The Reality of Forensic Anthropology**

**Student Facilitator: Melinda Munroe – Faculty Mentor: Jeffrey Brantingham**

This course focuses on the application of the science of physical anthropology and the study of the human skeleton in a legal setting, most often in criminal cases where the remains are more or less skeletonized. This class will study the methods of determining the sex and age of a skeleton, and use those methods with real bones.

#### **Anthropology 88SB. From Spain to UCLA: The Culture of Flamenco Music**

**Student Facilitator: Juben Rabbani – Faculty Mentor: Mariko Tamanoi**

In a world filled with different and distinctive cultures, these cultures are often related to one another through common musical structures. Sometimes the musical features of several cultures- the same cultures that have at times been divided by war and prejudice- are joined in a single genre. This seminar explores one such genre: Flamenco music from Spain.

#### **Anthropology 88SC. Shamans, Spirits, and Soul Stealing: The Anthropology of Spiritual Medicine**

**Student Facilitator: Kristine Van Hamersveld – Faculty Mentor: Gail Kennedy**

Rather than using biomedicine, some cultures look at healing and ailment as spiritually-rooted. This course will introduce students to different ways of looking at health and medicine around the globe, including the United States.

#### **Anthropology 88SD. Emergence from the Secret War: The Hmong-American Experience**

**Student Facilitator: Eric Yang – Faculty Mentor: Sharon Bays**

Who are the Hmong and what is their Secret War? What is their past, present, and future? The answer to these questions will not be found in textbooks at elementary schools, junior high schools, or high schools across the country. This unique course will focus on the Hmong-American experience.

#### **Art 88S. Art and Feminisms: Theory and Studio**

**Student Facilitator: Mahyar Nili – Faculty Mentor: Hirsch Perlman**

An exploration of the intersection of art and feminisms, with a focus on making art, and the dialogue around intersections of race, class, gender, sexuality, and religion. Seminar will examine the history of art informed by a plurality of feminisms.

#### **Art History 88S. Contemporary Chinese Photography**

**Student Facilitator: Julia Wai – Faculty Mentor: Hui-Shu Lee**

This seminar examines issues of contemporary art in China through the medium of photography. By using photography, this course identifies and analyzes the various tensions of contemporary art in China, its definitions, terms, and driving forces.

#### **Chicano Studies 88S. 'Yo Soy El Army': Chicanos/as and the U.S. Military**

**Student Facilitator: Elvira Rodriguez – Faculty Mentor: Alicia Gaspar de Alba**

The Spanish counterpart to the famous slogan, "Be All That You Can Be" seems to be on urban radio stations in Los Angeles every hour. This course focuses specifically on the relationship between the Chicano population and the United States military, as it intersects with education, socioeconomic status, immigration, family, gender, and the media.

#### **Economics 88S. Innovations Against Poverty**

**Student Facilitator: Nafis Atiqullah – Faculty Mentor: Peirre-Olivier Weill**

This seminar explores microfinance, a growing field that seeks to provide lending, banking, and insurance services to the poor. This course examines institutions of microfinance and their varied impacts across Asia, South America, Africa, and the United States.

**English 88S. From Anansi to Captain Jack Sparrow: Tales of the Trickster**

**Student Facilitator: Peter Aoun – Faculty Mentor: Joseph Nagy**

What do Captain Jack Sparrow, Anansi the Spider, and a mischievous monkey have in common? They are all tricksters- the archetypal character found in stories from numerous cultures and time periods. This seminar will look at the trickster as presented in stories from diverse cultures. Examination of how each version of the trickster reflects its culture of origin.

**History 88S. Cultural History of Oakland**

**Student Facilitator: Joseph De Wolk – Faculty Mentor: Mary Corey**

The city of Oakland as a case study of broader national and statewide cultural histories, urban development and urban issues, race relations, minority and countercultures, popular sports, and music history. Exploration of the cultural roots of Oakland and how earlier cultural developments helped lay the foundation for more recent developments.

**Neurobiology 88S. Brain Fever: Bridging the Gap Between Neuroscience and Psychology**

**Student Facilitator: Anthony Eskander – Faculty Mentor: Arnold Scheibel**

A seminar to introduce students to the fundamentals of the human brain, starting from embryology, and all the way through to various disorders. Course will bridge the gap between the two major schools of thought of how to approach the study of the brain.

**Political Science 88SA. Never Again, Again: Looking at the Rwanda and Darfur Genocide**

**Student Facilitator: Karina Garcia – Faculty Mentor: Edmond Keller**

After the Holocaust, the international community clamored that "Never Again" would it let such a horrifying event occur without taking action. Then came Cambodia, Bosnia, Rwanda, and now the Sudan. This seminar focuses specifically on the 1994 Rwandan genocide and its current effects, and the ongoing genocide in the Darfur region of Sudan.

**Political Science 88SB. Aid to Africa: Effects from the Outside**

**Student Facilitator: Dana Huber – Faculty Mentor: Michael Lofchie**

This course will examine the economic situation in Africa, specifically from the perspective of those contributing to the development of the continent. Through case studies, academic readings, and film, students will be able to understand the allocation of aid to Africa, and determine what has brought about change.

**Psychology 88S. Psychology of Body Image**

**Student Facilitator: Lisa Connolly – Faculty Mentor: Traci Mann**

This course will explore the creation of norms in American society that place high emphasis on appearance and body image, with note to how these standards have evolved. An examination of how norms are internalized in the individual, their variance between the sexes, among different ethnicities, and age groups.

**Social Welfare 88S. Student Voice, Student Action: UCLA Takes a Stand**

**Student Facilitator: Michael Soh – Faculty Mentor: Duncan Lindsey**

From the shooting at Campbell Hall involving the Black Panthers and US and the Chicano-Studies movement, to Unicamp and Dance Marathon @ UCLA, students at this university have taken it upon themselves to ensure that their voices be heard. This course looks at the opportunities, risks, victories, and defeats of students who decided to take what they learned in the classroom and apply it to the global community.

**Sociology 88S. Social Feast: An Introduction to Food and Society**

**Student Facilitator: Crystal Cheung – Faculty Mentor: Terri Anderson**

This seminar uses food as a point of departure to explore the field of sociology. Exploration of food as it relates to our personal identities and to the society at large- What is food? How does it relate to you personally, and how does it relate to the world around you?



## USIE Seminars — Spring 2006

### **Art History 88S. Outsider Art**

**Student Facilitator: Whiney Mercer – Faculty Mentor: Steven Nelson**

Outsider art is name given to a genre that incorporates a large spectrum of picture/object/environment makers that are largely untrained. This seminar is a discussion of the history of outsider art, paying close attention to issues of gender, class, and ethnicity to examine how these issues function in relation to the art world.

### **English 88SA. American Short Story Today**

**Student Facilitator: Aaron Fai – Faculty Mentor: Stephen Dickey**

What is the state of the form today and what value does contemporary fiction hold for readers, if any? Discussion of a myriad of fiction writers working today who may be passing under the reading radar of the general public to make some sense of what is happening in short fiction in the 21st century.

### **English 88SB. Comic Books as Literature**

**Student Facilitator: Holly Schwarz – Faculty Mentor: Katherine Hayles**

Comics are more than just pictures with words; they employ the same literary and artistic techniques as novels and great works of art to create captivating and enriching stories. Seminar examines a limited number of comics, breaking down stereotypes of comic books to see them as an art form worthy of critical analysis.

### **English 88SC. Resurrecting Philosophers and Victorians from the Dead with “The Matrix”**

**Student Facilitator: Cindy Tran – Faculty Mentor: Mark McGurl**

Making canonical works easier to understand with the context of contemporary culture. Use of "The Matrix" movie (and other media) to gain a unique introduction to antiquated texts, namely those written by philosophers and Victorians. Asking and analyzing what it takes to provide a framework for all of our knowledge and beliefs.

### **Environment 88S. Peak Oil: Understanding the Problem, Creating Solutions**

**Student Facilitator: Christopher Crump – Faculty Mentor: Stephanie Pincetl**

Peak oil is point in time when extraction of oil from the Earth reaches its highest point and then begins to decline. Most experts believe the event will happen within next few years and is to be unprecedented, because society and our very way of life are dependent on this constantly increasing source of abundant and inexpensive energy. Focus on understanding the issue fully, and using this new information to address potential solutions.

### **History 88SA. Jewish Mysticism and Kabbalah from Moses De Leon to Madonna**

**Student Facilitator: Max Spielberg – Faculty Mentor: David Meyers**

Discussion of various topics within Jewish mysticism and Kabbalah, with focus on Kabbalistic and Hasidic mysticism. Certain key concepts and themes to be addressed, such as: What is nature of G-d in Kabbalah? Does the Divine live within each person? What is Shevirah (breaking of vessels) and Sefirot (divine emanations through which world was and is perpetually re-created)?

### **History 88SB. U.S.-Iran Relations: Politics, Rhetoric, and History of Conflict**

**Student Facilitator: Combiz Abdolrahimi – Faculty Mentor: Michael Morony**

Will the U.S. and Iran ever be able to establish formal relations with one another? Examination of origins of conflict between the U.S. and Iran from time of the Pahlavi Monarchy under Reza Shah during World War II to present-day nuclear ambitions of the conservative Ahmadinejad administration.

### **History 88SC. 1980's Pop Culture**

**Student Facilitator: Melvin Jimenez – Faculty Mentor: Téofilo Ruiz**

An examination of musical and cultural expression thorough analysis of popular trends in the 1980's such as music, film, fashion, political and social movements, and other emblematic features that characterize the 80's. Consideration of social, political, and historical factors that influenced these popular cultural trends, as well as their lasting impressions on current society.

**History 88SD. History of Science Fiction****Student Facilitator: Jeffrey David – Faculty Mentor: Damon Woods**

Science fiction is one of the most popular genres in media today, and also one of the most scoffed at. It is also arguably the most creative genre, spawning an unparalleled array of vast and varied ideas and visions. Topical review of science fiction as it has evolved over time, its main themes, and its role in society in past and now.

**Pathology 88S. Genomic Medicine: Current Progress and Future Implications****Student Facilitator: Henry Lin – Faculty Mentor: William Grody**

Though completely restorative gene-therapies have yet to be developed, it is clear that with advent of new sequencing technology and the completion of Human Genome Project comes new era in medicine. Overview of both the progress and goals of genomic medicine. Technological, ethical, and logistical considerations involved in its practice, as well as basic concepts behind widely used techniques.

**Political Science 88SA. Internal Conflicts in Developing States: Closer Look at Rwandan Genocide****Student Facilitator: Manal Quota – Faculty Mentor: Edmond Keller**

Focus on Rwanda and events that led to 1994 genocide. To understand the origins of genocide, it is first important to look at the history of Rwanda. Examination of origins of ethnicity, identity, and relationship between Tutsi and Hutu in Rwanda. Evaluation of events that led up to genocide. Study of peace and reconciliation that is taking place today in hopes of healing old wounds.

**Political Science 88SB. Globalization and Inequality: Why Are Some Countries Poorer than Others?****Student Facilitator: Patrick Lam – Faculty Mentor: Ron Rogowski**

What accounts for the enormous difference in wealth across countries? Introduction to topic of globalization and inequality for both political science and nonpolitical science majors alike. Focus on inequality between-countries and of political science and economics literature that attempt to answer this question.

**Political Science 88SC. U.S. Education Policy from Capital to Classroom****Student Facilitator: Lindsey Hilde – Faculty Mentor: Michael Chwe**

Beginning with the history of U.S. education policy through the current No Child Left Behind Act, an examination of different issues in current U.S. education policy from federal, state, and local perspectives to understand more specific issues that exist in how education policy today is built.

**Political Science 88SD. Conservative Political Movements among Youth in the U.S.****Student Facilitators: Faith Christiansen & Alexander Gruenberg – Faculty Mentor: Timothy Groseclose**

Examination of conservative political movements of youth in America from 1960s to present day, with a focus on the evolution of the term and how it has been used by young people in second half of 20th century. Analysis of presence and impact of young conservatives in the Republican Party, political think tanks, and media.

**Political Science 88SE. Explaining Ethnic Violence****Student Facilitator: Camilla Liou – Faculty Mentor: Daniel Posner**

Violence is often described as "ethnic" and participants of violence as "ethnic groups." But what do those terms mean? Examination of the meaning of ethnic violence and related terms such as ethnic group and of the historical origins of the concept of ethnic nationalism. Use of case studies of recent incidents of large-scale ethnic violence to provide foundation for discussion on theoretical causes of such conflicts.

**APPENDIX 1**  
**College FEC – March 9, 2007**

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**Inaugural Year Assessment of the  
Undergraduate Student Initiated Education Program**

**Perspectives of  
Student Facilitators, Faculty Mentors, and Enrolled Students**

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**Office of Undergraduate Evaluation and Research  
Division of Undergraduate Education**

**UCLA**

**Prepared by Jennifer A. Lindholm, Ph.D.**  
**with assistance from**  
**Nida Denson, M.A.**  
**Marc Levis-Fitzgerald, Ph.D.**

**March 2007**

## **EXECUTIVE SUMMARY**

This report highlights the perspectives and experiences of students and faculty who participated in the inaugural year of Undergraduate Student Initiated Education (USIE), a program which provides the unique opportunity for advanced undergraduates to teach their peers under the mentorship of a faculty sponsor. The survey and interview data that were collected from the 16 students who facilitated USIE seminars, 15 faculty who mentored them, and 169 students who enrolled offer insight into important questions about the potential educational, personal, and professional benefits of USIE program participation. The report also details student and faculty views on the value of USIE at UCLA and their opinions about the evolution of this two-year pilot program.

### **Six Primary Findings Related to the Experience of Student Facilitators**

- 1) Student facilitators applied to participate in USIE because they wanted to share their passion for and knowledge of a particular subject with their peers. Several facilitators were also motivated to participate based on their interest in teaching as a possible career and the opportunity that the USIE program provided them to gain teaching experience.
- 2) One of the primary benefits of the winter quarter pedagogy seminar was its capacity to promote consistent interaction between facilitators. Many facilitators viewed this “support network” as one of the most instrumental and personally valued aspects of the program.
- 3) Having now experienced the responsibilities, rewards, and challenges of leading a seminar, student facilitators welcomed the idea of more emphasis within the pedagogy seminar on strategies for facilitating discussion, ideas for engaging students actively in classroom activities, and opportunities to work on developing weekly lesson plans. They also endorsed inviting faculty and graduate teaching assistants to seminar meetings to converse about teaching experiences and hear their related advice. Most facilitators also encouraged the expansion of the pedagogy seminar into a two-quarter format.
- 4) Student facilitators reported generally positive experiences working with their faculty mentors. Some, however, had difficulty finding faculty who were familiar with the program and willing to serve as mentors. Facilitators advocated raising program awareness among the faculty and providing them with clearer explanation about the mentor role and related responsibilities.
- 5) For most facilitators, teaching was a rewarding experience. It was also generally more challenging than they anticipated it would be. For many, finding creative ways to encourage students’ active participation in class discussions was especially difficult.
- 6) Overall, facilitators praised the USIE program for providing them with opportunities to grow both personally and professionally. Through participating, some refined their career aspirations and gained new insight about the respective roles and responsibilities of faculty and students within the teaching and learning process. While they offered multiple recommendations for improvement on various dimensions, all supported the program’s continuation.

### **Three Primary Findings Related to the Experiences of Faculty Mentors**

- 1) Most who served as inaugural year USIE faculty mentors first heard about the program when they were approached by students who asked them to serve in that capacity. Many had initial, and sometimes very serious, reservations about undergraduates teaching their peers but ultimately agreed to participate because they were impressed by prospective facilitators’ academic ability, preparation, and enthusiasm.

- 2) Reflecting on their experiences this year, faculty expressed positive feelings about their interactions with the students they mentored and identified multiple benefits of program participation for both the students who facilitate USIE seminars and those who enroll in them. Apart from being a good learning experience for facilitators, faculty commonly lauded the program's potential for introducing students to topics that are not otherwise addressed within the undergraduate curriculum, providing them with low stress learning opportunities, and exposing them to the benefits of peer teaching and learning.
- 3) Despite their favorable overall impressions and unanimous support for the program's continuation, faculty expressed important cautions and considerations as the program evolves. Primary among them was continued diligence in vetting potential student facilitators to ensure high quality learning experiences for students who enroll in USIE seminars. Faculty also implored their colleagues to think carefully about the responsibilities associated with serving as a mentor and encouraged program administrators to make available more information about the program to them, especially with respect to expectations for faculty mentors.

### **Six Primary Findings Related to the Experience of Enrolled Students**

- 1) USIE seminars provided enrolled students with opportunities to engage actively with their peers in learning about topics that they find to be inherently interesting but that are not routinely addressed within the existing undergraduate curriculum.
- 2) Enrolled students frequently reported that they voluntarily invested more time outside of class on seminar-related work than they ordinarily would in a one-unit, pass/no pass seminar simply because they enjoyed what they were studying.
- 3) Many enrolled students believed that they experienced gains in both intellectual and personal development as a result of taking their USIE seminar. Over two-thirds reported improvements in knowledge about and understanding of the subject matter. In addition, more than half reported improvements in their respect for viewpoints that differ from their own while over one-third reported improvements in both their self-understanding and understanding of others.
- 4) The vast majority of students characterized their seminars as learning environments where they were both highly engaged intellectually and where they felt comfortable voicing their ideas and perspectives. For many, the USIE seminars provided what they described as a "unique" and "highly valued" opportunity to engage in focused dialogue with their peers.
- 5) Enrolled students expressed high positive regard for their peer facilitators. The most positive ratings overall were on the dimensions of fairness, engagement, enthusiasm, and responsiveness. Ratings on pedagogical skills and content knowledge were generally somewhat lower although were still rated at least "very good" by most enrolled students.
- 6) Enrolled students were often inspired by the performance of their peer facilitators. Approximately two-thirds expressed interest in the possibility of teaching a USIE seminar. Of these, nearly half were graduating seniors who, in many cases, expressed regret that they were not aware of the program earlier.

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## BACKGROUND

This report presents findings from the assessment of the Undergraduate Student Initiated Education (USIE) program during its inaugural year, 2005-06. The USIE courses—where advanced undergraduates teach their peers—represent an innovative approach to undergraduate education. Students themselves initially presented the idea to Vice Provost Judith Smith and she appointed a joint committee of students, faculty, and administrators to explore programmatic possibilities. Ultimately, that committee developed a two-year pilot program, housed within UCLA's College of Letters and Science, that was approved by the College Faculty Executive Committee (FEC) in the spring of 2005.

The report provides a brief overview of the program's history along with the conceptual and methodological foundations of the assessment. Following a summary of the demographic characteristics of inaugural year student and faculty participants, key findings are presented on the USIE program experiences and perspectives of the students who served as seminar facilitators; faculty who served as program mentors; and students who enrolled.

During academic year 2005-06, 169 undergraduates—freshmen through seniors—enrolled in 15 USIE seminars that were offered in art history, political science, English, history, pathology, and environmental studies. A complete list of the seminars offered, the students who facilitated them, and the faculty who served as mentors is provided in Appendix A. The seminars shared the following characteristics:

- Designed and taught by advanced undergraduates who completed a pedagogy seminar and worked in consultation with faculty mentors;
- Coursework geared toward interdisciplinary themes that are not currently addressed within the existing undergraduate curriculum; and
- Guided, small-group conversations among peers within the context of a one-unit, pass/no pass seminar.

With the assistance of faculty sponsors, advanced undergraduate students submitted proposals to teach self-designed USIE seminars, which were then vetted by a joint student-faculty committee. Those approved by the committee were offered in spring quarter 2006, as one-unit, pass/no pass seminars. For the undergraduate student facilitators and their faculty sponsors, this was a year-long (three-quarter) experience. Following the application process in fall quarter 2005, student facilitators whose proposals were approved worked with their faculty sponsors on curriculum development throughout winter quarter. During this time, they also enrolled in a 10-week pedagogy seminar that was designed to help them refine their syllabus and learn how to effectively lead a seminar. Throughout spring quarter 2006, student facilitators met regularly with their faculty sponsors to discuss how the seminar was progressing and to review course material.

The USIE program is designed to offer the following advantages to undergraduate students:

- Advanced undergraduates have the opportunity to work closely with faculty members of their choosing to design one-unit seminars around topics that advance their knowledge in a specific discipline;
- Advanced undergraduates receive training on how to prepare for and lead a seminar in which group discussion is central to learning; and
- The number of one-unit lower-division seminars (limited to 20 students) is increased, giving undergraduates more options to enroll in small seminars designed to encourage discussion and critical thinking around a topic of interest to them.

## ASSESSMENT OF THE USIE EXPERIENCE

Recognizing the need to assess the effectiveness of the USIE program, Vice Provost Smith asked the Office of Undergraduate Evaluation and Research (OUER) to develop an assessment plan for USIE's inaugural year. Careful evaluation of the pilot program is needed to inform two questions: Do the benefits of USIE program participation justify the program's continuation? If so, what can we learn from this assessment about how to refine the existing program to enhance the experiences and educational outcomes of those who are involved?

The assessment was itself a pilot effort in which different quantitative and qualitative methodologies and instruments were employed. This phase of the assessment was not designed for hypothesis testing and cannot support causal conclusions about the effects of USIE program participation on the students who facilitated USIE seminars, those who enrolled in USIE seminars, or the faculty who served as mentors to the facilitators. It does, however, provide a rich description of the experiences of those who participated in various capacities within the USIE program's inaugural year, the self-perceived effects of their respective engagements, and their associated recommendations for the program's evolution. The inaugural year assessment also offers structured feedback on important questions, with the intent of informing discussion and stimulating improvement. Throughout the report, emphasis is placed on highlighting—in their own words—the experiences and perceptions of the participants.

### **Conceptual Framework and Assessment Methodology**

Conceptually, the assessment is based on the construct of learner-centered education which emphasizes the process of learning, as well as the central role that students' backgrounds, perspectives, experiences, interests, aptitudes, needs, and related characteristics play in that process, with an ultimate goal of developing and supporting programmatic efforts that promote effective learning for all students.

Implementing so-called learner-centered pedagogical methods implies a fundamental shift in the role of teachers, whereby they view themselves as facilitators of student learning rather than as disseminators of knowledge. Use of learner-centered pedagogy, which is designed to promote students' active engagement in the learning process, has been associated with higher grade attainment, enhanced intellectual curiosity, improved critical thinking skills, and the development of superior creativity, drive, and leadership skills relative to those found in students who learn through more traditional pedagogical methods. The extent to which students engage in work that is personally meaningful and learn to take ownership of their actions is also known to impact both their depth of understanding and intrinsic motivation. Although learner-centered approaches to undergraduate education offer numerous advantages, the resulting implementation often presents diverse challenges for faculty, students, and administrators.

This report is based on findings from individual interviews that were conducted with the student facilitators and their faculty sponsors in the spring, summer, and fall of 2006 along with descriptive results from a 190-item survey that was completed at the end of spring quarter by 151 of the students who enrolled in these inaugural year seminars. Insights gleaned via a focus group interview with student facilitators that took place in winter 2006 are also incorporated. In addition to providing personal background information, interview and survey participants responded to questions regarding their: (a) motivations for engaging in the USIE program and related expectations; (b) experiences within the USIE program; and (c) overall USIE Program perspectives and recommendations. Sample surveys and interview protocols are provided in Appendix B.

Descriptive statistics (frequencies) were used to analyze quantitative data (winter 2006 survey of student facilitators and spring 2006 survey of students enrolled in USIE seminars), while simple methods of content analysis were applied to qualitative data (individual interviews with faculty mentors; individual and group interviews with student facilitators; and reflective essays written by student facilitators). In addition to aggregate analyses based on all USIE seminars, data for each USIE seminar were analyzed



separately. Not surprisingly, there was notable between-seminar variation in enrolled students' responses to some survey items as well as in student facilitators' preparatory and teaching experiences. Some between-seminar variation in faculty descriptions of their USIE program experiences was also evident.

### USIE Participant Characteristics

Table 1 depicts the characteristics of UCLA undergraduates who participated, either by serving as a seminar facilitator or enrolling in a seminar. More men than women served as student facilitators and just over half were Caucasians (56%), followed by Asian Americans (25%) and Chicanos/as (13%). All but one student (a junior) had senior class status. The majority of facilitators were from the Social Sciences (75%), followed by the Humanities (13%), with those from the Life Sciences (6%).

In total, 169 students enrolled in USIE seminars during spring quarter 2006. There were more female than male students and nearly half of the enrolled students were Caucasians (45%); over 52% were seniors. The biggest USIE seminar participant group was from the Social Sciences (38%), followed by Humanities (15%) and Life Sciences (15%), Undeclared (12%), Physical Sciences (9%), majors from outside the College (8%), and those from the International Institute (3%).

**Table 1. Student Facilitator and Enrolled Student Characteristics**

Characteristics	% of Participants	
	Student Facilitators (N=16)	Enrolled Students (N=169)
<b>Gender</b>		
Female	44	57
Male	56	43
<b>Ethnicity</b>		
Caucasian/White	56	45
Asian American/Pacific Islander	25	27
Chicano/Latino/a	13	14
African American	0	3
American Indian/Alaskan Native	0	1
Other/Did not respond	6	10
<b>Class Standing</b>		
Senior	94	52
Junior	6	22
Sophomore	0	20
Freshman	0	4
Other	0	3
<b>Major</b>		
Social Sciences	75	38
Humanities	13	15
Life Sciences	6	15
Undeclared	0	12
Physical Sciences	0	9
Outside College	6	8
International Institute	0	3

\* Percentages may not add up to 100 due to rounding.

Table 2 depicts the characteristics of the 15 faculty who served as USIE mentors during the 2005-06 academic year. Many more male than female faculty participated and more than three-fourths (80%) were ladder rank faculty; overall, just over half (53%) held the rank of full professor. The largest group of faculty participants was from the social sciences and humanities.

**Table 2. Faculty Mentor Characteristics**

<b>Characteristics</b>	<b>% of Participants (N=15)</b>
<b>Gender</b>	
Female	13
Male	87
<b>Academic Rank</b>	
Professor	53
Associate Professor	20
Assistant Professor	7
Visiting Professor	7
Lecturer	13
<b>Department</b>	
Political Science	33
History	27
English	20
Art History	7
Institute of the Environment	7
Pathology and Laboratory Medicine	7

\* Percentages may not add up to 100 due to rounding.

## **FINDINGS**

The primary focus of the assessment was to determine student and faculty perspectives on the value of USIE at UCLA and to hear recommendations from both groups regarding how the program can best evolve to enhance undergraduate education at UCLA. The assessment was also designed to understand why participating students and faculty decided to become involved and what their respective experiences as program participants were. This section of the report highlights five sets of findings: 1) Experiences of student facilitators; 2) Experiences of faculty mentors; 3) Experiences of students enrolled in USIE seminars; 4) Views on the value of the USIE program to UCLA; and 5) Thoughts about USIE program evolution.

### **1. Experiences of Student Facilitators**

One of the primary goals in undertaking this inaugural year assessment was to understand what value the USIE program adds to undergraduate education at UCLA. Toward that end, a key set of questions focused on the experiences of student facilitators: What were their experiences? How meaningful to them was their involvement in this program? How might their participation have contributed uniquely to their personal and professional growth?

In response to questions posed to them during individual interviews that were conducted during summer and fall 2006, student facilitators described their program experiences. These conversations, augmented by information that student facilitators shared in the reflective essays they wrote at the end of spring quarter 2006 and in focus group interviews that were conducted at the end of winter quarter 2006, provide insight into their motivations for applying to the USIE program. They also shed light on three critical experiential elements of the USIE program: student facilitator-faculty mentor interactions, pedagogy seminar participation, and peer teaching and learning.

#### ***Motivations for Participating***

The undergraduates who served as USIE seminar facilitators applied to the program primarily because they were passionate about a topic that wasn't addressed in any depth in the existing undergraduate curriculum, and also they wanted to enhance their personal and professional development while simultaneously "giving back" to UCLA before graduating.

Over 90% of the 2005-06 student facilitators indicated that a “desire to share my knowledge of a particular subject” contributed substantially to their decision to apply to become a USIE seminar facilitator. In reflecting on his journey through the inaugural year of the program and describing his reasons for wanting to serve as a USIE seminar facilitator, one student expressed feelings that capture well those of several other of his peers:

*“It just really interested me to teach something that I liked and that wasn’t really available academically on campus. I was interested in finding other people who had the same interests and helping other people understand why I liked [the subject matter] so much and having them in my class. And I’ve just always kind of been intrigued by teaching. There were just so many things wrapped up in this one opportunity.”*

Many student facilitators were also motivated by their feeling that being involved in the USIE program would benefit their personal and professional development. For three-fourths, a desire to “learn more about the subject matter of my seminar” carried substantial weight in their decision to apply. As one student elaborated:

*“I figured the best way to get me motivated to do more research on topics I’m interested in is if I have to, because the best way to learn something is to have to explain it and go through it yourself.”*

For the roughly two-thirds who plan to attend graduate school and who, in a few cases, are considering pursuing academic careers, serving as a student facilitator also offered a chance to “determine what teaching is like” and to “develop teaching skills.” For this subset, serving as a student facilitator offered the added benefit of “trying out” teaching as a possible career.

### ***Student Facilitator-Faculty Mentor Interactions***

When asked to describe their experiences working with their USIE faculty mentors, one consistent refrain was that, for many would-be seminar facilitators, connecting with faculty who were both interested and available to serve as mentors was often very challenging. One student who felt fortunate to have received immediate and enthusiastic support for her participation in the USIE program from a faculty member whose class she had taken previously explained:

*“A lot of people last year wanted to do the program but they couldn’t find a mentor. I can think of a couple off the top of my head who had really good ideas and would have been great, but they couldn’t find a mentor to work with them so they wound up not applying.”*

A facilitator who, with the help of other students, was ultimately successful in finding a suitable faculty mentor to endorse his USIE program application explained the challenges he encountered:

*“A lot of [faculty], I think, didn’t really know what the program was about and when I tried to explain it there were several professors who were a little bit...it seemed like they were outraged. I think it was just a misunderstanding of what the program is and exactly what my responsibility [as a student facilitator] is.”*

Another student who concurred that finding a faculty mentor was “definitely the toughest part” of the early stages of the program encountered somewhat different obstacles, including overcoming his own reluctance to approach faculty he did not know about potentially serving as his USIE program mentor:

*“I didn’t really know anyone [in the department where I thought there would be the best fit] and I was a little uncomfortable just kind of going to them blind. In retrospect, I think I could have*

*because faculty were a lot more...or at least some of the faculty...were a lot more open to the idea of us teaching [than it originally seemed they would be]. But I didn't know that at the time, so I kind of looked for professors [who might be a good match given my topic]. Some said 'No' flat out and others were like, 'Well, this doesn't really belong in our field.' It all turned out okay, but it was a headache and a little worrisome at the time."*

Even for students who already had established relationships with faculty who knew their capabilities and were inclined to support their participation in the USIE program, explaining the program's design and objectives resulted in some "startled" responses initially. As one student who had worked closely with her USIE faculty mentor on previous occasions shared:

*"I remember when I approached [my mentor] to do this, he was like, 'Wait...what?! What is this program?! Undergraduates teaching undergraduates?!' I'm like, 'Yeah.' And he was supportive. He was like, 'Oh yeah...I know you can do it...I trust you and everything' but it was kind of like, 'Well...what is this?!'"*

Once they secured a faculty mentor, students' interactions with them were generally positive. Facilitators often described their mentors as "helpful," "supportive," and, in a few cases, "great." Particularly important to many was their mentor's help in making "good decisions" about seminar scope and content. In retrospect, however, some facilitators lamented the fact that, although not necessarily "unexpected" given their "offbeat" topics, their mentors were not very familiar with their specific subject matter and, as such, were unable to offer as much content-related feedback as might have been desirable.

The nature and consistency of facilitators' interactions with their mentors were also highly variable. Some benefited from working with faculty who readily assisted with whatever topical, pedagogical, or administrative issues arose. As one student facilitator elaborated:

*"[My mentor's main] role was to give me a lot of practical advice. He definitely was the one who, if I was thinking of crazy ideas was like, 'No, no, no...how about doing this instead?' He'd bring me back down to earth and explain what actually happens in the classroom. He helped me with grading and how to go about that...with the website...booking a room...just getting things together. He was also very helpful interacting with the department for me. When class started, we met regularly. Mainly, I would just go in and we would talk about what happened in class and he really helped me. My mentor also came to my class once. He loved it...thought it was great. Now he thinks I should be a professor (laughing). He's like, 'You have to [get] a Ph.D.!!'"*

Others reported having much more limited interaction with their mentors. In some cases, students attributed this to the fact that their mentor was "very, very busy" and simply not available on a consistent basis. Although they appreciated the multiple, and sometimes conflicting, commitments that faculty often have during the academic year, some described their mentor's lack of availability as "frustrating" and wished there had been more opportunity to discuss with them various pedagogical "issues" and "approaches." As one facilitator described:

*"Even though my faculty mentor was great, there were times when I felt like maybe he was a bit busy. It would have been nice [to be able to ask him]...I mean, I was still kind of unsure of things like...how do you structure your lesson plan...how do you go about [various things]. We covered that in the pedagogy seminar, but I felt like sometimes when you're dealing with separate topics, you have to approach each topic differently. I could have used more help for my specific class in that area."*

In a few cases—especially for those facilitators who were working with their USIE faculty mentors on other projects or who knew their mentors well based on past associations—the absence of regularly scheduled

meetings and more “loosely defined” mentor-facilitator connections was not viewed as being problematic. One student facilitator explained:

*“I was pretty independent. I knew what I wanted to do. My faculty mentor served more as just making sure I did the right things. For the most part, he knew that I knew what I was doing and I knew I knew what I was doing so I just showed him stuff and he approved of it. It was a pretty easy process for me. If I had any problems I would ask him and he would ask how things were going once in a while but, for the most part, it was fairly limited based on whether I needed it or not. He was the one I could turn to if I needed any help but, for the most part, he was there because he had to be [given program requirements].”*

However, even for those who did not necessarily engage with their faculty mentor especially regularly or intensively, their mentor’s willingness to provide constructive feedback, positive reinforcement, and occasional emotional support when they “freaked out” or momentarily “panicked” about course-related situations was perceived as being invaluable. Facilitators also expressed unified sentiments about the importance of their faculty mentor’s attendance at occasional seminar meetings, particularly with respect to the topical input they offered and the pedagogical feedback they occasionally provided. One facilitator detailed his thoughts:

*“[My mentor] attended one of [my] courses during the spring, as he was supposed to. That was really helpful. In fact, I think that was one of our best classes because he was there, mainly as an observer. It was the second or third week of instruction so it was great because we still had most of the term to go, building on his suggestions. I would have also liked to have had him come to one of the last weeks of the quarter. He, unfortunately, was not able to fit that into his schedule. Just the one visit was really nice though.”*

Facilitators also concurred that faculty “being there is the most important thing.” Especially welcomed were clear indicators from faculty that “you know what the program is about” and that “your door is open.” While facilitators believed that having a “controlling” mentor would “defeat the purpose” of the program, they repeatedly underscored the importance of mentors taking the initiative to actively demonstrate their interest and support. One student shared his views:

*“I would say to [faculty mentors], ‘Do it! Make our lives easier...help us out a little bit.’ I think sometimes faculty think, ‘I have all these things...I don’t want to accept something else....’ But, really, how much work is it? A two-hour luncheon [in spring] quarter and they met with their students maybe 10 hours [in fall] quarter, 5 hours [in winter] quarter. More of them should be willing to do it. Maybe they are willing and we just don’t know. My advice for [faculty] would be, ‘Find out about [this program] and see if maybe you’re interested in doing it.’ If you have a close relationship with some students, ask them if they’d like your help...volunteer yourself to them even before you get asked.”*

### ***Pedagogy Seminar Experiences***

For most student facilitators, the winter quarter pedagogy seminar taught by Dr. Kumiko Haas, Associate Director of the Office of Instructional Development, played a central role both in helping prepare them to teach and providing them with a core “support network” that many found to be “invaluable” during their first college teaching experience.

Alternatively characterized as the part of the program that “was crucial to everyone’s success,” “essential” and “a definite necessity,” the pedagogy seminar introduced students to designing a syllabus, leading class discussions, and handling various course preparation and management issues (see syllabus, Appendix C). In the eyes of nearly all facilitators, however, the seminar’s most valuable contribution was the opportunity it provided for them to interact regularly with their peers in a structured setting and establish strong connections

with each other. By all accounts, the 16 student facilitators quickly became valuable resources for each other, providing substantive ideas and feedback as well as offering reassurance and support when challenges inevitably arose. The comments of several facilitators exemplify this sentiment:

*“Though we only met once a week, I felt I learned much from my classmates. Seeing how they outlined their class[es], and just associating with their vibrant personalities benefited me greatly. Listening to their different perspectives on how to treat issues that may arise in class helped me think about how I wanted to structure my seminar, and just meeting consistently with a diverse group of people with a common goal helped me develop better teamwork and social skills.”*

*“The camaraderie between the facilitators was actually really, really important to my enthusiasm for the program. I think if it wasn’t for them, I wouldn’t be as excited to teach the class. I think we just really pumped each other up.”*

*“I’d say [the pedagogy] class was the thing that helped us out the most. We helped each other form the syllabi and we did sample teaching sessions. It was nice to know that you had that whole back-up of people. Whenever you had a problem in your class, [you] would email everybody and [they] would send out their responses so it was really like you had a resource there. It was [also] nice to know that people were going through the exact same thing you were. I have to say [the pedagogy seminar] was one of the best classes I’ve had here.”*

Even students who described themselves as preferring to work independently acknowledged the benefits of having a strong peer support network:

*“I’m a little more independent than most people in terms of asking for help. When I have a problem, I just kind of deal with it myself. But it was good to see what people think of in terms of teaching a seminar and kind of to shape how I expected to teach my seminar and weave that into how other people teach seminars...what accepted teaching methods are and what good questions are. It just kind of influenced what I was going to do. It definitely calmed me down a little bit.”*

Overall, two-thirds or less of the facilitators indicated that the pedagogy seminar had added at least “a lot” to their skills in developing seminar goals and objectives (67%), developing seminar assignments (58%), and facilitating discussion (44%). In part, as one facilitator explained, the sometimes mixed impressions facilitators had about the specific benefits of the pedagogy seminar curriculum may have resulted simply because “there was no substitute for real in-class experience.” The overall value of the seminar to the facilitators is perhaps best indicated by the fact that, despite its design as a one-quarter course, they elected to continue meeting voluntarily with the pedagogy instructor on a weekly basis throughout spring quarter.

### ***Teaching Experiences***

Without question the most challenging, and powerful, part of the USIE program for most student facilitators was teaching their respective spring quarter seminars. Through confronting “unexpected” circumstances, leading “all different kinds of personality types” in discussion, and managing the often time-intensive weekly preparations for class, many facilitators felt they learned a great deal not only about teaching but also about themselves. By the end of winter quarter, facilitators recalled feeling that they were generally “well prepared” and “ready” to teach. Nonetheless, at the end of spring quarter, they commonly remarked that “teaching is much more difficult than it looks” and that it takes a “certain kind of person” to be able to teach well. A few student facilitators shared impressions of their first-time teaching experiences:

*“It was [extremely difficult] to be a facilitator. Teaching takes a lot more time than meets the eye. I had my share of both really good and really bad experiences, more so with the former. It was amazing to see how much authority my students gave me without even knowing me.”*

*“The most challenging part was just getting over the stage fright and being able to communicate well because I feel like that’s what good teachers do.”*

*“When I walked in my first day, I didn’t feel like someone threw me in the deep end of the pool or anything and I didn’t know how to swim. But it was very different. It was scary for me. I [thought], ‘Come on, you’ve performed in front of people before. Why are you nervous?’ But you’re nervous because they could literally ask you any question, so it’s scary. You just want to do well.”*

*“This was basically my first experience teaching. I thought it was terrifying. But, by the end of it, I was feeling like I was really starting to hit my stride. I learned so much from teaching this class that I wish I could do it again and try to do an even better job.”*

Some facilitators also talked about how their USIE teaching experience has altered their perceptions of faculty and, in some cases, their own role as students:

*“I was put in the place of a professor or a T.A. and I definitely understood sometimes why they did what they did. I definitely understood where they were coming from more.”*

*“I can see now how much teachers actually put into it and now, [as a student,] I feel that it’s my responsibility to give back as much as they’re putting into it. [This experience] kind of added an extra element of responsibility realizing that it’s not all just about me and doing what I need to do to pass a test. It’s more about learning something valuable that [your professors] are passionate about teaching. I did not realize at all how much work the teachers put into a class. It was just an immense amount of work.”*

Facilitators also frequently described their peer interactions within this new dynamic as “rewarding.” While they generally concurred that one of the most difficult aspects of teaching was figuring out how best to effectively engage students in thoughtful discussion, some facilitators were “surprised” by the degree of commitment and engagement their students demonstrated, particularly given the one-unit structure of the course and the fact that the seminar was peer-led. As one facilitator commented:

*“I got told when I started, ‘Your kids won’t read—it’s just one unit, they won’t do the work’ and ‘It’s just pass/fail, they won’t post online’ and ‘You’d better be prepared to just talk at them, since you won’t be able to get more than one or two to talk.’ And I totally expected this to be true. It usually has been true in the classes I’ve taken, even the small discussion groups. But the fact that this class wasn’t [required]...that these students actually wanted to be there and wanted to talk about [the topic] changed all of that.”*

Many facilitators—especially those who enjoyed high levels of student engagement within their seminars—attributed the “positive” and “energizing” classroom dynamic, at least in part, to the fact that students generally felt “comfortable” in class and, as a result, were more “uninhibited” to express themselves than they often are in traditional classes. As one noted:

*“A lot of the students [in my class] were surprised [that I was an undergraduate] because they hadn’t heard about the program. When I told them, in a way it changed the way that they spoke out in class. It wasn’t as if I’m somebody that doesn’t understand what they go through in everyday life. A lot of times people are shy. They don’t want to talk to senior members of the faculty because they feel like they won’t understand or that they’ll get upset if you say the wrong thing in class. So I think that was one of the benefits—that people could speak their minds freely and not worry about saying something ‘wrong.’”*

One student facilitator who also enrolled in another USIE seminar shared her unique perspective on having experienced the program from two distinctly different student vantage points:

*“As a student [in one of these seminars] and as a facilitator, I got to watch the program from a special perspective. The whole thing is just totally fascinating. Having played the role of a student in a USIE seminar, I see that it really is all the best parts of learning from graduate students, but better because these facilitator kids are your peers, so it’s so less scary. They aren’t perfect and you know that from the beginning, so you can really enjoy learning with them and actually see learning taking place, instead of just having information force-fed to you. Plus they’re passionate about their topics, or they wouldn’t be trying to teach them. I can’t say this about some of the professional professors I’ve had here.”*

To be sure, the student facilitators’ experiences during their year-long journey through the USIE program were, in the words of one student, “full of both ups and downs.” In a few cases, facilitators realized through their USIE involvement that teaching is not a career that they want to pursue. As one of these students remarked, “As for the actual teaching process, I found it exciting at times, but mostly frustrating.” Another shared:

*“Overall, the experience has given me a newfound respect for teaching, but has also made me less excited about the prospect of teaching as a profession. Teaching is undoubtedly one of the hardest things to do, and it was a challenging quarter for me.”*

Overall, the student facilitators found teaching to be an “empowering,” and “influential” experience; some viewed their participation in the program as a “culmination” of their undergraduate experience at UCLA. All felt “proud” to be part of such a “promising” and “unique” pilot program. In the end, nearly all agreed that they had learned a great deal and that, on the whole, their journey had been both professionally valuable and personally rewarding.

## **2. Experiences of Faculty Mentors**

One of the key elements that distinguishes USIE from similar programs at other colleges and universities is the structured format of the preparatory work that student facilitators are required to engage in prior to teaching their spring quarter seminars. Upon finding a faculty mentor and hearing that their seminar proposal is approved, the USIE facilitators embark on a path that is designed to provide them with information and support in order to enhance their effectiveness as peer instructors. A core component of the program is to connect each student facilitator with a faculty mentor. The individual interviews that were conducted during summer and fall 2006 with the faculty who served as USIE mentors provide additional programmatic insight and perspective.

Faculty most commonly learned about the program when would-be facilitators approached them to inquire whether they would serve as sponsors. Often “skeptical” or “dubious” initially about the idea of undergraduates teaching other undergraduates, most faculty who participated ultimately decided to do so given their past experience working with the particular student who asked for their help and their direct knowledge of his or her ability and work ethic. In cases where they may not have known the student well, if at all, faculty spoke of being swayed to become involved based on the student’s clearly apparent knowledge, preparedness, and enthusiasm. As one faculty mentor shared:

*“My first [feeling] was a bit of trepidation: ‘How is this really going to work?’ Teaching is no easy. There are very senior faculty who are terrible teachers so my thought was, ‘How is a naïve undergraduate going to be able to do it?’ But I was relieved that at least there was a faculty mentor and so that reassured me enough that it was worth going ahead with it.”*



As illustrated by the following comments, other faculty had similar reservations:

*“I got involved because a student of mine asked me if I would sponsor him. Given that he is a very motivated kid who has actually read in and around the subject he wanted to teach, I said, ‘Sure.’ I was dubious about [the program] at first [because] what do [undergraduates] know? What could they possibly teach? Could they really impart knowledge or have self-awareness and be self-possessed enough to actually get up there and teach a class?”*

*“My first thought was, ‘What are the tuition implications for students?’ I know if I were a parent paying money...or a student working three jobs to put themselves through college...and thought they were going to be getting a professor and it turned out to be a graduate student, I’d be a little miffed. But I’d figure, “Well, it’s a research university so that’s the way it’s going to be sometimes.’ But if it were an undergrad...?! So I just hoped that the committee that chooses from among the students who apply does a really good job of making sure that they vet well and that they choose really extraordinary students. Frankly, [the student I mentored] is as good as some of our advanced graduate students. I think for people who are really extraordinary undergrads...who really are as good as graduate students [the program] is fine.”*

For the most part, faculty mentors indicated that the time investment associated with their role as a USIE program mentor was “fairly minimal,” especially once students’ syllabi were prepared. Moreover, nearly all conceived of their roles as being more “reactive” to students’ questions and concerns than proactive. They tended to attribute this dynamic, at least in part, to the absence of clearly specified programmatic expectations and, perhaps more importantly, to the fact that student facilitators were “diligent” in preparing for their seminars, “conscientious” in approaching their subject matter and their teaching responsibilities, and “dutiful” in keeping them apprised of what was happening during both the preparation and teaching phases of the program. On the whole, faculty concurred with student facilitators that having “more information” available to them about the program and the associated expectations of them as mentors would be very helpful. In all cases, they expressed positive sentiments about their USIE involvement and commended highly the performance of the individual facilitator(s) with whom they worked.

### **3. Experiences of Students Enrolled in USIE Seminars**

To understand the nature of USIE seminars and enrolled students’ perceptions of their characteristics, a course evaluation survey designed by OUER was administered during the last week of spring quarter 2006. In addition to their motivations for enrolling in a USIE seminar, the survey queried students’ engagement in different types of seminar activities, the amount of time they devoted to out-of-class seminar work, and their sentiments regarding the appropriateness of the workload given the seminar’s one-unit, pass/no pass designation. The survey also asked students to assess various aspects of the seminar, rate the extent to which they felt that their skills/abilities in various realms had been enhanced as a result of their participation, and evaluate both their overall seminar experience and their student facilitator’s performance. Student interest in potentially teaching a USIE seminar was also assessed.

#### ***Motivations for Participating***

For most enrolled students, subject matter was the most compelling impetus for taking a USIE course. Across seminars, more than four-fifths (89%) indicated that the “interesting” nature of the topic was a “very important” reason for enrolling. Roughly half assigned the same level of significance to their belief that taking the course would “enrich” their education (55%) and to the more practical consideration that it “fit well” with their schedule (46%). Overall, more than 70% of those who participated in inaugural year USIE seminars indicated that their “intrigue” with the idea that the seminar was student initiated and taught was at least a “somewhat important” consideration in deciding to enroll. For just over one-third (35%) of these students, it was a “very important” factor. For most (81%), the consideration that a friend was teaching the course was either “not applicable” or “not important.” Encouragement to enroll from friends or faculty also had a generally minimal impact on students’ participation decisions.

### ***Seminar Activities and Time Investment***

An important goal of the USIE program is to promote students' active engagement in the learning process. In keeping with that priority, just over three-fourths (76%) of those who enrolled in spring 2006 USIE seminars reported that they had at least "occasionally" offered personal input or feedback on seminar content or activities; nearly one-third (32%) did so "frequently." Another key goal is to expose students to topics that are not generally addressed within the existing undergraduate curriculum at UCLA and to provide them with opportunities to discuss subject matter that is topically relevant in today's society. More than three-fourths (79%) indicated that they had at least "occasionally" been able to apply classroom learning from their USIE seminars to real-life situations. Within that group, nearly half (47%) found that they were "frequently" able to establish such connections.

Overall, roughly two-thirds (65%) reported that they "frequently" participated in intellectually stimulating activities as part of their seminar experience. Students' intellectual engagement is also reflected in the high percentages who reported that they "never" felt bored in seminar meetings (83%) or skipped attending (71%). Only a small minority characterized their course activities as "not at all" intellectually stimulating (5%) or reported that they "frequently" felt bored in, or skipped, class meetings (4% and 5%, respectively).

Nearly half (49%) spent one to two hours per week on the seminar outside of regularly scheduled course meetings; nearly one-third (32%) spent more than two hours per week. While a few students felt that the amount of time they invested was "excessive" given standard expectations for a one-unit course, the overwhelming majority (90%) agreed that the time and effort they put into the seminar was "appropriate." Students' intrinsic motivations for taking these seminars and their willingness to invest time above and beyond standard expectations for one-unit courses based on their genuine interest in the subject matter were clearly evident:

*"I put much more effort and interest in this class than I did in my regular classes."*

*"I'd take this class for no units, yet I definitely dedicated more time, thought, and energy to this class than I did to some of my four- and five-unit classes this quarter. Thinking and talking take so much more work than writing a silly paper the night before it's due."*

*"I feel that the time I put into the class was worth more than one unit, but I think that it was out of my own interest that I put in the extra time that I did. I really did care about what was being covered, and I really wanted to understand and take it all in."*

### ***Intellectual and Personal Development***

This study did not attempt to objectively measure or test students' intellectual or personal gains in association with their seminar participation. However, the survey did ask students to indicate the extent to which they believed that their skills and abilities in selected areas had improved as a result of taking their USIE seminar. Table 3 categorizes students' perceptions of their intellectual and personal development.

**Table 3. Enrolled Students' Ratings of Improved Skills/Abilities As a Result of Taking Their USIE Seminar**

	Frequencies (%)* (N=151)		
	<i>To a Great Extent</i>	<i>To Some Extent</i>	<i>Not at All</i>
<b>Intellectual Development</b>			
Understanding of the topic	75	25	0
Content-related knowledge	64	33	3
Critical thinking skills	37	52	11
Public speaking skills	21	55	24
Analytic/problem solving skills	19	48	33
Writing skills	9	42	49
Library research skills	9	30	61
<b>Personal Development</b>			
Respect for viewpoints that differ from my own	54	37	9
Understanding of others	41	52	8
Self-understanding	36	47	16
Intellectual self-confidence	32	60	8
Interpersonal skills	31	54	15
Social self-confidence	30	49	22
Community-building skills	29	46	25

\*Percentages may not add up to 100 due to rounding.

Enrolled students indicated overwhelmingly that both their content-related knowledge and their understanding of the seminar topic improved as a result of their seminar involvement. Nearly two-thirds felt that their content-related knowledge improved “to a great extent” while fully three-quarters indicated the same degree of self-perceived improvement with respect to their understanding of the topic. All who completed the survey reported that their understanding of the topic improved at least “to some extent.”

Three-fourths or more of the enrolled students felt that their participation in a USIE seminar had improved their critical thinking and public speaking skills to at least “some” extent. Just over two-thirds indicated that, to a similar degree, their analytic/problem-solving skills had improved. Perceived writing and library research skills were the least improved overall for most students, with nearly half or more of the students indicating that their skills in these two areas were “not at all” improved.

The majority of students also indicated at least “some” improvement in their personal skills and abilities. The greatest gains were reported in: respect for differing viewpoints, understanding of others, and intellectual self-confidence. In addition, three-fourths of the students or more indicated at least “some” self-perceived enhancement in their interpersonal skills, self-understanding, social self-confidence, and community-building skills.

### ***Seminar Ratings***

Tables 4 and 5 display results from two questions included on the spring 2006 enrolled student survey that asked students to rate aspects of their USIE seminar experience.

**Table 4. Enrolled Students' Ratings of Selected Aspects of Their USIE Seminar**

	Frequencies (%)* (N=151)				
	<i>Agree Strongly</i>	<i>Agree Somewhat</i>	<i>Neutral</i>	<i>Disagree Somewhat</i>	<i>Disagree Strongly</i>
<b>Course Organization</b>					
The major themes that underlie this seminar are clear to me.	73	20	5	3	0
<b>Intellectual Engagement</b>					
The class discussions are thought provoking.	60	31	8	1	1
I have been challenged to think critically.	54	33	11	1	2
<b>Real Life Relevance/Applicability</b>					
The coursework is relevant to my everyday life.	36	35	23	5	2
The coursework is relevant to my future career plans.	31	25	28	9	9
<b>Community</b>					
My contributions are valued by the seminar facilitator.	75	20	4	0	1
There is respect for diverse perspectives/beliefs.	72	19	7	1	1
I feel comfortable voicing my ideas/perspectives within this seminar.	65	25	7	2	1
My contributions are valued by other students in the seminar.	51	33	13	2	1
There is a strong sense of community among seminar participants.	39	33	19	5	3
<b>Overall Seminar Perception</b>					
If I had it to do over again, I would enroll in this seminar.	73	19	5	2	1

\*Percentages may not add up to 100 due to rounding.

On the whole, enrolled students evaluated their USIE seminars very positively. The overwhelming majority agreed that the major themes underlying the course they took were clear. There was also widespread agreement that they had been challenged to think critically; fully three-quarters rated as “excellent” or “very good” both the level of intellectual stimulation and the amount of learning that took place.

Enrolled students were most consistently complimentary, however, when asked whether their contributions were valued by the seminar facilitator; whether discussions were characterized by respect for diverse perspectives and beliefs; whether they personally felt comfortable voicing their ideas and perspectives; and whether class discussions were thought provoking. In total, more than nine in ten students “agreed” that each of these conditions was met satisfactorily, while at least six in ten “agreed strongly” that they were. As exemplified by the following comments, the USIE seminars provided many students with a “unique” and highly valued opportunity to engage in “focused dialogue” with their peers about issues and topics of great personal interest and importance:

*“I really liked the course. You are with people who want to learn and are interested in the same topics. [Relative to my other courses], there is much more class discussion and more intriguing questions and ideas are brought up. I like having people my age discussing relevant topics.”*

*“The student-led element made me feel like we were all learning and not just being taught.”*

*“Discuss[ing] intellectually stimulating issues in a stress-free and fun environment was very enjoyable.”*

*“The subject was really interesting. I felt comfortable speaking up in class and interacting, unlike in my lectures.”*

**Table 5. Enrolled Students’ Ratings of Selected Aspects of Their Seminar Experience**

	Frequencies (%)* (N=151)				
	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
<b>Intellectual Rigor</b>					
Amount of learning	42	33	19	5	1
Intellectual stimulation	39	40	17	3	1
<b>Personal Involvement</b>					
Your level of enthusiasm about the course	54	29	14	3	1
Your level of involvement/engagement with the course	45	29	19	6	1
<b>Interpersonal Interactions</b>					
Quality of your interactions with the facilitator	53	30	12	3	1
Quality of your interactions with peers	40	31	22	6	1
<b>Overall Seminar Perceptions</b>					
Overall satisfaction	60	30	6	3	1
Overall value of the course	56	32	10	1	1
Overall quality of your learning experience	51	37	11	1	1

\*Percentages may not add up to 100 due to rounding.

The majority of students also felt that their contributions were valued by other students in the seminar. In addition, nearly three-fourths agreed that a strong sense of community had developed among seminar participants. On the whole, they expressed positive sentiments regarding their interactions with both the student facilitator and other students who were enrolled in the class. Generally speaking, however, students were more likely to report that they experienced positive relations with the student facilitator than with other peer participants.

Not surprisingly given the topical nature of some of the seminars and the broad mix of students who were attracted to enroll, students did not universally agree that their USIE coursework was “relevant” to their everyday life or future career plans. Nonetheless, their personal enthusiasm and engagement levels were generally very high. For example, more than eight in ten students rated their level of enthusiasm for the course as “excellent” or “very good” while roughly three-fourths assigned similar ratings to their level of course involvement/engagement.

Overall, nine in ten students rated their overall satisfaction level with the seminar as “excellent” or “very good.” Similar proportions assigned the same ratings to the overall value of the course and the overall quality of the learning experience. The vast majority also agreed that if they had it to do over, they would enroll again in the seminar they took; of these, nearly three-fourths “agreed strongly” that they would make the same decision. Students’ responses to the open-ended survey questions underscored these overwhelmingly favorable ratings:

*“I enjoyed the casual yet stimulating atmosphere. Also, [the program] allowed for a topic that is often ignored by academia. This is a great way to address subjects that exist on the outskirts of the academic world.”*

*“This class is unlike any other in [this] department. I really appreciated that, and I loved interacting with an undergrad.”*

*“[This was] an open and available teaching environment where all are responsible for teaching/ learning; a course independent of grade worries shifts focus to personal development...how school should be.”*

The most pervasive complaint from enrolled students about their USIE seminar was that the hour-long weekly meetings did not afford enough time for discussion.

### ***Student Facilitator Ratings***

Enrolled students nearly unanimously rated the overall quality of their USIE instruction as “excellent” or “very good,” with more than two-thirds indicating “excellent” (Table 6). Yet, whereas students very often assigned “excellent” ratings to their facilitator’s fairness, personal involvement, enthusiasm, and responsiveness, they were generally less likely to similarly rate various aspects of their facilitator’s pedagogical skills and content knowledge. For example, just six in ten students described as “excellent” their facilitator’s ease in initiating and facilitating discussion and their preparedness for class. Roughly half gave top ratings to their facilitator’s subject matter expertise, clarity of seminar purposes and goals, and logical organization of class material. Not surprisingly given that for many facilitators this was their first time teaching, just under half of the enrolled students rated as “excellent” their facilitator’s clarity and skill of presentation. Importantly, however, very few enrolled students rated their facilitator’s performance in any particular area as “fair,” and even fewer gave “poor” evaluations.

All in all, students’ assessments of their seminar facilitators were overwhelmingly positive:

*“The facilitator was extremely prepared, enthusiastic, and clear. She was easily approachable and stimulated discussions in and out [of] class.”*

*“I loved the subject and the fact that it was taught so well and informally. It was really wonderful to have an extra class [on this topic] in which I learned really valuable and interesting new things.”*

*“[The student facilitator] was the best part of the course. He was honestly really involved and enthusiastic about the material, and I could get a feel for that myself. He made me want to do the assignments and come to class. He made it interesting.”*

*“The student facilitator is an absolutely amazing teacher. She is supremely knowledgeable and kind and she treated everyone with respect.”*

*“This was one of the best classes I have taken. The structure and the environment made it amazing. I would take this class or one like it every quarter. [The facilitator] made the class!”*

**Table 6. Enrolled Students' Ratings of Their Seminar Facilitator**

	Frequencies (%)* (N=151)				
	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
<b>Knowledge</b>					
Expertise in subject	57	35	6	2	0
<b>Pedagogy</b>					
Pace appropriate to student ability	69	23	7	1	0
Ease in initiating and facilitating discussion	62	24	11	3	0
Preparedness for class	61	26	11	1	1
Clarity of seminar purposes/goals	56	29	12	2	1
Logical organization of course material	51	28	17	3	1
Clarity and skill of presentation	46	37	11	5	0
<b>Personal Engagement</b>					
Overall level of involvement/engagement with course	83	13	3	1	0
Enthusiasm	81	15	3	1	0
<b>Other</b>					
Fairness	85	13	1	1	1
Responsiveness to student input and needs	75	21	3	1	1
Overall quality of instruction	69	25	5	1	0

\*Percentages may not add up to 100 due to rounding.

### ***Personal Aspirations***

For some, participating in the USIE seminars was best characterized as “empowering.” These students often underscored their “intrinsic” interest in the subject matter and praised the program’s capacity for “allowing for creativity” and “encouraging students to take charge of their learning.” Overall, just under two-thirds of the enrolled students reported that they would personally be interested in applying to teach a USIE seminar. Their desire to serve as future facilitators was based primarily on their positive seminar experience; their expectation that the responsibility would be both “fun” and “challenging”; and the fact that they would “love” to teach about a subject for which they feel great “passion.” Several students noted that they had enrolled in a USIE seminar specifically because they were potentially interested in teaching one themselves and wanted to get a sense of what that experience might be like.

A few students (approximately 10%) expressed mixed feelings about personally serving as a USIE seminar facilitator. Although they were “intrigued” by the possibility, they were unsure what they would teach, concerned that they might not have enough knowledge and experience to teach effectively, or worried about how they would be able to manage the required time commitment given their other responsibilities. The remainder (roughly 30%) expressed resolute non-interest, either for similar reasons or simply because teaching “just isn’t my thing.”

### **4. Perceived Value of the USIE Program to UCLA**

As noted at the outset of this report, a central interest in conducting the inaugural year assessment of the USIE program was to evaluate the program’s value to undergraduate education at UCLA. In listening to the sentiments expressed by participating students and faculty alike, it is readily apparent that USIE offers undergraduates a potentially transformative educational experience.

For example, apart from shifts in their own perceptions about the teaching-learning process and their associated responsibilities therein, the inaugural year facilitators spoke, often at length, about USIE’s value. Described as “the most effective and important program that I’ve been a part of for a long time at UCLA” and

“one of the most memorable experiences of my undergraduate career,” the program provided those who were involved as student facilitators important perspective and offered them unique opportunities.

Many facilitators highlighted the non-traditional classroom dynamic that undergraduate peer teaching provides and talked passionately about the “special opportunities” such an environment creates for facilitators and enrolled students alike to “think outside the box.” Quite a few underscored the fact that student-led seminars create “a whole different environment” for teaching and learning that they felt was readily embraced and genuinely respected by most of the students who enrolled in their classes. One facilitator elaborated on why he feels this type of learning experience is especially important for UCLA undergraduates:

*“A program like this provides kind of an outlet where it’s not academically competitive like it is in a lot of different classes. It teaches kids to value other undergraduates. I’ve seen a lot of people feel that they don’t have anything to learn from their friends or from their peers as undergraduates. They want to learn from professors and T.A.s and whatnot, but they don’t want to learn from their next door neighbor in the dorms. The USIE program highlights the fact that we’re here as much for each other as anything else and that we have different interests...we come from different walks of life...and we can teach people about that..[and] all sorts of things that [they] otherwise wouldn’t learn. The USIE program kind of opened that up to a much higher extent than anytime before, and that’s really important.”*

Student facilitators also identified multiple personal and professional development benefits associated with their participation in the program, including enhanced knowledge of their subject matter and greater confidence in their teaching, administrative, and general leadership abilities. The comments of two facilitators illustrate well the powerful impact that participating in the USIE program had on many of these students:

*“I really believe that the strengths I gained from this program will help me for whatever it is I want to do... [or] just thinking effectively. I learned more than I could possibly learn from just reading a book or taking a class and I was told by a lot of the students [who took my class] that not only did they have a great time, they actually learned something!”*

*“The past twenty-something weeks have been, by far, the most challenging, exasperating, rewarding, and beautiful adventure I have attempted. Proper understanding and articulate description will probably only come with time. I never had any intention of teaching. I applied for this on a whim—sort of hoping I wouldn’t get picked. I suppose I saw myself spending the rest of my life working a ‘job-job,’ perhaps continuing onto grad school, though most likely not. Now though, I realize learning something means nothing unless you get to see this knowledge passed on to someone else [and] watch their eyes light up with understanding. I don’t think I ever learned as much until I tried to find a way to explain it to someone else. I don’t think I ever would have considered [education as a career] without having had this USIE opportunity.”*

Students who enrolled in USIE seminars also offered their perspectives on the program’s contributions to undergraduate education at UCLA. As reflected by the following remarks, many highly value this “different,” “innovative,” and “interactive” program:

*“[USIE] highlights and emphasizes an important facet of university life: Students have as much to learn from each other as they do from professors, and in non-traditional subjects.”*

*“It is a perfect manifestation of the teaching-learning function in which teachers teach and learners learn but learners also teach and teachers also learn. I absolutely believe that classes like this are imperative to a well-rounded undergraduate education.”*



*“[This program] allows students to pursue their interests in a low-stress environment, eliminating competition between students for grades and allowing us to really just focus on the topic.”*

*“There is so much more to be learned from our peers that professors can’t always articulate (let alone find the time or desire to). Small seminars like this are less frightening too. I learned so MUCH from the other students in this class!”*

*“It makes the UCLA experience more enjoyable. In this class, we learn to learn, not to get a grade.”*

*“[It’s] a different dynamic in education—student facilitators [are] easier to relate to—interesting people who teach for merely their own love of the topic—not for prestige or money.”*

Some enrolled students also specifically highlighted the potential personal and career development benefits of peer-based approaches to teaching and learning that are exemplified by the USIE program:

*“Peer instruction is an integral part of the academic journey and enriches the scholarly experience of not only the facilitators, but participants as well.”*

*“Because UCLA is so big, it is difficult to get students together to talk about intellectual issues that matter to them. Student-to-student dialogue and learning is invaluable to the undergrad experience.”*

*“[The USIE program] is very important because it provides an outlet that is fun but also educational. It also gives students who are very passionate about a subject the chance to share their knowledge and [the] students [who take these courses] the opportunity to learn something different. It’s also a great way to segue into a teaching career and it’s also a great way to meet people who are interested in similar things. I really like it!”*

*“UCLA is providing an opportunity for students to share their knowledge and get experience for teaching, graduate school, or work. Facilitators gain skills in presenting and organizing a class. Students don’t feel so intimidated (as opposed to large lectures from Ph.D. professors).”*

Like the undergraduate students who participated, those who served as faculty mentors shared very positive impressions of the USIE program’s value to UCLA. Most frequently, they highlighted the “exciting possibilities” and tremendous opportunities for “creativity” that can be inspired by the USIE

program, underscoring especially the personal and professional development opportunities that such a “bold” program and “wonderful experiment” specifically offers for students. As one faculty mentor shared:

*“I really like the idea of empowering students based upon the proposition that this kind of pure learning can be the best kind of learning that takes place. I’ve always told my graduate students that you’ll learn the most from your fellow graduate students. I really felt that it came off. And I saw students totally engaged when I went to sit in on class...having done the assignments... having thought the issues through...and being super motivated. So I like the idea.”*

Focusing specifically on the program’s benefits for student facilitators, another faculty mentor commented:

*“I think [this program is] very, very important. It’s important for the student because they begin to understand what it is that they get in the university context and the kind of seriousness with which courses are constructed. This is a very, very good learning experience for a student. It provides*

*them experience and knowledge that can be applied in other realms [and] it provides them an opportunity to construct something with a little bit of rigor and depth.”*

Among the elements that faculty spoke most positively about with respect to the USIE seminars themselves is that they are “very defined,” “special interest” topics that faculty “haven’t been working on or aren’t working on, or may approach in an entirely different kind of way.” As such, these course offerings were viewed by faculty as valuable to the extent that they “add to” the existing curriculum by focusing on “interdisciplinary subjects” that people are concerned about in a “topical, punctual way” and that “might not otherwise be taught.”

Importantly, as facilitators and enrolled students also highlighted, faculty frequently pointed out that these seminars are also “not high pressure.” Consequently, they applauded the fact that taking a USIE seminar enables students to step back from the daily stresses of academic life at UCLA and enjoy learning purely for the sake of personal interest and enrichment. In keeping with this inherent characteristic of the program, a few faculty also encouraged promoting freshman enrollment in these seminars not only to provide them with opportunities to gain confidence in expressing themselves, but also to expose them early on in their undergraduate careers to the “power” of peer teaching and learning. Also very important from the vantage of point of some faculty is the community-building potential that a program like USIE offers. As one faculty mentor explained:

*“One [value of the USIE program] is that it helps to create community among students on a campus where community is almost institutionally impossible. [A] second [value] is that it helps to create an intellectual community. One of my concerns...or even gripes...about UCLA is that, especially at the undergraduate level, there’s not an intellectual community, which is to say that there is not generally a community of students who are lovers of learning...who make the extra effort to learn beyond taking a class and getting a grade and achieving whatever vocational benefit one can get. Education here is very much instrumental. This has a little bit more of the feeling of learning for its own sake. And I love that. I think we should do whatever we can to cultivate that kind of intellectual passion.”*

## **5. Thoughts About USIE Program Evolution**

When asked how they would like to see USIE evolve in year two of the pilot program and beyond, students and faculty alike enthusiastically endorsed its continuation essentially “as is.” Nonetheless, they highlighted a few key considerations and “cautions.” Primary among them were issues of “quality control,” especially with respect to limiting the program’s overall size and maintaining a “very careful screening process” for selecting student facilitators. The overwhelming majority also concurred that individual seminars should remain “relatively small” and agreed that, while the program might reasonably be able to expand a bit beyond the 15 seminars that were offered in spring 2006, large-scale growth is not advisable. As one faculty member elaborated:

*“In my opinion this program should be kept small because it involves significant administrative overhead and there’s a lot of faculty time and resources and a lot of administrative time and resources that goes into creating this...much more than if a faculty member were teaching a course. I wouldn’t want to see this grow to, say, 90 courses. It’s appropriate to keep it small. I think it’s a great program...it’s great for the students...it’s great for the student leader...the faculty seem to be willing to offer their time on a pro bono basis for this...but I really do think it should be small. I wouldn’t want to see the program think that it was going to improve by expanding. Keep it small. Maintain high quality.”*

Based on their experiences during the program’s inaugural year, faculty also concurred that, to work most effectively, the USIE program requires the continued participation of “outstanding” undergraduates in the student facilitator role. Specifically, they should be “self starters,” have an “interest in pedagogy,” and

identify a topic about which they are both “passionate” and have “expertise” and that is not the primary focus of any existing faculty-taught course. To succeed as USIE facilitators, faculty also agreed that students must also be able to exercise effective peer leadership. One mentor shared his perspective:

*“When I went and sat in on class...yes, [the student facilitator] was an undergraduate just like the other students, but they basically treated her like a professor and I think that’s because she is a step ahead of most undergraduate students and they appreciate that. I think there are a handful of undergraduate students here [who] are so extraordinary that that can be said. And I think for those sorts of people, this program is appropriate. For students who are—and would be seen to be—peers of the students in the class, I think it’s not appropriate.”*

Student facilitators and faculty mentors also underscored the importance of future facilitators recognizing and appreciating the significant time commitment that is required to prepare and teach a course well and emphasized the fact that those who hope to serve as facilitators “start early” and “plan accordingly.” One faculty mentor elaborated:

*“The student might be thinking of it in terms of a one- or two-unit course and think, ‘Well, that’s not that much work. But, of course, it’s much, much more work from the teacher’s viewpoint than it is from the student’s viewpoint. The students in this group didn’t seem to underestimate it...but I think that’s a potential problem and [prospective facilitators] need to be made aware that this is quite a commitment and it’s really going to be a serious time commitment.”*

Especially critical in the eyes of the 2005-06 faculty mentors is the degree of “openness” the student facilitator has to seeking faculty input and the willingness of faculty mentors to be available to discuss ideas and offer support to their mentees through the inevitable ups and downs of teaching a course. When these conditions are collectively met, the faculty who were interviewed believed that undergraduate participation—either as a facilitator or an enrolled student—in the USIE program can be a “richly rewarding” experience. Reflecting on the type of student who is “best” suited to serve as a USIE facilitator, one faculty mentor remarked:

*“We have a good number of students here who will want do this simply because it will look good on their resume. That’s not a kind of student you want. You will have students who will want to do this because they think it’s an easy credit to pick up. That’s not a student you want. And then I think there are students who are deeply interested in teaching and helping and doing things of this sort. Their record will tell you...their activities...their engagements with other students...all of that will tell you who is good and who is not.”*

Another shared similar convictions:

*“I probably wouldn’t do this with most students. [It’s something I would weigh on a case-by-case basis] both because of the burden it would put on me as the supervisor and also because of the fairness to the students who are taking the class.”*

While faculty generally underscored that it is “really important” to “keep the burden [for faculty mentors] low,” they also shared ideas for how to perhaps more effectively engage other faculty. As exemplified by the following comments, one idea is to create opportunities for USIE faculty mentors to converse with each other about the program and their respective experiences:

*“I think it might be interesting to bring faculty together who are working on these kinds of classes to share their experiences. I know people are busy, but I still think that it would be a nice thing to do for the faculty members and also might raise some interesting experiences that would be*

*valuable [for administrators]. Are there maybe some things that faculty members could learn from one another about the experience? It would be valuable to have a chance to talk together.”*

*“Gather together all of the students who are doing this and perhaps invite the faculty sponsors for a get together so that people can exchange ideas about how to make this work even better.”*

Another idea that was offered by faculty mentors is to provide more information to faculty at large about the program and its overarching purposes and goals. Several faculty also endorsed prioritizing the creation of a “community of undergraduate teachers working in tandem” where student facilitators would engage not only with their own faculty mentor but also with faculty who are mentoring other student facilitators. Such interaction—designed to stimulate cross-generational dialogue about teaching and learning and to simultaneously support student and faculty development—could potentially occur either as part of the pedagogy seminar or via some other programmatic mechanism.

Student facilitators also endorsed these recommendations. While they welcomed the opportunity to take the lead in designing and teaching their seminars and embraced a “supporting” as opposed to “directive” role from their faculty mentors, many also expressed a desire for more communication with faculty. As one facilitator suggested:

*“I would like to see more interaction between the faculty and the student facilitators. If that would be possible, it would be great...maybe once or twice a month have get togethers where the facilitators and faculty can meet all together...not just one-on-one...have a faculty-mentor night or something where you get to meet.”*

Many facilitators also supported the idea of engaging faculty in pedagogy seminar discussions. Especially attractive was the possibility of inviting those who are serving as mentors—or who are members of the UCLA faculty at large—to attend pedagogy seminar meetings and share with facilitators their philosophies of teaching, their own good (and bad) classroom experiences, and their insights on how best to engage students in class discussions and activities. Appreciating that it may not always be feasible given scheduling conflicts and their mentor’s overall workload, several facilitators also suggested that it would be helpful for faculty mentors to make at least two visits (i.e., one at the beginning of the quarter and one near the end) both to offer content-related insights and to provide pedagogical feedback.

Overall, faculty mentors praised the efforts of the students, faculty, and administrators who were involved in establishing the USIE program. They encouraged its continuation and advocated ensuring that there is adequate support in place—ranging from the availability of helpful mentoring to better information technology infrastructure—so that future cohorts of undergraduates who teach and enroll in these seminars can benefit optimally from the myriad educational opportunities that USIE can potentially provide. In summing up her impressions of the program, one faculty mentor concluded:

*“I personally think that there’s a return on the part of the student body to wanting to understand how the world works and that the university is in a time lag and it’s actually becoming less responsive to these kinds of questions and far more technocratic. Unfortunately, academic learning has become increasingly abstract and self referential. I don’t know how you bridge that, actually, and I think it’s a really big, big challenge. Fortunately, there’s this outlet but it’s only as good as the faculty mentor [that students] find to help them do it. It’s really important for faculty to be there and involved.”*

Like many of their peers who enrolled in USIE seminars, the undergraduates who facilitated these innovative courses frequently expressed a strong sense of ownership and pride in having been part of this experimental program. Many spoke particularly passionately about their hopes for the program, its future participants, and its place within UCLA. The remarks of one facilitator capture especially well the sentiments of many of her peers:

*“I’d like to see the program evolve so that it’s something as fresh in people’s minds as the Rose Bowl and the Alumni Association. When we say, ‘The USIE program...,’ I want it to be something that people know about. I want it to be one of those things at UCLA that people will remember. It would be great if this became a tradition.”*

## **DISCUSSION AND CONCLUSIONS**

The undergraduates who served as inaugural year USIE seminar facilitators viewed their responsibilities in association with that role as an honor. On the whole, they reported overwhelmingly positive sentiments about the program and its potential to enhance undergraduate education at UCLA. For many, teaching was more challenging than they originally presumed it would be. However, for the vast majority, it was a rewarding experience that was enhanced immeasurably by their participation in the winter quarter pedagogy seminar and their interactions with faculty mentors. Serving as a seminar facilitator also tended to provide powerful insights about the respective roles and responsibilities of faculty and students, and led to an enhanced respect for teaching as a profession. Participating in the USIE program also helped to refine some facilitators’ career aspirations. Overall, they conveyed tremendous ownership not only of their individual seminars but also of the USIE program as a whole. Beyond expressing a desire to see the program continue and mature, many indicated a willingness to share their experiences and insights with future facilitator cohorts and to serve as general resources and representatives as the program evolves.

Having experienced the myriad responsibilities, rewards, and challenges of leading a seminar, facilitators offered several recommendations for the future. First, they supported making minor refinements in the program’s administrative structure and creating enhanced communication networks to relay key procedures and timelines. Second, facilitators encouraged adjustments in the pedagogy seminar curriculum such that more time can be devoted to exchanging ideas about teaching and learning, inviting guest speakers, and engaging in practice teaching. Third, they expressed a need to clarify, and perhaps revise, the role of faculty mentors within the USIE program and endorsed efforts to help the UCLA faculty as a whole understand the program’s fundamental purposes and goals. Finally, facilitators advocated maintaining a very careful vetting process for selecting future facilitators in order to uphold the core educational values upon which the program was founded.

Faculty mentors also shared generally positive perceptions of their USIE experiences and expressed strong support for the program’s continuation. Although they were forthcoming in expressing their early reservations about the program’s viability given its innovative focus on undergraduates teaching other undergraduates, those who served as mentors ultimately expressed high regard for the facilitators they sponsored and for the program’s contributions to undergraduate education at UCLA. Like facilitators, they supported maintaining very high standards for selecting future facilitator cohorts both in order to ensure educational quality and promote positive experiences for all involved. While they recognized that there are potentially many students at UCLA in any given year who would do an excellent job leading USIE seminars, faculty advocated keeping the program small; perhaps enlarging it somewhat, but not tremendously so. Finally, paralleling the sentiments expressed by student facilitators, faculty welcomed having more information available to them about the USIE program and specifically encouraged more clearly stated expectations for the faculty mentor role. Emphasizing the program’s potential community-building capacity, some faculty also supported having more structured opportunities for student and faculty participants to connect with each other and share insights and experiences.

Like the faculty mentors and the facilitators, students who enrolled in the USIE seminars also lauded the program. They expressed great enthusiasm and tremendous gratitude for having had an opportunity to engage in focused dialogue with their peers about topics and issues that have considerable personal and societal value. Many also reported gains in both their intellectual and personal development as a result of their seminar involvement. Students conveyed their appreciation for being able to learn in a low stress

academic environment where they could rediscover the joy of learning purely for the sake of learning and gain sometimes newfound respect for the perspectives, talents, and contributions of their peers. They also expressed respect for their peer facilitators based not only on the courage they demonstrated in accepting responsibility for teaching a course, but also for their capacity to effectively engage their peers intellectually and to promote teamwork, mutual respect, and feelings of community within their courses. All in all, they strongly endorsed the program's continuation. Many also expressed interest in teaching a USIE seminar themselves. Enrolled students' most frequent criticism of their USIE seminars was that the hour-long, once per week structure did not allow as much time for discussion as they would have liked.

In summary, the USIE program provides unique and valuable opportunities for students, faculty, and administrators to interact with each other in non-traditional ways. As such, it has the potential to promote new connections and facilitate enhanced awareness and understanding for all involved. Perhaps most importantly, the program provides a curricular mechanism for promoting engaged learning and community building. As evidenced throughout this report, students and faculty alike embraced the program's possibilities and welcomed its incorporation as a regular part of undergraduate education at UCLA. Students' enthusiastic endorsement of USIE and the resoundingly positive personal, academic, and professional outcomes they associate with their participation in the program provide further evidence that, with appropriate guidance and support, undergraduates can not only "handle" peer teaching and learning environments, but thrive within them.

**APPENDIX A**  
**USIE SEMINARS**  
**SPRING 2006**

<b>Student Facilitator</b>	<b>Faculty Mentor</b>	<b>Course Title</b>	<b>Department</b>
Whitney Mercer	Steven Nelson	<i>Outsider Art</i>	Art History
Aaron Fai	Stephen Dickey	<i>American Short Story Today</i>	English
Holly Schwarz	Katherine Hayles	<i>Comic Books as Literature</i>	English
Cindy Tran	Mark McGurl	<i>Resurrecting Philosophers and Victorians from the Dead with "The Matrix"</i>	English
Christopher Crump	Stephanie Pincetl	<i>Peak Oil: Understanding the Problems, Creating Solutions</i>	Institute of the Environment
Henry Lin	Wayne Grody	<i>Genomic Medicine: Current Progress and Future Implications</i>	Pathology and Laboratory Medicine
Max Spielberg	David Myers	<i>Jewish Mysticism and Kabbalah: From Moses De Leon to Madonna</i>	History
Combiz Abdolrahimi	Michael Morony	<i>US-Iran Relations: The Politics, Rhetoric, and History of the Conflict</i>	History
Melvin Jiminez	Teofilo Ruiz	<i>1980's Pop Culture</i>	History
Jeffrey David	Damon Woods	<i>History of Science Fiction</i>	History
Manal Quota	Edmond Keller	<i>Internal Conflicts in Developing States: A Closer Look at the Rwandan Genocide</i>	Political Science
Patrick Lam	Ronald Rogowski	<i>Globalization and Inequality: Why Are Some Countries Poorer Than Others?</i>	Political Science
Lindsey Hilde	Michael Chwe	<i>U.S. Education Policy: From the Capital to the Classroom</i>	Political Science
Faith Christiansen/ Alex Gruenberg	Timothy Groseclose	<i>Conservative Political Movements Among Youth in the United States</i>	Political Science
Camilla Liou	Daniel Posner	<i>Explaining Ethnic Violence</i>	Political Science

## APPENDIX B

### USIE SURVEYS AND INTERVIEW PROTOCOLS

#### Undergraduate Student Initiated Experience (USIE) - Student Facilitator Survey Winter 2006

**Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

Please take the time to give us your honest and detailed feedback about your USIE experience. Your comments and suggestions will greatly assist us in providing the best program possible.

Your participation in this study is voluntary and will have no impact on your standing in the program. You may choose not to fill out the questionnaire, and this again will have no bearing on your standing in the program. The mentors and instructors will never see or have access to your individual responses to the questionnaire, and your name will not be associated with your responses. Only aggregate responses to the questionnaires will be used in this assessment. Thus, your responses to each questionnaire will remain confidential.

You are being asked to provide your name and student ID number on the questionnaire so that your responses can be tracked over the course of your participation in the program. You can also choose to fill out the questionnaire anonymously.

If you have any questions or concerns about this assessment project, please feel free to contact Marc Levis-Fitzgerald. His email address is [mlevis@college.ucla.edu](mailto:mlevis@college.ucla.edu) and his phone number is 310-206-5409. If you have questions regarding your rights as a research subject, you can contact the Office of Protection of Research Subjects at 310-794-9565.

**Instructions to students:** Circle one answer for each question on each scale: NA = Not Applicable; 1 = lowest rating to 5 = highest rating.

#### MOTIVATION FOR PARTICPATION IN USIE

##### 1. Why did you decide to participate in USIE?

	NA	Not at all	Just a little	Somewhat	A lot	A great deal
Develop teaching skills	NA	1	2	3	4	5
Learn more about the subject matter of my seminar	NA	1	2	3	4	5
Share my knowledge of a particular subject	NA	1	2	3	4	5



## ASSESSMENT OF STUDENT PREPARATION and GAINS

### 2. How much did each of the following aspects of the USIE experience help you develop your seminar syllabus?

	NA	Was of no help	Helped a little	Helped	Helped a good deal	Helped a great deal
Faculty mentor	NA	1	2	3	4	5
Pedagogy seminar	NA	1	2	3	4	5
Feedback from USIE students in pedagogy seminar (HC 101E)	NA	1	2	3	4	5
Feedback from USIE students outside pedagogy seminar (HC 101E)	NA	1	2	3	4	5

### 3. How much has the USIE pedagogy seminar (HC 101E) ADDED TO YOUR SKILLS in each of the following?

	NA	Nothing	Just a little	Somewhat	A lot	A great deal
Developing seminar course goals and objectives	NA	1	2	3	4	5
Developing seminar assignments	NA	1	2	3	4	5
Facilitating seminar discussion	NA	1	2	3	4	5

### 4. To what extent did you MAKE GAINS in any of the following as a result of your participation in USIE ?

	NA	Not at all	Just a little	Somewhat	A lot	A great deal
Knowledge and understanding of my seminar topic	NA	1	2	3	4	5
Confidence in my ability to lead a seminar	NA	1	2	3	4	5
Skill in facilitating discussion	NA	1	2	3	4	5

**GENERAL COMMENTS AND SUGGESTIONS FOR IMPROVEMENT**

**5. What challenges did you face during the application process and how might it be improved?**

**6. What challenges did you face when developing your seminar?**

**7. Describe interacting with your faculty mentor.**

**8. Do you have any suggestions on how the pedagogy seminar (HC 101E) might be improved?**

**Undergraduate Student Initiated Education (USIE)  
Student Facilitator Focus Group Protocol  
Winter 2006**

**Introduction** (5 minutes)

A. *Introduce yourself*

Hello! My name is Marc Levis-Fitzgerald and I direct the Office of Undergraduate Evaluation and Research. We are conducting an ongoing assessment of USIE and the experiences of students who participate in USIE.

B. *Student rights*

Please take the time to give us your honest and detailed feedback about your USIE experience. Your comments and suggestions will greatly assist us in providing the best program possible.

Your participation in this study is voluntary and will have no impact on your standing in the program. You may choose to not participate in the assessment. Your name will not be associated with your responses. Only aggregate responses to the questionnaires will be used in this assessment. Thus, your responses will remain confidential.

C. *Preface discussion*

We hope to have an open discussion based on your opinions, comments and experiences regardless of whether they are good, bad or neutral. All your thoughts are very important to us because there are no right or wrong answers here and we want to hear everything you have to say. Your comments will be used to help guide the development of the program.

Our discussion should last about 45 minutes.

D. *Set ground rules*

Before we begin, let's set out some ground rules:

We will never identify you directly, however, your comments may be used in our write-up as we discuss the opinions regarding this course.

Again, there are no right or wrong answers. There may be differences in opinions, and in fact, we're hoping there will be. Please share any comments with us and don't worry if they're not what your neighbor is saying. Conversely, if you agree with your neighbor, we want to know that too. Speak up clearly and talk one at a time. We're recording this session because we don't want to miss any of your comments, but the recording has a tendency to get garbled if more than one person speaks at once or if you speak too quietly.

E. *Questions? If not, let's get started.*

**Motivation and Goals** (10 minutes)

1. Let's start by going around the group so that each of you can tell us why you chose to participate in USIE.
2. When you began the experience, what did you hope to get out of it?
  - a. How did the experience meet or not meet these goals?
  - b. What helped to facilitate or prevent accomplishing them?

**Interaction** (10 minutes)

1. What challenges did you face during the application process and how might it be improved?
2. Describe interacting with your faculty mentor.
3. How did you find the faculty mentorship experience? What were the associated challenges?
4. Comment on the pedagogy seminar (HC 101E). What were the strengths of the seminar? How could the seminar be improved?

5. Describe your interaction with the seminar pedagogy (HC 101E) instructor?
6. Has it been valuable for you to be class with other student facilitators?

**Course Development** (10 minutes)

1. What has been your experience with seminar approval procedures at UCLA and other procedural requirements?
2. Have you learned anything about the ethical obligations of teaching a seminar at a university?

**Closing** (10 Minutes)

- A. Have you ever taken a 1 unit seminar before?
- B. Why do you think students would be interested in taking a student led seminar?
- C. Do you think students will be attracted to your seminar?
- D. Is there anything else we haven't already talked about that you feel you have gained from this experience?
- E. Thank you for your time and your thoughts. Your comments will be helpful to future program development.

**USIE Course Evaluation Form  
Spring 2006**

*The Office for Undergraduate Evaluation and Research (OUER) at UCLA is currently in the process of conducting a programmatic assessment of the Undergraduate Student Initiated Education (USIE) Program. As a student who is enrolled this quarter in one of the USIE seminars, your perspectives on the program and your involvement with it are a centrally important part of this research. In lieu of a regular course evaluation, we are asking that you fill out this survey which asks you to reflect on your USIE seminar experience. On average, it should take approximately 15 minutes of your time to complete this questionnaire.*

*Your answers to this survey are confidential. You are being asked to provide your student ID number on the questionnaire so that your responses can be merged with key demographic data (i.e., gender, race, major(s)/minor(s), year in school) from the Registrar's office. You can also choose to fill out the questionnaire anonymously. The information you provide will be combined with responses from other participants and reported in the form of summary statistics and group totals. Your name, student ID, and any identifying attributes will NOT be connected to your responses in any reports or publications. Although we hope you complete the survey, your participation is voluntary and you may skip any questions you would prefer not to answer. Your decision whether or not to participate will have no bearing on your participation in the course or your academic standing at UCLA. Your completion and return of the survey questionnaire indicates your consent to participate in this study. If you have any questions about the survey, please contact Dr. Jennifer Lindholm at (310)206-6661 or via email: jlindholm@college.ucla.edu. If you have questions regarding your rights as a research subject, contact the Office for Protection of Research Subjects, 1401 Ueberroth Building, UCLA, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714. Thank you very much for your participation in this important survey.*

**Student ID:** \_\_\_\_\_

**1. How did you hear about this Undergraduate Student Initiated (USIE) seminar?**

*(Mark all that apply.)*

- \_\_\_ Through other students
- \_\_\_ Through a faculty member
- \_\_\_ Through my involvement in USAC
- \_\_\_ I happened to come across it when registering for my other classes.
- \_\_\_ I had a friend who was facilitating a seminar.
- \_\_\_ Flyer/other advertisement
- \_\_\_ Other (specify) \_\_\_\_\_

**2. Why did you originally enroll in this USIE seminar?**

*(Circle one for each item.)*

	<i>Not Applicable</i>	<i>Not Important</i>	<i>Somewhat Important</i>	<i>Very Important</i>
I thought the topic would be interesting.	0	1	2	3
I thought it would enrich my education.	0	1	2	3
It fit well with my schedule.	0	1	2	3
I needed an extra unit.	0	1	2	3
I was intrigued by the idea that it was student initiated and taught.	0	1	2	3
My friend was facilitating this seminar.	0	1	2	3
Other friend(s) encouraged me to enroll.	0	1	2	3
A faculty member encouraged me to enroll.	0	1	2	3
Other (specify) _____	0	1	2	3

**3. As part of this USIE course, how often did you engage in the following activities?**

*(Circle one for each item.)*

	<i>Not at All</i>	<i>Occasionally</i>	<i>Frequently</i>
Participate in class discussions	1	2	3
Make class presentations	1	2	3
Participate in group projects	1	2	3
Offer input/feedback on the design of seminar content/activities	1	2	3
Participate in intellectually stimulating activities	1	2	3
Talk with students outside of class about the seminar	1	2	3
Talk with the facilitator outside of class about the seminar	1	2	3
Study with other students enrolled in the same seminar	1	2	3
Carry out seminar assignments in small groups or teams	1	2	3
Go to the library to find materials related to the course ( <i>not</i> reserve reading)	1	2	3
Exchange e-mail with the facilitator	1	2	3
Exchange e-mail with other students in the seminar	1	2	3
Use the World Wide Web or Internet as part of a course assignment	1	2	3
Apply classroom learning to real-life situations	1	2	3
Feel bored in seminar meetings	1	2	3
Skip seminar meetings	1	2	3

**4. How many hours per week, outside of regularly scheduled meetings, did you typically spend on this seminar?**

*(Mark one.)*

- Less than one hour
- 1-2 hours
- 2-4 hours
- 4-6 hours
- 6-8 hours
- More than eight hours

**5. Please rate the following components of this USIE seminar.**

*(Circle one for each item.)*

	<i>Disagree Strongly</i>	<i>Disagree Somewhat</i>	<i>Neutral</i>	<i>Agree Somewhat</i>	<i>Agree Strongly</i>
The major themes that underlie this seminar are clear to me.	1	2	3	4	5
The coursework is relevant to my everyday life.	1	2	3	4	5
The coursework is relevant to my future career plans.	1	2	3	4	5
The class discussions are thought provoking.	1	2	3	4	5
I have been challenged to think critically.	1	2	3	4	5
There is a strong sense of community among seminar participants.	1	2	3	4	5
I feel comfortable voicing my ideas and perspectives within this seminar.	1	2	3	4	5
There is respect for the expression of diverse perspectives/beliefs.	1	2	3	4	5
My contributions are valued by other students in the seminar.	1	2	3	4	5
My contributions are valued by the seminar facilitator.	1	2	3	4	5
If I had it to do over again, I would enroll in this seminar.	1	2	3	4	5

**6. To what extent do you feel that your skills/abilities in each of the following areas were improved as a result of taking this USIE seminar?**

*(Circle one for each item.)*

	<i>Not at All</i>	<i>To Some Extent</i>	<i>To a Great Extent</i>
Content-related knowledge	1	2	3
Writing skills	1	2	3
Analytic/problem solving skills	1	2	3

	<i>Not at All</i>	<i>To Some Extent</i>	<i>To a Great Extent</i>
Critical thinking skills	1	2	3
Library research skills	1	2	3
Public speaking skills	1	2	3
Interpersonal skills	1	2	3
Intellectual self-confidence	1	2	3
Social self-confidence	1	2	3
Community-building skills	1	2	3
Understanding of the topic	1	2	3
Self-understanding	1	2	3
Understanding of others	1	2	3
Respect for viewpoints that differ from my own	1	2	3

**7. Please rate the following aspects of your seminar experience:**

*(Circle one for each item.)*

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>
Intellectual stimulation	1	2	3	4	5
Your level of enthusiasm about the course	1	2	3	4	5
Your level of involvement/engagement with the course	1	2	3	4	5
Quality of your interactions with the facilitator	1	2	3	4	5
Quality of your interactions with peers	1	2	3	4	5
Amount of learning	1	2	3	4	5
Overall value of the course	1	2	3	4	5
Overall quality of your learning experience	1	2	3	4	5
Overall satisfaction	1	2	3	4	5

**8. Please rate your seminar facilitator on each of the following:**

*(Circle one for each item.)*

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>
Expertise in subject	1	2	3	4	5
Clarity of seminar purposes/goals	1	2	3	4	5
Logical organization of course material	1	2	3	4	5
Clarity and skill of presentation	1	2	3	4	5
Preparedness for class	1	2	3	4	5
Ease in initiating and facilitating discussion	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Pace appropriate to student ability	1	2	3	4	5
Responsiveness to student input and needs	1	2	3	4	5
Fairness	1	2	3	4	5
Overall level of involvement/engagement with the course	1	2	3	4	5
Overall quality of instruction	1	2	3	4	5

**9. Looking back, what aspect(s) of this USIE seminar did you like best?**

**10. Looking back, what aspect(s) of this USIE seminar could have been improved?**





## **Protocol for Interviewing Student Facilitators of USIE Seminars Spring-Fall 2006**

[Begin by providing an overview of USIE Program assessment plan and goals and summarizing information contained in consent form]

### **1. Background**

- Year in School
- Major
- Graduate School/Career Plans
- Prior Teaching Experience
- How did you hear about the USIE Program?

### **2. Motivations/Personal Expectations**

- Why did you decide to apply?
  - Did you receive encouragement from others to apply (e.g., faculty, peers, family)? Discouragement?
  - Were the application materials and related expectations clear? (Describe)
  - How did you view this experience as potentially serving your educational/professional goals?
- How did you feel when you heard that your proposed seminar was accepted?

### **3. Experiences with the USIE Program**

- How did you go about designing your seminar course?
  - When did you begin conceptualizing your seminar?
  - Why that particular seminar?
  - What resources did you draw on to make decisions about your seminar?
  - Do you feel that you had sufficient preparation and support in order to design your seminar? (Describe)
  - Are there other types of support that you think would have been useful? (Describe)
  - What were your primary goals in association with the seminar? (Address personal and professional as well as student impact)
- Do you feel you had sufficient preparation and support in order to teach your seminar? (Describe)
  - Address experiences with (a) 197SA (b) HC101E and (c) 197SB
    - Focus on intellectual engagement & development and community building aspects; also, check whether there are directly perceived links between seminar facilitators' engagement with (a)-(c) above and one's performance/comfort level as a facilitator? (emphasize course development, topical knowledge and pedagogical approach/style. If there are directly perceived links, how/why? If not, how/why?)
  - Are there other types of support/resources that you think would have been useful? (Describe)
  - Do you feel that your workload in association with USIE responsibilities was appropriate given the associated program credit(s)? (Explain)
- How well do you think your seminar worked for your students? How can you tell?
- To what extent do you feel that you achieved your course goals? (Describe)
- Did you learn anything about yourself through teaching this seminar course? (Describe)
- (If have prior teaching experience) Was this teaching experience different from others you've had? Why/How?
- How would you characterize your relationship with your faculty mentor?
  - Frequency of interaction?
  - Perceptions of availability and support? (Describe)
  - Influence of interactions on educational/professional development? (Describe)
- Has teaching this course affected how you view:
  - Your role as a student?
  - Your relationships with faculty?
  - Your relationships with your peers?
- Has this teaching experience had any influence on your future plans? (Address personal and professional)
- Overall, was teaching a USIE seminar a positive experience? Why or why not?
  - What, if anything, was particularly good about it?
  - What, if anything, was particularly bad about it?

#### **4. USIE Program Perspectives and Recommendations**

- How do you view the importance of the USIE Program:
  - to UCLA?
  - to you as an individual?
  - to your peers?
  - to USAC (student government)?
- How would you like to see the USIE Program evolve in future years?
- Do you have any advice for those involved next year as:
  - Seminar facilitators?
  - Faculty mentors?
  - Undergraduates who are considering taking a USIE seminar?
  - HC101E instructors?
  - USIE administrators
  - Others involved with USIE program?

#### **5. Are there any issues related to the USIE Program—good or bad—that we haven't covered yet but that you would like to discuss?**

## **Protocol for Interviewing Faculty Sponsors of USIE Seminars Spring-Fall 2006**

[Begin by providing an overview of USIE Program assessment plan and goals and summarizing information contained in consent form]

### **1. Background**

- Academic Discipline/Department
- Time at UCLA
- Appointment Type/Rank
- Years of experience working with undergraduate students
- How did you hear about the USIE Program?
- Any prior involvement (as student/faculty/administrator) with similar programs at other campuses?

### **2. Motivations/Personal Expectations**

- What thoughts did you have upon first learning about the USIE Program? (address expectations, preconceptions, congruence between program goals and personal goals/values related to undergraduate education, thoughts about students' potential reactions to peer facilitators)
- Why did you decide to serve as a faculty sponsor?
  - How well did you know the student you agreed to mentor?
  - What expectations did you have (for self and student)?

### **3. Experiences as a Faculty Mentor**

- General mentoring dynamics and related effects (including intellectual engagement, intellectual development, and sense of community)
  - Observations regarding student's growth/development (personal and professional)
    - Perspectives on course design process
    - Impressions of the seminar meeting you attended? (content/organization/student engagement, etc.)
  - Impact on one's own personal/professional perspectives and practice
    - Intellectual engagement/development?
    - Perspectives on undergraduate education?
  - Impact on time/other work responsibilities (HPW and related implications)
    - How much time did you spend in actual contact with the student?
    - Were there other ways you provided mentorship/support?
- What did you learn through this experience (about self, student, other things, as applicable)
  - Anything you would do differently if you had it to do over?
- Were the expectations of you as a mentor clear? If not, what could have helped you?
- Would you be inclined to serve again as a faculty sponsor for a USIE seminar? (Why?/Why Not?)
  - Ideas for how best to engage other faculty?

### **4. USIE Program Perspectives and Recommendations**

- To what extent do you feel the USIE program is important to UCLA and its goals for undergraduate education? (Explain)
- Do you have any advice for those involved next year as:
  - Seminar facilitators?
  - Faculty mentors?
  - Undergraduates who are considering taking a USIE seminar?
  - HC101E instructors?
  - USIE administrators?
  - Others involved with USIE program?

### **5. Are there any issues related to the USIE Program—good or bad—that we haven't covered yet but that you would like to discuss?**

## APPENDIX C

### PEDAGOGY SEMINAR SYLLABUS WINTER 2006

University of California, Los Angeles

Winter 2006

#### Undergraduate Student Initiated Education

HC 101E - *Facilitating Dialogue*.

2 units, P/NP

Location: TBA

Meeting Times: TBA (One 2 hour seminar each week)

Kumiko Haas

Office of Instructional Development

70 Powell Library Building

(310) 206-1440

[khaas@oid.ucla.edu](mailto:khaas@oid.ucla.edu)

This seminar is designed for you to learn and explore issues that are integral in developing your own course and enable you to develop skills to become effective facilitators. We will be covering practical teaching strategies and techniques as well as pedagogical, organizational and technological issues confronted by new instructors. At each meeting, the first hour will be spent discussing key topics. During the second hour of each meeting we discuss the syllabi you have developed for your course and conduct micro-teaching presentations. I will invite guest speakers to expand on topics which will arise from our discussions.

#### Requirements and some clarifications about the seminar:

##### Grading

The seminar will be graded on a Pass/Not Pass basis. Your grade will be based on attendance, participation and completion of the assignments (non-graded). Attendance at all class session, participation in the micro-teaching and feedback, and the completion of all assignments will earn a passing grade.

##### Attendance

The seminar will be exploring topics as a group. As such, attendance and participation by everyone is crucial. Missing more than one class will result in a Not Pass. If you cannot make it to class, email me in advance.

##### Participation

A seminar is a unique learning environment defined largely by the active participation of its members. The level of your engagement, the quality of your questions, and the amount of your enthusiasm will all have a direct impact on how much you will learn from and enjoy this course. Furthermore, in a seminar, you are not only responsible for your own education, but also for the education of your classmates. I will do my part to create an environment in which you can freely share your thoughts, questions and ideas. You must do yours by attending all class sessions and by arriving on time with the required reading thoughtfully and thoroughly completed.

## Discussion

In an academic environment, differences of opinion are not only common, but desirable.

- Don't be afraid to speak your mind, but also do not try to keep others from doing so.
- Understand that we all come from different backgrounds and have different perspectives and that, in general, there is an element of truth in almost everyone's point of view. Keep an open mind, allow your assumptions to be challenged, and learn from one another.
- Treat others opinions and comments with courtesy, even if they are dramatically different from your own.
- Although I would like to see you draw upon your own personal experience to place a concept into context or use them as illustrative examples, be careful not to argue a point by referring to single case incidents.

## MicroTeaching and Feedback

We will use the second half of each weeks' class time to provide individualized feedback on syllabi and teaching. In order to accomplish this, during the quarter you will do one or more 5 minute micro-teaching presentations. On the week prior to your individualized feedback session, you will post online your syllabus for review. Following the 5 minute micro-teaching presentation, your classmates will provide feedback on both your syllabus and micro-teaching.

## Assignments

Readings: Each week, you will be expected to complete the assigned readings. The readings will allow you to contribute to the class discussion, and ultimately help you refine your syllabus and prepare you to teach your class in the spring quarter.

Final assignment: Your final assignment is your final syllabus that you will be using in your class in the spring quarter, due on the last day of class.

## Course Topics:

Meeting 1	Introduction - Developing & organizing a course <i>Syllabus design</i> <i>Setting the goals for the class</i> <i>Addressing some common fears about teaching</i>
Meeting 2	Making assignments meaningful <i>Information literacy - what is it and why is it important?</i>
Meeting 3	Preparing for class <i>What to do!?! - Preparing for the first day of class</i> <i>What is a lesson plan and why would I need one?</i>
Meeting 4	What is a facilitator? <i>Will I have authority when I need it?</i> <i>Administrative issues</i> <i>Ethics</i>
Meeting 5	What does it mean to facilitate dialogue? <i>Leading discussion</i> <i>How to improve classroom interaction.</i> <i>The case for Active Learning</i>

- Meeting 6      Evaluating your students and yourself  
*Evaluating your students: why talk about evaluation in a P/NP course?*  
*Evaluating yourself: what can I gain from student evaluations?*
- Meeting 7      Resources available to you  
*Teaching resources*  
*Mini grants*  
*What do I do if there is trouble?*
- Meeting 8      Using technology in teaching  
*Teaching resources*  
*Mini grants*
- Meeting 9      Guest Speaker (Topic TBA)
- Meeting 10     Guest Speaker (Topic TBA)  
Orientation to administrative issues

### **Required reading**

Course reader (will include: selected chapters from McKeachie (2006) and Davis (1993); checklists, lists of resources, and sample syllabi.)

McKeachie, Wilbert. J. et al. (2002). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers (11<sup>th</sup> edition)*. New York, NY: Houghton Mifflin Co.

Davis, Barbara Gross (1993). *Tools for Teaching*. San Francisco, CA: Jossey-Bass.

May 16, 2012

To: Elizabeth Ligon Bjork, Chair  
USIE Faculty Advisory Committee

From: Richard L. Weiss, Chair *Richard L. Weiss*  
Undergraduate Council

**In Re: Undergraduate Student Initiated Education - Proposal for Program Continuation (submitted March 12, 2012)**

On behalf of the Undergraduate Council, I thank you for presenting the Undergraduate Student Initiated Education (USIE) assessment and proposal to continue the program indefinitely. I would like to extend the Committee's appreciation for your attendance and being responsive to its inquiries.

I am pleased to inform you that the Undergraduate Council unanimously approved continuation of the Undergraduate Student Initiated Education program. With this approval, the Council recommends the program do the following:

- Clarify expectations of faculty who participate in the program as faculty mentors.
- Develop ways to quantify or more objectively measure learning outcomes of seminars.
- Provide students with substantive feedback when their proposals are not selected.

If you have any questions, please feel free to contact me (x53621; [weiss@chem.ucla.edu](mailto:weiss@chem.ucla.edu)) or Academic Senate Policy Analyst Melissa Spagnuolo (x51194; [mospagnuolo@senate.ucla.edu](mailto:mospagnuolo@senate.ucla.edu)).

cc: Kim Alexander, Articulation Officer, Undergraduate Admissions and Relations with Schools  
Lucy Blackmar, Assistant Vice Provost, Undergraduate Education Initiatives  
Kathleen Copenhaver, Associate Registrar, Registrar's Office  
Beserat Hagos, Director of Special Seminars, Division of Undergraduate Education  
Penny Hein-Unruh, Assistant Vice Provost, Undergraduate Academic Support  
Leann Hennig, Senior Editor, Registrar's Office  
Robert Kilgore, Manager, Degree Audit System, Registrar's Office  
Kyle McJunkin, Executive Coordinator, College Faculty Executive Committee  
Michael Meranze, Chair, College Faculty Executive Committee  
Melissa Spagnuolo, Principal Policy Analyst, Academic Senate

Attachment: Proposal

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# UCLA MEMORANDUM

College Faculty Executive Committee  
A265 Murphy Hall

April 10, 2012

To: Elizabeth Ligon Bjork, Chair  
USIE Faculty Advisory Committee

From: Michael Meranze, Chair ㄱㄱ  
UCLA College Faculty Executive Committee

Re: **Assessment of the Undergraduate Student Initiated Education Program (submitted March 12, 2012)**  
***Final Approval terminates with the Undergraduate Council***

The College Faculty Executive Committee (FEC) would like to thank you for presenting your five-year report assessing the Undergraduate Student Initiated Education Program at our April 6, 2012 meeting. After discussing your proposal, the FEC unanimously endorses your request to continue the program indefinitely provided the Vice Provost of Undergraduate Education is able to make available the instructional resources needed for the program's pedagogy course. The committee also recommended that the program be reviewed periodically pursuant to Dean Smith's request in her cover letter to the report (10 approve, 0 oppose, 0 abstain).

The FEC would also like to take this opportunity to acknowledge the success of this program and recommend that it be expanded should additional resources become available. In the meantime, I am forwarding your proposal to the Undergraduate Council for final approval. The Council will inform you of their decision at the conclusion of the approval process. In the meantime, you are welcome to contact me at [meranze@history.ucla.edu](mailto:meranze@history.ucla.edu) with questions. Kyle Stewart McJunkin, Academic Administrator, is also available to assist you and he can be reached at (310) 825-3223 or [kmcjunkin@college.ucla.edu](mailto:kmcjunkin@college.ucla.edu).

cc: Kim Alexander, Articulation Officer, Undergraduate Admissions and Relations with Schools  
Lucy Blackmar, Assistant Vice Provost, Undergraduate Education Initiatives  
Kathleen Copenhaver, Associate Registrar, Registrar's Office  
Beserat Hagos, Director of Special Seminars, Division of Undergraduate Education  
Penny Hein-Unruh, Assistant Vice Provost, Undergraduate Academic Support  
Robert Kilgore, Manager, Degree Audit System, Registrar's Office  
Melissa Spagnuolo, Principal Policy Analyst, Academic Senate  
Richard Weiss, Chair, Undergraduate Council

Attachment: Proposal



## UCLA Division of Undergraduate Education

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March 12, 2012

To: Professor Michael Meranze, Chair-College FEC

From: Judith L. Smith, Dean and Vice Provost for Undergraduate Education



Re: Assessment of the Undergraduate Student Initiated Education Program (USIE) and a proposal to continue it indefinitely with periodic review

I write to recommend that the USIE program continued indefinitely, with an understanding that it be reviewed on a 5 to 6 year cycle by the College FEC.

This unique College program was initiated in 2006-07 and provides advanced undergraduates with opportunities to work closely with a faculty mentor to offer a one-unit seminar (similar to those offered through *Fiat Lux*) to their peers. USIE facilitators (the advanced undergraduate) also take a pedagogy course in the winter and are closely guided by their faculty mentor during the spring term when they facilitate the seminar.

Enclosed is a comprehensive report of the USIE Program, which assesses the experiences of the advanced students who are selected as facilitators, the students who enroll in the seminars, and the faculty mentors. The assessment, prepared by Dr. Jennifer Lindholm of the Center for Educational Assessment, documents the value of this educational experience for all three groups of participants.

I have also enclosed a letter from the chair of the USIE Advisory Committee, Professor Elizabeth Bjork, and the Director of the USIE Program, Ms. Beserat Hagos, recommending that the program be continued.

The program has my full support, and I, along with Ms. Hagos and Professor Bjork, will be happy to meet with the FEC to answer questions when the report is reviewed by the committee.



Department of Psychology  
 1285 Franz Hall  
 Box 951563  
 Los Angeles, CA 90095

March 9, 2012

Dean and Vice Provost Judith Smith

Per your request, we have carefully reviewed the report written by Dr. Jennifer Lindholm, Director of Learning Assessment and Special Projects of the Center for Educational Assessment, entitled "Assessment of the Undergraduate Student Initiated Education Program: Perspectives of Student Facilitators, Faculty Mentors, and Enrolled Students," and we are writing to convey our enthusiastic support for continuation of the USIE Program.

As clearly revealed in this comprehensive and well documented report, this program is providing all the participants—the student seminar facilitators, the faculty mentors, and the enrolled students—with a unique and highly rewarding experience that has contributed to both their academic and personal growth. Given our long-term association with this program, it is gratifying to both of us to see how highly valued it is from many perspectives by the students and faculty who have participated in it.

As with all excellent programs, however, the report also reveals aspects that could be improved. One such aspect, in light of feedback from the student facilitators, is the overall effectiveness of the winter quarter pedagogy seminar and addressing this need would definitely be a goal of the Advisory Committee should continuation of the program be approved. A first step, for example, might simply be to allocate more time to teaching practice, a seminar activity that was highly valued by the facilitators. A second aspect revealed in need of improvement was to provide clearer guidelines to faculty mentors regarding what is expected of them, which we plan to address by revising the USIE website to include more information about both the program and the respective roles of those involved.

In summary, we enthusiastically agree with one of the faculty mentor's assessment of the USIE Program as being "one of the crown jewels of the UCLA undergraduate curriculum," and we wholeheartedly endorse continuation of it.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Elizabeth Ligon Bjork'.

Elizabeth Ligon Bjork, Chair of the USIE Advisory Committee

A handwritten signature in cursive script, appearing to read 'Beserat Hagos'.

Beserat Hagos, Academic Coordinator and Director of USIE

**Assessment of the  
Undergraduate Student Initiated Education Program:  
Perspectives of  
Student Facilitators, Faculty Mentors, and Enrolled Students**

**BY**

**DR. JENNIFER A. LINDHOLM  
DIRECTOR OF LEARNING ASSESSMENT AND SPECIAL PROJECTS  
CENTER FOR EDUCATIONAL ASSESSMENT**

**February 17, 2012**

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## INTRODUCTION TO THE REPORT

Undergraduate Student Initiated Education (USIE) provides UCLA undergraduates with a unique opportunity to participate in a yearlong collaborative academic community that: (a) emphasizes interdisciplinarity and “best practices” for undergraduate teaching and learning, (b) promotes skill development, and (c) unites students. A proposal to create this innovative program was completed during the 2005-06 academic year by Dean and Vice Provost for Undergraduate Education Judith L. Smith, who worked with an *ad hoc* student-faculty committee chaired by Professor Robert N. Watson. USIE was designed to enable a select group of senior-level students to develop and facilitate—under faculty supervision—a 1-unit seminar for their peers, modeled after the successful Fiat Lux seminars. The proposal to establish the program was vetted and approved by the College Faculty Executive Committee and the Undergraduate Council. The first USIE seminars were offered in the spring of 2007.

For seniors participating in USIE, investment in the program encompasses an entire academic year. In the fall, each student submits an application outlining an appropriate USIE seminar idea and identifying a faculty mentor who is required to write a letter of support. The USIE Advisory Committee, appointed by the Dean/Vice Provost, selects 14 to 16 students to participate as “USIE facilitators.” During winter quarter, USIE facilitators enroll in a 2-unit pedagogy seminar offered through Honors Collegium (HC 101E-Leading Undergraduate Seminars; 2-units P/NP) and 2-units of individual study (188SA-Individual Studies for USIE) guided by their faculty mentors and offered through the mentors’ departments. The purpose of both is to assist the facilitator in developing a comprehensive syllabus for the spring seminar and to learn about methods for facilitating student engagement and dialogue in a small seminar setting with peers. In spring quarter, USIE facilitators lead their seminars. Through enrolling in, and completing, 2 units of 188SB, they also continue to be mentored by their faculty sponsors.

USIE seminars are offered as course “88S” (S = student facilitated) through the faculty mentor’s department; all are one-unit seminars offered on a P/NP basis. Over the past four years, the period under review for this assessment, 61 USIE seminars have been offered, 916 undergraduates have enrolled, and 57 faculty have served as mentors. Appendix A notes the student facilitated seminars offered in 2008, 2009, 2010 and 2011 along with the sponsoring faculty mentors and departments.

Before deciding if USIE would become a continuing feature of UCLA’s undergraduate education, the College FEC and the Undergraduate Council wanted the program to be assessed. In Spring 2007, the *Inaugural Year Assessment of the Undergraduate Student Initiated Education Program* was completed (see [www.usie.ucla.edu/docs/07report.pdf](http://www.usie.ucla.edu/docs/07report.pdf)). That report, which was presented to both senate agencies, concluded that USIE provided unique and valuable opportunities for students and faculty to interact in non-traditional ways. In response to the encouraging findings, the College FEC and Undergraduate Council recommended the program continue to be offered with the recommendation that the Dean/Vice Provost provide another program assessment in 2012.

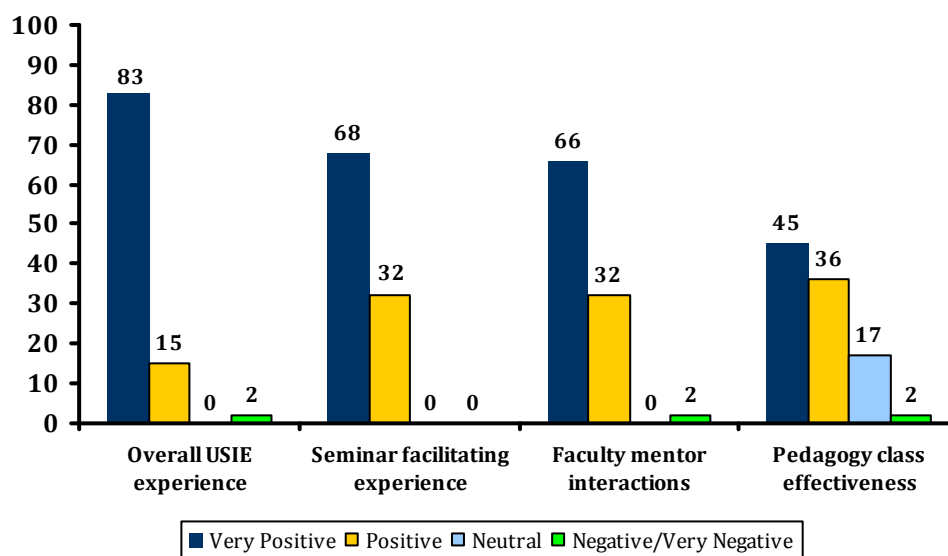
This report is responsive to that Academic Senate request. It summarizes the perspectives and experiences of the student facilitators, faculty mentors, and seminar students who have participated in USIE over the past four years (2007-08, 2008-09, 2009-2010, 2010-11). Descriptive statistics (frequencies) were used to analyze quantitative data that were generated through surveys administered to former USIE student facilitators and end-of-quarter course evaluations that were completed by students who enrolled in USIE seminars. Simple methods of content analysis were applied to the facilitators’ and enrolled students’ responses to open-ended questions that were included on the survey questionnaires and course evaluation forms. The same approach was used to analyze the written program perspectives that were contributed by faculty who served as USIE mentors during the same four-year period. Throughout the report, emphasis is placed on highlighting—in their own words—the perspectives and experiences of USIE participants.

## THE PERSPECTIVES OF STUDENT FACILITATORS

The students who design and facilitate USIE seminars are among UCLA’s highest achieving undergraduates. As detailed in the *Inaugural Year* report, they are commonly motivated to participate in USIE because they want to share with peers their passion for, and knowledge of, a particular subject. Those who are interested in attending graduate school and potentially pursuing academic careers are especially compelled by the opportunity to gain teaching experience. Since the program’s inception, student facilitators have commonly reported the “very challenging” but “influential” and “empowering” nature of the experience. Their appreciation for the personal and professional growth opportunities afforded by the program has also been broadly noted. Reflections shared by the four cohorts of former USIE student facilitators that are a focal point of this report reaffirm these sentiments.

Figure 1 depicts the aggregated perspectives of USIE facilitators based on their responses to a survey that they responded to at least one year after they had completed the program (see Appendix B).

**Figure 1. Student Facilitator Ratings (in %) of Aspects of the USIE Experience (N=45)**



Looking back, the majority of undergraduates who served as USIE facilitators during the past four years—and who responded to queries pertaining to their program participation—regarded their overall USIE experience as “very positive” (83%). Roughly two-thirds or more also indicated “very positive” recollections of their seminar facilitating experiences (68%) and the quality of their faculty mentor interactions (66%). Comparatively fewer former facilitators (45%) reported “very positive” sentiments regarding the effectiveness of the winter quarter pedagogy seminar. Across cohorts very few, if any, former facilitators reported dominantly “negative” or “very negative” recollections of either their overall USIE experience or particular aspects thereof. Across the four years that are the focal point of this report, all student facilitator survey respondents concurred that USIE was a “valuable” part of their UCLA experience.

### *Overall USIE Experience*

Reflecting on their USIE experiences as a whole, former facilitators commonly remarked on the memorable, and often powerful, impact this “non-traditional” program had on them as they completed their undergraduate careers. For example:

*This is a great pedagogical program. I was able to engage on a different level with my peers. Learning was no longer a one-way street from professor to students, but a shared, multi-directional experience from peer to peer. It was a truly unique, effective, and enjoyable program.*

*I find the program yet another way UCLA empowers students. It's amazing that an institution takes the time to tap into its students as resources for knowledge and to offer the student body very unique classes.*

*USIE is the BEST experience at UCLA, and this statement is coming from someone who took advantage of the many opportunities offered at UCLA every year in attendance. There are so many areas in my life that the USIE program has positively affected that I cannot adequately explain in written words. All I can say is thank you. Thank you for creating the program, and choosing me out of the pool of applicants.*

Indeed, as one former participant noted, the program “allowed me to pursue opportunities that I never thought I could at a school as large as UCLA.” The “privilege” of being entrusted with teaching responsibility and the “flexibility” granted for “developing a curriculum...with a large degree of freedom” were particularly valued. Two comments capture especially well the potential impact that innovative programs like USIE can have:

*Programs like USIE help break the mold of the traditional way of teaching and learning. It is all too easy to go through the motions of the monotonous educational machine. Having the freedom to take a creative and alternative approach to teaching is phenomenal.*

*USIE changed my understanding of what it means to be a teacher and educator and that perspective aided me as I continued my education. USIE made my UCLA experience more well rounded. I graduated not only having been a student, but also having been a teacher.*

Former facilitators also commonly recollected USIE as a signature undergraduate program that was alternatively characterized as “the best experience of my undergraduate life,” “the highlight of my time at UCLA,” and “totally invaluable like no other experience.” As two former facilitators elaborated:

*This program is amazing. I can't imagine what would have been a more beneficial pursuit during my time at UCLA. The program gave me valuable experience in teaching, learning, communicating, and organizational skills.*

*I would recommend USIE to any undergraduate who has their own ideas to share and wants to structure them in the form of a class. It's as much a learning experience as it is a teaching experience...there's quite a lot that one could take out of it.*

In addition to skill development opportunities, former USIE facilitators often highlighted the sustained value of “the friendships I’ve gained with other facilitators,” “the connection I made with my faculty mentor that continues to this day,” and “the relationships I’ve maintained with my peers from class.” For some facilitators, the program’s impact on graduate school and career plans has also been significant. In some cases, for example, the USIE experience sparked, or solidified, interest in pursuing post-baccalaureate study and becoming an educator:

*[The opportunity] to introduce and teach what I love, and what is a burgeoning field, to others was challenging, intellectually stimulating, and a growing experience for me. It gave me new skills and confirmed my desire to become a teacher/professor.*

*My USIE experience not only reinforced my knowledge of the topic, but also...because of my enjoyment of combining research and teaching...was a component in my decision to pursue graduate school at the PhD level.*

*The USIE program has played a pivotal role in my personal growth as an aspiring educator. In addition, it is a unique experience which has served as a conversation point in my post graduation job interviews as well as my medical school interviews.*

*USIE changed my understanding of what it means to be a teacher and an educator, and that perspective aided me as I continued my education in law school. It also inspired me to sit on the Curriculum Committee at my law school for all three years, and even lead a class my last year.*

Some facilitators also applauded the program's capacity for providing them with an intensive capstone experience. Indeed, "having an entire course to my own devices" was "pretty exciting" for these high achieving undergraduates. As exemplified by the following remarks, the yearlong experience of developing and teaching their courses also provided a positive sense of "closure" to student facilitators' undergraduate careers:

*The program allowed me to culminate and apply the knowledge and skills I gained during my undergraduate career toward a topic I care deeply about and share it with others in a professional academic manner.*

*Participating in USIE was a great decision. For me, it really rounded my 4 years at UCLA well. It's as if I took all the skills, knowledge, and opinions together in a package to give back to the institution that has given me so much. I've encouraged everyone I know to apply to the program.*

The subsections that follow offer additional perspective from student facilitators that pertain more specifically to their experiences facilitating spring seminars, interacting with faculty mentors, and engaging in the winter quarter pedagogy seminar.

### ***Seminar Facilitating Experiences***

When asked to reflect on their spring seminar experiences, former facilitators tended to recall this program element as the most "challenging," "fun," "rewarding," "fulfilling," and even "remarkable" component of the USIE program. For many, it was "an experience I will never forget." Among other things, the opportunity to "be on the other side of class" offered new perspective on, and respect for, teaching:

*Teaching is hard, really hard. I now know that, and am more appreciative when professors and educators take the time to make a subject understandable in the simplest way possible.*

*I've gained greater respect for teachers and professors. I never realized how much work it took.*

*Every week, great discussions of the content seemed to get cut short, and I always felt like we were just scratching the surface of the content.*

*Every session was challenging, and I learned a lot. As someone who has never been that vocal in the classroom as a student, getting students to talk was not always easy, and the experience gave me a newfound appreciation for the behind-the-scenes work of teachers.*

For many, the "positive classroom dynamic" and feelings of "mutual respect" that developed among peers over the course of the seminar were especially compelling. Former facilitators remarked that they "learned just as much from [my students] as they did from me" and recalled the "rewarding experience" of "being able to share something you love with other students at UCLA."

*Working with my fellow undergrads was rewarding because there was no power structure involved. I felt that we could easily talk to one another because there was this implicit understanding that we were all equals. It was similar to teaching a bunch of friends.*

*The students were all interested in the subject I was teaching. Some even claimed it was their favorite part of the week. It was their interest and consistent participation that drove me to make each session better than the last.*

Finally, the seminar facilitating experience often stimulated personal and professional growth, promoting feelings of confidence, accomplishment, and greater self-awareness. Former facilitators remarked, for example, that their seminar experience was "incredible" in terms of helping them gain a "much better



understanding” of how to introduce materials to help others develop an in-depth understanding of a topic.” Leading their seminars also prompted facilitators to “learn about my own teaching style” as well as “discover where I needed to improve.” Related comments included:

*I never realized how much I would love teaching. Interacting with my students was a great experience. I learned so much about the subject as well as myself.*

*[Teaching my seminar] was a very positive experience because I got to learn from my students while teaching them. I grew a lot in my confidence and teaching skills.*

*It was such a great experience to get to develop curriculum and teach a class to other undergrads on the subject of our choice, and have it supported by the school in various ways. Tremendous growth experience!*

*I was able to implement what I had envisioned in my mind and I walked away with a better idea of what I wanted to do with my life.*

### **Faculty Mentor Interactions**

In keeping with the enthusiasm they exuded when recalling their seminar experiences, facilitators recounted nearly exclusively positive characterizations when asked to elaborate on their interactions with USIE faculty mentors. Most often, they offered a few very succinct, but glowing, adjectives to characterize their mentors. For example, “My faculty mentor was... ‘supportive,’ ‘forthright,’ ‘interactive,’ ‘encouraging,’ ‘helpful,’ ‘approachable,’ ‘available,’ ‘insightful,’ ‘enthusiastic,’ ‘passionate,’ ‘flexible,’ and/or ‘knowledgeable.’” Others recalled the tremendous value of having “one on one” time with a UCLA professor, elaborating that their faculty mentor was:

*...just a cool, interesting person beyond being a star in her field.*

*...a model of what it means to be a scholar and an educator.*

*...genuinely interested in advising me.*

*...invaluable in getting me access to departmental/professorial resources such as ordering case studies for my class, and allowing me to make copies, set up the class website, etc.*

*...an excellent resource, not only for his knowledge of the topic I was teaching, but also because of his kindness and his interest in how the class was going.*

Highlighting the important, and sometimes delicate, balance between providing guidance and promoting independence that good mentors provide, another former facilitator commented:

*When I needed something he was there to help me out, but I also think it was good that I was forced to figure out things on my own.*

*My faculty mentor was what made the experience so wonderful. [She] was careful not to interject [her] opinions on coursework, making it completely my own, but contributed ideas and methods for effectively sharing and communicating the material. [She] provided a wealth of knowledge on how to reach fellow peers and students.*

*My mentor could not have been more excellent. [He] gave me the insight and support I needed, but also let me have a good amount of leeway to design and teach in the ways I wanted.*

Most facilitators recalled that working with their faculty mentor was, as one student specifically remarked, “a real pleasure.” From a practical standpoint, facilitators highly valued the introduction their mentors provided to “understand[ing] the thought process when preparing a class.” Also greatly appreciated were the overall support and encouragement that mentors provided. For some facilitators, the mentoring relationship was pivotal in ensuring their persistence and success within the program. As one recalled, “I would have quit had it not been for [my faculty mentor’s] support.”

### ***Pedagogy Seminar Effectiveness***

As elaborated previously, the responses that former facilitators provided about their overall USIE experiences, seminar facilitating processes, and faculty mentor interactions were nearly unanimously positive. Asked to reflect on the effectiveness of the winter quarter pedagogy seminar, facilitators' characterizations were comparatively more varied. They also offered more recommendations for improvement.

Some former facilitators noted unequivocally that the pedagogy seminar was “useful” and “helpful,” and described their overall seminar experience as “informative” and “engaging.” They enjoyed “learning a little bit more about curriculum development” and felt they benefitted from “talking about things we were concerned about” and “having past facilitators come to give advice.” Students noted that:

*The seminar was highly useful because I learned the basic components of how to develop a college level course.*

*The pedagogy class really prepared me to facilitate my spring seminar. I learned several things that I otherwise would never be prepared for. I think this is an important element of the USIE experience.*

Looking back on the most helpful pedagogical components of the winter quarter seminar, facilitators highlighted selected class activities including “micro teaching,” “mock lectures,” “brainstorming sessions on the best facilitation methods,” “syllabus critiques,” and “lesson plan development” as being particularly helpful preparation for teaching their spring seminars. The generally stated value of “hands on activities” was also prioritized. One facilitator offered additional perspective:

*...when it comes down to it, I honestly feel you can never really prepare enough for what happens in the classroom. As such, while I found the pedagogy class extremely fun and informative, it invariably didn't prepare me in the fullest for my exposure to my class. It did, however, keep me on track with deadlines and exposed me to much. I think you can do very little more than what the pedagogy class did for me. If anything, I would suggest more teaching simulation. I absolutely hated doing it and it made me really nervous but it was incredibly important to gain perspective and confidence.*

Contrasting these positive recollections, other former facilitators were more negative in their assessment of the pedagogy seminar, commenting that they “didn't learn much.” Others offered their opinions that class time “was a bit too long” or could have been used more “effectively”:

*I think class time could have been differently organized to ensure that each class was as productive as possible. For example, more syllabus feedback could have been done outside of class which would have created more class time to [focus on] techniques for teaching/facilitating which would have been very useful.*

*I would spend less time on individual syllabi and more time on teaching, as that was where my difficulties arose. A course session on nerve alleviation or how to be formal with your peers would have been very helpful.*

*Honestly, I feel that the winter course we took was useless. I did not feel at all that it helped me with the preparation of my course. The type of feedback was always coming from a very narrow minded audience.*

Although the facilitators' perceptions of the winter quarter pedagogy seminar tended to vary, they agreed consistently and enthusiastically that it was “wonderfully supportive in terms of spending time with other student facilitators.” “Bonding with” and “learning from others in my position” was highly motivating and enjoyable. For many, peer interactions were the “most valued” aspect of the pedagogy seminar:

*The most useful part of the seminar was being able to interact with the other students, share ideas, and compare the requirements and direction of my course with theirs. I don't think I learned very much in terms of pedagogical approach, but definitely benefitted from interacting with such a passionate, talented, driven group!*

*Overall, I don't think I learned much about actual pedagogy in the class, but for me it was more important to gather with the other facilitators for mutual support. The class also helped me gather my thoughts about how I wanted to structure each week's discussion, although it couldn't provide any help with finding course specific topics.*

*While I found the personalized guidance from my faculty mentor more valuable, I did enjoy the company of the other facilitators as we discussed aspects of the program in general.*

All in all, the USIE seminar facilitators who contributed their perspectives on the program viewed their USIE responsibilities as a privilege. On the whole, they conveyed overwhelmingly positive sentiments about the possibilities for personal and professional growth the program offers. For many, teaching was more challenging than they originally anticipated. However, for the vast majority, the yearlong USIE journey was ultimately a rewarding experience.

### **THE PERSPECTIVES OF FACULTY MENTORS**

A key element that distinguishes USIE from similar programs at other colleges and universities is the structured format of the preparatory work that student facilitators are required to engage in prior to teaching their spring quarter seminars. A core component of that process is securing a faculty mentor. In winter 2011, a brief questionnaire was sent to faculty who served as USIE mentors over the past four years inviting them to comment on their program perspectives and experiences (see Appendix C).

Relative to the faculty mentors whose perspectives were included in the *Inaugural Year* report, those who served more recently were generally clear about the expectations of them as mentors. Some described the “guidelines” they received and their “communications with program administrators” as “very clear.” Others suggested that a “brief orientation,” “augmented program website,” or a “program brochure” would have been useful. More specific information about “the responsibilities of the mentor versus the College instructor in winter quarter” was also requested.

Among the approximately two dozen faculty who responded to the request for USIE program feedback, all reported favorable experiences working with their mentees, including one faculty member who recalled that, initially, he “was very reluctant until two stellar students showed me how fun it could be.” Respondents were also willing to serve as mentors again...particularly “should the right student come along again” and “especially if I had previous experience working with that student.” Mentors were particularly complimentary about their mentees’ “preparedness” and the “lack of hand holding” needed. As one elaborated:

*I feel very positive about this program. I have found the students eager to ‘grow,’ helpful to each other and, on the whole, knowledgeable and open to change. It's a pleasure and privilege to be involved.*

Recalling his observations of courses that have been led by his mentees, another remarked:

*I witnessed vibrant learning environments in which students seriously pursued interesting and valuable projects. Teachers gained by learning how to foster learning (rather than simply dictating knowledge). Students gained by engaging in topics they cared about with people they respected but were not intimidated by.*

Looking back on the whole mentoring experience, another commented:

*I would love to serve again as a faculty mentor as I believe that this program is one of the crown jewels of the UCLA undergraduate curriculum.*

In response to a question that asked what influence participating in the program has had on them personally, some faculty responded that they have been impressed by the “value of engaging undergraduates in small seminars” and reminded to “give students more opportunities to interact and work with each other.” Others noted their “appreciation” of the student they mentored and conveyed the “meaningfulness” they have experienced in helping some of their “best” students “advance to a new level of learning and responsibility.” As one mentor elaborated:

*The new ideas, perspectives, interests, and teaching enthusiasm of young students are a constant source of renewal...and add greatly to the quality of our undergraduate program.*

Still others commented that their USIE participation has enhanced their “personal commitment” to undergraduate education, reaffirming for them that “UCLA has an amazing asset in its students” but that, “too often we as educators can’t give them the time and attention they need to really grow.” Another concurred:

*On a large campus such as UCLA, most students have limited opportunities to work closely with a faculty member as they do in a USIE mentorship; therefore the USIE program clearly adds to the UCLA undergraduate experience.*

Others commented on ways in which their engagement as USIE mentors has impacted their own teaching:

*[This experience] has “opened my eyes to the most effective methods for teaching undergraduates to teach undergraduates...so they can become progressively independent as they master the material.”*

*[Serving as a USIE mentor] forced me to clearly articulate a number of pedagogical techniques and overarching commitments that guide my own teaching but which I had not previously laid out in concrete fashion.*

Reflecting on how his own academic journey has been enriched through engaging with undergraduates, another commented:

*One of the reasons I left the private sector and came to UCLA was because I felt I was getting dumber without the challenge of working with advanced students who would stimulate my thinking and bring me new things to read and new ideas. The USIE Faculty Mentor Program has been one of the best ways to maximize faculty contact with advanced undergraduate students and the personal and intellectual rewards have been great. I enjoy meeting with them weekly and watching their ideas gel into concrete course syllabi and lesson plans.*

Taken together, these faculty perspectives reaffirm student facilitator perspectives about the rewarding mentoring dynamics that many program participants experienced. Strong positive feelings regarding the program’s broader value and impact within the context of undergraduate education at UCLA were also expressed. Noteworthy too was the universal faculty willingness to serve again as USIE mentors.

### **THE PERSPECTIVES OF ENROLLED STUDENTS**

To understand enrolled students’ perceptions of the nature and characteristics of USIE seminars, a course evaluation survey is administered at the end of spring quarter (see Appendix D). Of the 916 undergraduate students enrolled in USIE spring seminars during the past four years, 72% responded to the

opportunity to evaluate their experiences. Table 1 summarizes the USIE seminar students who evaluated their experiences each year.

**Table 1. USIE Enrollments and Student Respondents for Seminar Evaluation**

Year	Number of Seminars	Enrollment in Seminars	Student Evaluations Returned	Percent of Students who returned the USIE evaluation
Spring 2008	16	227	170	75%
Spring 2009	15	246	198	80%
Spring 2010	15	215	184	86%
Spring 2011	15	228	108	47%*
<b>Total</b>	<b>61</b>	<b>916</b>	<b>660</b>	<b>72%</b>

\*2011 course evaluations were administered online.

The subsections that follow: (a) summarize the self-perceived impact that USIE seminar participation had on students' intellectual and personal development, (b) highlight students' seminar characterizations and ratings, and (c) recount students' impressions of their seminar facilitator's performance.

### *Intellectual and Personal Development*

Each year, the USIE course evaluation form asks students to indicate the extent to which they believe that their skills and abilities in selected areas have improved as a result of taking a USIE seminar. Table 2 on the next page categorizes students' aggregated perceptions of their intellectual and personal development in the one-unit USIE spring seminars that were offered between Spring 2008 and Spring 2011.

Enrolled students indicated overwhelmingly that both their content-related knowledge and their understanding of the seminar topic improved at least "to some extent" as a result of their seminar involvement. Just over two-thirds felt that their content-related knowledge improved "to a great extent." Nearly three-quarters indicated the same degree of self-perceived improvement with respect to their understanding of the topic. In addition, more than 90% noted that their USIE seminar participation had improved their critical thinking and public speaking skills to at least "some" extent. Nearly nine in ten also indicated that, to a similar degree, their public speaking and analytic/problem-solving skills had improved.

The majority of students also indicated self-perceived improvement in their personal skills and abilities, with the greatest gains reported in respect for differing viewpoints and understanding of others. As one student remarked, "the course left me with many things to think about...which was the best part." Finally, roughly nine in ten students indicated at least "some" self-perceived enhancements in intellectual self-confidence, self-understanding, interpersonal skills, community-building skills, and social self-confidence.

When invited to elaborate on their USIE seminar experiences, enrolled students often complemented the program's "unorthodox" or "unconventional" approach to learning. Included among their open-ended course evaluation remarks were comments detailing the value of addressing "subjects that are important to us personally" and "asking questions not just about the reading, but about how [the subject matter] related to us." Specifically relevant to the intellectual and personal development aspects of the seminar, students offered the following types of comments:

*I was able to learn about an interesting topic that other classes don't offer.*

*This was a very engaging class in which perhaps more is learned than in a class with more units.*

*The seminar was relevant to my major and elaborated on background that other classes have no time to explore. Very interesting.*

*Good opportunity to explore a subject without the pressure or concern of intense grading.*

*It's always great for students to share their passions and interests with others.*

*This seminar allowed for a more laid back, but useful, integration of stuff we learn in classrooms and what we hear/see in the real world.*

**Table 2. Enrolled Students' Ratings of Improved Skills/Abilities As a Result of Taking Their USIE Seminar (Spring 2008-Spring 2011)**

	Percentages* (N=660)		
	To a Great Extent	To Some Extent	Not at All
<b>Intellectual Development</b>			
Understanding of the topic	72	26	2
Content-related knowledge	67	32	1
Critical thinking skills	50	43	7
Public speaking skills	42	46	12
Analytic/problem solving skills	36	51	13
<b>Personal Development</b>			
Respect for viewpoints that differ from my own	62	34	4
Understanding of others	52	42	5
Self-understanding	46	44	10
Intellectual self-confidence	47	45	9
Interpersonal skills	45	45	10
Social self-confidence	43	46	11
Community-building skills	44	44	12

\*Percentages may not add up to 100 due to rounding.

Students also expressed appreciation for the program's capacity to provide a "better," "alternative way to learn," "offer more opportunity to learn topics in new, creative, and fun" ways, and "give and receive knowledge in an interactive manner not available in most classes." Positive sentiments regarding the program's capacity to empower undergraduates to "base classes around contemporary issues and ideas that may not interest faculty" were also relayed.

### ***Seminar Characterizations and Ratings***

Table 3 on the next page displays aggregated results from questions included on the 2008-2011 course evaluation forms that asked students to indicate the extent to which they "agree" or "disagree" with various descriptions of their USIE seminar experience. On the whole, enrolled students evaluated their USIE seminars very positively. All agreed (either "strongly" or "somewhat") that the major themes underlying the course they took were clear. There was also widespread agreement that class discussions were thought provoking (97% "agreed") and that they had been challenged to think critically (96% "agreed").

**Table 3. Enrolled Students' Ratings of Selected Aspects of Their USIE Seminar (Spring 2008-Spring 2011)**

	Percentages* (N=660)			
	<i>Agree Strongly</i>	<i>Agree Somewhat</i>	<i>Disagree Somewhat</i>	<i>Disagree Strongly</i>
<b>Course Organization</b>				
The major themes that underlie this seminar are clear to me.	85	14	0	0
<b>Intellectual Engagement</b>				
The class discussions are thought provoking.	73	23	3	0
I have been challenged to think critically.	68	28	4	0
<b>Real Life Relevance/Applicability</b>				
The coursework is relevant to my everyday life.	58	33	8	1
The coursework is relevant to my future career plans.	40	34	18	6
<b>Community</b>				
My contributions are valued by the seminar facilitator.	82	17	2	0
There is respect for diverse perspectives/beliefs.	81	17	1	0
I feel comfortable voicing my ideas/perspectives within this seminar.	73	23	4	0
My contributions are valued by other students in the seminar.	64	33	3	0
There is a strong sense of community among seminar participants.	53	35	10	1
<b>Overall Seminar Perceptions</b>				
I would recommend this seminar to my friends.	79	17	3	1
If I had it to do over again, I would enroll in this seminar.	77	18	3	2

\*Percentages may not add up to 100 due to rounding.

In keeping with the spring seminar assessments of previous USIE cohorts, the overwhelming majority of recently enrolled students “agreed” that their contributions were valued by the seminar facilitator, that class discussions were characterized by respect for diverse perspectives and beliefs, that they personally felt comfortable voicing their ideas and perspectives, and that class discussions were thought provoking. In total, more than nine in ten students “agreed” that each of these conditions was met satisfactorily, while at least six in ten “agreed strongly” that they were. Asked whether a strong sense of community had developed among seminar participants, nearly 90% agreed at least “somewhat.” In a few seminars each year, all students “agreed strongly” with that characterization.

By nearly all accounts, the USIE seminars provide students with a “unique” and highly valued opportunity to engage in “respectful discussion...more so than in some of my non-student facilitated seminars.” The small size of these seminars coupled with what many students characterized as the “very interactive,” “open and communal,” “engaging,” “casual,” “thought provoking,” “refreshing,” and “relatable” climates that characterize these learning environments make many students feel “comfortable” and “excited to come to class every week.”

Not surprisingly given selected seminar topics, students were not broadly inclined to “agree strongly” that their USIE coursework was “relevant” to their everyday life (58%) or future career plans (40%). Ultimately though, more than three-fourths “agreed strongly” that they would recommend the seminar they took to their friends (79%) and that they would enroll again in the same seminar (77%).

Table 4 depicts students’ additional seminar ratings. Asked to evaluate the intellectual rigor of these one-unit courses, 83% gave at least “high” ratings regarding both the amount of learning and the level of intellectual stimulation. As one student remarked:

*I learned more in these 10 hours of ‘lecture’ discussion that I can actually apply to my life than in any other course I have taken.*

**Table 4. Enrolled Students’ Ratings of Selected Aspects of Their Seminar Experience (Spring 2008-Spring 2011)**

	Percentages* (N=660)				
	<i>Very High</i>	<i>High</i>	<i>Average</i>	<i>Low</i>	<i>Very Low</i>
<b>Intellectual Rigor</b>					
Amount of learning	43	40	16	1	0
Intellectual stimulation	42	41	15	2	0
<b>Personal Involvement</b>					
Your level of course involvement/engagement	41	34	22	3	0
<b>Interpersonal Interactions</b>					
Quality of your interactions with the facilitator	48	35	15	0	0
Quality of your interactions with peers	41	33	23	3	0
<b>Overall Seminar Perceptions</b>					
Overall satisfaction	56	32	10	2	0
Overall value of the course	54	34	10	2	0
Overall quality of your learning experience	52	34	13	1	0

\*Percentages may not add up to 100 due to rounding.

All in all, nearly eight in ten students rated their level of course involvement/engagement as “very high” or “high.” Nearly nine in ten students gave equivalent overall satisfaction ratings. Similar proportions assigned the same ratings to the overall value of the course and the overall quality of their learning experience.

Enrolled students commented frequently that their USIE seminar was “surprisingly awesome,” “exceeded all my expectations,” and “provided a stark difference from the day-to-day grind of large impersonal lectures.” Others noted that they appreciated the “friendly environment” and the opportunity “to learn without a lot of pressure” as well the chance to “explore a subject I otherwise wouldn’t have even touched” or that “isn’t covered by our majors.” Still others commented that they appreciated the different “course dynamic” and embraced the “democratization of education” that USIE provides.

In both number and tone, students’ open-ended course evaluation responses underscored these favorable ratings and remarks. Examples include:

*It was the most amazing class I’ve taken at UCLA and I wish everyone could take it.*

*The fact that a student teaches the class makes you more motivated to be involved and elicits a higher interest level.*



*It is important to learn from your peers because [it] helps you relate to, and better understand, each other.*

*This was the most real-world relevant class I've taken at UCLA. I learned so much more in this class than I have in all my other classes that's actually relevant to any possible career I'll have.*

*[It] helps to discuss topics of significance in a more open and less stressful environment...also helps students become more articulate and improve on interactive skills while gaining knowledge and becoming more open to others' ideas.*

*[These classes] are important because [they] help us express ourselves in ways that aren't valued in other classes.*

### **Student Facilitator Performance**

Enrolled students nearly unanimously rated the overall quality of their USIE instruction as “very high” or “high,” with more than seven in ten indicating “very high” (Table 5). Students were most consistently inclined to rate as “very high” their student facilitator’s levels of involvement/engagement with the course, fairness, enthusiasm, responsiveness to student needs, and overall quality of instruction. Not surprisingly given that USIE typically offers undergraduates their first classroom teaching experience, students tended to assign somewhat lower ratings to their facilitator’s specific pedagogical skills and subject matter knowledge. Nonetheless, 60% or more gave their facilitators “very high” ratings on these items as well. Importantly too, in any given year, extremely few (if any) enrolled students rated their facilitator’s performance in any particular area as “low” or “very low.”

**Table 5. Enrolled Students’ Ratings of Their Seminar Facilitator**

	Percentages* (N=660)				
	Very High	High	Average	Low	Very Low
<b>Knowledge</b>					
Expertise in subject	62	30	7	0	0
<b>Pedagogy</b>					
Pace appropriate to student ability	67	25	7	0	0
Preparedness for class	67	25	6	0	0
Logical organization of course material	64	27	8	0	0
Ease in initiating and facilitating discussion	64	24	10	1	0
Clarity and skill of presentation	63	28	8	0	0
Clarity of seminar purposes/goals	62	31	6	0	0
<b>Personal Engagement</b>					
Overall level of involvement/engagement with course	76	20	3	0	0
Enthusiasm	75	20	4	0	0
<b>Other</b>					
Fairness	75	21	3	0	0
Responsiveness to student input and needs	71	23	4	0	0
Overall quality of instruction	72	23	5	0	0

\*Percentages may not add up to 100 due to rounding.

Not surprisingly given the large number of courses and multiple student facilitators that comprise the focus of this report, enrolled students’ perceptions of what could have improved their seminar experience varied tremendously. Among the common, and very succinctly stated, recommendations were better “time management” (e.g., “too much material in too little time”), improved “discussion facilitation,” more “clarity

when explaining assignments,” better “organization of material,” less “scattered and disjointed lesson plans,” fewer “small group activities,” less “required reading,” clearer “grading criteria,” and more “interaction with guests.”

All in all, however, students’ assessments of their seminar facilitators continue to be overwhelmingly positive. Among their more detailed descriptions:

*[The facilitator] was an amazing teacher who explained things so well and shows a deep understanding of material. Her lectures were very well planned, interesting, and engaging. She truly cared about her students!*

*[The facilitator] has performed extraordinarily, presented an excellent professor persona, and demonstrated outstanding knowledge of the topics taught and discussed.*

*[The facilitator] is awesome...extremely knowledgeable AND passionate about the subject matter. I can tell she put in a lot of effort and time into making the sessions work. Her passion was contagious, and I love learning from people who are passionate about what they do/know.*

*It was clear that [the facilitator’s] intention for this seminar was not to just talk or preach at us, but to guide us in discovering the seminar’s themes, discussing concepts with each other, and exploring our own opinions. The class was very student-oriented and designed to maximize engagement with the material and with each other, which I think is the purpose of these seminars.*

Overall, the aggregated feedback provided by students who have taken USIE seminars over the past four years reveals their appreciation for engaging in innovative, relaxed academic environments. The opportunity to engage in focused dialogue with peers about current topics and issues that are not covered within UCLA’s regular undergraduate curriculum is also highly valued. Finally, through the experience, many students reported gaining new respect for their peers’ perspectives, talents, and contributions.

### SUMMARY OF MAJOR FINDINGS

This report highlighted the perspectives and experiences of students and faculty who participated in Undergraduate Student Initiated Education (USIE) during the last four academic years.

#### Five Findings Related to the Experiences of Student Facilitators

- 1) More than four-fifths of those who offered their retrospective impressions of the USIE program characterized their overall experience as “very positive.” Two-thirds or more indicated the same levels of positive regard with respect to their seminar facilitating experiences and interactions with faculty mentors. Just under half expressed similarly positive recollections regarding the effectiveness of the program’s required winter quarter pedagogy seminar.
- 2) For the overwhelming majority of facilitators, teaching was a highly challenging but rewarding experience. Designing and facilitating their spring quarter seminars provided a capstone experience that enabled high achieving undergraduates to experience the responsibilities, and sometimes unanticipated challenges, of leading a seminar as well as the joys of sharing with peers their passion for a particular topic.
- 3) Those who offered elaborated perspective on their relationships with USIE faculty mentors provided nearly exclusively positive commentary. Across cohorts, former facilitators noted their appreciation for the opportunity to work independently with UCLA faculty and expressed gratitude for the instrumental support and guidance that their mentors provided to help ensure success in facilitating spring quarter seminars. Highlighting the responsiveness of program administrators to feedback provided by inaugural year USIE program participants regarding the need to enhance faculty

awareness about the program, very few recent student facilitators expressed significant challenges in finding faculty who knew about the program or were willing to serve as mentors.

- 4) While reactions to the effectiveness of selected aspects of the winter quarter pedagogy seminar were mixed, facilitators concurred that the seminar's capacity to promote consistent interaction with other facilitators was highly valuable. Student evaluations of the comparative usefulness of selected seminar activities and practices reveal the challenges of designing a pedagogy seminar that is universally responsive to students' varied interests and needs. As the program continues to evolve, their feedback can serve to help enhance the pedagogy seminar component.
- 5) In keeping with sentiments shared by previous USIE facilitator cohorts, recent participants offered high praise for the personal and professional growth opportunities the program provided. For some, career aspirations were refined and new insights on the respective roles and responsibilities of faculty and students were gleaned. All endorsed their USIE participation as a "valuable" part of their UCLA undergraduate experience. Enthusiasm for the program's continuation also remains widespread.

### **Three Primary Findings Related to the Experiences of Faculty Mentors**

- 1) Most USIE faculty mentors indicated that they were generally clear about their mentoring responsibilities. Nevertheless, many also welcomed the availability of more detailed information about the program and the respective roles of those involved, suggesting that these inclusions be made on the USIE website or within other program materials.
- 2) Faculty expressed positive feelings about their interactions with the student facilitators they mentored, noting that these exceptional undergraduates were well prepared and highly committed to the process of preparing and teaching their seminars. Several faculty have served previously as USIE program mentors, and all respondents agreed that they would be willing to serve as mentors again, especially for similarly capable students. Faculty also highlighted the program's potential for: (a) introducing students who enroll in USIE seminars to topics that are not otherwise addressed within UCLA's undergraduate curriculum, (b) providing them with more casual, but still beneficial, learning opportunities, and (c) exposing them to the benefits of peer teaching and learning.
- 3) Through their participation as USIE mentors, faculty gained new insights regarding undergraduate education, as well as new perspective on their own teaching. In addition, they expressed appreciation for the contributions their mentees made through facilitating the spring quarter seminars, and acknowledged the personal and intellectual rewards they experienced through mentoring student facilitators. There was unanimous positive regard for the program's contribution to undergraduate education at UCLA and enthusiastic endorsement for its continuation.

### **Four Primary Findings Related to the Experiences of Enrolled Students**

- 1) USIE seminars provide enrolled students with unique and enriching opportunities to engage actively with their peers in learning about topics that are interesting and important to them, but that are not routinely addressed within the existing undergraduate curriculum.
- 2) Many students report that they experienced intellectual and personal growth as a result of taking their USIE seminar. Over two-thirds reported "great" improvements in knowledge and understanding of the seminar topic. In addition, approximately two-thirds reported similar levels of enhancement in their respect for viewpoints that differ from their own. Roughly half reported "great" improvements in their self-understanding and understanding of others. In these and other specifically delineated areas, roughly 90% or more indicated at least "some" self-assessed improvements in association with their USIE seminar participation.

- 3) The vast majority of students characterized their USIE seminars as learning environments where they were engaged intellectually and felt comfortable voicing their ideas and perspectives. For many, these seminars provided novel, and greatly appreciated, opportunities to engaged in focused dialogue with their peers. Many students also found the experience to be empowering in terms of seeing their peers embrace classroom leadership roles and in realizing that their own perspectives and contributions are valued by peers.
- 4) Students expressed high positive regard for their peer facilitators. The most positive ratings overall continue to be on the dimensions of fairness, engagement, enthusiasm, and responsiveness. Not unexpectedly, student evaluations of facilitators' pedagogical skills and content knowledge were generally somewhat lower, but still highly rated both across seminars within a given year and across program years. Paralleling the sentiments of students who participated in the inaugural USIE seminars, those who have enrolled more recently are generally very enthusiastic about their learning experiences and are inclined to recommend the program to their peers.

## Appendix A

### USIE Student Facilitated Seminars, Faculty Sponsors, and Departments

2007 – 2008

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**Art History 88SA. Islamic Art and Architecture in Spain**

*Student Facilitator: Christine Lee – Faculty Mentor: Irene Biermann-McKinney*

**Art History 88SB. Depicting Human Sacrifice in Pre-Columbian America**

*Student Facilitator: Sarah Stuck – Faculty Mentor: Cecelia Klein*

**Education 88S. Autism and Asperger Syndrome in the Media: Through the Eyes of Individuals with Autism**

*Student Facilitator: Ani Khachoyan – Faculty Mentor: Connie Kasari*

**English 88S. Taking Bestsellers Seriously: Harry Potter, Ender, and Robert Langdon vs. Those Stuffed-Shirt Yale Professors**

*Student Facilitator: Roberta Wolfson – Faculty Mentor: Mark McGurl*

**Geography 88S. Refugee Studies: A Multimedia Tour of the Worlds Refugees**

*Student Facilitator: Jamie Zimmerman – Faculty Mentor: Jared Diamond*

**History 88S. They're Coming for You: Horror & Science Fiction Films During the Cold War**

*Student Facilitator: Julian Carmona – Faculty Mentor: Jan Reiff*

**Human Complex Systems 88SA. From Sand Piles to Students, Chaos to Emergence, Simplicity to Complexity**

*Student Facilitator: Jacqueline de Borja – Faculty Mentor: Dario Nardi*

**Human Complex Systems 88SB. The Power of One: How Individuals Become Systemic Changemakers**

*Student Facilitator: Evan Shulman – Faculty Mentor: Dario Nardi*

**Military Science 88S. Simulating U.S. Crisis Decision-Making**

*Student Facilitator: Swati Srivastava – Faculty Mentor: Casey Miner*

**Microbiology, Immunology & Molecular Genetics 88S. Diseases that Changed the World: How Diseases Affected the History of Civilization**

*Student Facilitator: Erika Villaruel – Faculty Mentor: Larry Simpson*

**Pediatrics 88S. The Heart of Understanding: Empowered to Make a Difference**

*Student Facilitator: Julianne Ahdout – Faculty Mentor: Juan Alejos*

**Political Science 88S. Play Ball! : A Look at Baseball and its Political Meanings**

*Student Facilitator: Anthony Stier – Faculty Mentor: Michael Lofchie*

**Psychology 88S. The Mysterious Mind: Bridging the Gap between Mental Phenomena and Neuroscience**

*Student Facilitator: Sandhya Ravikumar – Faculty Mentor: Steve Lee*

**Women's Studies 88S. Friends, Sisters, and Lovers: A Perspective on Breast Cancer**

*Student Facilitator: Darlene Edgley – Faculty Mentor: Sharon Bays*

**World Arts & Cultures 88S. Hip-Hop and Politics**

*Student Facilitator: Dilyara Agisheva – Faculty Mentor: La'Tonya Rease Miles*

2008 – 2009

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**Art History 88S. A Tale Told by an Idiot: Dada Writing**

*Student Facilitator: Amy Sanchez – Faculty Mentor: George Baker*

**Communication Studies 88SA. We, the Digital People: A Communications Analysis of Campaign '08**

*Student Facilitator: Robert Schraff – Faculty Mentor: Tim Groeling*

**Communication Studies 88SB. Lights, Camera, Politics! The Role of Celebrities in Contemporary American Politics**

*Student Facilitator: Devna Shukla – Faculty Mentor: Tim Groeling*

**Communication Studies 88SC. Graffiti: The Art of Civil Disobedience**

*Student Facilitator: Scott Ishihara – Faculty Mentor: Paul Von Blum*

**Education 88S. Making Inequality: The Hidden Curriculum of Schools**

*Student Facilitator: Alma Flores – Faculty Mentor: Kris Gutierrez*

**English 88S. Telling Truth with a Slant: Reading and Writing Contemporary Creative Non-Fiction**

*Student Facilitator: Jenae Cohn – Faculty Mentor: Reed Wilson*

**Ethnomusicology 88S. The Future of the Music Industry**

*Student Facilitator: Nick Wilson – Faculty Mentor: Anthony Seeger*

**Geography 88S. Anthony Bourdain vs. Rachel Ray: Modern Cultural Geography of Food**

*Student Facilitator: Pallavi Reddy – Faculty Mentor: Michael Shin*

**History 88SA. Religions in Contact: Contemporary Topics in Religious Dialogue**

*Student Facilitator: Catherine Nguyen – Faculty Mentor: Scott Bartchy*

**History 88SB. Hail to the Southland: The History of UCLA**

*Student Facilitator: Rene Tiongquico, Jr. – Faculty Mentor: La'Tonya Rease-Miles*

**Molecular, Cell, and Developmental Biology 88S. Molecular Superheroes: How Plant Growth Promoting Bacteria can Save the World**

*Student Facilitator: Allison Schwartz – Faculty Mentor: Ann Hirsch*

**Neurobiology 88S. Brain Basics: From Alzheimer's to Zolof**

*Student Facilitator: Shadi Lalezari – Faculty Mentor: Arnold Scheibel*

**Psychology 88SA. The Psychology of Arts and Crafts**

*Student Facilitator: Maxie Gluckman – Faculty Mentor: Scott Johnson*

**Psychology 88SB. Happiness**

*Student Facilitator: Emily vanSonnenberg – Faculty Mentor: Benjamin Karney*

**Surgery 88S. The Art of Surgery: Past, Present, and Future**

*Student Facilitator: Kevin Ro – Faculty Mentor: Michael Yeh*

2009-10

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**Anthropology 88SA: Brain, Mind, and Human Experience**

*Student Facilitator: Raymond Beyda – Faculty Mentor: Dario Nardi*

**Communication Studies 88SA: The Spin Zone: Cable News in Contemporary America**

*Student Facilitator: Gon Carpel – Faculty Mentor: Tim Groeling*

**Communication Studies 88SB: Business Strategies for Journalism in the Internet Age**

*Student Facilitator: Corinne Crockett – Faculty Mentor: Tim Groeling*

**Economics 88S: Put Your Money Where Your Mouth Is: An Economic Look at Food Systems in America**

*Student Facilitator: Neha Bazaj – Faculty Mentor: Matthew Kahn*

**English 88SA: A Rose By Any Other Name: Representing the Wars of the Roses Through Literature**

*Student Facilitator: Anna Wylie – Faculty Mentor: A.R. Braunmuller*

**English 88SB: Happily Ever After: Fairy Tales and Folk Tales Across Cultures**

*Student Facilitator: Nancy Giang – Faculty Mentor: Christopher Mott*

**Human Complex Systems 88S: Artificial Intelligence: Here, Now, and All Around Us**

*Student Facilitator: Amy Huang – Faculty Mentor: Dario Nardi*

**Environment 88S: Environmental Nonprofits: Opportunity in a Changing World**

*Student Facilitator: Isis Krause – Faculty Mentor: Carl Maida*

**Molecular, Cell, & Developmental Biology 88S: Science and Society: Bridging the Gap**

*Student Facilitator: Rameen Moridzadeh – Faculty Mentor: Karen Lyons*

**Political Science 88SA: Gaming the World: Experiencing Power Politics and the Theory of Tripolarity**

*Student Facilitator: Einar Engvig – Faculty Mentor: Michael Lofchie*

**Political Science 88SB: Private Parts: Privatization, the Public Sector and You**

*Student Facilitator: Justin Lam – Faculty Mentor: Brian Walker*

**Psychology 88SA: L.A. Schools: An Inside Look**

*Student Facilitator: Lauren Camarillo – Faculty Mentor: Jim Stigler*

**Psychology 88SB: The Psychology of Investing**

*Student Facilitator: Alexandra Davis – Faculty Mentor: Adriana Galvan*

**Psychology 88SC: The Psychology of Child Play**

*Student Facilitator: Nancy Young – Faculty Mentor: Scott Johnson*

**Sociology 88S: Sociology of Facebook and Online Social Networks**

*Student Facilitator: Eric Kim – Faculty Mentor: Terri Anderson*

2010 – 2011

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**Anthropology 88SA – Female Automobility: Women, Cars, and Culture**

*Student Facilitator: Alexandra Athens – Faculty Mentor: Jessica Cattelino*

**Anthropology 88SB – Some Like It Hot: Evolution and the Psychology of Food Preferences**

*Student Facilitator: Leonid Tiokhin – Faculty Mentor: Daniel Fessler*

**English 88SA – Tweeted on My Facebook Friend’s Blog: The Dialogue and Practice of Social Media**

*Student Facilitator: Alyssa Bricklin – Faculty Mentor: Christopher Mott*

**English 88SB – Tralfamadorians, Jabberwockies, Whatchamacallits, and The Onion: When Nonsense Makes Sense**

*Student Facilitator: Michelle Mikolajczyk – Faculty Mentor: Reed Wilson*

**English 88SC – “Not Gay – Just a Fairy”: The Evolution of Queer Representations in American Comic Books**

*Student Facilitator: Kelsey Sharpe – Faculty Mentor: Christine Chism*

**Ethnomusicology 88SA – Music of Protest and Struggle in the Post-Colonial World**

*Student Facilitator: Andrew Harkness-Newton – Faculty Mentor: Anthony Seeger*

**Ethnomusicology 88SB – Love, Drugs, Politics, and History: The Mexican Corrido**

*Student Facilitator: Marcos Ruedas – Faculty Mentor: Anthony Seeger*

**Geography 88S – Hippies and Tree Huggers: The U.S. Environmental Movement in the 1960s and 70s**

*Student Facilitator: Hayley Moller – Faculty Mentor: David Rigby*

**Health Services 88S – Game of Life: The Social Determinants of Health**

*Student Facilitator: Roman Roque – Faculty Mentor: Alice Kuo*

**Human Complex Systems 88S – Complexity: What If?**

*Student Facilitator: Jovo Vijanderan – Faculty Mentor: Dario Nardi*

**International Development Studies 88S - Nio Far: Working Together Towards a Sustainable Future**

*Student Facilitators: Antoinette Brou & Anne Flaherty – Faculty Mentor: Michael Lofchie*

**Medicine 88S – AIDS in Sub-Saharan Africa: A Modern Plague**

*Student Facilitator: Garret Ma – Faculty Mentor: Thomas Coates*

**Public Policy 88S – What is Cyberwar?**

*Student Facilitator: Millie Tran – Faculty Mentor: Alexandra Lieben*

**Scandinavian 88S – Comics: Not Art, Not Literature**

*Student Facilitator: Matt Seneca – Faculty Mentor: Patrick Wen*

**Women’s Studies 88S – Rethinking Citizenship: Immigrant Youth, Gender, and Civic Identity**

*Student Facilitator: Amalia Castaneda – Faculty Mentor: Sharon Bays*



**Appendix B**  
**USIE Student Facilitator Survey**

Dear USIE Student Facilitator,

As the USIE Program begins its fifth year, the Division of Undergraduate Education has been asked by the Academic Senate to submit a review of the program. We would very much appreciate your feedback to share your USIE experiences with the UCLA community and to help us make improvements to the USIE Program. Please follow the link to answer a brief and anonymous evaluation of your experience with the program. The overall survey should take no longer than 10 minutes.

If you have any questions, please contact Michael Soh in the office of Undergraduate Educational Initiatives, A265 Murphy. Michael may be reached by phone at 310-794-5040 or via e-mail at [msoh@college.ucla.edu](mailto:msoh@college.ucla.edu).

Sincerely,  
Robert N. Watson  
Professor of English  
Chair, USIE Advisory Committee

1. Please rate your experience with the USIE Program. (Very Negative, Negative, Neutral, Positive, Very Positive). Please explain with some specific examples:
  
2. Please rate the quality of interaction with your faculty mentor.(Very Negative, Negative, Neutral, Positive, Very Positive). Please explain with some specific examples:
  
3. Please rate the effectiveness of the pedagogy class in preparing you to facilitate your spring seminar: (Very Ineffective, Ineffective, Neutral, Effective, Very Effective). Please comment on the most useful and least useful components of the seminar:
  
4. Please rate your experience facilitating a spring seminar. (Very Negative, Negative, Neutral, Positive, Very Positive). Please explain with some specific examples:
  
5. Was participating in the USIE program a valuable part of your UCLA experience? (Yes, No) Please explain:

**Appendix C**  
**Faculty Mentor Correspondence**

Dear Professor \_\_\_\_\_,

The Division of Undergraduate Education is preparing a proposal for the Faculty Executive Committee and Undergraduate Council to approve Undergraduate Student Initiated Education (USIE) as a permanent academic program. As part of the assessment component of that process, we are interested in hearing about your experiences as a USIE faculty mentor.

Your responses to the following questions by **Monday, December 5, 2011** are greatly appreciated. Please be assured that your comments will not be individually identifiable within the assessment report or the final proposal.

1. Were the expectations of you as a USIE faculty mentor clear? If not, what could have helped you?
2. How has your involvement as a USIE faculty mentor influenced you (e.g., your perspectives on undergraduate education, your practices as a teacher, etc.)?
3. From your perspective, what value does the USIE program add to the UCLA undergraduate experience?
4. Would you be inclined to serve again as a faculty mentor? Why or why not?
5. Other thoughts?

Please send your responses directly to me ([jlindholm@college.ucla.edu](mailto:jlindholm@college.ucla.edu)). If you have any questions or would prefer to talk in person, please don't hesitate to contact me.

Thank you!

Jennifer Lindholm

*Jennifer A. Lindholm*  
*Director of Learning Assessment & Special Projects*  
*Center for Educational Assessment*  
*UCLA*

## Appendix D USIE Course Evaluation Form

### 1. WELCOME TO THE ONLINE EVALUATION FROM THE EVALUATION OF THE INSTRUCTION PROGRAM

Please fill out this survey based on your experiences in the Undergraduate Student Initiated Education (USIE) seminar; your answers to this survey are confidential. The information you provide will be combined with responses from other participants and reported in the form of summary statistics and group totals. Your participation is voluntary and you may skip any questions you would prefer not to answer. If you have any questions about the content or purpose of this survey, please contact the Office of Undergraduate Evaluation and Research at [ouer@college.ucla.edu](mailto:ouer@college.ucla.edu). Thank you very much for your participation.

2. General Questions:						
Please rate the following components of this USIE seminar						
2.1 The major themes that underlie this seminar are clear to me.	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.2 The coursework is relevant to my everyday life	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.3 The coursework is relevant to my future career plans.	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.4 The class discussions are thought provoking	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.5 I have been challenged to think critically	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.6 There is strong sense of community among seminar participants	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.7 I feel comfortable voicing my ideas and perspectives within the seminar	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.8 There is respect for the expression of diverse perspectives/beliefs	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.9 My contributions are valued by other students in the seminar	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.10 My contributions are valued by the seminar facilitator.	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.11 If I had to do it over again, I would enroll in this seminar	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
2.12 I would recommend this seminar to my friends.	<b>Agree Strongly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Disagree Strongly</b>
3. Skills and Abilities						
To what extent do you feel that your skills/abilities in each of the following areas were improved as a result of taking the USIE seminar?						

3.1 Content-related knowledge	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.2 Analytic/problem solving skills	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.3 Critical thinking skills	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.4 Public speaking skills	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.5 Interpersonal skills	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.6 Intellectual self-confidence	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.7 Social self-confidence	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.8 Community-building skills	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.9 Understanding of the topic	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.10 Self-understanding	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.11 Understanding of others	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>
3.12 Respect for viewpoints that differ from my own	<b>Not at all</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>To a Great Extent</b>

#### 4. Seminar Experience

Please rate the following aspects of your seminar experience:

4.1 Intellectual stimulation	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
4.2 Your level of involvement/engagement with the course	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
4.3 Quality of you interactions with the facilitator	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
4.4 Quality of you interactions with peers	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
4.5 Amount of learning	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
4.6 Overall value of the course	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
4.7 Overall quality of your learning experience	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
4.8 Overall satisfaction	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>

#### 5. Facilitator Information

<b>Please rate your seminar facilitator on each of the following:</b>						
5.1 Expertise in subject	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.2 Clarity of seminar purposes/goals	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.3 Logical organization of course materials	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.4 Clarity and skill of presentation	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.5 Preparedness for class	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.6 Ease in initiating and facilitating discussion	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.7 Enthusiasm	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.8 Pace appropriate to student ability	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.9 Responsiveness to student input and needs	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.10 Fairness	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.11 Overall level of involvement/engagement with the course	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>
5.12 Overall quality of instruction	<b>Very Low</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Very High</b>

### 6. Open Question:

(maximum of 5,000 characters allowed per question)

6.1 Looking back, what aspect(s) of the USIE seminar worked well?

6.2 Looking back what aspect(s) of the USIE seminar could have been improved?

**6.3 Why is the USIE Program important to undergraduate education at UCLA?**

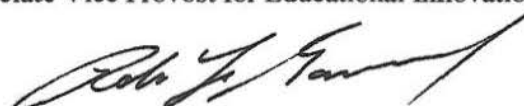
**6.4 Please offer any additional feedback in the space below:**

# UCLA MEMORANDUM

Office of the Deans  
UCLA College  
2300 Murphy Hall  
143801

March 16, 2007  
EC8466

To: Robert Watson, Associate Vice Provost for Educational Innovation  
UCLA College

From: Robin Garrell, Chair   
UCLA College Faculty Executive Committee

Re: **Proposal to Continue the Undergraduate Student Initiated Education (USIE) Program**

I am pleased to inform you that at its March 9, 2007 meeting, the Faculty Executive Committee (FEC) of the UCLA College unanimously approved your request to extend the Undergraduate Student Initiated Education (USIE) Program for five years, through the 2011-12 academic year. The committee requests that you continue to provide yearly presentations to the FEC updating it on the outcomes of the program, including: data on student participation and number of courses proposed; number, listing and disciplinary distribution of courses offered; information on facilitator training, and data on seminar enrollments.

By the end of the Winter 2012 quarter, the committee asks that you determine whether the program should be continued and, if so, that you present a proposal to the FEC to extend the Undergraduate Student Initiated Education (USIE) program. As part of the proposal, in addition to summarizing the accomplishments of the program using the criteria noted above, please provide an overall assessment of the program through both qualitative and quantitative metrics.

This request was described in your memo dated February 14, 2007 (copy attached) and was a discussion item on the agenda.

The FEC appreciates and thanks you for your efforts to invigorate the UCLA College curriculum with this innovative and exciting opportunity for undergraduates.

## Attachment

cc: Judith Smith, Vice Provost for  
Undergraduate Education  
Lucy Blackmar, Assistant Vice Provost  
for Education Initiatives  
Kim Alexander  
Randy Cirilo  
Kathleen Copenhaver  
Robert Fink  
Penny Hein-Unruh  
Leann Hennig

Robert Kilgore  
Masai Minters  
Alison Nickerson  
Roxanne Neal  
Tom Nykiel  
Kelly Wahl

UNIVERSITY OF CALIFORNIA, LOS ANGELES  
UCLA

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SANTA CRUZ



SANTA BARBARA ·

DEPARTMENT OF ENGLISH  
149 HUMANITIES BUILDING  
BOX 951530  
LOS ANGELES, CA 90095-1530  
(310) 825-4173

March 5, 2007

Professor Robin Garrell  
Chair, College Faculty Executive Committee  
A-265 Murphy Hall  
Campus

Dear Robin,

I am writing to request approval from the College Faculty Executive Committee (FEC) to continue the Undergraduate Student Initiated Education (USIE) Program for the next five years. Please find attached 1) the proposal, which includes a summary of the program and its accomplishments to date, and 2) a comprehensive evaluation of the program's first year, prepared by the Office of Undergraduate Evaluation and Research in the Division of Undergraduate Education.

A summary of the evaluation findings will be presented to FEC members at the meeting on Friday, March 9, 2007. I will attend to present our request for the approval of your committee to extend the program over the next five years and to answer any questions.

Thank you for your consideration.

Sincerely,

Robert N. Watson

Professor of English  
Associate Vice Provost for Educational Innovation



# UCLA *Undergraduate Council, Academic Senate*

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November 12, 2008

To: Robert Watson, Associate Vice Provost for Educational Innovation  
UCLA College



From: Dorothy Wiley, Chair  
Undergraduate Council

**Re: Request to Extend the Undergraduate Student Initiated Education (USIE) Program**

I am pleased to inform you that at its October 31, 2008 meeting, the Undergraduate Council (UgC) approved unanimously your request to extend the Undergraduate Student Initiated Education (USIE) Program for five years, through academic year 2011-12. The Council approved the request with 10 votes in favor, 0 opposed, and 0 abstentions. The student vote was 3 votes in favor, 0 opposed, and 0 abstentions.

The UgC appreciated the updated you provided on the USIE program, and applauds the success of and enthusiastic response from faculty, student facilitators, and students enrolled in the USIE seminars. It is gratifying that in this pressured budgetary climate, the program will be sustained because of the commitment of administration and faculty, and the non-substantial budgetary implications to mount the seminars.

In an effort to provide consistency and to eliminate generating additional work for your office, the UgC adopted the condition for approval set-out by the UCLA College FEC, as detailed in then-FEC Chair, Robin Garrell's memo dated March 16, 2007:

- 1) Extend the USIE program for five years, through the 2011-12 academic year.
- 2) Provide yearly presentations to the UgC (FEC) updating it on the outcomes of the program, including:
  - a. Data on student participation and number of courses proposed;
  - b. Number, listing and disciplinary distribution of courses offered;
  - c. Information on facilitator training, and data on seminar enrollments.
- 3) By the end of the Winter 2012 quarter, it is requested that you determine whether the program should be continued and, if so, that you present a proposal to the FEC and UgC to extend the USIE program. As part of the proposal, in addition to summarizing the accomplishments of the program using the criteria noted above, please provide an overall assessment of the program through both qualitative and quantitative metrics.

Finally, the Council supports your office's commitment to maintaining excellence and innovation at UCLA and providing undergraduate juniors and senior students who lead the USIE seminars (*student facilitators*) with a significant experience and role in the undergraduate curriculum. If you have any questions or need additional information, please feel free to contact Judith Lacertosa (x5-1194; [jlacertosa@senate.ucla.edu](mailto:jlacertosa@senate.ucla.edu)) or me (x5-0803; [dwiley@ucla.edu](mailto:dwiley@ucla.edu)).

cc: **Judith Smith, Dean/Vice Provost for Undergraduate Education**  
**Robert Fovell, UCLA College, FEC Chair**  
**Lucy Blackmar, Assistant Vice Provost of Undergraduate Education Initiatives**  
**Judith Lacertosa, Principal Policy Analyst**  
**Dayna Baker, UCLA College, FEC Executive Coordinator**

## Spring 2012 USIE Seminars

**Anthropology 88S:** *Multiple Perspectives on the Experience of Living with an Irreversible, Lengthy, and Impactful Medical Condition*

Student Facilitator: Leenoy Hendizadeh | Faculty Mentor: Marjorie Goodwin

**Art History 88S:** *Museums: The Savory Side of Angelino Arts Institutions*

Student Facilitator: Kelly Tang | Faculty Mentor: Meredith Cohen

**Communication Studies 88S:** *Read, Post, Tweet, VOTE: The Evolution of New Media #PoliticalCampaignStrategies*

Student Facilitator: Sarah Michelle French | Faculty Mentor: Tim Groeling

**English 88SA:** *Allure of the Medieval: The Middle Ages in Popular Culture*

Student Facilitator: Lik De Daryl Chan | Faculty Mentor: Chris Chism

**English 88SB:** *One Course To Rule Them All: Exploring J. R. R. Tolkien's The Lord of the Rings*

Student Facilitator: Cody Geib | Faculty Mentor: Jonathan Grossman

**English 88SC:** *The Aesthetics of Violence from Shakespeare to Tarantino*

Student Facilitator: Srbui Karapetian | Faculty Mentor: Mitchum Huehls

**History 88S:** *Rituals, Resistance, and Rebellion: Religious Conversions in Colonial Latin America*

Student Facilitator: Kerik Pena | Faculty Mentor: Teofilo Ruiz

**Molecular, Cell, and Developmental Biology 88S:** *Dissection of Cancer: The Uniqueness of This Disease and Its Impact on Human Condition*

Student Facilitator: Aswin Srinivasan | Faculty Mentor: Rafael Romero

**Medicine 88S:** *Dissecting the Big "It" -- Perspectives on Human Sexuality*

Student Facilitator: Nishad Sathe | Faculty Mentor: Thomas Coates

**Physics 88S:** *The Physics of Superheroes and Science Fiction*

Student Facilitator: Sundipta Rao | Faculty Mentor: Robijn Bruinsma

**Political Science 88SA:** *Madison vs. Modernity: Is the Constitution Relevant to Democracy in 2012?*

Student Facilitator: Nirali Raj Beri | Faculty Mentor: Scott C. James

**Political Science 88SB:** *Controversies in College Athletics: Race, Politics, Gender, and Beyond*

Student Facilitator: Princeton Ly | Faculty Mentor: Michael Lofchie

**Psychiatry 88S:** *Creativity: Its Biological Basis and Therapeutic Applications*

Student Facilitator: Kendra Knudsen | Faculty Mentor: Robert Bilder

**Society and Genetics 88SB:** *Of God and Monkey-Men: Why Are We Still Fighting About Evolution?*

Student Facilitator: Jennifer Luh | Faculty Mentor: Christopher Kelty

**Society and Genetics 88SA:** *Genetics Just Got Personal: Analyzing the Direct-to-Consumer Genetics Company 23andMe*

Student Facilitator: Rasha Ahmed | Faculty Mentor: Christopher Kelty

## Spring 2013 USIE Seminars

**Communication Studies 88S:** *Trial by Media: A Close Look at Criminal Proceedings and its Relationship with the Media*

Student Facilitator: Hasti Ahangi | Faculty Mentor: Tim Groeling

**English 88SA:** *Redneck Realism: White American Poverty in Southern Gothic Literature*

Student Facilitator: Kevin Mosby | Faculty Mentor: Reed Wilson

**English 88SB:** *Growing Up in the South: 20th-Century Bildungsroman*

Student Facilitator: Katherine Neipris | Faculty Mentor: Joseph Dimuro

**English 88SC:** *Fantasy Geography: Fictional Worlds and Their Literary Implications*

Student Facilitator: Amy Sherrard | Faculty Mentor: Matthew Fisher

**Film and Television 88S:** *More than Just Quality Suits and Sexism: A Critical Analysis of Mad Men*

Student Facilitator: Nicole Malek | Faculty Mentor: Jonathan Kuntz

**History 88S:** *Minority Magicians: Their Portrayal, Struggle, and Success*

Student Facilitator: Angela Sanchez | Faculty Mentor: Eric Avila

**Philosophy 88S:** *Paradoxes*

Student Facilitator: Seul Kee Baek | Faculty Mentor: Katrina Elliott

**Physiological Science 88S:** *Time is Brain: An Investigation into the Epidemic of Strokes*

Student Facilitator: Anadjeet Khahera | Faculty Mentor: Patricia Phelps

**Political Science 88S:** *Sex, Drugs, and Gender Norms: The Student-Athlete Experience*

Student Facilitator: Mariah Williams | Faculty Mentor: Michael Lofchie

**Psychology 88SA:** *Psychology of Gamifying Education*

Student Facilitator: Peter McPartlan | Faculty Mentor: James Stigler

**Psychology 88SB:** *Fast Cars and Battle Scars: Understanding the Modern Combat Veterans and PTSD*

Student Facilitator: Andrew Nicholls | Faculty Mentor: Christine Dunkel Schetter

**Society and Genetics 88S:** *Beyond CSI: Forensic Science and DNA*

Student Facilitator: Rebecca Wang | Faculty Mentor: Wayne Grody

**Sociology 88S:** *La Jouissance Ultime: Representations of Orgasm in Science, Literature and Film*

Student Facilitator: Jewel Pereyra | Faculty Mentor: Abigail Saguy

**Theater 88S:** *Design Century: Fashion Design Introductory Course*

Student Facilitator: Jennifer Lee | Faculty Mentor: Deborah Nadoolman Landis

**Urban Planning 88S:** *FOOD! From Farm to Plate and Everything in Between*

Student Facilitators: Niranjana Somasundaram and Joanna Wheaton | Faculty Mentor: Susanna Hecht

## Spring 2014 USIE Seminars

**Architecture and Urban Design 88S:** *Musical Urbanism*

Student Facilitator: Ryan Conroy | Faculty Mentor: Roger Sherman

**Comparative Literature 88S:** *African Storeis: Exploring (Gendered) Literature of Sub-Saharan Africa*

Student Facilitator: Oluwakanyinsola Ajayi | Faculty Mentor: Francoise Lionnet

**Economics 88S:** *Bitcoins, Bubbles, and the Future of Currency*

Student Facilitator: Alex Rochlin | Faculty Mentor: Aaron Tornell

**English 88SA:** *Time Travel in Fiction*

Student Facilitator: Anna Galachyan | Faculty Mentor: Christopher Mott

**English 88SB:** *Lewis to Lovecraft: Fantasy Literature and Belief Systems*

Student Facilitator: Stephen Stewart | Faculty Mentor: Joseph Nagy

**Molecular, Cell, and Developmental Biology 88S:** *Above the Genome: Epigenetics and Uncovering the Secret of Life*

Student Facilitator: Joshua Weinreb | Faculty Mentor: Rafael Romero

**Physics 88S:** *From Mind to Matter – The Quantum Quandaries*

Student Facilitator: Krish Bhutwala | Faculty Mentor: Eric Hudson

**Political Science 88S:** *A Day in Court – The Precedents, Practices, and Procedures of U.S. Criminal Trial Attorneys*

Student Facilitator: Timothy Hooyenga | Faculty Mentor: Karen Orren

**Psychiatry 88SA:** *The Neuroscience of Music*

Student Facilitator: Joan Chou | Faculty Mentor: Ellen Carpenter

**Psychiatry 88SB:** *Biomedical Ethics of Advanced Clinical Technologies*

Student Facilitator: Maxwell Roth | Faculty Mentor: Thomas Strouse

**Public Health 88S:** *Leading Healthy Lifestyles for a Better Future*

Student Facilitator: Rasika Deshpande | Faculty Mentor: William McCarthy

**Society and Genetics 88S:** *A Wrench in the Works: Human Genetic Disorders and How We Live with Our Genes*

Student Facilitator: Elizabeth Earley | Faculty Mentors: Sally Gibbons and Christina Palmer

**Sociology 88SA:** *Scientific Differences in Race, Gender, and Sexual Orientation, and Do they Make a Difference?*

Student Facilitator: Arash Ghaffari-Rafi | Faculty Mentor: Jerome Rabow

**Sociology 88SB:** *Leaning In: Can We Really Break the Glass Ceiling?*

Student Facilitator: Radha Kumar | Faculty Mentor: Abigail Saguy

## Spring 2015 USIE Seminars

**Anthropology 88S:** *The Anthropology of Gender and International Development*

Student Facilitator: Megan Moran | Faculty Mentor: Akhil Gupta

**Biomedical Research 88S:** *Picking Your Brains: Neuroanatomy through Mysterious Clinical Cases*

Student Facilitator: Shaina Sedighim | Faculty Mentor: Rafael Romero

**English 88SA:** *American Bards: Who are Our Voices and What Do They Say?*

Student Facilitator: Samantha Allan | Faculty Mentor: Michael Cohen

**English 88SB:** *Economic Influences in "Game of Thrones"*

Student Facilitator: Mary Haithcoat | Faculty Mentor: Christopher Mott

**English 88SC:** *Looking Forward, Thinking Ahead: Futurisms in Literature, Film, and Other Media*

Student Facilitator: Shawn Zhang | Faculty Mentor: Christopher Mott

**Epidemiology 88S:** *You Only Live Once: How Public Health Maximizes Life Expendancy*

Student Facilitator: Maria Nataly Diaz | Faculty Mentor: Paul Hsu

**Film and Television 88S:** *Sinking Your Blade into Anime: Introduction to Japanese Animation*

Student Facilitator: Kevin Nguyen | Faculty Mentor: Charles Sheetz

**History 88S:** *Keepin' It Real: The History of the Hip Hop Generation*

Student Facilitator: Rafael Silva | Faculty Mentor: Mary Corey

**Physiological Science 88S:** *Emergency Code Stroke: Stroke Education in Los Angeles*

Student Facilitator: Elias Saba | Faculty Mentor: Patricia Phelps

**Political Science 88S:** *The United Nations Millennium Development Goals: Multinational Cooperation, Human Rights, and International Order*

Student Facilitator: Jasleen Bains | Faculty Mentor: Deborah Larson

**Psychiatry 88S:** *Mindful Movement: Growing Interest For Mindfulness Meditation*

Student Facilitator: Kush Bhatt | Faculty Mentor: Marvin Belzer

**Psychology 88S:** *The Enigma of Subjective Experience*

Student Facilitator: Cody Kommers | Faculty Mentor: Martin Monti

**Sociology 88S:** *Social Identities and Interaction: How Much Do We Really Know about Our Place in Society?*

Student Facilitator: Lital Slobodsky | Faculty Mentor: Jerome Rabow

**Surgery 88S:** *Trauma: A Matter of Life or Death*

Student Facilitator: Beatrice Sun | Faculty Mentor: Eric Ley

**World Arts and Cultures 88S:** *Social Media for Social Action*

Student Facilitator: Amanda Hoskinson | Faculty Mentor: David Gere

## Spring 2016 USIE Seminars

**Asian American Studies 88S:** *Francophone Vietnam: Literature and Film*

Student Facilitator: Jason Hong | Faculty Mentor: Thu-Huong Nguyen-Vo

**Chemistry 88S:** *From Smartphones to Diamonds, The Versatility of Inorganic Carbon*

Student Facilitator: Winn Huynh | Faculty Mentor: Richard Kaner

**Communication Studies 88S:** *Survey of Political Repression: How the State Conveys its Message*

Student Facilitator: Albert Sarian | Faculty Mentor: Paul Von Blum

**Education 88S:** *Access, Agitation, and Litigation: The state of Affirmative Action in United States Colleges*

Student Facilitator: Arthur Wang | Faculty Mentor: Robert Teranishi

**English 88SA:** *The Rise of the Anti-Hero*

Student Facilitator: Sarah Abolail | Faculty Mentor: Mitchum Huehls

**English 88SB:** *Don't Panic!: A Student's Guide to Humor in Science Fiction*

Student Facilitator: Ariel Reider | Faculty Mentor: Ursula Heise

**English 88SD:** *Young, Wild, and Free: Themes and Topics in Young Adult Literature*

Student Facilitator: Dorothy Yim | Faculty Mentor: Christopher Mott

**Environment 88S:** *Wet and Wild World of Water: How Water in Los Angeles Circulates Through the Human Experience*

Student Facilitator: Denita Toneva | Faculty Mentor: Cully Nordby

**History 88SA:** *"To Pimp a Butterfly": Cultural Evolution of Black Los Angeles*

Student Facilitator: Rakeidra Davis-Hudson | Faculty Mentor: Mary Corey

**History 88SB:** *Chocolate: A Cultural Commodity*

Student Facilitator: Madeleine Gregory | Faculty Mentor: Robin Derby

**Information Studies 88S:** *Digital Narratives: How to Counter the Mainstream Narrative Online*

Student Facilitator: Hannah Diaz | Faculty Mentor: Safiya Noble

**Mathematics 88S:** *Mathematics & Movies*

Student Facilitator: Ruth Dolly Johnson | Faculty Mentor: Spencer Unger

**Music History 88SA:** *Understanding Franz Liszt, The First Rock Star*

Student Facilitator: Beniko Hirosawa-Bates | Faculty Mentor: Raymond Knapp

**Music History 88SB:** *There Will Be Light: Musicals and Disabilities*

Student Facilitator: Richard Tucker | Faculty Mentor: Raymond Knapp

**Neuroscience 88S:** *This Is Your Brain On Music*

Student Facilitator: Tyler Toueg | Faculty Mentor: Ellen Carpenter

**Philosophy 88SA:** *Thinking On Your Feet: An Introduction to the Philosophy of Sport*

Student Facilitator: Benjamin Genta | Faculty Mentor: Calvin Normore

**Philosophy 88SB (2 seminars):** *The Philosophy and Neuroscience of Free Will*

Student Facilitator: Eden Sayed | Faculty Mentor: Calvin Normore

**Psychology 88SA:** *Mind Over Health Matter: The Social Psychology Behind Modern Health Controversies*

Student Facilitator: Jasmine Jafari | Faculty Mentor: Carlos Grijalva

**Psychology 88SB:** *Mind Games: Psychology Behind Controls*

Student Facilitator: Becky Li | Faculty Mentor: Jesse Rissman

**Psychology 88SC:** *The Big Happy Picture: Exploring Perspectives of Happiness*

Student Facilitator: Luis Mendez | Faculty Mentor: Gerardo Ramirez

**Society and Genetics 88SA:** *Inconsistent Dichotomies: Examining the Sex/Gender Binary*

Student Facilitator: Mariah Kolbe | Faculty Mentor: Patrick Allard

**Society and Genetics 88SB:** *A Short History & Critical Examination of Bioethics*

Student Facilitator: Elizabeth Seger | Faculty Mentor: Soraya de Chadarevian

**Sociology 88S:** *Critical Introduction to Mass Incarceration*

Student Facilitator: Saskia Maltz | Faculty Mentor: Marcus Anthony Hunter

**World Arts and Cultures 88S:** *YOU*

Student Facilitator: Arami Walker | Faculty Mentor: Victoria Marks



## Spring 2017 USIE Seminars

**Biomedical Research 88S:** *The Limitations of Science: Pseudoscience, Research Misconduct and Fraudulent Discoveries*

Student Facilitator: Arielle Tripp | Faculty Mentor: Rafael Romero

**Civic Engagement 88S:** *Power, Privilege, and Perspectives: Examining the Dynamics of Community Service in Los Angeles*

Student Facilitator: Celeste Romano | Faculty Mentor: Kathy O'Byrne

**Communication Studies 88S (2 seminars):** *Celebrity and Fan Culture*

Student Facilitator: Elisa Cottarelli | Faculty Mentor: Michael Suman

**Computer Science 88S:** *Safety in the Cloud: Introduction to Cybersecurity*

Student Facilitator: Frank Chen | Faculty Mentor: Peter Reiher

**Education 88S:** *Embracing Identity: Learn About Your Ancestry*

Student Facilitator: Amy Aldana | Faculty Mentor: Sandra Graham

**English 88SA:** *Speak Write Now: Performance as Literary Analysis*

Student Facilitator: Ashley Hope | Faculty Mentor: Eric Jager

**English 88SB:** *The Three Amigos: Introduction to Contemporary Mexican Cinema*

Student Facilitator: Tyra Lee Kristiansen | Faculty Mentor: Mitchum Huehls

**English 88SC:** *Black Pleasure / Black Pain*

Student Facilitator: Amara Lawson-Chavanu | Faculty Mentor: Uri McMillan

**English 88SD:** *Complicity/Possibility: Recent Shifts in U.S. Fiction.*

Student Facilitator: Rachael Lee | Faculty Mentor: Mitchum Huehls

**English 88SE:** *Through the Eyes of the Bystander: Breaking Perceptions of Oppression*

Student Facilitator: Mahnoor Saleem | Faculty Mentor: Christopher Mott

**English 88SF:** *Frankenstein, Monster or Maker?: Unlocking the Inner Romantic*

Student Facilitator: Melanie Taing | Faculty Mentor: Christopher Mott

**English 88SG:** *There's A Catch: An Exploration of Satire Through Catch 22*

Student Facilitator: David Veta | Faculty Mentor: Christopher Mott

**Gender Studies 88S:** *Playing God: American Trans Healthcare Experiences From 1950-Present*

Student Facilitator: Elias Lawliet | Faculty Mentor: Michelle Erai

**Management 88S:** *Mad Over Marketing: Why We Buy What We Buy*

Student Facilitator: Shashvat Somany | Faculty Mentor: Dominique Hanssens

**Mathematics 88S:** *Math in Everyday Language: A Hands-On Exploration*

Student Facilitator: Anahita Sarvi | Faculty Mentor: Michael Hill

**Microbiology, Immunology, and Molecular Genetics 88S:** *Viruses: Harmful Agents with Medicinal Applications*  
Student Facilitators: Zaid Hikmat and Louis Massoud | Faculty Mentor: Asim Dasgupta

**Music 88S:** *From Fingerpickers to Metalheads: How the Guitar Took Over the World*  
Student Facilitator: Juan Rivera | Faculty Mentor: Peter Yates

**Music History 88S:** *Modern Conversations in Hip-Hop: Important Motifs and Relevant Cities*  
Student Facilitator: Amir Adam Dailamy | Faculty Mentor: Robert Fink

**Philosophy 88S:** *Terrorism, State, and Justification*  
Student Facilitator: Chad Serrao | Faculty Mentor: Alexander Julius

**Political Science 88S:** *We, the Corporations*  
Student Facilitator: Austin Barraza | Faculty Mentor: Steven Bilakovics

**Psychology 88S:** *Criminal Justice: The History, Neuroscience, and Psychology Behind Major Controversies*  
Student Facilitator: Anna Zervos | Faculty Mentor: Theodore Robles

**Society and Genetics 88S:** *Dolphins: People of the Sea*  
Student Facilitator: Kayla Arjasbi | Faculty Mentor: Jessica Lynch

**Statistics 88S:** *Shaping the Future: Machine Learning and Data Science*  
Student Facilitator: Connor Hennen | Faculty Mentor: Vivian Lew

# Undergraduate Student Initiated Education (USIE) 2017-18 USIE Faculty Mentor Agreement

Dear Faculty Member,

Thank you for agreeing to serve as a faculty mentor for the 2017-18 Undergraduate Student Initiated Education (USIE) program. Please complete the form below and submit it via e-mail to the USIE office ([usie@college.ucla.edu](mailto:usie@college.ucla.edu)) no later than **Monday, April 17th, at 5.00 p.m.** Please note if you are a Unit-18 Lecturer, this is a non-compensated activity. We recommend that you consult with the chair of your hiring department for confirmation of your status. Student applicants are required to submit a separate application; however their file is not complete and their candidacy will NOT be considered unless the Faculty Mentor Agreement is received by the April 17th deadline.

## FACULTY MENTOR INFORMATION

Name: \_\_\_\_\_

Department: \_\_\_\_\_

E-mail Address: \_\_\_\_\_ Campus Phone: ( \_\_\_\_\_ ) \_\_\_\_\_

By submitting this form, you acknowledge that you have read the agreement below and agree to serve as a faculty mentor for [Insert USIE Applicant's Name]: \_\_\_\_\_

## FACULTY AGREEMENT

As a USIE faculty mentor, you agree to:

1. Express a belief that the student has the intellect and character to be an effective and responsible facilitator of an academically useful course which can be adequately prepared by the end of the WINTER 2018 quarter;
2. Meet regularly with the student during SPRING 2017 and WINTER 2018 to develop the seminar syllabus and the requisite knowledge of the course material;
4. Visit the seminar at least once, be available as a continuing resource for the facilitator, and serve as the instructor of record for the course (including submitting the final grades), during the SPRING 2018 quarter.

Please review the [Faculty Mentor Checklist](#) for further details about faculty mentor responsibilities.

## LETTER OF SUPPORT

Write a brief letter of support for the applicant (250 words or less).

# Undergraduate Student Initiated Education (USIE) 2017-18 USIE Faculty Mentor Checklist

## SPRING 2017

Students interested in initiating and facilitating an 88S seminar need to secure your approval and sponsorship by SPRING 2017. As a Faculty Mentor, you are agreeing to sponsor a student and meet with the student to discuss the seminar concept. Faculty mentor expectations include the following:

- Review the content of the proposed course to determine that it is within the scope of your department's curricular offerings.
- Determine that there is a clear pedagogical rationale for offering the proposed course.
- Complete and submit the required Faculty Mentor Agreement electronically to the USIE program ([usie@college.ucla.edu](mailto:usie@college.ucla.edu)) by **Monday, April 17, 2017 at 5:00pm**. NOTE: Students submit their application online via e-mail but their candidacy in the USIE program will NOT be considered until the Faculty Mentor Agreement is received prior to the deadline.

The USIE Student-Faculty Advisory Committee will review the applications during Week 6 of SPRING 2017. Both you and your student will be notified via email by Week 8 of SPRING 2017 of your student's application result.

## FALL 2017 & WINTER 2018

Student facilitators must be enrolled in [YOUR DEPARTMENT] 188SA by the beginning of Fall and 188SB by the beginning of Winter. Faculty mentor expectations include the following:

- Meet regularly with the student to develop a comprehensive plan for the spring seminar (88S).
- Clarify the roles and responsibilities of the student facilitator and faculty mentor. In particular:
  - Develop a plan for supervising the student facilitator and review this plan with the student.
  - Review the content area of the seminar in both scholarly and pedagogical terms.
  - Review and approve the course syllabus prepared by the student facilitator. The syllabus includes:
    - 1) an outline of course content;
    - 2) the reading list;
    - 3) a statement about the frequency of class meetings; and
    - 4) all assignments and requirements for obtaining a passing grade.
  - Establish with the student facilitator a system for keeping accurate records and documentation support the awarding of credit to enrolled students.
  - Inform the student facilitator that you are responsible for supervising the awarding of all final grades and for reporting the grades to the Registrar's Office.

## SPRING 2018

Student facilitators must be enrolled in [YOUR DEPARTMENT] 188SC by the beginning of Spring. Faculty mentor expectations include the following:

- Download the 88S enrollment roster and provide a copy to the student facilitator

## SPRING 2018 CONTINUED

- Confirm that student facilitator is not enrolled in his/her own 88S seminar.
- Meet with student facilitator regularly through the 188SC to provide guidance as the 88S seminar is being facilitated.
- Visit at least one session of your student's USIE seminar, preferably in the earlier part of the quarter.
- Submit final grades for the enrolled students, based on information from the facilitator.

## QUESTIONS?

Contact USIE Administration at [usie@college.ucla.edu](mailto:usie@college.ucla.edu) or 310-825-7867.

**USIE Honors 101E.1**  
**Powell 186**  
**Tuesdays 4-5pm**

Hannah Whang Sayson  
Office Hours: Tue. 3-4, 5-6; By appointment

[hwhang@oid.ucla.edu](mailto:hwhang@oid.ucla.edu)  
Powell 190

**Course Description**

This seminar is designed to prepare USIE student facilitators (SFs) to lead their own peer-seminars in the spring quarter by providing guidance as they revise their proposed syllabi. The course aims to facilitate consideration of key components of course design (e.g., objectives, assignments, activities) and prepare SFs to examine and develop their own teaching philosophy, pedagogy, and classroom practices. Additionally, we will discuss issues related to teaching and learning such as diversity and inclusivity. This course will also lay the foundation for our winter seminar, during which we will more fully address lesson planning, class discussions, and presentation skills.

**Goals**

Through this course, student facilitators will...

- Integrate USIE, department, and university goals into their own course goals
- Design preliminary learning objectives, activities, and assessments that will be revisited and refined during winter quarter
- Design a syllabus that strategically distributes USIE student workload throughout a 10-week quarter
- Develop an understanding of their teaching philosophy with an eye toward integrating pedagogical practices that maximize student learning
- Collaborate with SF colleagues to provide respectful and constructive peer review throughout the year

**Grading & Assignments**

This course is graded on a Pass/No Pass basis. Your grade will be based on in-class participation as well as completion of USIE-required assignments. Readings and resources are posted on the CCLE website, organized roughly by course topic. These materials are meant to serve as a starting point for our weekly discussions, not a definitive guide to pedagogy and student learning. As such, suggestions for materials that offer additional, thoughtful perspectives are welcome.

Participation involves respectful contribution to class discussions and peer review. It entails listening to colleagues just as much as it does providing feedback. *Constructive* criticism is key to peer review; comments should be positively intended, specific, objective, actionable, and focused on the work at hand, not the person.

This course has two formal assignments: a course title and description, and revised syllabus. Assignments are due to Hannah (via CCLE) during Week 7 and Week 10, respectively, as noted in the schedule below, and to Myrna ([mkikuchi@college.ucla.edu](mailto:mkikuchi@college.ucla.edu)) at the end of Week 10.

**Schedule**

**Week 1, 9/27:** USIE program goals. Timeline. Personal goals for seminar.

-Check-in with USIE about schedule and program logistics

Week 2, 10/4: Course goals. Teaching priorities. Student-centered teaching.

- How does your course relate to university and department goals for UG education?
- Why is your course interesting, challenging, important?
- How can we support students' diverse learning experiences and preparation?
  - Suggestive vs. prescriptive structure; Cultivating skills vs. information acquisition

Week 3, 10/11: Selecting course materials. Classroom climate.

- How does each text, resource, etc. support explicit and underlying course goals?
  - Breadth vs. depth
- What does engagement look like?
- What is an inclusive classroom?
- Controversy and "hot moments"

*Swap week's worth of seminar readings with partner*

Week 4, 10/18: Exercises, activities, and assignments.

- How does each activity/assignment support explicit and underlying course goals?
  - Backward design: aligning outcomes, objectives, activities, assessment
- Why are topics/themes and assignments organized the way they are?
  - Instructional scaffolding to facilitate learning of content and skills
- What amount, difficulty of work can be reasonably expected within course constraints?

*Design syllabus map*

Week 5, 10/25: Developing a syllabus rubric.

- What are the qualities of a good syllabus?
- Swap syllabus maps and feedback with partner*

Week 6, 11/1: Assessment and feedback (Guest facilitator: Michael Soh, USIE '07).

- What is the purpose of assessment? How will you integrate (self-)assessment?
  - Formative vs. summative
- What can you measure, practically? Fairly?
- Feedback loop; communication

*Start revising syllabus for workshops (Weeks 8-10) based on takeaways from discussion*

Week 7, 11/8: IGR Workshop (Guest facilitator: Tanya Figueroa).

*Review next week's syllabi*

***Due Friday, 11/11 to Hannah: Course title & short description***

Week 8, 11/15: Syllabus workshop

*Review next week's syllabi*

Week 9, 11/22: Syllabus workshop

*Review next week's syllabi*

Week 10, 11/29: Syllabus workshop

***Due Friday, 12/2 to Myrna: Course title & short description; Syllabus***

***Due Friday, 12/2 to Hannah: Revised course title & description (if applicable); Syllabus***

Winter Break

- What is your learning style?
- What is your teaching style? Why?

**USIE Honors 101E.2**  
**Syllabus Revision**  
**Humanities A46**  
T 6-6.50

Chris Mott  
OH: T 2-5; R 12.30-1.30

Hum A82  
mott@humnet.ucla.edu

**COURSE DESCRIPTION:** This course aims to prepare USIE student facilitators (SFs) by providing guidance for SFs as they revise their proposed syllabi. Treating each component of the syllabus, such as assignments, activities, and assessment, this course scaffolds the composition of the syllabus to allow SFs to explore the pedagogical advantages and disadvantages of the choices they make in designing their syllabus. Student facilitators will also discuss social justice pedagogy and diversity issues in course design, text selection, composition of assignments, activities, and leading discussion. Leading discussion will be treated more fully in the winter iteration of the course, but since a well-composed syllabus often produces successful discussion, this course will lay the foundation for invested, protected productivity in the classroom.

**GOALS:**

- SFs will connect USIE, department, and university goals into their course goals
- SFs will design learning goals that account for diverse students and controversial topics
- SFs will design a syllabus that strategically distributes student workload throughout the quarter
- SFs will coordinate goals, activities and assessment of student performance, at least to some degree in conjunction with the students

**GRADING/PARTICIPATION**

The seminar will be graded on a Pass/No Pass basis. Your grade will be based on participation (thoughtful contribution to class discussion) and completion of the assignments (non-graded). Unexcused absences threaten a passing grade as you will not be here to participate. Participation means making respectful suggestions to your peers, and it means indicating in your comments that you have listened carefully and productively to others' comments. Further, participation means that you question ideas, not persons. Finally, personal experience is welcome in this class, but please remember that single case incidents do not provide conclusive evidence. Respecting these qualities of participation will lead to a passing grade.



## DUE DATES

Title, Short Description, **Tuesday November 8**

Revised syllabus to Myrna in USIE office, **Friday December 2.**

## SCHEDULE

Week 1, 9/27: USIE Program Goals. **Myrna Castillo** with timeline, deadlines, and administrative issues.

>Student-centered learning.

>First Day Activities: name analysis.

Week 2, 10/4: Building inclusive pedagogy into syllabus: **Peter Chesney**

Week 3, 10/11: **Guest speaker: Richard Tucker**

>*Course goals/Description*: relation to university and department goals for UG education; course theme suggestive, not prescriptive; why is this course interesting, challenging, important? Why does the course pursue the topics in the way it does? Goals and themes sensitive to diverse student experience, preparation, and identity

>*Materials*: teaching highly charged material; pacing, student workload figured by difficulty and task; the myth of symmetry; selection criteria: match materials to course goals; consider breadth v. depth.

Week 4, 10/18: **Guest speaker: Hannah Diaz**

>*Course Requirements/Assignments*: scaffold the learning experience: begin with small tasks that aggregate into a larger one; provide feedback aligned with course goals and goals for assignments; privilege analytical over informational activities; promote self-reflection

Week 5, 10/25: **Guest Speaker Ari Kolbe**

>*Assessment/Grade Breakdown*: suggestions to students for how to succeed in and get the most out of the course; discussion of what good participation looks like? Some suggestions on syllabus?

Week 6, 11/1: **Group work**: composition of *Syllabus Rubric* to be applied in editing workshops; Rubric: What are the qualities of a good syllabus?

Week 7, 11/8: Syllabus Workshop

Week 8, 11/15: Syllabus Workshop

Week 9, 11/22: Syllabus Workshop

Week 10, 11/29: Syllabus Workshop

## **RESOURCES**

### **COURSE WEBSITE**

This syllabus, book and research materials, and other resources, will be posted on the course's CCLE website. Directions for logging on to the course website can be found here: [https://docs.ccle.ucla.edu/w/Main\\_Page](https://docs.ccle.ucla.edu/w/Main_Page). If you run in to any problems, contact the Instructional Technology Consultant crew at [RITC@humnet.ucla.edu](mailto:RITC@humnet.ucla.edu).

### **PLAGIARISM**

Plagiarism includes presenting someone's words, ideas, (any other person's intellectual product) as if they were your own. If you use someone else's work without quoting or citing completely, you have committed plagiarism and will fail the assignment and/or the course, be reported to the Dean of Students, and possibly be dismissed from UCLA. Do not use any outside sources; do not submit the same paper more than once; if you have a question, please ask us. When in doubt, cite it. For further information on UCLA's plagiarism policy, please visit <http://www.deanofstudents.ucla.edu/conduct.html>.

### **CAE**

Center for Accessible Education (CAE). The University provides services to students with disabilities and should any student require disability-related accommodations, they should contact the Center for Accessible Education at:

[www.cae.ucla.edu](http://www.cae.ucla.edu)

TDD 310-206-6083

### **STUDENT WRITING CENTER**

The Student Writing Center offers one-on-one sessions. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. Locations: A61 Humanities; Reiber 115 (for dorm residents only). Phone: [310-206-1320](tel:310-206-1320). Website: [www.wp.ucla.edu](http://www.wp.ucla.edu)

### **COUNSELING AND PSYCHOLOGICAL SERVICES**

Counseling and Psychological Services (CAPS) is a valuable campus resource for self-care. According to the CAPS website: "In the broadest terms, the mission of CAPS is to promote academic achievement and reduce attrition and impediments to

academic success. In carrying out this charge, our mission is three-fold and reflects the needs of a diverse campus community: (1) to promote positive personal growth and self-management by UCLA students; (2) to assist students in coping with increasingly complex and stressful emotional crises, trauma and mental health issues which may interfere with academic and personal functioning; and (3) to enhance the psychological well being and safety of the campus community.”  
Website: <http://www.counseling.ucla.edu/>

**USIE Honors 101E.1**  
**Powell 186**  
**Tuesdays 4-5pm**

Hannah Whang Sayson  
Office Hours: By appointment

[hwhang@oid.ucla.edu](mailto:hwhang@oid.ucla.edu)  
Powell 190

**Course Description**

This seminar is designed to prepare USIE student facilitators (SFs) to lead their own peer-seminars in the spring quarter. Building on topics from the previous quarter's seminar (intro to pedagogy, assessment, syllabus design), the course guides SFs in further examining and developing their teaching philosophy, pedagogy, and classroom practices. The majority of class time will be dedicated to microteaching sessions with peer feedback; additional topics include lesson planning, facilitating class discussions, and general considerations for class presentations.

**Goals**

Through this course, student facilitators will...

- Refine learning objectives, activities, and assessments originally conceptualized for syllabi submitted in the Fall
- Design and practice at least one lesson's worth of assignments and activities, and outline their first day of class for the spring
- Collaborate with SF colleagues to provide respectful and constructive peer review throughout the year

**Grading & Assignments**

This course is graded on a Pass/No Pass basis. Your grade will be based on successful completion of one lesson plan, delivery of one mini lesson, and engagement as a facilitator as well as a student.

- Presenting SFs should post or otherwise disseminate relevant assignments and lesson plans at least one week prior to their scheduled microteaching session. Written reflections are then due the Friday following their mini lesson.
- Non-presenting SFs are expected to complete their colleagues' assigned readings, engage in colleagues' instructional activities, and contribute in-class feedback regarding homework and in-class activities. Written feedback for presenters is due the Friday following the mini lesson.

Participation involves respectful contribution to class discussions, peer review, and self-assessment. It entails listening to colleagues just as much as it does providing feedback. Thus, while you may bring electronic devices to class in order to take notes or compose microteaching feedback, they are not to be used during colleagues' mini lessons.

**Schedule**

Week 1, 1/10: Microteaching. Lesson Planning. Effective Questioning.

-Logistics: Microteaching schedule, CCLE

Week 2-9: Microteaching Sessions—facilitator schedule TBD.

***Due one week before (if Presenter): Relevant readings and lesson plan***

***Due Fridays: Reflection (if Presenter); Comments on mini lesson and lesson plan (if Reviewer)***

Week 10, 3/14: Teaching and Learning Styles. Review and Wrap-up.

Mini Lesson (15 min)	Peer Feedback (10 min)*
Interactive lesson representing either one component or a condensed version of one class meeting <ul style="list-style-type: none"> <li>• Assume reviewers have completed all assigned homework and reviewed lesson plan</li> </ul>	Comments focused on delivery and structure of lesson, rather than content <ul style="list-style-type: none"> <li>• Be descriptive, specific, and focused on changeable actions</li> <li>• Identify what was done well and what can be further developed</li> </ul>

Due 1 Week Before Session

**Presenter:** Post or email class all relevant readings/homework for mini lesson, and lesson plan (for entire 1-hr lesson)

Due Friday Following Session

**Presenter:** Email Hannah reflection on how the mini lesson went and any adjustments you'll make as a result

- What went well?
- What could be improved?

**Reviewers:** Email Hannah microteaching feedback, to be consolidated and sent to Presenter

- Which aspects of the presenter's teaching were effective? Which behaviors and practices would you like to model in your own teaching?
- What suggestions would you offer to strengthen the presenter's future teaching? Why?
- To what extent do the presenter's mini lesson/activity and lesson plan support each other and the intended learning objectives?

\*Points to consider for peer feedback:

**Interactive learning:** Attentiveness to learners' needs, Providing feedback to learners, Design/facilitation of activities, Comprehension checks, Facilitation of peer-to-peer interactions

**Structure:** Lesson opening/segue, Communication of learning outcomes, Level of challenge for learners, Transitions between topics, Closure/Summary, Time management

**Assessment:** Pre-assessment, Post-assessment

**Delivery:** Use of slides, boards, or other visual aids, Use of worksheets or handouts, Use of physical space, Gestures, Facial expressions, Eye contact, Confidence, Volume and articulation, Pacing

**Discussion format:** Variety of question types, Variety of questioning strategies, Level of cognitive demand, Responses to learners' questions, Integration of peers and peers' comments

**USIE Honors 101E.2**  
**Micro Teaching**  
**Humanities A48**

Winter 2017  
Pub Aff 1264  
T 6-7  
[mott@humnet.ucla.edu](mailto:mott@humnet.ucla.edu)

Chris Mott  
Hum A82  
OH: T 3-6

This seminar aims to follow up on our work building a syllabus and designing a course of study. This quarter we will practice actually teaching one of the days you've planned on your syllabus. To that end, you will first compose a lesson plan and then choose a fifteen-minute section from that plan to practice teach with your peers playing your students.

**OBJECTIVES**

Student Facilitators gain a sense of class time, learning to pace discussions & activities  
Student facilitators discover the most fitting persona and tone for their teaching style  
Student Facilitators practice stimulating discussion through strategic questioning, relevant learning activities and exercises, and productive class logistics

**SCHEDULE**

Week One (1/12): What makes a good discussion? Lesson plans & leading discussion; how we'll help each other with micro teaching practice. **Post latest syllabus to Forum**

Week Two (1/19): Lesson Plan workshop; **post LPs to Forum**

Week Three (1/26): Micro teaching: Frank Chen & Amir Dailamy

Week Four (2/2): Micro teaching: Connor Hennen & Zaid/Louis

Week Five (2/9): Micro teaching: Ashley Hope & Tyra Kristiansen

Week Six (2/16): Micro teaching: Amara Lawson-Chavanu & Rachael Lee

Week Seven (2/23): Micro teaching: Celeste Romano & Mahnoor Saleem

Week Eight (3/1): Micro teaching: Chad Sarrao & David Veta

Week Nine (3/8): Micro teaching: Anna Zervos

Week Ten (3/15): Celebration of teaching



**Welcome to Online Evaluation from the Evaluation of Instruction Program**

Please fill out this survey based on your experiences in this USIE Instructor Training Course. Your answers to this survey are confidential. The information you provide will be combined with responses from other participants and reported in the form of summary statistics and group totals. Your participation is voluntary and you may skip any questions you would prefer not to answer. Thank you very much for your participation.

**1 Instructor Objectives:**

To what extent do you agree with the following statements:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Applicable
1.1 The instructor was concerned about your learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 The instructor made you feel welcome to seek help in or outside of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 The instructor clearly communicated course expectations and learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 The instructor was knowledgeable about course topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2 Course Objectives:**

How helpful was this course in improving your ability to perform the following activities, as compared to before taking this course:

	Not At All Helpful	Somewhat Helpful	Very Helpful	Essential	Not Applicable
2.1 Constructing a course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Choosing appropriate course materials (e.g., textbooks, research articles) to meet learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Designing assignments that help students achieve expected learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Evaluating coursework to assess student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 Designing lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.6 Microteaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.7 Leading class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.8 Creating an inclusive classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.9 Using technology to enhance student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.10 Facilitating student learning, in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which course exercises or discussions were particularly helpful in improving your ability to do the following:

2.11 Construct a course syllabus (maximum 100 characters)	<input type="text"/>
2.12 Choose appropriate course materials (e.g., textbooks, research articles) to meet learning objectives (maximum 100 characters)	<input type="text"/>
2.13 Design assignments that help students achieve desired learning outcomes (maximum 100 characters)	<input type="text"/>
2.14 Evaluate coursework to assess student learning (maximum 100 characters)	<input type="text"/>
2.15 Design lesson plans (maximum 100 characters)	<input type="text"/>
2.16 Microteach (maximum 100 characters)	<input type="text"/>
2.17 Lead class discussions (maximum 100 characters)	<input type="text"/>
2.18 Create an inclusive classroom environment (maximum 100 characters)	<input type="text"/>
2.19 Use technology to enhance student learning (maximum 100 characters)	<input type="text"/>
2.20 Facilitate student learning, in general (maximum 100 characters)	<input type="text"/>

How confident are you now that you can...

	Not At All Confident	Somewhat Confident	Very Confident	Absolutely Confident
2.21 Construct a course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.22 Choose appropriate course materials (e.g., textbooks, research articles) to meet learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.23 Design assignments that help students achieve desired learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.24 Evaluate coursework to assess student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.25 Design lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.26 Microteach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.27 Lead class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.28 Create an inclusive classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.29 Use technology to enhance student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.30 Facilitate student learning, in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3 Overall Rating:**

Please rate your satisfaction with the following:

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
3.1 Your instructor, overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 The course, overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4 Open Questions:**

4.1 Which aspects of this course do you consider most valuable in preparing you to teach your own course? (maximum 5000 characters)	<input type="text"/>
4.2 How could this course be improved? (maximum 5000 characters)	<input type="text"/>

PLEASE NOTE: Each year, the Academic Senate Committee on Teaching gives awards to outstanding faculty and teaching assistants. If you wish to nominate an instructor or teaching assistant for such an award, please contact the instructor's department.


THANK YOU! Your assistance in improving teaching is appreciated.

Close Window



April 5, 2013

To: Elizabeth Bjork, Chair  
USIE Faculty-Student Advisory Committee

From: Troy Carter, Chair   
Undergraduate Council

**Re: Undergraduate Student Initiated Education proposal (submitted March 25, 2013);  
Effective term: Fall 2013**

I am pleased to inform you that, at its April 5, 2013 meeting, the Undergraduate Council unanimously approved the Undergraduate Student Initiated Education proposal to revise the program's requirements. The effective date of this approval is **Fall 2013**.

Please do not hesitate to contact me (x54770, [tcarter@physics.ucla.edu](mailto:tcarter@physics.ucla.edu)) or Academic Senate Policy Analyst, Melissa Spagnuolo (x51194; [mspagnuolo@senate.ucla.edu](mailto:mspagnuolo@senate.ucla.edu)), if you have any questions.

cc: Kim Alexander, Articulation Officer, UARS  
Lucy Blackmar, Assistant Vice Provost, Undergraduate Education Initiatives  
Kathleen Copenhaver, Associate Registrar, Registrar's Office  
Beserat Hagos, Director of Special Seminars, Undergraduate Education Initiatives  
Penny Hein-Unruh, Assistant Vice Provost, Undergraduate Academic Support  
Leann Hennig, Senior Editor, Registrar's Office  
Robert Kilgore, Manager, Degree Audit System, Registrar's Office  
Kyle McJunkin, Executive Coordinator, College Faculty Executive Committee  
Melissa Spagnuolo, Principal Policy Analyst, Academic Senate

Attachment: Proposal

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# UCLA MEMORANDUM

Undergraduate Student Initiated Education  
A265 Murphy Hall  
157101

March 25, 2013

To: Troy Carter, Chair, Undergraduate Council

Fr: Elizabeth Bjork, Chair, USIE Faculty-Student Advisory Committee

Re: Changes to the USIE program

The Undergraduate Student Initiated Education (USIE) program offers a select group of juniors and seniors an opportunity to develop and facilitate, under close faculty supervision, a lower division seminar for their peers. While the program has operated successfully for 7 years, the Faculty-Student Advisory Committee felt students accepted into the program would benefit from more interaction with their faculty mentor and additional time to develop their Spring course. Consequently, at its November 28, 2012 meeting the committee voted to adjust the program requirements (6 approve, 0 oppose, 0 abstain).

Specifically, the committee wishes to extend the pedagogy course from one quarter to two quarters and the independent study courses from two quarters to three quarters. Under the current program timeline, interested students submit an application in early Fall and are notified mid-quarter of their acceptance. During the Winter quarter, student facilitators enroll in an independent study course (188SA) with their faculty mentor as well as the Honors 101E pedagogy seminar. The student facilitators offer their seminars in the Spring while enrolled in another independent study course (188SB) with their faculty mentor.

Moving forward, we are proposing to accept applications in the Spring quarter and are asking admitted students to begin the pedagogy course and interdependent study courses in the Fall, which will then continue in the Winter. This change will provide students with additional time to develop their course proposal and a meaningful and productive relationship with faculty mentors. It will also allow the Honors 101E instructor additional opportunities to interact and advise student facilitators on issues of syllabus development and pedagogy.

Even though the preparation time is expanded by one quarter, program expectations and the number of units required for the program (6 units) will remain unchanged. Please see the chart below.

	<b>Current</b>	<b>Proposed</b>
<b>Fall</b>		Honors 101E (1 unit) DEPT 188SA (1 unit)
<b>Winter</b>	Honors 101E (2 units) DEPT 188SA (2 unit)	Honors 101E (1 unit) DEPT 188SB (1 unit)
<b>Spring</b>	DEPT 188SB (2 units)	DEPT 188SC (2 units)
	3 courses, 6 units	5 courses, 6 units

Thank you for your time and consideration. We are confident that these adjustments will be of benefit to the student participants and the program as a whole. Please contact Beserat Hagos, Director of Special Seminars, ([bhagos@college.ucla.edu](mailto:bhagos@college.ucla.edu)) or me ([elbjork@psych.ucla.edu](mailto:elbjork@psych.ucla.edu)) if you have any questions regarding this proposal.