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**PROGRAM OVERVIEW**

**MISSION**

The Leadership Institute’s mission is to help students develop and apply the knowledge, skills and attitudes associated with effective and socially responsible leadership.

Young people are worried about the state of the world and the complex problems facing all inhabitants of the planet. They are motivated to understand these challenges and eager to have a positive impact on their local communities, the nation and the world. We believe that high school students are capable of making a positive difference. Our obligation is to help them understand complex social issues and develop the confidence and competence to make a positive contribution. We must also help them develop the skills and commitment to be reflective about their practice of social responsibility.

The vast majority of leadership development programs in the United States focus on teaching students the essential skills of leadership, e.g. public speaking, debate, interpersonal skills, problem solving, leadership style, conflict resolution, budgeting and fundraising. This Institute teaches some of these but always in the context of, and in relation to, a set of social issues that are of interest to the student. The themes of our courses include: environmental sustainability, conflict, health, global issues, human rights, women and leadership, social entrepreneurship, community organizing, science, creativity, and social media. Our goal is to help students understand these complex issues in the context of the Social Change Model of Leadership. The program includes three highly related components: the classroom experience, the residential program, and the Action Plan. Students spend part of their time exploring the history, policy questions, and current complexities of a social issue and part of their time learning and practicing leadership skills. By the end of their course, all students are required to construct an Action Plan, a proposal for how they will apply what they learned in their home communities. Socially responsible leadership requires us to ask the questions: What do we do with who we are and what we know? What can we do that serves the greater good?

After the summer program, we encourage students to communicate with their instructors and the staff regarding their work. In the following summer, all students are invited to submit a final report. Those who demonstrate significant progress are recognized with the Leadership Institute’s Certificate for Social Action.

**GUIDING PRINCIPLES**

The Institute believes that students learn best. . .

- when they are challenged in the context of a supportive community of learners
- when they assume responsibility for their learning and for making contributions to the community of learners
- then their learning has real consequences and can be applied in service to others
- when they are engaged in an experiential and interdisciplinary approach to learning
- when they are engaged in a learning process that includes both action and reflection
- when they can apply their learning to multiple environments

**CORE VALUES**

- Excellence
- Diversity
- Challenge
- Compassion
- Responsibility
- Scholarship
- Community
- Self-Reflection
- Service
OUR BELIEFS ABOUT LEADERSHIP

- Leadership skills can be identified, taught, and learned.
- The traditional definitions of effective leadership are limiting and inaccurate. A wide variety of leadership styles help groups, organizations, and societies identify needs and achieve goals.
- Students should be encouraged to identify their strengths, build on them and take corrective action to deal with their limitations or challenges.
- Leadership is not just about positions of power. Among many other things, it is a process of influence. All students have the capacity to influence others in their schools and communities. While stating this, it is also important to recognize that power differentials exist based on gender, race and ethnicity, social and economic class, religion, sexual orientation, age, organizational structure, economic power, and many other variables.
- Our courses are designed to help students develop the competencies and confidence to have a positive impact on their community.
- Young people care about the state of the world. Through education, skill building and collaboration with other students and elders, they can be inspired and motivated to take action regarding social issues that demand our attention.
- It is often said that young people are “our future.” This is true, but they are also our present. Those of us who are older have a responsibility to remain engaged and responsible. It is through partnerships between young people and adults that we impact the world in positive ways.

SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT

The Brown Leadership Institute uses the Social Change Model (SCM) of Leadership Development as a values-based framework for our program. Instructors are encouraged to incorporate this model into their curriculum and to reference this model in their discussions. SCM is widely used across college campuses and is popular with students and instructors.

For more detailed information about this model:


We strongly encourage instructors to review the accompanying manual¹ which includes more information about this model and helpful activities and exercises that can be used in class. This book can be reviewed or downloaded in its entirety at:

Leadership for a Better World


The Social Change Model of Leadership: A Brief Overview

By Wendy Wagner

A major portion of the Multi-Institutional Study of Leadership (MISL) uses a measure of the Social Change Model (SCM) to study leadership as an outcome of the college experience. To fully understand the results of the MISL, it is therefore important to be familiar with the approach to leadership development advocated by the SCM. The purpose of this article is to describe its background and key assumptions, as well as the seven central values for leadership development programs and the overarching dimension of change that are at its core.

In 1993, Helen and Alexander Astin, working through the Higher Education Research Institute at the University of California Los Angeles and a grant from the federal Eisenhower Leadership Development program, gathered ten leadership specialists and student affairs professionals from across the country to create a model of leadership development for undergraduate college students. Calling themselves "The Working Ensemble," this group met six times in two-day working sessions, discussing what knowledge, values, or skills students need to develop in college in order to participate in effective leadership focused on social change. The result was the Social Change Model of Leadership Development (Higher Education Research Institute, 1996).

The SCM was presented at numerous professional conferences and the Guidebook (Higher Education Research Institute, 1996) was provided at no charge for several years as a deliverable from the grant and continues to be distributed at cost from NCLP. Kezar, Carducci, and Contreras-McGavin (2006) observe, "The social change model of leadership development and the seven C's of social change have played a prominent role in shaping the curricula and formats of undergraduate leadership education initiatives in colleges and universities throughout the country" (p. 142).

Key Assumptions

The SCM, like many of today’s emerging leadership theories (Burns, 1978; Komives, Lucas, & McMahon, 1998; Rost, 1993), emphasizes a nonhierarchical approach to leadership. Some of the "key assumptions" upon which the model is based best describe this approach:

- Leadership is collaborative. Effective leadership is based on collective action, shared power, and a passionate commitment to social justice (Higher Education Research Institute, 1996, p. 11).
- Leadership is the process of group experiences as it works collaboratively toward a goal. It is not the acts of an individual with authority.
- Leadership is based on values. To have the trust necessary for collective action, students and groups must be clear about their values and consistent with their actions.
- All students can do leadership. Leadership development is not reserved for students holding leadership positions, but is for any student wanting to engage with others to create change.
- Leadership is about change. Effective leadership involves being able to accomplish positive change for others and for the community.

(Adapted from Higher Education Research Institute, 1996, p. 10)

The SCM is unique in that it was created specifically for the college undergraduate. No longer do college and university leadership educators have to rely on adapting corporate leadership models to fit into the undergraduate learning environment.

Diagram of the Social Change Model

- Collaboration
- Common Purpose
- Controversy
- With Civility

- Consciousness
- of Self
- Congruence
- Commitment

- Citizenship

Individual Values

Society/Community Values
The Seven C’s: The Critical Values of the Social Change Model

<table>
<thead>
<tr>
<th><strong>INDIVIDUAL VALUES</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Consciousness</strong></td>
<td><strong>of Self</strong> Being self-aware of the beliefs, values, attitudes, and emotions that motivate you to take action. Being mindful, or aware of your current emotional state, behavior, and perceptual lenses.</td>
</tr>
<tr>
<td><strong>Congruence</strong></td>
<td>Acting in ways that are consistent with your values and beliefs. Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others.</td>
</tr>
<tr>
<td><strong>Commitment</strong></td>
<td>Having significant investment in an idea or person, both in terms of intensity and duration. Having the energy to serve the group and its goals. Commitment originates from within, but others can create an environment that supports an individual’s passions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GROUP VALUES</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration</strong></td>
<td>Working with others in a common effort, sharing responsibility, authority, and accountability. Multiplying group effectiveness by capitalizing on various perspectives and talents, and on the power of diversity to generate creative solutions and actions.</td>
</tr>
<tr>
<td><strong>Common Purpose</strong></td>
<td>Having shared aims and values. Involving others in building a group’s vision and purpose.</td>
</tr>
<tr>
<td><strong>Controversy with Civility</strong></td>
<td>Recognizing two fundamental realities of any creative effort: 1) that differences in viewpoint are inevitable, and 2) that such differences must be aired openly but with civility.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>COMMUNITY VALUES</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizenship</strong></td>
<td>Believing in a process whereby an individual and/or a group become responsibly connected to the community and to society through some activity. Recognizing that members of communities are not independent, but interdependent. Recognizing individuals and groups have responsibility for the welfare of others.</td>
</tr>
</tbody>
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Since it is a key assumption of the SCM that the ultimate goal of leadership is positive social change, “change” is considered to be at the “hub” of the SCM.

| **Change** | Believing in the importance of making a better world and a better society for oneself and others. Believing that individuals, groups and communities have the ability to work together to make that change. |

(Adapted from Higher Education Research Institute, 1996, p. 21; Tyree, 1998, p. 175; and Astin, 1996, p. 6-7)
provides learning activities related to the “Seven Cs.” The SCM was the theme of Concepts & Connections Volume 4, Issue 2 (available in PDF form at no charge to NCLP members). In 1998, Maryland doctoral student Tracy Tyree completed a dissertation that created a survey instrument to measure each of the seven Cs, as well as Change (Tyree, 1998). These eight scales, collectively called the Socially Responsible Leadership Scale (SRLS), were subsequently revised (Appel-Silbaugh, 2005; Dugan, 2006) to reduce the number of question items from 105 to 68 while maintaining reliability and validity, resulting in the SRLS-Revised 2 (SRLS-R2). Either of these scales is available at no charge from the National Clearinghouse for Leadership Programs to aid in research and assessment of college student leadership programs. A web-version of these scales with reports using national normative MSL data will be available through site licenses Spring 2007. For information on any of these resources, visit www.nclp.umd.edu or write wagnerv@umd.edu.

References


Wendy Wagner is the Coordinator of the National Clearinghouse for Leadership Programs, a doctoral student in the College Student Personnel Administration program at the University of Maryland, and member of the Multi-Institutional Study of Leadership research team.
DIVERSITY

The Leadership Institute is committed to the University’s Pathways to Diversity and Inclusion: An Action Plan for Brown University (DIAP) which states:

“To achieve our goals as a university, we must embrace both diversity and inclusion. It would be an empty victory to achieve one without the other. Absent diversity, an inclusive campus may become a homogeneous intellectual echo chamber that cannot teach individuals how to learn from, or communicate and collaborate with, people different from themselves. Absent inclusion, a diverse campus may generate misunderstandings and feelings of invisibility, fragmentation, frustration, and even anger that stem from the unproductive clash of people who bring different worldviews, experiences, and concepts of identity to campus but who do not often interact/engage with one another on campus. It is only on inclusive campuses that diversity becomes a valued asset that promotes the advancement of knowledge and the learning and development of all of its members. Brown must achieve both objectives, as both are integral to the highest and most rigorous academic standards. Our commitment to diversity and inclusion is essential to our mission as a university, and it reflects the strongly held Brown value that knowledge and education should advance society.

In order to create such an environment, the Leadership Institute:

- Includes diverse perspectives and ideas in its curriculum
- Recruits faculty and students who reflect a broad range of ideas, social identities, experiences, and perspectives
- Helps students develop the skills and attitudes necessary to live and learn with compassion and respect
- Helps students to understand issues of structural power and oppression
- Seeks to increase the number of faculty, Leadership Institute Assistant (LIA)s, and students who are people of color, from international backgrounds, and/or the first in their family to attend college

THE LEADERSHIP CURRICULUM

OUTCOME GOALS

By the end of a Leadership course, students will:

- Have a greater understanding of an area of academic content such as, conflict, global issues, women’s studies, creativity, international health, community organizing, or environmental science
- Have a greater understanding of major issues in a chosen area of study
- Demonstrate their ability to listen to an individual or group and summarize the facts, feelings, and opinions of others
- Demonstrate an ability to give feedback to a peer, Leadership Institute Assistant (LIA), or instructor
- Demonstrate abilities to solve problems in a small group
- Give an effective oral presentation
- Understand the strengths and challenges of their leadership style and the styles of others
- Increase their understanding of social identities, and privilege
- Construct an Action Plan for how they will apply their knowledge and skills in their community
Effective and socially responsible leadership does not exist in a vacuum; rather, influence is relation based within groups, organizations and societies. We are committed to building cohesive and respectful learning communities within the Leadership Institute. The Faculty and Leadership Institute Assistant (LIA)s do this within the classroom, and the Leadership Institute Assistant (LIA)s do this within the residence hall. We know that these efforts enhance student learning because students are more apt to take intellectual risks if they experience a sense of safety, belonging, and acceptance in the group. We are also modeling for them the power of inclusive and respectful communities and the leadership skills required to create such spaces.

The Leadership Curriculum is structured to help students achieve our outcome goals through activities in and outside of the classroom.

Each class participates in each of the following activities. You will be given this scheduling information in the spring so that you can plan your syllabus accordingly. Because of the number of courses and the complexity of the program, there is no flexibility regarding the timing of these activities. If you have special concerns, please let us know.

### INSTRUCTOR MEETINGS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIMELINE &amp; ATTENDEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Meeting over dinner</td>
<td>6:00- 8:00 pm Saturday before class – <strong>All instructors to attend, TAS, and RDS</strong></td>
</tr>
<tr>
<td>Mid –Program Instructors Lunch and Check-in</td>
<td>11:45-12:45 first Friday-lunch provided—<strong>All instructors to attend</strong></td>
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</table>

### LEADERSHIP DEVELOPMENT ACTIVITIES DURING CLASS TIME

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIMELINE &amp; ATTENDEES</th>
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<tbody>
<tr>
<td>Listening and Feedback – 2 hours</td>
<td>Monday or Tuesday of first week - with Robin Rose or Kisa Takesue—<strong>All students, TA, &amp; first-time instructors to attend, returners are optional</strong></td>
</tr>
<tr>
<td>Challenge Course – full day</td>
<td>Wednesday or Thursday of first week – <strong>ALL students, LIAs to attend. Instructors optional attendance but encouraged</strong></td>
</tr>
<tr>
<td>Public Speaking workshop – 2 hours</td>
<td>Friday of week 1 or Monday/Tuesday/Wednesday of week 2 – with Jennifer Madden – <strong>ALL students, TA, first-time instructors to attend. Returning instructors are optional</strong></td>
</tr>
<tr>
<td>Public Speaking practice – each student gives a speech or short presentation</td>
<td>Any time after the first public speaking session</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>TIMELINE &amp; ATTENDEES</td>
</tr>
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</tr>
<tr>
<td>Floor Meeting: Introductions, expectations, norms</td>
<td>9:00 – 10:00 pm on Sunday night - All students, LIAs and RDs attend</td>
</tr>
<tr>
<td>Director Welcome and Overview</td>
<td>3:15 p.m.- 5:15 pm on first Monday - All students, LIAs and RDs attend. Optional for instructors but encouraged</td>
</tr>
<tr>
<td>Community Time</td>
<td>8:00 – 9:00 pm on first Monday - All students, LIAs and RDs attend.</td>
</tr>
<tr>
<td>North, South, East, West – Leadership Styles</td>
<td>3:15 – 5:15 pm on first Tuesday - All students, LIAs, RDS, and instructors attend. LIAs and RDs facilitate and instructors should observe and provide support as needed</td>
</tr>
<tr>
<td>Exploring Identity and Privilege</td>
<td>3:15– 5:15 pm on first Wednesday or Thursday – All students, LIAs, RDS, and instructors attend. LIAs and RDs facilitate and instructors should observe and provide support as needed</td>
</tr>
<tr>
<td>Symposium, including Action Plan Meetings with instructors or workshop</td>
<td>3:15 – 5:15 PM on July 2, July 16 or July 30 – All students, LIAs, RDS, and instructors attend and participate</td>
</tr>
<tr>
<td>Community Meeting – Final wrap-up: debrief, reflections, evaluations</td>
<td>Thursday night of the second week with all students, LIAs and RDs</td>
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**Leadership Development and Community Meetings Outside of Class Time**

**Challenge Course (Low Ropes Course)**

The Challenge Course enables us to teach some great lessons about leadership in a fun way. Students will be socially, physically, and intellectually challenged, but they are also enabled to make choices about how much risk they are willing to take.

The Challenge Course is located at Wheeler Farm in Seekonk, MA, approximately 30 minutes from campus. Wheeler staff and LIAs facilitate this program.

The mission of the Brown Challenge Course Program is to provide opportunities for students, faculty, and staff to explore collaborative leadership and group dynamics within a challenging course setting.

- Each course will attend a Challenge Course class at Wheeler Farm. The Challenge course will take all of the day; please coordinate your syllabus accordingly.
- Students are transferred by bus from campus to Wheeler Farm. Lunch will be provided on site. (If faculty have dietary restrictions, please contact Karen Largess.)
FACULTY ROLE DURING CHALLENGE COURSE

- Observe your class and help your students integrate what they are learning in the classroom with their experience on the course.
- Faculty are observers of the Challenge course process; you are encouraged to ask questions during the debriefing of activities.
- More detailed information will be available during the first staff meeting.

WORKSHOPS: LISTENING AND COMMUNICATION SKILLS, PUBLIC SPEAKING

During these workshops first-time instructors are expected to observe their class so that they can make connections between these experiences and the rest of their class sessions. Returning instructors are welcome to attend, but it is not required.

SITUATIONAL LEADERSHIP/ & EXPLORING POWER AND PRIVILEGE WORKSHOPS

The Leadership Resident Director and the Leadership Institute Assistant (LIA)s are responsible for the planning and facilitation of this session. Similar to the instructor’s role on the Challenge course, instructors are asked to attend and contribute to the facilitation of the session as appropriate. The Leadership Institute Assistant (LIA)s will take the lead in this session, but instructors are most welcome to make comments, ask questions, or otherwise contribute to the discussion.

ABOUT THE STUDENTS

WHAT LEVEL OF CHALLENGE ARE THEY CAPABLE OF?

- Our students are highly motivated and want to be challenged.
- There is some variability in writing and reading skills. This is more a reflection of the schools they come from and the academic experiences they have had rather than a difference in intellectual capability.
- Our students have risen to the challenge of college level work.
- Classes should be a mix of lectures, activities, simulations, debates, small group work, working in pairs, etc. In other words, mix it up, teach to different learning styles; be the creative, engaged instructors that you are.

HOMEWORK AND ASSIGNMENTS

Students are expected to have no more than 1-2 hours of reading or homework each night. Note: On average it will take a high school student one hour to read 15-30 academic work.

Your assignments should include:

- College-Level reading (academic articles or chapters)
- Writing, including the Action Plan Writing Assignment due on the 2nd Tuesday or Wednesday of the program
- Group work in or outside of class

LIFE OUTSIDE OF THE CLASSROOM

A Brown Pre-College experience goes beyond the classroom. Outside of class, students will make friends, attend social events, and activities on and off campus, and participate in Brown Pre-College’s extensive co-curricular events and activities.
We request that each instructor provide a syllabus for each session (see samples below) for SPS to keep on file and to answer any parent or student inquiries regarding the course content of a specific course. It is helpful to have a draft of your syllabus no later than May 15th; we understand that adjustments may be made even during your course. Do send us the final version of your syllabus for our records. Resources for syllabus development can be found at Sheridan: Creating a Syllabus.

In addition to the standard information that a syllabus should include, your syllabus should include information about leadership presentations and workshops in and out of class, as well as the template for the Action Plan (see below).

Here are some good syllabi from previous courses: Women & Leadership and Environmental Justice.

The Action Plan is the capstone experience wherein the students apply the knowledge and skills acquired during the summer to construct a plan to address a community need or global issue of interest to them. Instructors should discuss the Action Plan on the first day of class or soon after and make the template available students on Canvas or as hard copies. Time should be devoted in class to work on the Action Plan and include peer and instructor feedback on proposed ideas. We also encourage instructors to provide time for final presentation practice in class and have found that asking students to write a paper on their Action Plan assists with their thinking and final presentation. We are working to update these templates, but here are versions that were used in the past: Action Plan Template 2017 and Action Plan Writing Assignment.

To support their curriculum, instructors may arrange for individuals who are experts in their field to be a guest speaker or lecturer in their course.

- Instructors email Karen_Largess@brown.edu with detailed information on their guest speaker(s) – full name, topics discussed, number of speaking hours, affiliation.
- There are 2 categories of guest speakers: Brown affiliated (Brown staff/faculty) or non-Brown affiliated (not employed by Brown).
- Brown Affiliated Guest Speakers – do not receive a monetary honorarium, they are asked to do this work in the spirit of being part of the Brown Community.
- Non-Brown Affiliated Guest Speakers – may receive an honorarium to be determined by a SPS Program Director, based on guest speaker policy guidelines.
- Questions regarding Guest Speakers may be directed to Karen Largess.

Leadership Institute Assistant (LIA)s (LIAs) are undergraduates from Brown and other institutions of higher education. They are selected on the basis of:

- Experience with high school students
- Facilitation skills
- Interest in leadership development and education
- Ability to work as a member of a team in an intense environment
- Interest in the mission of the Institute and the courses being offered
**What Do the Leadership Institute Assistant (LIA)s Do?**

LIAs are critical members of the Leadership Institute team. They are a vital link between the learning that takes place in the classroom, in Leadership workshops, and in the residence hall. All on-campus Institute students live together and the Leadership Institute Assistant (LIA)s support them and supervise the residential program. The primary responsibilities for the Fellows are:

- Serve as residence advisors—supervise students in residence halls, manage curfew, and fulfill all other expectations in accordance with Student Life policies
- Facilitate leadership and community building programs through a series of Leadership Development workshops outside of class. These sessions focus on helping students build relationships across Institute classes, provoke discussions related to the content of the classes, and facilitate some of the leadership development curriculum
- Serve as assistants in the classroom

**How Are the Leadership Institute Assistant (LIA)s Trained?**

LIAs are part of the residential team and therefore participate in one week of RA (Residence Advisor) training with the Residential Life staff. LIAs participate in an additional five days of training with the Director of the Leadership Institute and other staff. They focus on facilitation skills, leading Challenge Course programs and planning Leadership Development Sessions for the summer.

**What Is the Role of the Leadership Institute Assistant (LIA)s in the Classroom?**

- Their primary responsibility is in the residential aspect of this program.
- They are teaching assistants. They are part of your team. Please make every effort to include them in your planning, implementation and debriefs.
- They can facilitate small group discussions.
- They will assist with the Challenge Course experience. They will provide the technical expertise and work with you to de-brief the activities.
- If they have knowledge in your content area, they could lead a classroom activity.
- They are expected to do the readings so that they are prepared to assist with discussions. We will provide them with a reader.
- They will not be in your class all the time, but we expect them to be in your class for at least half the day, every day.
- They should work with you (see below) ahead of time to determine when they will be in class and when they need a break. From 4:00 p.m. until late at night, they are “on” with our students. We need your help in guiding their effort so that they are involved with the class, but not burnt out.

**What Do Leadership Institute Assistant (LIA)s Need From You?**

The LIAs have a Residence Director (RD), a graduate student who supervises their work in the residence hall. The RD will work with them to manage crises, enforce curfew, handle any discipline issues in the residence halls, etc. LIAs will keep you informed of what is happening in the residence hall, but you will not have responsibility to help them manage that aspect of the program.

The Leadership Institute Assistant (LIA)s give a huge amount of energy and leadership to the Institute. They are the folks who are up late at night with our students. They work hard to build a residential community, supervise the students, deal with any conflict, support individuals who are having difficulty, etc. They serve as tremendous role models. This is a tough job and they work hard for eight weeks straight. They need your encouragement, your feedback and guidance. Many of these young
people are considering careers in education. They want to learn how to teach and facilitate more effectively. Any feedback you can share with them regarding their strengths and challenges would be greatly appreciated by them.

They need clear expectations from you and need to be included in the planning as much as possible. They work best when there is advance planning regarding their role. Finally, they need some flexibility because life in the residence hall is unpredictable and demanding.

**PRE-COURSE PREPARATION/GETTING TO KNOW THE LEADERSHIP INSTITUTE ASSISTANT (LIA)s**

The following expectations have evolved based on the experiences of Leadership Institute Assistant (LIA)s and instructors and the overall goals of the Institute. Fellows will be assigned to classes by April 30th. SPS will provide their contact information; instructors are responsible for contacting them.

In May, Instructors and Fellows need to have two conversations (by phone or in person) focused on the following:

a) Getting to know each other’s backgrounds, experiences, and goals for the course and for their own learning.

b) Discussing the course, soliciting some ideas from the Fellow and deciding what activities with which they will facilitate or assist. Be sure to identify times when Fellows do not have to be in class.

**CONCLUSION**

Working with the Leadership Institute Assistant (LIA)s is an important part of your job. Our goal is to help these talented young people contribute to and learn from the program while also providing you with assistance in the classroom. Please share ideas with us and with other instructors. This part of the program is still evolving. It will evolve more effectively if we hear everyone’s voice.

**RESOURCES, GRANTS AND AWARDS**

**SHERIDAN CENTER FOR TEACHING & LEARNING**

The Sheridan Center for Teaching and Learning offers a wide variety of resources to instructors, including workshops, certificate programs, lectures, consulting services and an enormous repository of teaching resources. Graduate students in particular are encouraged strongly to take full advantage of the Sheridan Center for information, guidance and support – from syllabus development to teaching methods.

For more information, please visit their website or contact the Sheridan Center at 401-863-1219 or Sheridan_Center@Brown.edu.

**SUMMER CURRICULAR DEVELOPMENT GRANT**

The Curricular Development Grant provides limited funding to instructors – singly or in groups – to develop new and/or innovative summer courses. Grants are awarded primarily to those who develop courses that meet a significant need among our student population, can be incorporated into the summer curriculum as on-going offerings, and may be taught by any qualified instructors in addition to those awarded the grant.

To request further details, email spscourses@brown.edu.

To learn more about other grant awards for new and innovative course development, visit the Dean of the College website.
REGINALD ARCHAMBAULT TEACHING AWARD

Each summer, Brown Pre-College Programs offers the Reginald Archambault Teaching Award to recognize excellence among our teaching staff. Brown graduate students and Brown Postdocs who teach in our summer programs are encouraged to apply. The award will carry a $1000 cash prize and University-wide recognition. Application and criteria may be found on our website in late spring. Specific questions regarding the Archambault Teaching Award should be sent to Academic Program Coordinator, Karen Largess [karen_largess@brown.edu]. Learn more »

INSTRUCTOR LOGISTICS

CONFIRMATION OF COURSE

- A course is generally confirmed to run when enrollment reaches 10 students. Instructors can monitor their course enrollment via Banner Self-Service. When enrollment reaches 10 students, the instructor should assume the course will run.
- When courses must be canceled due to low enrollment, SPS will contact the instructor approximately 6 weeks prior to course start date.

Questions regarding course confirmations can be emailed to spscourses@brown.edu.

CHECKING ENROLLMENT IN BANNER SELF-SERVICE

Instructors can view their course enrollment throughout the registration period without having to sign into Banner. Student enrollment numbers in Banner is instantaneous and valid in real time.

The summer courses are listed in Banner Self-Service: https://selfservice.brown.edu/ss/bwckschd.p_disp_dyn_sched.

1. Select Summer 2018 (SPS) for pre-college courses
2. Choose your course SUBJECT and click “Class Search”
3. Scroll down to find your Course Title
4. Click on your Course Title to view the Detailed Class Information page with enrollment details

LETTER OF APPOINTMENT

School of Professional Studies (SPS) emails each instructor an Appointment Letter confirming their course title, course dates, amount of compensation, and pay-dates. This is NOT a confirmation that their course is running; course confirmation is contingent upon enrollment.

Questions regarding payroll can be emailed to spspayroll@brown.edu.

EMPLOYMENT ELIGIBILITY VERIFICATION FORM I-9

Any instructor officially hired by School of Professional Studies (SPS) is required to have a current Employment Eligibility Verification Form I-9 as a condition of employment. Instructors who do not have a current Form I-9 will be notified by SPS’s Finance team with instructions on how to complete the process, either locally or remotely. Please note that this communication will come from SPSPayroll@Brown.edu.

Email SPSPayroll@brown.edu with any payroll questions.
**BROWN ID CARD & ELECTRONIC SERVICES**

The Brown ID gives instructors access to electronic services (including Banner and email), library services, Canvas (Brown’s online course management system), and card-swipe access to certain buildings. **Most importantly, the Brown ID Card number is required to enter grades into Banner at the end of the course.** All instructors, excluding online, will have access to Banner and electronic services from **mid-May until the end of August**.

Every instructor with an active teaching appointment employed through SPS is eligible to receive the Brown ID Card.

### Obtaining the Brown ID Card

- To obtain the physical Brown ID card, visit the Card Office with a form of ID, such as a driver’s license or passport.
- To obtain just the Brown ID number, instructors must contact the Brown Card Office. Instructors will be asked to verify some personal information before their ID number is issued.
- Instructors must activate their Brown ID number to gain access to electronic services.

Brown Card Office  
60 Brown Street, Suite 511  
Email: brown_card@brown.edu  
Tel: 401-863-2273

### Activating Your Brown ID

Once the Brown ID number is obtained, it has to be activated before instructors can access Banner and e-services.

1. Activate the Brown ID number online via [http://activate.brown.edu/files/activate/](http://activate.brown.edu/files/activate/). (If an instructor cannot activate their ID number/card on-line, contact the Computing Help Desk at 401-863-HELP.)
2. When activating the Brown ID number, make note of the USERNAME assigned to the instructor and the PASSWORD the instructor selects, as these are needed to enter grades into Banner.
3. **PLEASE NOTE:** Full card access takes 24-48 hours to take effect.

If an instructor has successfully activated their Brown ID but is having problems logging into a service or viewing a class roster and/or grading, contact Kathleen_Dorion@brown.edu in the CIS department.

### Resources for Instructors

### Canvas Course Management System

Canvas is the University’s online course management system and offers tools to supplement an instructor’s course syllabus, including: content upload, communication, collaboration, assignments and assessments.

Students can e-access Canvas via their personal laptop or one of the campus computer labs.

**Why use Canvas?**

- Host content, course material, assignments, assessments, and collaborative projects online
- Create an easily accessible archive of your material
- Communicate with student via email and announcements
- Annotate student work and manage grades electronically
- Record and host multimedia in your course site with ease...and much more!
Please note for Summer Instructors only: A Canvas site has been automatically created for each summer course. Log in at canvas.brown.edu to view your unpublished course. Your students are automatically enrolled.

For students to see your Canvas site, you must publish it. Log into Canvas.brown.edu, select your course, and click the Publish button.

Canvas “how to” materials https://ithelp.brown.edu/kb/canvas.

To get help with Canvas, contact the Instructional Technology Group (ITG@brown.edu or 401-863-7489).

Brown University Libraries

The Brown University libraries are a wonderful resource both on-campus and online. Instructors are encouraged to share information about the library with their students. There are many spaces for students to work collaboratively or on their own. There are many library staff who can assist students with their academic work. Subject librarians can be found here https://library.brown.edu/about/specialists.php

To request or reactivate e-reserves (OCRA) and online movies, contact brown.edu/go/reserves. More information is available at https://library.brown.edu/.

Over the summer, the library operates on a more restricted schedule. For the most up-to-date information, visit the library website (http://library.brown.edu/libweb/hours.php).

For more information about the library, please contact Rock@brown.edu.

ACADEMIC TECHNOLOGY

Faculty Development

Academic Technology Institute: an immersive program that helps instructors integrate technology into teaching; held annually at the end of Spring Semester

Academic Technology Workshops: faculty development workshops that explore technology, teaching, and learning

Digital Teaching and Learning at Brown: learn how Brown faculty are using technology to enhance online and face-to-face courses

Instructor Workshops: “Designing a Student-Centered, Inclusive Pre-College Course”

● Workshop to be led by Stacey Lawrence, PhD, Assistant Director for STEM Initiatives in the Sheridan Center for Teaching & Learning.
● Attend one of the following interdisciplinary sessions: April 24 or 30, 12:15-1:45p, (lunch available at 12:00 PM) at the Sheridan Center, ScLi 720. Contact: RSVP to spscourses@brown.edu.

Teaching Spaces

Technology Rich Classrooms - workspaces for students and faculty to produce digital and physical media

ITG Teaching Lab: a technology-enhanced classroom for investigating innovative teaching and learning activities. itg@brown.edu

Instructional Media Support

Teaching Spaces Multimedia Labs: workspaces for students and faculty to produce digital and physical media; equipment and support for instructors who want to integrate multimedia assignments into courses
**LUNCH WITH YOUR STUDENTS**

Each instructor is invited to one lunch per session in one of the campus dining halls. The purpose is to give instructors an informal opportunity to meet with their students. Complimentary lunch vouchers are available at the Robert Student Center/Faunce reception desk.

**CLASS CANCELLATION BY INSTRUCTOR**

If an instructor needs to cancel a class due to an urgent situation, they should notify program director, Kisa_Takesue@Brown.edu immediately.

**VISITOR PARKING**

Visitor parking on campus is on the upper level of the Power Street garage located on Power Street between Thayer and Brook Streets. Space is limited. Payment is made via the pay stations located in the parking lot. Hourly and daily rates are available. Designated city streets have 2-3 hour parking. Check the City of Providence website.

An exception may be made for instructors with a medical condition or disability. Please contact the Student and Employee Accessibility Services (SEAS) office at (401)-863-9588 for more information.

**COURSE LOGISTICS**

**COURSE DETAIL FORM**

The Course Detail Form is the main tool SPS uses to determine logistical support for each course with regard to classroom scheduling (including AV/media needs), computer lab needs, field trips, course supplies, etc.

- Instructors will be emailed a request during the month of February to submit a CDF for each of their course(s).
- Classrooms will not be scheduled until the CDF is submitted

**CLASSROOM AND LAB SPACE**

- Classroom space and resources at Brown are limited. Requests for a specific building and room cannot be guaranteed due to space availability.
- Classrooms and labs are reserved based on enrollment size, A/V and lab needs as indicated on the CDF, and space availability.
- Most department classrooms are not controlled by the Scheduling Office. As much as possible, SPS encourages instructors to use Department space to be arranged directly with the appropriate department manager. If department space has been arranged, notify spscourses@brown.edu so SPS can update the class location in Banner.

**NOTE:** Most classrooms have a Computer Data Projector. If you request a room that is equipped with a Computer Data Projector, you will be responsible for bringing a laptop to class. While most spaces have both HDMI & VGA connections, the new upgraded locations (classrooms in Smith-Buonanno & Sayles) have only HDMI connections available. There is also the option of wirelessly connecting to AirMedia in many spaces on campus.

To learn more about installed classroom technology, contact Media_Services@brown.edu.
**CLASSROOM CONTACTS**

<table>
<thead>
<tr>
<th>Department of Public Safety</th>
<th>Assistance with unlocking building or classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>401-863-3322 (non-emergency)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities Service Response Center</th>
<th>Assistance with classroom space (temperature control, leak, trash, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>401-863-7800</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media Services</th>
<th>Assistance with operating media equipment in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>401-863-3600</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><a href="mailto:spscourses@brown.edu">spscourses@brown.edu</a></th>
<th>Concerns about room size or room location</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Access Control Team</th>
<th>Inquiries regarding card swipe access</th>
</tr>
</thead>
<tbody>
<tr>
<td>401-863-5400, <a href="mailto:accesscontrol@brown.edu">accesscontrol@brown.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

**COMPUTER LABS**

As with classrooms and labs, computer lab resources are very limited.

- There are three computer labs scheduled by the Scheduling Office: CIT 265 (24 PCs, 1 instructor station), CIT 269 (12 PCs, 12 Macs, 1 instructor station) and CIT 267 (15 PCs and 1 instructor station).
- SPS encourages instructors to use departmental computer lab space if available.
- When requesting dates/times for a computer lab on the CDF, instructors are encouraged to be flexible with their schedule by requesting alternate dates/times to ensure that a computer lab can be reserved for their course.

**TEXTBOOKS AND COURSEPACKS**

**TEXTBOOKS AND COURSEPACKS COSTING GUIDELINES**

It’s important that instructors keep in mind the cost of required textbooks or coursepacks they are ordering for their class. The course material costs should be appropriate for the length of the course and should serve the course curriculum. For example, the cost of a textbook for a 1-week course should not exceed $100. Nor should students pay full cost for a textbook if only a portion of the textbook is covered in class when a coursepack would be a better alternative for covering the course material.

Sample costing guidelines:

<table>
<thead>
<tr>
<th>Length of course</th>
<th>Textbook(s)</th>
<th>Coursepack</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2 weeks</td>
<td>&lt; $100</td>
<td>$30-$50</td>
</tr>
<tr>
<td>3-4 weeks</td>
<td>$100-$175</td>
<td>$30-$80</td>
</tr>
</tbody>
</table>

**TEXTBOOKS**

- Instructors are responsible for ordering their textbook(s) through the Brown Bookstore – download the Course Material Order Form and email it to: textbooks@brown.edu or fax it to 401-863-7094
- Instructors that wish to receive a desk copy of the textbook should contact the publisher directly.

Brown Bookstore contact: Diane Gregoire – email: textbooks@brown.edu; phone: (401) 863-2270
COURSEPACKS

- Brown’s Copyright and Fair Use Policy: Brown University expects that all members of the University community respect the rights of ownership of intellectual property by adhering to United States copyright law. [https://www.brown.edu/about/administration/copyright/](https://www.brown.edu/about/administration/copyright/)

- Instructors are responsible for requesting their coursepack through Brown University Copy Center using the Coursepacket Order Form. (NOTE: Brown University Copy Center requires an 8-week lead time to acquire copyright approvals for all articles listed in the coursepack.)

  - Copyright approval is only valid for a year and must be re-acquired each summer. If an instructor is using the same coursepack as the previous summer, a new Coursepack Order Form needs to be submitted to include a note stating that the coursepack is on file from the previous summer.

- Brown University Copy Center provides one free coursepack desk copy for instructors for each course. If a course will need more than one desk copy (ex. for co-instructors, team instructors and/or TAs), this can be requested on the Coursepack Order Form. SPS will communicate with Brown University Copy Center directly with the course enrollment information.

- Due to copyright policies, course material copies made elsewhere other than Brown University Copy Center (such as Allegra or FedEx Office) are not reimbursable to the instructor.

Brown University Copy Center contact: Tiziana Milano – email: coursepacks@brown.edu; phone: (401) 863-3653.

Photocopying Budget at Brown University Copy Center

- Instructors have a photocopying budget of $5 per student at the Brown University Copy Center. (Single-sided copies cost $.08 per page, allowing about 60 copies per student; double-sided copies cost $.14 per page. [Pricing information for printing B&W copies](https://www.brown.edu/about/administration/copyright/))

- If an instructor's copy costs will exceed this budget, they should arrange to order a coursepack from Brown University Copy Center.

- Brown University Copy Center keeps a list of each course and corresponding instructor(s), and will bill the appropriate SPS program accordingly.

- Photocopies made at a copy center (Allegra or FedEx Office) other than Brown University Copy Center are not reimbursable due to copyright concerns.

Brown University Copy Center
164 Angell Street (lower level, entrance through Brown Bookstore café)
Tel: 401-863-3653, Email: copycenter@brown.edu
Summer hours: 8:00am-4:00pm

COURSE SUPPLIES/MATERIALS

- All requests for course supplies/materials are reviewed and approved by a Program Director.

- If your course uses disposable course materials, equipment, or technology that exceed normal allowance, consult with the Program Director to determine if your course requires a supplemental fee.

- SPS does not purchase class supplies for students. All students are expected to purchase their own class supplies (notebooks, pens/pencils, textbook(s), coursepacks, etc.)

- NOTE: NC-17 or R-rated DVDs, movies, video clips, graphics are not appropriate for students under the age of 17.
FIELD TRIPS

A Field Trip, whether walking or charter bus transport, is any instance an instructor escorts students outside of the assigned classroom during class time (e.g. If an instructor takes students to the Brown library as part of the course curriculum, this is considered a Field Trip). Field trips are subject to approval by the Program Director.

1. Any field trip requests (walking trip or with charter bus transport) must be indicated on the Course Detail Form. SPS will follow up with a link to a Field Trip Request Form.
2. SPS will email instructors once field trip submission has been approved.
3. SPS will confirm in detail all field trip logistics requiring charter bus transportation no less than one week prior to the field trip date.
4. Please contact spscourses@brown.edu, Attn: Karen Largess, if you have any questions regarding the planning or status of a field trip.

NOTE: Instructors are not permitted to transport students in personal vehicle. Charter buses will be ordered for all field trips requiring transportation.

GUEST SPEAKERS

To support their curriculum, instructors may arrange for individuals who are experts in their field to be a guest speaker/lecturer in their course.

▪ Instructors should email spscourses@brown.edu with detailed information about their guest speaker(s), including: full name, topics discussed, number of speaking hours, affiliation.
▪ There are 2 categories of guest speakers: Brown affiliated (Brown staff/faculty) or non-Brown affiliated (not employed by Brown)
  o Brown Affiliated Guest Speakers do not receive a monetary honorarium. Instead, “gifts of appreciation” (e.g. mugs, water bottles) are available.
  o Non-Brown Guest Speakers may receive an honorarium to be determined by a SPS Program Director based on the extent of the guest speaker’s work in the course.

STUDENT PRINTING

All students can send documents from their personal computers by using the PAW (People Against Waste) Prints queue system for printing at release stations.

Instructions for student printing for your reference:
▪ Students print to PAWPrints from their computer or mobile device
▪ A print job is not printed until it is released at one of the print release locations on campus
▪ To print at a printer station, students have to purchase a Bear Bucks Guest Card. A Bear Bucks Guest Card functions like a debit card and provides a convenient and safe way to make purchases on campus. NOTE: Bear Bucks accounts cannot be opened through students’ Brown ID Cards

REIMBURSEMENTS

COURSE RELATED REIMBURSEMENTS

SPS orders all course supplies for instructors. Instructors are required to communicate their course supplies needs via the supply request form. If an instructor needs to purchase a specific supply (e.g. fresh fruit for a science experiment), please follow this process:
1. Instructor emails spscourses@brown.edu with the name and price of item(s) for review and approval by SPS.
2. Once item(s) is approved by SPS, email the following to spscourses@brown.edu for reimbursement:
   a. Instructor Name
   b. Course Title
   c. Purpose of items purchased
   d. Scan of the receipt(s) with clear Proof of Payment method (NOTE: The receipt total must equal the reimbursement amount requested. No personal items can be listed on the receipt.)

NOTE: SPS will not reimburse instructors for refreshments during class activities. Instructors may purchase refreshments at their own expense but instructors need to be mindful that there are an increasing number of students who have food allergies. Instructors are instead encouraged to find creative alternatives to providing refreshments.

### Inside the Classroom

#### Academic and Behavioral Concerns

Because faculty play prominent roles in the daily lives of students as teachers, mentors, and advisors, they are often the first to notice when a student may be experiencing emotional or psychological difficulties. While each case will be unique, Brown provides resources for consultation and assistance.

**Key Contacts for Assistance**

<table>
<thead>
<tr>
<th>Concern</th>
<th>Monday-Friday office day hours</th>
<th>Nights, Weekends &amp; when the University is closed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immediate harm or threat</strong></td>
<td>Brown Department of Public Safety (DPS) (401) 863-4111</td>
<td>Brown Department of Public Safety (DPS) (401) 863-4111</td>
</tr>
</tbody>
</table>
| **Student behavior** to consult on having action taken or for support | School of Professional Studies (401) 863-7901  
*Leadership Institute:*  
Kisa Takesue: kisa_takesue@brown.edu (401) 863-7756  
Overall:  
Associate Dean Adrienne Marcus: Adrienne_marcus@brown.edu | Contact Brown Public Safety non-emergency number: (401) 863-3322  
Ask to be connected to the Resident Director (RD) or Administrator On Call (AOC) |
| **For support with an academic issue:** |  
Pre-College students  
*Leadership Institute:*  
Kisa Takesue: kisa_takesue@brown.edu (401) 863-7756 |

### Student Privacy

SPS requests that instructors respect their students' privacy and refrain from uploading individual or course images to social media sites.
Instructors with an active teaching appointment can view their Class Roster online via Banner.

**ACCESSING CLASS ROSTERS**

Instructors with an active Banner ID can access their class roster(s) in Banner from **mid-May through August 31**.

1. Visit [http://selfservice.brown.edu](http://selfservice.brown.edu)
2. Login in with your USERNAME and PASSWORD
3. Choose the “Faculty and Advisors” link
4. Select “Summary Class List”
5. Select the term **Summer 2018 (SPS)** from the drop down list (do not select “Summer 2018”).
6. Select the appropriate course from the drop down menu (Instructors can only view their specific class roster)

For any questions about accessing Banner, contact Sherry Gubata ([sherry_gubata@brown.edu](mailto:sherry_gubata@brown.edu)) in the Registrar’s office.

**REPORTING ON COURSE ROSTERS**

- Roster integrity is crucial for the safety and security concerns of all attending students. Instructors are required to access their class roster in Banner and take attendance on the first day of class.
- When a student on the roster is missing, the instructor enters and submits their name on the Roster Reconciliation Form.
- When a student not on the roster requests to transfer into a class, Instructor enters and submits the student name(s) on the Roster Reconciliation Form and directs the student(s) to the Info Desk at the Stephen Robert Campus Center (formerly Faunce House).
- Instructor checks the Banner roster the next day and takes attendance again to ensure all students are officially registered for their class. This process continues until the Banner roster matches class attendance.
- Any roster discrepancies must be corrected and finalized by the third day of class to ensure the safety whereabouts of the student and to correct student billing by SPS.

**CLASS ATTENDANCE POLICY**

- Students are required to attend class every day including the last day of class.
- Instructors are required to take attendance each day. If a student is absent from class one day, the instructor should follow-up with the student by email or in class the next day.
- Instructors should use their discretion about whether the student needs to complete extra work to make up for an absence or has not met the requirements of the course to receive a certificate of completion.
- If a student is absent from class notify [Kisa_Takesue@Brown.edu](mailto:Kisa_Takesue@Brown.edu).

**DISABILITY SUPPORT SERVICES AND LEARNING ACCOMMODATIONS**

Brown University offers equal educational opportunities and reasonable accommodations for the needs of qualified students with disabilities. Section 504 of the Federal Rehabilitation Act of 1973, reinforced by the Americans with Disabilities Act (ADA) of 1990, maintains that no qualified individual with disabilities shall, solely on the basis of the disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity in higher education.
If a student requests a disability or learning accommodation in class the instructor should direct the student to Brown Student and Employee Accessibility Services (SEAS).

If an instructor would like to request an accommodation for themselves, they should contact Brown Student and Employee Accessibility Services (SEAS).

Student and Employee Accessibility Services
20 Benevolent Street
Tel: 401-863-9588
Email: seas@brown.edu

END OF SESSION REQUIREMENTS

Instructors are required to enter grades in Banner and complete Course Performance Reports (CPR) for each of their students **within 2 weeks after the last day of class**. Students are very eager to receive their Certificates of Completion and CPRs to add to their college portfolios.

**Exception**: CPRs are not required for 1 week courses.

GRADING IN BANNER

Although the pre-college courses are non-credit, grades must be entered for each student to initiate the issuance of their Certificate of Completion.

The grading system for the *non-credit pre-college courses* in Banner is based on designating an “**S**” (satisfactorily completed) or “**NC**” (no certificate).

- Certificates of Completion are issued to students with grades of “**S**.”
- No certificates are issued for students with grades of “**NC**.” Students receive just their Course Performance Reports.
- If a student has not been graded, they will not receive a Certificate of Completion or a Course Performance Report. It’s imperative to stress that instructors enter all grades in a timely manner in order for the students to receive their course performance assessments.

ENTERING GRADES IN BANNER

- Login to Banner with your username and password at [http://selfservice.brown.edu](http://selfservice.brown.edu).
- Choose the “Faculty and Advisors” link, then “Final Grades.”
- Select the term **Summer 2018 (SPS)** (do not select “Summer 2018”).
- Select the appropriate ‘GRADABLE’ CRN (the Primary Meeting, not a conference or lab).
- Select a grade of “**S**” or “**NC**” from the drop down menu of Student names.
- Click on the SUBMIT button to record grades for processing.
- To grade another class click the CRN SELECTION LINK at the bottom of the screen.

Contact the Registrar’s Office with any questions or concerns about entering grades in Banner. (SPS staff does not have access to the grading module in Banner.)

Sherry Gubata
Registrar’s Office
Email: Sherry_Gubata@Brown.edu
Tel: 401-863-3752
NOTES ON GRADING IN BANNER

- Only individuals listed in Banner as instructors of a course can enter grades for that course.
- **Be careful to grade the “Primary Meeting” only. Other sections are available (“lab”, “conference”, etc.), but are not gradable.**
- Grades may be submitted all at once or piecemeal, although grading whole sections at once is recommended to avoid leaving students ungraded.
- If a grade space is left blank, no data is rolled to academic history. The instructor can post a grade at a later time even if other students in the same class have been graded and rolled to the student’s academic history.
- After 30 minutes, Banner will log out of the grading session. Non-submitted grades will be lost.
- If an Instructor needs to change an already submitted grade, s/he should do so directly in Banner. Additionally, an email should be sent to spscourses@brown.edu informing SPS of the student name, course title and grade change.

CERTIFICATES OF COMPLETION

- Students who have completed the course successfully (grade of “S”) will receive a Certificate of Completion signed by the Dean of School of Professional Studies.
- Students who did not complete the course successfully (grade of “NC”) will not receive a certificate. Their performance assessment will primarily be the Course Performance Reports.

COURSE PERFORMANCE REPORTS (CPR)

CPRs provide valuable feedback to students, parents, and, on occasion, to college admissions offices. At the end of the course, CPR templates are mailed to the instructor, which the instructor is required to complete for each student enrolled in their class within 2 weeks after the last day of class.

**EXCEPTION: Instructors who teach 1-week pre-college courses are **not required** to complete CPRs unless they wish to do so [with the exception of STEM I instructors, who **are required** to submit Course Performance Reports for their one-week students].**

COURSE PERFORMANCE REPORT (CPR) TEMPLATE AND GUIDELINES

CPR Template

- CPR templates are emailed to instructors formatted with the course title and each student’s name.
- CPRs **must be electronic** and emailed to spscourses@brown.edu **no later than two weeks after the last day of class.** Please provide the COURSE CODE in the subject line of the email so they can be processed immediately (SPS will **not accept** hard copies of the CPR).
- The CPR **does not** require your signature.

Guideline on writing a CPR:

- **First paragraph** should contain information about the course, such as the goals of the course, what the student learned, and how the course enhanced the learning of the subject matter for the student, any skills the student gained from taking the course as a result of assignments, projects, lectures, reading, guest speakers, field trips, etc.
- **Second paragraph** should be feedback from the instructor about the individual student and how they contributed to the class, anything that stood out about the student, and any additional constructive comments.
- Instructors can review samples of the Course Performance Report for guidance on how to complete one. **Positive Example | Critical Example**
COURSE FEEDBACK FROM STUDENTS

Before their course ends, students are emailed a link to a Course Evaluation form so they may provide quantitative and qualitative feedback. SPS advises instructors to encourage their students to fill out the Course Evaluation to ensure a high completion rate.

SPS will email instructors results once the evaluations are complete.

FACULTY FEEDBACK

Faculty Evaluation forms are emailed to all instructors at the completion of their course(s). We seek your views on your experience teaching for us in order to improve our support and to strengthen our programs.

EMERGENCY CONTACTS

Emergency Communication Protocol: In the event of a police, fire or medical emergency during class, contact the Brown Department of Public Safety (DPS) immediately at (401) 863-4111. For routine public safety concerns, contact (401) 863-3322. After you have contacted DPS, please advise our office (School of Professional Studies) at (401) 401-863-7901 and ask to speak with Adrienne Marcus, Associate Dean.

Emergency Phones: There are 140 emergency “blue light” phones — identified by yellow call boxes and/or blue overhead lights — located all over campus on buildings and green areas. In addition, there are 58 emergency phones located in elevators. These phones provide a direct link to the Department of Public Safety.

Environmental Health & Safety Concerns: Emergency protocols concerning natural disasters, such as hurricanes, are available on the Environmental Health and Safety website. Emergency status and updates are also available on the emergency announcements page.

EMERGENCY ACTION PLAN

An on-line Emergency Action Plan (EAP) Training has been developed by Environmental Health & Safety (EHS) to help ensure that Brown students, faculty, staff, and guests are prepared for emergency situations.

Please take a few minutes to take the training session. It should take approximately 30 minutes to complete.

http://brown.edu/Administration/EHS/fire/EAP_Training/