THIRD WORLD CENTER
SELF STUDY REPORT 2012-2013

Submitted to

Dr. Felicia Lee
Mr. Rafael Zapata

Submitted by

Dr. Mary Grace Almandrez

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Executive Summary

As students' needs and self-definitions continue to evolve, so, too, should the Third World Center (TWC). The Center has undergone significant changes since it was founded in 1976. Organizational structure, programming responsibilities, and community expectations have all been re-imagined. Now, the TWC is primed for innovative change, creative programming, and transformative education. Students, staff, and alumni are excited to develop a shared vision for the Center's future that can support the University's academic mission, promote social justice learning, and keep the TWC's legacy alive.

Additionally, new leadership within and external to the TWC led to intensive assessment, critical evaluation, and candid conversations with the campus community about the Center's mission, programs, resources, and name. This program review is part of a larger planning exercise to identify the most pressing needs of students while visioning for the future. The objectives are threefold:
- Highlight best practices and assess areas of improvement in relation to the Center's mission, signature programs, and resources
- Determine connections between TWC programs and student satisfaction, learning, and retention
- Offer recommendations regarding the Center's name and strategic direction for immediate, short-term, and long-term implementation

The program review began in summer 2011 and consists of four parts: institutional buy-in, a self-study, external review, and strategic plan. Institutional buy-in involved formal presentations and dialogues with student, administrative, and alumni groups. The self-study was an internal review consisting of student assessment, staff assessment, alumni assessment, and benchmarking. The external review takes place in March 2013 and will include a formal report from two independent consultants. The last part is a long-term strategic plan which will begin in June 2013. It is important to note that this review is a cyclical process, intended to promote continuous learning and organizational development beyond 2013 (Please see Figure 1 below for the TWC Program Review Process). It is the hope of TWC staff that this process be institutionalized as a critical component of long-term strategic planning.

A critical analysis of the self-study led to six preliminary recommendations by TWC staff:
1. Re-brand the Center to highlight scholarly experiences
2. Develop reciprocal partnerships
3. Make a determination on the Center's name
4. Promote social justice and leadership development training for the campus community
5. Continue to assess programming needs
6. Preserve and honor the TWC's history

The TWC community looks forward to learning from our external reviewers and taking their recommendations into serious consideration in the strategic planning process.

Figure 1. TWC Program Review Process.

2002 Program Review

Under the leadership of the TWC's seventh director, Dean Karen McLaurin-Chesson '74, and with support from then Vice President for Campus Life & Student Services, Dr. Janina Montero, the Third World Center conducted a program review in 2002. That fall, the self-study team, consisting of students, faculty, staff, and alumni, reflected on the TWC's mission, work, and future direction. On November 11 and 12 of that year, two consultants were invited for an on-campus visit. The visiting team consisted of Mr. Melvin Wade, current Director of the Multicultural Center at the University of Rhode Island and co-founder of both the Multicultural College Administrator Association (MCAA) and New England Resource Center for Higher Education Multicultural Affairs Think Tank (NERCHE), and Mr. Felipe Floresca '73, current Senior Policy Advisor for Emerald Cities Collaborative and the TWC's second director.

In January 2003, the review team submitted their report. In it, they indicated as some of the Center's strengths and distinctive characteristics: support of primary constituent groups for the Associate Dean/Director, breadth of diversity programming, and undergraduate student agency and autonomy. They also noted as major constraints: an insufficient number of professional staff to meet institutional expectations, few systematic and intentional relationships between the Third World Center practitioners and University faculty and staff, and an inability of the mission and name to attract a broader mix of key stakeholders and allies as major constraints. To address these areas, they proposed the following goals:
1. Foster an institutional environment at Brown that encourages the building of campus community through educational, social, and cultural collaborations within and across identity groups.
2. Improve student learning pertaining to the development of personal and group identity, leadership theory and practice, community and group dynamics, and global citizenship.
3. Develop innovative approaches to the enhancement of co-curricular learning by promoting student agency, active learning, and reflective practice.
4. Promote student retention by providing opportunities for social and cultural bonding within groups, and symbolic and programmatic support for students of color and their allies.
5. Inform, engage, and educate the campus on issues of policy and their impact on underrepresented communities.
6. Promote public dialogue on campus to explore issues of consequence to communities of color in America and the developing world.
7. Strengthen relations with external constituencies through marketing and outreach.

Keeping these proposed actions in mind, Dean McLaurin-Chesson '74, Vice President Montero, and Dean Kisa Takesue '88 (Assistant Dean of Student Life and TWC Coordinator) submitted a report with the following recommendations:
- Educate the campus community about its mission and work
- Develop more formal partnerships and joint projects with other campus areas
- Explicitly incorporate educational purposes of the Center programs in the mission statement
- Monitor cultural events and identify opportunities for collaboration
- Increase academic content of cultural events and programs
- Develop graduate student internships within the Center
- Implement a formal process to assess community attitudes towards the Center's name, solicit input, and identify options (It is important to note that administrators wanted the Center's name in the hands of students. Although several discussions brought the TWC's student advocacy legacy, and pros and cons of the name to light, an alternative name was not determined. Therefore, the name remained unchanged.)
- Develop more information about meaning and history of the name to encourage broader discussion of diversity issues
- Enhance resources allocated to the Center

2009 Organizational Review

In 2009, Dean McLaurin-Chesson '74 submitted a report to the Organizational Review Committee as part of the University-wide initiative to reduce spending and inefficiency. In this report, insufficient staffing was identified as a major challenge. In addition, evaluating overlapping functions in the Office of Student Life, Dean of the College (DOC), and Campus Life & Student Services (CLSS) was suggested as one strategy for reorganizing responsibilities.

2012-2013 Program Review

Ten years have passed since the TWC's last program review. Since then, each of the recommendations proposed by Brown administrators has been accomplished. Moreover, a series of transitions in University and Center leadership necessitate a thorough review and intentional action plan for the future. Therefore, the objectives of this review are threefold:

- Highlight best practices and assess areas of improvement in relation to the Center's mission, signature programs, and resources
- Determine connections between TWC programs and student satisfaction, learning, and retention
- Offer recommendations regarding the Center's name and strategic direction for immediate, short-term, and long-term implementation

Program Review Process

The program review consists of four parts: institutional buy-in, self-study, external evaluation, and strategic plan. In an effort to both inform the campus and garner support, the review process was first vetted to several constituents, including: the Corporation Committee on Campus Life, President's Diversity Advisory Council, Campus Life Advisory Board (CLAB), Campus Life Executive Group (CLEG), Dean of the College (DOC), TWC Staffers (i.e., student staff), TWC's Student Advisory Board (SAB), Undergraduate Council of Students (UCS), and alumni affinity groups. The process was also briefly outlined in the TWC's 2011-2012 Annual Report, which was published on the TWC website in the fall, and featured in the Brown Daily Herald on October 24, 2012.

During the fall semester, the TWC staff completed an internal review, the second part of the process (expanded below under Self-Study). This involved self-assessments, focus groups, a campus survey, and a benchmarking analysis. Every effort was made to make the process inclusive and transparent.

The third part, or external review, is scheduled for March 7 – 8, 2013. Dr. Felicia Lee, Chief of Staff at University of California, Berkeley, and Mr. Rafael Zapata, Associate Vice President/Chief Diversity Officer at Providence College have been invited to serve as TWC consultants. During their two-day site visit, they will meet with various members of the campus community. At the conclusion of their visit, they will share their initial findings and reflections with senior leaders and TWC staff. On April 22, the review team will submit their final report. On June 10, the TWC will send them a formal response.

The last part of the process is the strategic plan. This will begin in June 2013 and will incorporate external review recommendations as appropriate and within current resources. It will also include a shared visioning component and long-term goals.

History

Below is the historical account of the Center's evolution, as documented by Dean McLaurin-Chesson '74, Vice President Montero, and Dean Takesue '88 in the 2003 Planning for the Third World Center at Brown University Report:

In 1968, Brown University's African American students staged a walkout and, among a number of demands, was the establishment of an Afro House. In 1969, the University allocated a house on Bowen Street for the Afro Society. The purpose of the House was to foster awareness within the Brown community regarding the concerns and needs of African American students and to give these students space to house resources, to host activities, and to serve as a place where African American students could hold social events.

ln 1972, Afro House was relocated to the basement of Churchill House, as the University built new residential housing on the earlier site. In the mid-70s, minority students began to build new coalitions and renamed themselves "Third World" students to emphasize their commonality across cultures and to evoke Franz Fanon's "Third Way," that is a cultural model of empowerment and self-definition. In his book *The Wretched of the Earth* (1961), Fanon urged people to come together against oppression and colonialism and forge a "Third Way," that is, an alternative both to the First World (U.S. and Europe) and to the Second World (USSR & Eastern Europe). The Third World Center at Brown University, established in 1976, was designed to serve the interests and meet the needs of students of color and to promote racial and ethnic pluralism in the Brown community.

Over the next few years, Churchill House became too small for the increased number of African American, Asian American and Latino students utilizing the space. In 1985, in addition to pursuing other agendas, students engaged in protests and demonstrations to convince the University to provide a more adequate facility to accommodate their programs and needs in a location that was more central to the campus. In the spring of 1986, the Third World Center was relocated to Partridge Hall, directly across from Faunce Arch and the Main Green, where it remains today.

The Third World Center has had eight[1] directors:
Mr. Calvin Hicks (1976 – 1978)
Mr. Felipe Floresca '73 (1978 – 1980)
Rev. Darryl Smaw (1980 – 1981)
Dr. Robert G. Lee '80 (1981 – 1985)
Mr. Preston Smith II (1986 – 1988)
Dr. Tommy Lee Woon (1990 – 1993)
Ms. Karen McLaurin-Chesson '74 (1993 – 2010)
Dr. Mary Grace Almandrez (2011 – present)

Mission

The mission statement of the Center has not changed since Karen McLaurin-Chesson's '74 tenure:

The Third World Center (TWC) seeks to provide students at Brown University a variety of opportunities to engage in the academic endeavors of the University and to integrate their curricular and co-curricular interests. Accordingly, the Center's mission is fourfold:
- To provide an environment in which students of color [and their allies] can feel comfortable exploring, expressing, and celebrating their cultural heritages;
- To provide a base from which Third World students can have an impact as a community at Brown;

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[1] Rev. William Mathis served as interim director from 2010 – 2011.

- To expand the social awareness of the University community with regards to current issues involving the status of Third World people at Brown University and in society at large; and
- To equip students with life-long skills to aid them as they navigate their journey at Brown and beyond.

The overarching purpose of the Center is to make significant contributions to the personal and intellectual growth of students at Brown.

Conceptual Frameworks

Learning is not limited to the physical confines of a traditional classroom. Learning happens in multiple contexts, in multiple ways. When possible, TWC staff members craft student learning experiences that cultivate identity development, encourage scholar activism, and hone leadership skills.

Student Development
- Transformational Education – Transformational learning occurs when students are engaged in self-reflection, co-curricular activities, field experiences, and interactions with diverse others (Keeling, 2004).
- Identity Development – Chickering and Reisser's (1993) seven vectors of identity development are developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity.

Theoretical Foundations
- Racial Formation – Omi and Winant (1994) argue that racial formation is "the sociohistorical process by which racial categories are created, inhabited, transformed, and destroyed" (p. 55).
- Intersectionality – Dynamics of privilege, power, and oppression cannot be examined without considerations of the intersection of various identities (e.g., race, class, sexual orientation) (Lorde, 1984; Crenshaw, 1995).
- Border Pedagogy – Students constantly cross cultural, ideological, and physical borders in their learning experiences (Anzaldúa, 1999; Giroux, 1991).

Student Leadership
- Social Change Model (SCM) of Leadership Development – SCM has seven components: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship (HERI, 1996). The ultimate goal is social change.

Organizational Structure

There are five FTE staff in the TWC. All but the Administrative Assistant are exempt (Please see Figure 2 below for the current TWC Organizational Chart). The center is directed by Dean Mary Grace Almandrez, who has a dual appointment to Campus Life & Student Services, as well as the Dean of the College. It is staffed by Assistant Director for First & Second Year Programs, Shane Lloyd MPH '11; Assistant Director for Co-Curricular Programs, Joshua Segui; Program Associate, Jon Sebastian-Walkes; and Administrative Assistant, Anne Marie Ponte. Also serving as one of the Third World Center's academic partners is Maitrayee Bhattacharyya '91, Associate Dean of the College for Diversity Programs.

In addition, the TWC has a pool of talented and dedicated graduate and undergraduate staff who coordinate the multiple events sponsored by the Center. They are comprised of:
- 1 Graduate Intern
- 2 Archivists
- 1 First-Generation College Student Initiative Coordinators

- 10 Heritage Series Programmers (i.e., Asian American, Black, Latino, Multiracial, Native American)
- 6 Initiative Coordinators (i.e., Asian American, Black, Latino)
- 22 Minority Peer Counselors (MPCs)
- 3 Minority Peer Counselor Coordinators (MPCCs)
- 22 MPC Friends
- 2 MPC Friends Coordinators (MPCFCs)
- 2-3 Photographers
- 2 Third World Transition Program (TWTP) Coordinators
- 4 TWTP Volunteers
- 1 Videographer
- 1 Volunteer Coordinator
- 1 Webmaster

The Director is advised by a 14-member Student Advisory Board (SAB). The Board is composed of representatives from the TWC's major programs, one representative from TWTP, and two members-at-large (not currently employed as a TWC staffer). Their objectives are: identify key issues affecting the TWC community, provide critical feedback on TWC priorities, communicate updates to/from SAB from/to respective leadership groups, and complete a special project. Previous SABs assisted with professional staff search processes. This year, the SAB is charged with assisting in the TWC program review and establishing a TWC leadership award.
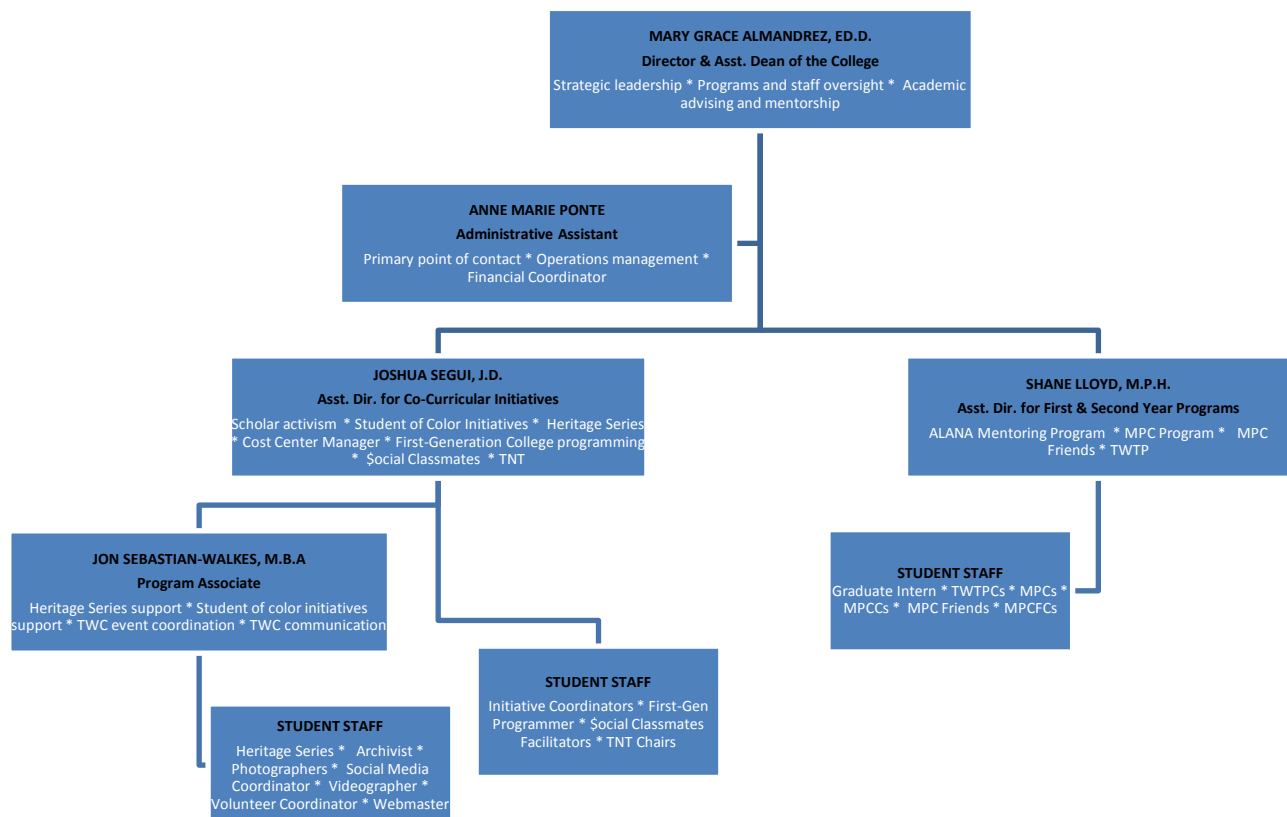

Figure 2. TWC Organizational Chart. This chart includes current TWC Professional Staff and primary responsibilities.

Signature Programs

The TWC promotes learning opportunities for social justice education, community building, and leadership development through various programs. Moreover, these programs generate over 100 events throughout the academic year. The Center's signature programs include:

Third World Transition Program (TWTP)

The Third World Transition Program is the TWC's premier pre-orientation program. Two hundred participants spend their first few days at Brown engaged in critical dialogues around identity and oppression, and build community among students interested in tackling systematic oppression at Brown and beyond.

Minority Peer Counselor (MPC) Program

The Minority Peer Counselor Program is one of Brown University's oldest peer counseling programs. MPCs host several social justice workshops (often referred to by students as "–ism" workshops), resource workshops, and meet & greets. MPCs report to both the TWC and Residential Life.

MPC Friends

MPC Friends provide additional support to TWTP, MPCs, and other Center programs. They also serve as liaisons between the TWC and wider Brown community by organizing social and educational events that promote the values and mission of the center.

African, Latino, Asian, Native American (ALANA) Mentoring Program

The ALANA Mentoring Program was founded in 1994. It fosters meaningful interaction between students of color and mentors of color (staff, graduate/medical students, and alumni) to provide support, guidance and resources for these students. The program begins in a first-year student's second semester and carries through to the end of the student's sophomore year.

Heritage Series

Prior to 2011, there were 11 heritage months, weeks, and weekends. In 2011, they were consolidated into five year-long series. This change was implemented in consideration of student input concerning the difficulty of attending multiple events that are scheduled back to back, the lack of visibility for various communities once their week or month was over, and the burnout experienced by programmers. The series being spread across the entire academic year allowed programmers to host signature events without burdensome time constraints. In addition to this new structure, programmers were asked to avoid redundancy in programming by collaborating with as many departments and student organizations as was beneficial and to provide a minimum of six events per series.

Student of Color Initiatives

Student of color initiatives are recent additions to the TWC. Previously, there were designated deans in the Office of Student Life (OSL) who mentored students and oversaw some event planning (e.g., ONYX). Dean Terry Addison worked with Black students. Dean Yolanda Castillo-Apollonio '95 advised Latino students. Dean Kisa Takesue '88 assisted Asian American, Native American, and multiracial students. A reorganization in Campus Life & Student Services in 2010 was a catalyst for this move of support from OSL to the TWC. Initiative Coordinators foster community among the various student groups on campus. In addition to being aware of community needs and communicating those needs to the administration, Initiative Coordinators maintain a close relationship with their respective alumni affinity group.

First-Generation (First-Gen) College Student Initiative

At Brown, first-generation college students are defined as students "whose parents did not complete a four-year college education." They receive a triangle of support from the Associate Dean for Diversity Programs, Director of the Third World Center and Assistant Dean of the College, and Assistant Director for Co-Curricular Initiatives. One student coordinator hosts first-gen study hours in the TWC, sends announcements to the first-gen listserv, and coordinates various orientation and social events for the first-gen community.

TWC Fellows Program
This program is currently in its pilot phase. Three professors are working with the Assistant Director for Co-Curricular Initiatives to co-sponsor heritage series events and serve as TWC ambassadors. This program was rooted in ideas proposed by former Faculty Advisory Board members as an alternative method to engage faculty in TWC initiatives.

Collaborative Programs and Projects

In addition to student staffers, the TWC has cultivated a number of partnerships across campus and in the Providence community to provide a breadth and depth of social justice programming (Please see Figure 3 for TWC Partners & Professional Associations). Some are long-standing relationships (e.g., Sarah Doyle Women's Center, HARI Vidya Bhavan) while others are newly forged (e.g., Sheridan Center for Teaching & Learning, New Scientist Program). These partnerships allow the TWC to integrate the Center's mission and values in the campus community beyond Partridge Hall. They also promote the open exchange of ideas and encourage honest dialogue across difference.

Campus Life & Student Services	Dean of the College	Campus	Community Partners & Professional Organizations
Health Education LGBTQ Center Office of the Chaplain and Religious Life (OCRL) Office of Student Life (OSL) Residential Life Sarah Doyle Women's Center (SDWC) Student Activities Office (SAO)	Associate Dean of the College for Diversity Programs Center for Careers and Life After Brown (Career LAB) New Scientist Program (NSP) Sheridan Center for Teaching & Learning	Academic Programs (e.g., Africana Studies, Ethnic Studies) Admission Advancement Alumni Relations Graduate School Hillel Foundation Multicultural Alumni Committee (MAC) and MAC-Sponsored Affinity Groups Office of Diversity and Multicultural Affairs, Division of Biology and Medicine Office of Institutional Diversity	Giving Tree Project HARI Vidya Bhavan John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses (JDOTT) National Association of Student Personnel Administrators (NASPA) Multi-Cultural Center Administrators (MCAA) Youth In Action (YIA)

Figure 3. TWC Partners & Professional Associations. This chart includes a list of key collaborators in Campus Life & Student Services, Dean of the College, across campus, and in the community.

Space

The Center occupies approximately 6,502 sq. ft. (excluding the basement and the attic, which are unusable), over three floors. The first floor is ADA accessible.

Beginning in July 2011, the Center underwent several changes to co-locate offices by functional area and maximize student space. Currently, the first floor houses offices (Administrative Assistant, Assistant Director for Co-Curricular Initiatives, Program Associate), a smart classroom, formal lounge(s), kitchen, and gender neutral bathroom. The second floor houses the remaining offices (Director & Assistant Dean, Assistant Director for First & Second-Year Programs), new computer lab, relocated informal lounge, graduate intern/student coordinator office, new conference room, relocated archives, and gender neutral bathroom. The third floor houses a gender neutral bathroom and five resources rooms (which are used primarily for small meetings and study space): Asian/Asian American Resource Room, Black Resource Room, Latino Resource Room, Native American Resource Room, and Multiracial Resource Room. Each varies in square footage and storage space.

 Despite these incremental changes, there is still a need to create additional space for programming. For instance, the center does not allow for meetings and events that hold 30 – 50 people comfortably and in compliance with the fire code. In addition, only the first floor is ADA-accessible. Any structural change would be a costly undertaking. Estimates to remove the pocket door on the first floor ($20,000) and install a

swipe card system ($15,000) are expensive projects but would allow for optimal use of the space. Another possible solution that has been explored in the past is repairing and renovating the basement. However, initial estimates require a project budget of $1 million to remove asbestos, renovate the space, and ensure the building is structurally sound.

Budget

The TWC's operational budget (including staff salaries and benefits, gifts, and Undergraduate Finance Board funding) is over $575,000 (Please see Figure 4 below for Total TWC Budget FY13). Of the total expenditures, approximately 88% of expenses are funded by the TWC's operational budget. The remaining 12% comes from the Undergraduate Finance Board (for the Heritage Series) and small gifts (e.g., first-generation funding). The newly established TWTP Endowed Fund is not included. TWC operations comprise 62% of the total budget. First & Second Year Programs make up over 20%. Co-curricular Programs are approximately 17%.

Selected Notable Accomplishments 2010 – 2012

With support from Campus Life & Student Services, as well as the Dean of the College, the TWC made a number of strides in several areas. These were evidenced in accomplishments in staffing, programming, and space planning. Specific selected achievements are:

Staffing
- Added three FTEs upon the recommendation of a Human Resources Organizational Review
- Negotiated an increase in MPC stipends for pay equity with other Residential Peer Leaders (RPLs)
- Reorganized professional staff positions by programmatic focus (i.e., Center operations, First & Second Year Programs, Co-Curricular Initiatives)
- Institutionalized professional development for staff

Programming
- Added student of color initiatives and First-Generation programming for centralized advising and administrative support
- Consolidated 11 heritage months, weeks, and weekends into five year-long heritage series
- Expanded ALANA Mentoring Program to include new matching timeline and faculty group mentoring
- Piloted TWC Fellows
- Established the Student Advisory Board
- Started Dining with Dean Almandrez program

Space Planning
- Reconfigured spaces to decrease office square footage by 26.5% and increase community/ programming square footage by 14.7%
- Created new Multiracial Resource Room, computer lab, informal lounge, and conference room

TWC Total Budget FY13

- First Generation Student Initiative Gift 1%
- Multiracial Student Initiative > 1%
- Native American Student Initiative > 1%
- Black Student Initiative 2%
- MPC Friends > 1%
- Asian American Student Initiative 1%
- Gift > 1%
- ALANA 1%
- Latino Student Initiative 2%
- Third World Transition Program 8%
- Minority Peer CounselorProgram 12%
- Heritage Series 11%
- Third World Center 62%

Figure 4: Total TWC Budget FY13. This pie chart includes the TWC operational budget, including UFB and gift funds (noted in green). It does not include the recently established TWTP Endowed Fund.

Mission Statement

The mission of Brown University is to serve the community, the nation, and the world by discovering, communicating, and preserving knowledge and understanding in a spirit of free inquiry, and by educating and preparing students to discharge the offices of life with usefulness and reputation. We do this through a partnership of students and teachers in a unified community known as a university-college.

Strategic Initiatives

President Christina H. Paxson is leading the campus in a strategic planning process. Two areas that present an opportunity for the TWC to take an active role are (1) diverse recruitment and (2) educational innovation.

At present, there is a push for the college to recruit underrepresented students in the STEM fields. This is a potential area for collaboration with the sciences. Additionally, Vice President Klawunn is leading a working group to examine Diversity Perspectives (DP) courses. There is discussion about strengthening a sophomore seminar series to include DP-designated courses with complementary co-curricular learning modules. Below are the broad strategic initiatives, as outlined on the Strategic Planning website:

Attract and support an excellent, diverse and global student body. Talent, intelligence and curiosity are not bound by geography or economic circumstance. In addition to robust financial aid, what resources are required to ensure that Brown attracts, retains and supports the brightest undergraduate, graduate and medical students from around the corner and around the world to bring their ideas, intellects, perspectives and ambitions to our community?

Foster and nurture faculty excellence. Brown's faculty is the largest in its history, having grown by 20% over the past decade. How can we continue to recruit an exceptionally talented and diverse faculty? And how can we best support them by providing the critical resources they need to be successful in their work?

Develop signature academic initiatives that build on Brown's departmental strengths, distinctive multidisciplinary culture, and commitment to integrating education and scholarship. In what areas does Brown have particular strengths to contribute in significant ways to challenges that confront society?

Advance Brown's innovative approach to education to prepare students for the demands of the 21st Century. Brown has a long tradition of being both creative and independent in its approach to education. How can we build on the success of the open curriculum to best prepare Brown students for a technology-driven, globalized society of the future?

Reimagine the Brown campus and community. As Brown expands physically and programmatically, how should we develop the campus on and off College Hill to support our academic mission while ensuring that we maintain a cohesive community, physically here in Providence, and virtually, around the globe?

Liberal Learning at Brown

Students are encouraged to think about how best to construct their undergraduate education. The document below promotes liberal learning and 11 specific goals as follows:

A liberal education implies breadth and depth: basic knowledge in a range of disciplines, focused by more concentrated work in one. These goals are common to all liberal arts institutions, but at Brown they have a special context. Our open curriculum ensures you great freedom in directing the course of your education, but it also expects you to remain open—to people, ideas, and experiences that may be entirely new. By cultivating such openness, you will learn to make the most of the freedom you have, and to chart the broadest possible intellectual journey, not just during your first semesters but through your entire time at Brown.

What does it mean to be broadly educated? The first Western universities conceived of the liberal arts as seven distinct modes of thought, three based on language (grammar, rhetoric, and logic), and four on number (arithmetic, geometry, music, and astronomy). While this structure has changed over the centuries, the basic concept has endured. A modern liberal arts education is still defined in terms of a core curriculum comprised of several areas of knowledge. At Brown, rather than specifying these areas, we challenge you to develop your own core. Over four years you will sample courses in the humanities, the social sciences, the life sciences, and the physical sciences. But the real challenge is to make connections between those courses, using the perspective gained from one discipline as a window onto the next. The most significant social, political, and moral issues of our time require the ability to think from multiple vantage points, and Brown's curriculum affords you the opportunity to develop just this sort of nuanced perspective.

At the end of your sophomore year, you will choose an academic concentration, where you will develop that perspective in the context of one discipline or department. This is, in effect, what "concentration" means. Deepening your knowledge of a field implies understanding the range of ideas, and the methodological differences, that define it. All concentrations have requirements to ensure that students have covered the basics. But you will of course bring your own perspective to that field through your independent projects, and all the other work you will do both inside and outside the classroom. A human biology concentrator who has taken several courses in anthropology will see things differently from one who is entirely focused on medicine; a mathematics concentrator will have a different perspective depending on whether he or she has spent time studying an instrument or teaching in the local public schools. The challenge, once again, is for you to make the connections. And that means striving above all to develop the full range of your intellectual capacities during your four years at Brown.

How should you go about expanding those capacities? Below are a few goals to keep in mind as you plan your course of study.

Work on your speaking and writing
Writing, speaking, and thinking are interdependent. Developing a command of one of them means sharpening another. Seek out courses, both in and out of your concentration, that will help you to improve your ability to communicate in English as well as in another language. Whether you concentrate in the sciences, the social sciences, or the humanities, your ability to speak and write clearly will help you succeed in your college coursework and in your life after Brown.

Understand differences among cultures
Your future success will also depend on your ability to live and work in a global context. And that means knowing as much about other cultures as you do about your own. Brown offers a wealth of courses and international experiences that will help you develop a more self-conscious and expansive sense of how different cultural groups define themselves through social, aesthetic, and political practices. Working with international students and teachers on the Brown campus can make you equally aware of the challenges of communicating across linguistic and cultural barriers. Fluency in a second language, coupled with time spent studying abroad, will sharpen your sensitivities, enlarge your sense of geography, and prepare you for leadership in an increasingly interconnected world.

Evaluate human behavior
Knowing how individuals are socialized and express their identities can lead to deeper insights about the nature of human organization, the sources of political power and authority, and the distribution of resources. The study of race, gender, ethnicity, and religion can help you think more deeply not only about yourself, but also about the social institutions that serve to define our very notions of self, together with the policies and institutions that maintain them.

Learn what it means to study the past
Understanding how people and institutions have changed over time is fundamental to a liberal education. Just as you should expand your cultural breadth, so should you also develop your historical depth. Coming to terms with history involves far more than learning names and dates and events. It means understanding the

problematic nature of evidence, and of the distance that separates the present from the past. It also means thinking critically about how histories themselves are written and who has the power to write them.

Experience scientific inquiry
Evidence is also a central aspect of scientific inquiry. The interpretation of natural or material phenomena requires a unique combination of observation, creativity, and critical judgment that hones your inductive reasoning, sharpens your ability to ask questions, and encourages experimental thinking. Understanding the nature of scientific findings, along with their ethical, political, and social implications, is also critical to an informed citizenry. As you plan your course of study, look for opportunities to experience direct, hands-on research.

Develop a facility with symbolic languages
Symbolic languages make it possible to think abstractly across many disciplines. Linguistics, philosophy, computer science, mathematics, even music, are among the disciplines that have developed symbolic systems to make theoretical assertions about their objects of study, or to imagine alternative realities. Courses in these areas will teach you what it means to conceptualize systems and structures that have the potential to reframe our notions of time and space.

Expand your reading skills
Studying written texts, interpreting graphs, and evaluating systems and codes are all forms of analysis that belong to the more general category of "reading." Learning how to read closely makes you aware of the complex nature of expression itself, where the mode of expression is as important as what is expressed. Gaining experience with close reading—across many genres—may be one of the most important things you will learn to do in your four years at Brown.

Enhance your aesthetic sensibility
A liberal education implies developing not just new ways of reading but also of seeing, hearing, and feeling, based on exposure to a range of aesthetic experiences. Courses in the visual and performing arts, music, and literature will deepen your understanding of many kinds of expressive media, past and present, and the kinds of realities they aim to represent. Developing your own creative abilities in one or more art forms will deepen your self-understanding and enhance your ability to appreciate the work of others.

Embrace Diversity
Achieving excellence in liberal education requires a commitment to diversity in the broadest sense. This means embracing not only a range of intellectual perspectives, but also a diversity of people. Brown's diverse educational environment offers you the opportunity to think broadly about the nature of complexity itself, and to learn how to participate productively in a pluralistic society. The Brown curriculum features hundreds of courses that offer you a chance to enlarge your perspectives in just this way. Seek experiences inside and outside the classroom that will challenge your assumptions, and allow you to develop a more open and inclusive view of the world and your place in it.

Collaborate fully
Learning never happens in isolation, and the quality of your experience at Brown will depend on your ability to collaborate fully with others: with teachers, with fellow students, with advisors and mentors of all kinds. The Advising Partnership is thus a necessary complement to the Brown curriculum. Be as bold in seeking guidance as you are in pursuing your educational aspirations. Begin developing your network of collaborators early, and work to stay connected with those teachers, advisors, and peers who have meant the most to you. Visit office hours not just to expand your understanding of course material, but to get to know your teachers as people. Reach out to faculty at other events, or over lunch or coffee. Work on research projects or independent studies with professors whose interests match your own. And make use of the many offices and centers that can support you in reaching your academic goals. By taking charge of your education

in this way, you will enrich your teachers' and mentors' understanding as much as you will expand your own capacity to learn, not just here at Brown, but in many other environments, and for many years to come.

Apply what you have learned
Your general education at Brown will be enriched by the many kinds of work you do beyond the classroom. Real world experiences anchor intellectual pursuits in practical knowledge and help you develop a sense of social and global responsibility. Internships, public service, and other community activities both on campus and beyond Brown not only have the potential to strengthen your core programs; they also can strengthen your moral core, by showing you how and why your liberal studies matter. Looking beyond the horizon of your immediate interests and sharing your knowledge and talents with others can expand intellectual and ethical capacities that will make it possible for you to lead a full and engaged life, or, in the words of the Brown charter, "a life of usefulness and reputation."

Brown Undergraduate Student Profile

Brown University is a highly selective, medium-sized institution. Undergraduate admission has been need-blind for domestic students since 2007. Approximately 10% of all applicants are admitted. There are a total of 8,530 full-time and part-time degree seeking students at Brown (as of November 2012). Undergraduates comprise the largest number at 6,133. The remaining are 1,947 graduate students and 460 medical students. Among undergraduates, the gender composition is 47% male identified and 53% female identified. Students of color make up over 1/3 of the student population (Please see Figure 5 for Undergraduate Fall 2012 Enrollment by Race/Ethnicity).

The undergraduate tuition for academic year 2012-13 is $42,808. Room, board, and required fees are $12,208. Brown meets 100% of a student's full demonstrated financial need. Almost 90% of all undergraduates who applied for financial aid received a need-based aid award. Over 1/3 of undergraduates receiving financial aid have a $0 contribution from parents' income.

Race/Ethnicity Unknown	623	11%
International	175	3%
White, Non-Hispanic/Latino	2910	50%
Hispanic/Latino	653	11%
Asian	800	14%
American Indian/Alaska Native	17	>1%
Black or African American	377	6%
Native Hawaiian or Other Pacific Islander	5	>1%
Two or More Races	296	5%

Figure 5. Undergraduate Fall 2012 Enrollment by Race/Ethnicity

Office of the Vice President for Campus Life & Student Services (CLSS)

Brown University brings to campus independent and creative students who expand their intellectual endeavors beyond the classroom. The division of Campus Life and Student Services establishes and nurtures a vibrant residential environment that enables students to pursue their academic and extra-curricular interests to the fullest (Please see Figure 6 below for the Campus Life & Student Services Organizational Chart). We teach, advise, counsel, support, coach, guide and mentor. Our work advances students' abilities to thrive as contributing members of the Brown community; to bring a diversity of experiences, beliefs and identities to bear in their studies and lives; to promote civil discourse; and to develop skills of leadership, cooperation, problem-solving, management of difficult situations, completion of commitments, and group function toward a common goal.

Corporation Committee on Campus Life

The Committee on Campus Life shall consist of the President and the Chancellor, ex officio, and approximately thirteen members of the Corporation. Each year the Presidents of the Undergraduate Council of Students, the Graduate Student Council, and the Medical Student Senate shall be invited to serve as guest members of the Campus Life Committee. The student government presidents shall not vote and shall not attend any executive sessions of the Campus Life Committee.

The Committee shall keep itself fully and currently informed concerning all extracurricular activities and nonacademic matters that affect the life of the undergraduate, graduate, and medical students.

- The Committee shall review, assess and make recommendations for improvement regarding the non-academic offerings and operational units of the University, including Residential Life, Athletics & Physical Education, Student Activities, Food Services, Financial Aid, and other programs offered under the auspices of the Dean of the College and the Vice President for Campus Life and Student Services.
- The Committee shall review and assess the strategies that the University has or may need in maintaining and improving the campus environment in the area of diversity.
- The Committee shall review and, as appropriate, make recommendations for changes to the Non-Academic Disciplinary Procedures to the Corporation or the Advisory & Executive Committee.

The Committee shall, on a regular basis, provide opportunities for the members to interact with students, faculty and staff regarding issues within its area of responsibility.

The Committee on Campus Life shall be staffed by the Vice President for Campus Life and Student Services and the Dean of the College.

Brown University :: Campus Life and Student Services

September 2012

Vice President for Campus Life & Student Services
Margaret Klawunn

Executive Assistant
Laurie Custodio

Director of Psychological Services
Belinda Johnson PhD
— Psychological Services

Director of Health Services
Edward Wheeler MD
— University Health Services

Director of Athletics & Recreation
Jack Hayes
— Athletics and Physical Education

Senior Director for Student Engagement
Ricky Gresh
- Robert Campus Center and Student Activities — Tim Shiner, Director
- Third World Center — Mary Grace Almandrez, Director
- Office of the Chaplains and Religious Life — Janet Cooper Nelson, Chaplain of the University
- Sarah Doyle Women's Center — Gail Cohee, Director
- LGBTQ Center — Kelly Garrett, Coordinator

Senior Assoc Dean of Residential and Dining Services
Richard Bova
- Office of Residential Life
- Dining Services — Gretchen Willis, Director
- Faculty Club — Mary Hogan, Director

Senior Director for Planning and Projects
MaryLou McMillan
- Director of Information Technology — Scott Thacher
- Liaison to Athletics for External Relations and Operations

Senior Assoc Dean of Student Life
J. Allen Ward
— Office of Student Life

Director of Finance and Administration
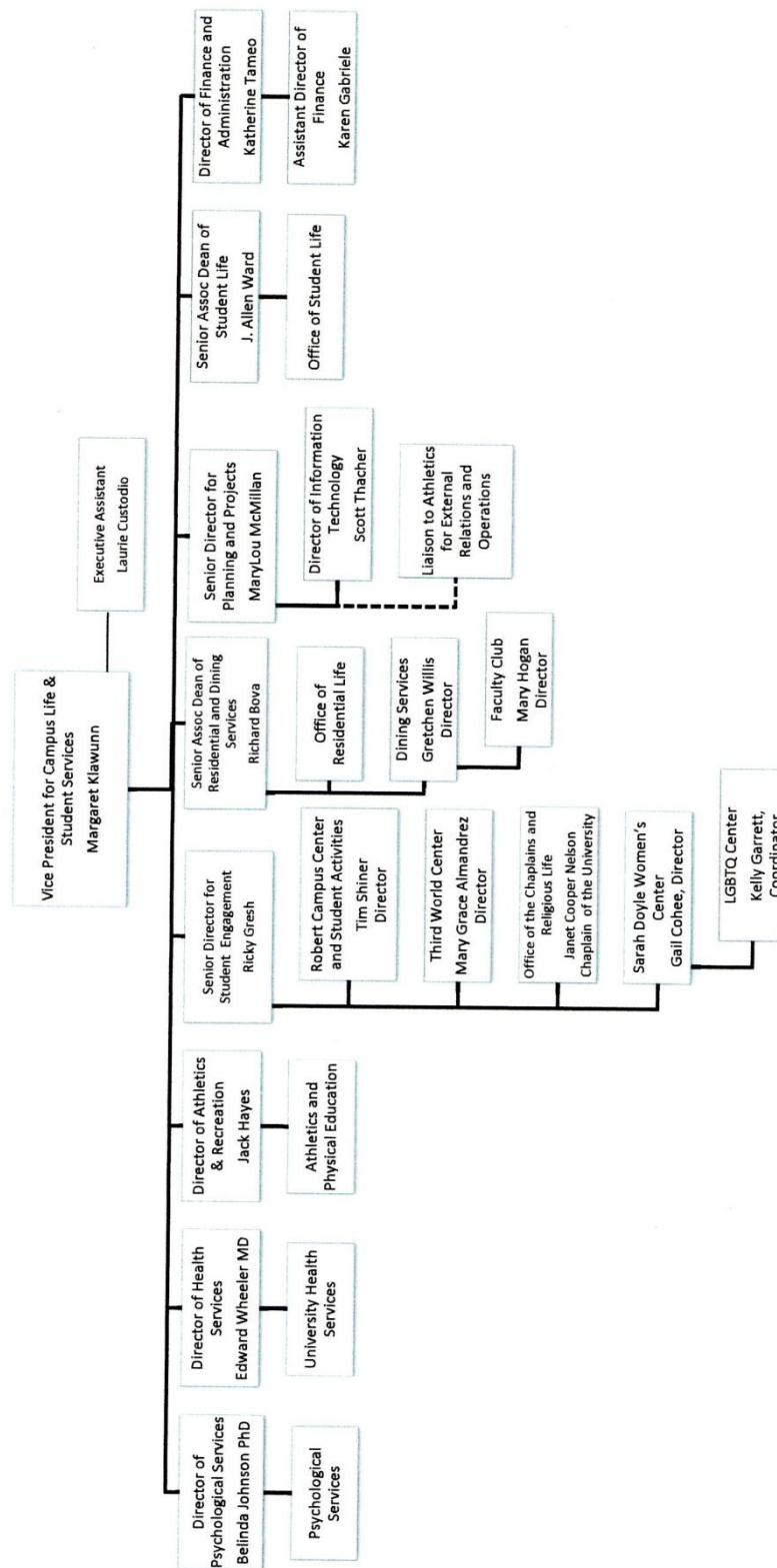Katherine Tameo
— Assistant Director of Finance — Karen Gabriele

Figure 6. Campus Life & Student Services Organizational Chart. This is an overview of department heads within the division.

The Office of Institutional Diversity

In 2003, President Ruth J. Simmons created the Office of Institutional Diversity (OID) to provide leadership for the formulation and oversight of policies related to pluralism and equity, and initiate programs and practices that promote diversity, inclusion and fair treatment of all members of the community. The Associate Provost for Academic Development and Diversity, Dr. Liza Cariaga-Lo, leads the work in OID.

Diversity Advisory Council (DAC)

The Diversity Advisory Council shall consist of the President, ex officio, and no fewer than fifteen other members. Members shall be appointed by the President for staggered terms of three years each, beginning July 1 and ending June 30. A chairperson shall be designated annually by the President. The Council shall consider long-term policy and planning issues, strategic directions, and efficacy of implementation concerning issues of diversity and programs and practices that promote diversity, inclusion, and fair treatment of all members of the community, in keeping with the mission of the University.

DAC Members
Jean E. Howard '70, Chair
Tony Affigne, Ph.D. '76 AM '91 Ph.D. '92
Aisha D. Bailey '99
Bernicestine McLeod Bailey '68, P '99, P '03
Nancy L. Buc '65 LLD '94 hon.
Jose J. Estabil '84 Sc.M '88
Louise Hainline '69
Marc R. Harrison '92
Edward W. Hu '87
Susan Adler Kaplan '58 MAT '65
Javette Pinkney Laremont '80
Nancy E. Leopold '76 P '12
Rita Michaelson '50 P '80
Carmen Rodriguez '83, P '14
Marta Tienda P '08
James L. Weinberg '83
Augustus A. White III, M.D., Ph.D. '57, DMS '97, hon, P '98

Diversity Advisory Board (DAB)

A series of Advisory Boards is part of the faculty governance of the University. The Diversity Advisory Board is a broadly representative, deliberative group that meets to consider matters that concern the campus community especially with regards to diversity. Its mission concerns the well-being of the community—its capacity for collegiality and the pursuit of the commonwealth while preserving an excellent education for all students. The goals of the Committee shall include, but not be limited to the following:

- To work with and advise the Associate Provost and Director of Institutional Diversity and other senior officers as appropriate concerning the promotion of diversity and the development of a welcoming and inclusive campus climate.
- Identify ways to educate the community about diversity and provide guidance for dealing with community issues.
- To develop an effective means of communication about diversity issues with all segments of the community.

Membership. The membership shall consist of the Associate Provost and Director of Institutional Diversity; the Vice President for Campus Life and Student Services; a minimum of three faculty members; a minimum of two undergraduate students, two graduate students and two medical students; and a minimum of four staff members. Members shall serve staggered two-year terms.

Chair and Staffing. The Board Chair shall be the Associate Provost and Director of Institutional Diversity. The vice Chair shall be a faculty member who is elected by the Board at the end of his/her first year of service. The Council shall be staffed by the Office of Institutional Diversity.

Procedures. An Executive Committee, consisting of at least the Chair and Vice Chair, shall set the agenda for Board meetings. The Board shall meet at least twice per semester. The Board shall report annually in writing to the Faculty. The report is to be given by the Vice Chair or, in his/her absence, by the Chair.

Appointment of Members. Faculty members will be appointed by the Associate Provost and Director of Institutional Diversity with advice from the Committee on Nominations. Student members will be appointed by the Associate Provost and Director of Institutional Diversity with advice from the Undergraduate Council of Students (UCS), the Graduate Student Council (GSC) and the Medical Student Senate. Staff members will be appointed by the Associate Provost and Director of Institutional Diversity with advice from the Staff Advisory Council (SAC).

Board Administrators
Liza Cariaga–Lo – Associate Provost for Academic Development and Diversity, Chair
Robert George Lee – Associate Professor of American Civilization, Faculty Vice-Chair

Faculty
Pura Nieto Hernandez – Senior Lecturer in Classics – to June 2013
Elena Oancea – Assistant Professor of Medicine – to June 2013

Staff
Keith Thompson – Computer Education Specialist – to June 2013
Christopher Gilbody – Assistant Director of Financial Aid – to June 2014
Natasha Go – Assistant Director of Admissions – to June 2014

Students
Eme Ikpeme (graduate) to June 2013
Paul Tran (undergraduate) to June 2013
Kai Herng Loh (undergraduate) to June 2013
Brian Kundinger (undergraduate) to June 2014
Destin Sisemore (undergraduate) to June 2014
Efe Cudjoe (undergraduate) to June 2014
Rachel Leiken (undergraduate) to June 2014
Samantha DeAndrade (medical) to June 2014
Hannah Janeway (medical) to June 2014

Appointment Diversity Administrators
Mary Grace Almandrez – Director of the Third World Center and Assistant Dean of the College
Wendy McRae–Owoeye – Director of Staff Diversity, Human Resources
Catherine Axe – Director of Student and Employee Accessibility Services
R. David Coolidge – Muslim Chaplain of the University
Gail Cohee – Director, Sarah Doyle Women's Center
Jabbar Bennett – Associate Dean of the Graduate School and Associate Dean for Diversity, Division of Biology and Medicine
Janet Cooper–Nelson, Chaplain of the University

Alumni Engagement

Alumni of color play a critical role in the TWC through advising, advocacy, and giving. They are updated and consulted on selected initiatives and projects on a regular basis. The center's primary collaborators in Alumni Relations are Myra O. Liwanag '91, Director of Regional and Multicultural Programs, and Valerie Cordeiro, Program Assistant for Regional and Multicultural Programs. They hold monthly office hours in the Center to assist with co–sponsored events and programs with the Multicultural Alumni Committee (MAC) and alumni of color affinity groups. Advancement partners are Suzy Alba, Assistant Director for Affinity and Graduate Programs, and Tarik Zawia, Program Associate for Affinity and Graduate Programs. Our primary partnership is focused on the Alumni of Color Initiative (AOCI), and more specifically the TWTP Endowed Fund.

Multicultural Alumni Committee

MAC is an alumni voice for diversity. A standing committee of the Brown Alumni Association (BAA) Board of Governors, MAC strives to be:

- A *conduit* for connecting diverse alumni with the BAA and its programs
- A *touchstone* for reconnecting with Brown in a multicultural context
- The primary *channel* for engaging alumni of color (AOC) and transgendered, bisexual, gay, and lesbian alumni (TBGALA) on diversity issues and activities
- A community *convener* for Brown's diverse alumni affinity groups
- A *resource* to alumni and the University for celebrating diversity and promoting inclusion

MAC-Sponsored Affinity Groups

In 2000, the Brown Alumni Association and its Multicultural Alumni Committee began to explore a new form of involvement with alumni of color: councils in which alumni of similar ethnic/cultural backgrounds could celebrate their community's connections and also address shared concerns. Three vibrant multicultural affinity groups have emerged from this process of exploration:

- **Asian/Asian American Alumni Alliance (A4)** – A4 facilitates engagement with Brown and addresses the needs of the Asian and Asian American community.
- **Brown University Latino Alumni Council (BULAC)** – BULAC serves to maximize the Brown experience for Latinos, to represent Latino alumni, and to support Brown.
- **Inman Page Black Alumni Council (IPC)** – The IPC addresses the needs of Black alumni and promotes interaction with current Black students, faculty and staff.
- **Brown University Transgender, Bisexual, Gay, and Lesbian Alumni (Brown TBGALA)** – Brown TBGALA works to support and connect members with each other, faculty, administrators, and current students.

Alumni of Color Initiative

Through the years, the campus has witnessed the power of communities coming together and shaping the University through their activism and engagement. Today, Brown's alumni community continues to strengthen the Brown experience to ensure that diversity remains a central focus at the University. Through the ongoing efforts of The Alumni of Color Initiative (AOCI), students and faculty have begun to capitalize on and secure the gains made on our campus in the past while enhancing the Brown educational experience. The main components of this multi–dimensional initiative are: perpetual support through gifts to endowed scholarships, the Third World Transition Program, Africana Studies, and U.S. Latino Studies.

The self–study has four parts: student assessment, staff assessment, alumni assessment, and benchmarking. This provided both qualitative and quantitative data. It also allowed for different communities to evaluate the Center through their respective perspectives. Together these assessments inform the emerging themes and recommendations at the conclusion of this report. This self–study was also reviewed by TWC Staff, Karen McLaurin–Chesson '74 (Background & Methodology and History sections), MaryLou McMillan '85 (CLSS) and Yolanda Rome (Dean of the College).

Student Assessment

This section highlights the first part of the self-study: student assessment of the TWC. It consists of a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis; as well as the results of a recent Undergraduate Council of Students (i.e., student government) Fall Poll.

Student Advisory Board's SWOT Analysis

The SAB conducted a SWOT Analysis on November 27, 2012 to distinguish areas where the Center does well and areas in which the Center could improve. Twelve students participated in this process:

- Cynthia Fong '14, MPC Friends Representative
- Alter Jackson '15, Black Heritage Series/Black Student Initiative Representative
- Kris Kelkar '15, Multiracial Heritage Series Representative
- Chris Kim '15, Staffers Representative
- Brian Kundinger '14, Student Coordinators Representative
- Richie Leng '14, At-Large Member
- Jenny Li '14, At-Large Member
- Keil Oberlander '15, Native American Heritage Series Representative
- Angie Ocampo '15, Latino Heritage Series/Latino Student Initiative Representative
- King Pascual '14, Asian American Heritage Series/Asian American Student Initiatives Representative
- Dakotah Rice '16, Third World Transition Program Representative
- Paul Tran '14, First-Generation College Students Representative

All comments were recorded and organized into common themes (Please see Figure 7 for the complete SAB SWOT Analysis). Below is a summary of the results:

Top strengths. Student agency, involvement, and support were listed as key strengths. They play a significant role in the Center's programs, operations, and objectives. In addition, students felt the Center itself was a positive aspect. Its location helps with foot traffic and being in a house fosters a "home away from home" feeling.

Top weaknesses. Few outside the TWC know much about it. This can lead to misinformation about the Center. In addition, there are several communities who do not have the same level of institutional support from the Center, such as first-generation and Native students. Third, there are few opportunities for upperclass students who did not attend TWTP to learn about and engage in TWC programs.

Top opportunities for improvement. The TWC could do a better job in cultivating partnerships with centers, departments, and organizations on and off–campus. There is also a desire to create more programming and storage space to meet the current demands of staffers and affiliated student groups.

Top threats to TWC success. There may be negative perceptions and connotations about both Brown (as an Ivy League institution) and the Center (due to the name). Additionally, internal and external expectations may overtax and/or limit the focus of the Center.

	Helpful	*Harmful*
Internal	**STRENGTHS** 1. Student-Centered • Lots of opportunities for student involvement/participation • Accepting both student employees and volunteers (and a lot of them!) • Unites all student groups of color, facilitates solidarity (despite complications) • Very student directed • Student engagement in administrative initiatives and committee work • Provide mentorship and role models to first years (e.g., TWTP, ALANA) • Providing leadership training • Increasing student awareness about resources on campus • Strong student involvement 2. Physical Space • Providing space just to chill/study/whateva • Nice study space • A physical presence on campus being across from JWW and being one of the first points of contact (TWTP) 3. Staff • Extremely supportive professional staff • LOVE 4. Legacy • A strong history • Longevity 5. Also the TWC name has a presence (maybe because of the physical space) 6. At least we have a budget	**WEAKNESSES** 1. Lack of awareness of the TWC • Need for branching out/awareness by general Brown community • TWC seen as "event planners" • PR (media and literature) 2. Lack of institutional support for specific communities • No administrative support (or anything) for Native students (nobody can relate) • Supporting first-generation college students • Incorporating grad students 3. Access to TWC outside of TWTP • Same people from TWTP • Difficulty entering into community without having attended TWTP • Programs like ALANA and TWTP don't exist for upperclassmen 4. Need for additional training • Leadership opportunities, but not leadership training • Student and staff leadership/professional development 5. Integrating social justice • Connection between activism and academic • Connection between programs and social justice 6. Need for community building • Lack of intercultural collaboration • Community building 7. Dynamics of inclusion and exclusion • Yes, the TWC is very open and accepting to everyone more in theory than practice • Intimidating perception 8. Collaboration with community partners • Collaboration with RISD • Collaboration with Providence 9. Swipe access and security 10. I have never seen Pres. Paxson here 11. Overburdened student workers 12. The inherent contradictions of working against a system by working within it 13. Accountability 14. Emphasis on race

External	OPPORTUNITIES	THREATS
	1. Collaborate with other individuals, groups, and centers • Reconnect with alums that were student activists or pursuing social justice careers • Providing more opportunities to connect with alumni • Connecting with Center for the Study of Race and Ethnicity in America (CSREA) and advancing research on multiculturalism and race in higher education • Personally connect Pres. Paxson with TWC (Where she at?) • Facilitating mentorship between faculty and students (more like ALANA) • Deeper relationship with Slavery & Justice at Brown • Coalition building with other Ivies around collective race relations 2. Space • Find another place for storage • Fix up the basement so it can be utilized as more communal spaces • Space (i.e., gallery) for culture showcase/gathering • Larger meeting spaces for different groups 3. Social justice • Integrating social justice leadership development into existing departments and curricula • Providing support for student organizing within and outside of Brown University • Brown's campus has a heart for injustice and activism 4. Connection to academics • Supporting research • Academic advising 5. Connecting ALL students to the TWC's history 6. Many groups and ties with groups (far reaching) → large net to have an impact on roots 7. More opportunities like TWTP beyond first-year pre-orientation 8. Better online/general visibility 9. A newspaper!!! Or at least some contribution! 10. Concerts/community events 11. Work on economic, migrant, neighborhood issues in Providence	1. (Mis)Perceptions about TWC and Brown • Negative perceptions from students/faculty • Misunderstanding and assumptions by new students and families based on the name (while choosing never to look into it) → self-sustained ignorance • Being misunderstood • Providence and other communities' perceptions of Brown 2. Expectations of TWC • Expectations of the TWC (as in giving it too many responsibilities that overextends and decreases quality of resources) • In other ways, defining ourselves too narrowly, thus isolating from broader campus community • Hostility towards services directed for "people of color" specifically 3. Limiting and/or constraining conception of "diversity" 4. Need to "measure up" to "peer institutions" 5. Losing faculty of color! 6. Change in demographic of other status at Brown offices, peer institutions 7. Presidential initiatives 8. Dean of the College (DOC) 9. Admission of students of color 10. Economic state at Brown University 11. Institutional and structural racism 12. Budget 13. Post-Racial

*Figure 7.* SAB SWOT Analysis. This figure includes all comments from the November 27, 2012 SAB Meeting.

Undergraduate Council of Students (UCS) Fall 2012 Student Poll
Every fall the UCS administers a student poll. In 2012, the Director and Assistant Dean received approval from the UCS President to include three questions in the poll about the TWC. Over ¼ of the undergraduate student body (1611 out of 6133 students) participated in the survey and 1540 of them answered the TWC questions. Fifty-three percent of the respondents were female–identified and 47% were male–identified. Ethnicity, class year, and concentrations are unknown. Below are the TWC-specific questions and corresponding responses.

1. The Third World Center's (TWC) name should:
    A.   Remain the same (16%)
    B.   Be changed (46%)
    C.   No opinion (38%)

Nearly ½ of respondents answered the Center's name should be changed. This elicited emotional responses from staffers. Some argued that the survey justified a name change. Others said that those who are not involved in the Center should not have a say in the name.

The Third World Center's name should:

- Remain the same (16%)
- Be changed (46%)
- No opinion (38%)
- Did not answer (0%)
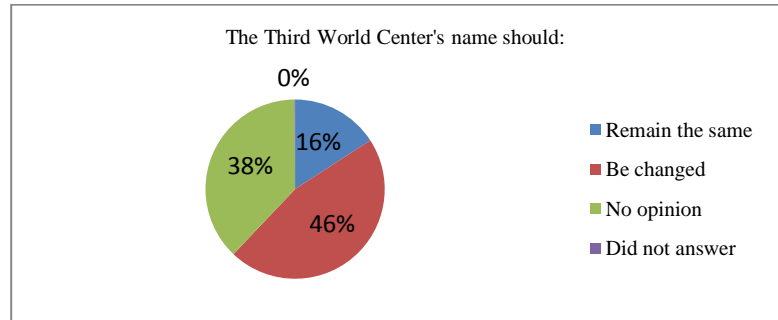
2. How often have you gone to the TWC (i.e., Partridge Hall) for a class/meeting/event/study space during the fall semester?
    A.   Several times a week (4%)
    B.   Few times a month (10%)
    C.   Once or twice this semester (17%)
    D.   Never (69%)

Over 30%, of respondents, or 477, have entered the Center at least once during the fall semester.

How often have you gone to the TWC (i.e., Partridge Hall) for a class/ meeting/ event/study space during the fall semester?

- Several times a week (4%)
- A few times a month (10%)
- Once or twice this semester (17%)
- Never (69%)
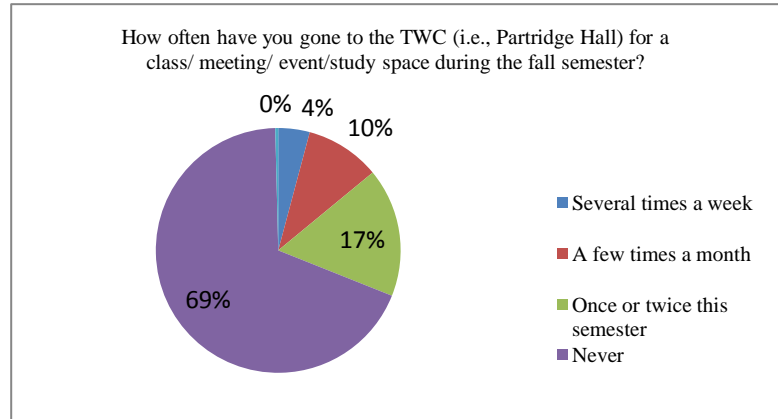
3. Please indicate your level of knowledge and/or participation in the following TWC programs/resources:
Third World Transition Program (TWTP)?
    A.   Never heard of before (12%)
    B.   Heard of but never participated (70%)
    C.   Participated (18%)

Almost 90% of respondents either heard of or participated in TWTP. This is not surprising because it is the largest pre-orientation program offered at Brown (approximately 200 students participate) and students who go often comment that it was a transformational experience.

Third World Transition Program (TWTP)

- Never heard of before (12%)
- Heard of but never participated (70%)
- Participated (18%)
- Did not answer (0%)
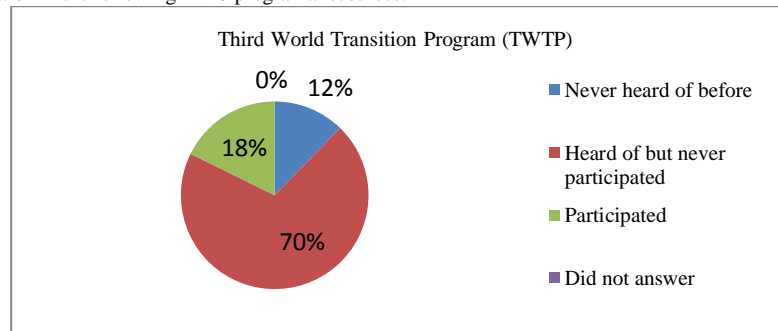
Minority Peer Counselor (MPC) Program
    A.   Never heard of before (6%)
    B.   Heard of but never participated (88%)
    C.   Participated (8%)

Nearly all the students (94%) have either heard of or participated in the MPC Program, making this the most widely known TWC program. Moreover, this is one of the oldest peer advising programs at Brown. Therefore, MPC's recognition and/or influence in the wider campus community extend beyond the Center.

Minority Peer Counselor (MPC) Program

8%	0%
	6%
86%	

- Never heard of before
- Heard of but never participated
- Participated
- Did not answer

Heritage Series (e.g., Native American Heritage Series Multiracial Heritage Series)
    A.   Never heard of before (52%)
    B.   Heard of but never participated (39%)
    C.   Participated (9%)

Almost half the respondents were familiar with the heritage series and half have never heard of them before. The recent consolidation and renaming of cultural heritage months, weeks, and weekends to a year-long series may be one possible reason for this result.
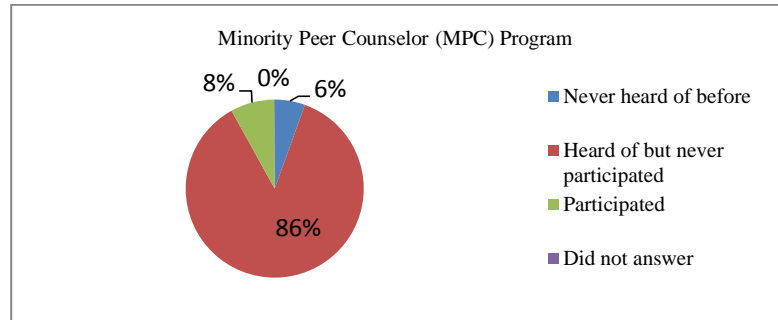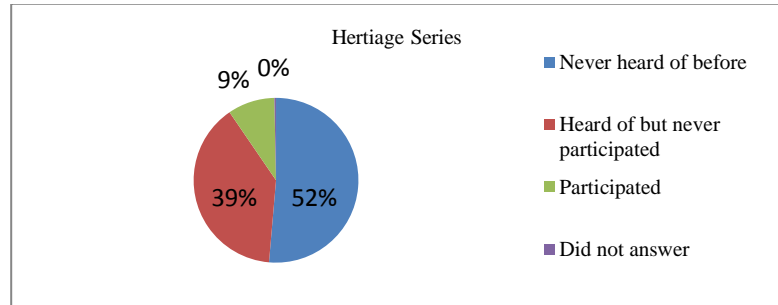
Hertiage Series

9% 0%
39% 52%

- Never heard of before
- Heard of but never participated
- Participated
- Did not answer

ALANA Mentoring Program
    A.   Never heard of before (83%)
    B.   Heard of but never participated (14%)
    C.   Participated (3%)

Over 80% of respondents have never heard of the ALANA Mentoring Program. This may be due to self-selection into the program by students of color.

ALANA Mentoring Program

3%
14%   0%
83%

- Never heard of before
- Heard of but never participated
- Participated
- Did not answer
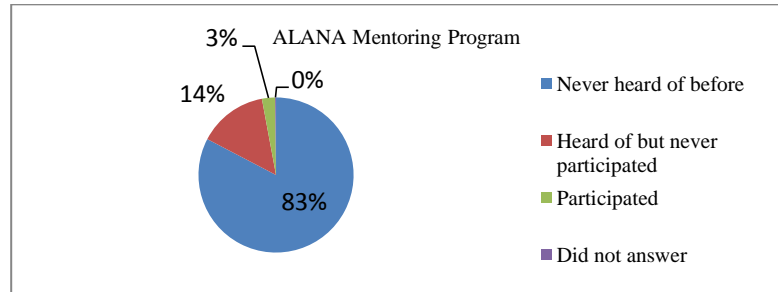
Unity Days
    A.   Never heard of before (82%)
    B.   Heard of but never participated (14%)
    C.   Participated (3%)

Over 80% of respondents have never heard of Unity Days before. This is a program that is sponsored by MPC Friends. Recent changes in MPC Friends responsibilities and inconsistent coordination of this program have resulted in fewer Unity Days than in years past.

Unity Days

3%   1%
14%
82%

- Never heard of before
- Heard of but never participated
- Participated
- Did not answer
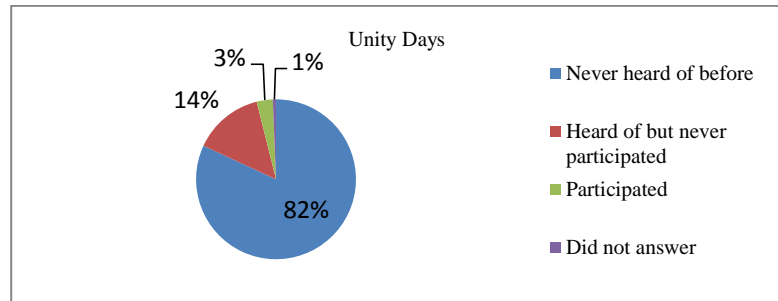
Latino Commencement and/or ONYX
    A.   Never heard of before (78%)
    B.   Heard of but never participated (20%)
    C.   Participated (2%)

Over ¾ of respondents never heard of Latino Commencement or ONYX. This may be due to the fact that these are commencement events that focus on graduating seniors.

Latino Commencement and/or ONYX

2%   0%
20%
78%

- Never heard of before
- Heard of but never participated
- Participated
- Did not answer
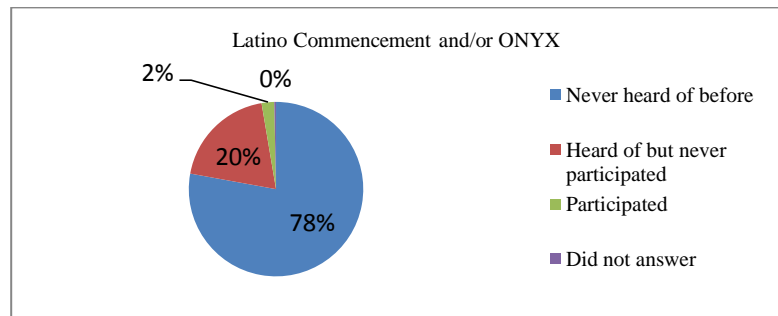
Student of Color Initiatives (e.g., Pan Asian Council)
- A. Never heard of before (50%)
- B. Heard of but never participated (43%)
- C. Participated (7%)

Half of the respondents have never heard of the initiatives while half have heard of or participated in them. The number of students who are familiar with the initiatives is surprising given the recent transition of these programs from OSL to TWC and there was little communication to the campus community about these changes.

Student of Color Initiatives

7% 0%
50%
43%

- Never heard of before
- Heard of but never participated
- Participated
- Did not answer
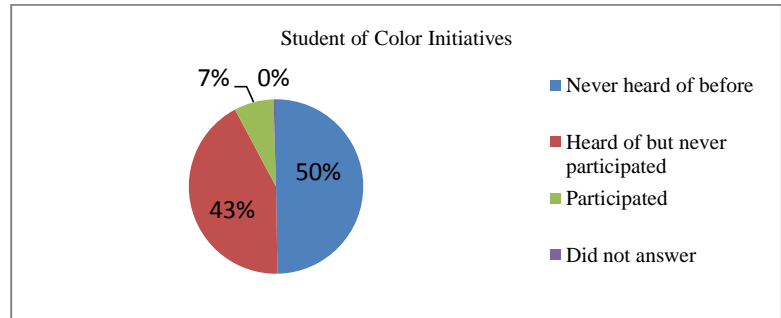
Staff Self-Assessment

The second part of the self-study is feedback from staff. TWC professional staff evaluated the Center's name, programs, and resources. They completed a SWOT Analysis, as well as a Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment.

SWOT Analysis

Six staff members completed the SWOT Analysis on August 16, 2011: Mary Grace Almandrez, Natasha Go '10 (former Interim Assistant Director), Shane Lloyd MPH '11 (former Interim Program Coordinator), Oscar Pérez PhD '11 (former Assistant Director for Diversity Initiatives), Anne Marie Ponte, and Jon Sebastian-Walkes. This analysis took place on the first day of a two-day summer retreat focused on visioning.

All comments were recorded and organized into common themes. Below is a summary of the results (Please see Figure 8 for the Staff SWOT Analysis):

Top strength. Similar to the SAB SWOT Analysis, the student experience was identified as an important strength. However, staff articulated this as student leadership and learning opportunities.

Top weaknesses. Staff shared the same concern with students about how to clearly articulate the TWC to those who are not familiar with it. In addition, staff identified transitions and workload issues as weaknesses.

Top opportunities for improvement. In alignment with students, TWC staff shared collaborations across campus as one strategy to institutionalize social justice and diversity efforts. They also saw student outreach as another inroad for engaging students who are seeking leadership positions.

Top threat to TWC success. Staff responses paralleled student responses. There is a lack of clarity and/or understanding of the TWC's mission. This hinders both current efforts and future strategic initiatives.

	Helpful	*Harmful*
Internal	**STRENGTHS** 1. Student learning • Opportunity to step into leadership position • Student supervisory experience • Student conversations • Liberal learning and open curriculum 2. History and Tradition • Traditions (e.g., TWTP, MPC) • History [of activism] • Mission 3. Commitment • Family, home • Community and passion of staff (e.g., above and beyond) • Engender loyalty [among students and alumni] 4. Resources • Institutional support (e.g., President's availability, highlighting TWTP, human and financial resources) • DOC responsibilities [of director] and resources • Integration of technology	**WEAKNESSES** 1. Transition • Change • Staff turnover (in and out of TWC) • Stuckness 2. Quantity of work • Redundancy in programs & events (internal and external to TWC) • Overextending ourselves • Enabling students 3. Communication & Collaboration • Not connecting with networks of support (e.g., alumni, other departments, graduate students) • Difficulty articulating TWC mission (now and moving forward) • TWC name 4. Perception of Exclusion • Us and them, intragroup and intergroup dynamics, institutional relationships • Invite others to events but don't attend others' events 5. Student Leaders • Students who apply aren't necessarily right fit for position • Isn't much interest (i.e., trouble finding applicants)

	OPPORTUNITIES	THREATS

External	1. Integration of TWC Initiatives on Campus-wide Level
	  • TWC leadership v. institutional responsibility
	  • Connect with academic deans, senior administrators, and department chairs on social / interpersonal level
	  • Extend places and spaces to integrate TWC work
	  • Working on Black and Latino recruitment with Admission Office
	  • Further collaboration with other centers (e.g., SDWC, LGBTQRC), departments (e.g., Res Life), and Providence community partners
	  • Faculty engagement
	  • Role of allies
	2. Student Outreach
	  • More interest than spots → integrate volunteers
	  • Non official positions (e.g., volunteers, steering committee for heritage series) → developing outreach
	  • Better integration of graduate students (e.g., heritage series)
	3. Change Management
	  • Redefinition of TWC mission
	  • Embracing change
	4. TWC Branding / Visibility
	  • Promotional items
	  • Swag
	5. Needs Assessment & Program Evaluation
	  • Student snapshot
	  • Collaboration between initiatives and heritage series
	6. Connect student staffers with TWC student leaders
		1. Lack of Clarity/Understanding of Mission
		  • Mission is too broad
		  • Need to clarify and communicate updated TWC vision
		  • Role of White students in TWC
		  • Unclear of academic relevance
		  • Pre-existing negative impressions of TWC
		2. Senior administration
		  • Lack of administrative transparency
		  • Distrust of senior administration
		  • Associate Provost vacancy
		3. Student Experience
		  • Unrealistic student expectations
		  • Interpersonal conflicts between students
		  • Unaware of student experience/statistics
		4. Overextended Staff
		  • Dumping programs into TWC
		  • Over-burdened staff
		5. Economic crisis affecting capital campaigns, gifts and endowments
		6. Centers, departments, and staff working in silos
		7. Inconsistency in diversity training opportunities for staff

Figure 8. Staff SWOT Analysis. This figure includes all comments from the August 16, 2011 Staff Retreat.

Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment
In addition to the SWOT Analysis, TWC staff participated in a CAS Self-Assessment. CAS Self-Assessment Guides provide student affairs practitioners with practical tools to assess their respective programs. One of these tools is the Self–Study Worksheet. Although the TWC is not referred to as a "multicultural center," the most appropriate worksheet was for Multicultural Student Programs and Services (MSPS) (Please see the CAS Self-Study Worksheet below for all the responses).

Six staff completed the self–assessment worksheet on January 17, 2013 as part of the annual two–day winter planning retreat: Mary Grace Almandrez, Shane Lloyd MPH '11, Anthony Mam, Anne Marie Ponte, Joshua Segui, and Jon Sebastian-Walkes. After an initial review of the results, several staff changed their responses to more accurately reflect their assessment. These revised responses were incorporated into the worksheet and used to calculate the mean score for each question.

The CAS Self-Assessment consists of 12 parts:
1. Mission
2. Program
3. Organization and Leadership
4. Human Resources
5. Ethics
6. Law, Policy, and Governance
7. Diversity, Equity, and Access
8. Institutional and External Relations
9. Financial Resources
10. Technology
11. Facilities and Equipment
12. Assessment and Evaluation

The rating scale ranges from 0 (insufficient evidence/unable to rate) to 5 (exemplary) (Please see Figure 9 for

the CAS Criterion Measure Rating Scale). There is also an ND option for those sections that do not apply to the TWC.

CAS CRITERION MEASURE RATING SCALE

ND Does Not Apply	0 Insufficient Evidence/ Unable to Rate	1 Does Not Meet	2 Partly Meets	3 Meets	4 Exceeds	5 Exemplary

Figure 9. CAS Criterion Measure Rating Scale

CAS Self-Study Worksheet

Criterion Measures			Rating
1.1		The mission of the Multicultural Student Program and Service (MSPS) is to promote academic and personal growth of traditionally underserved students, work with the entire campus to create a climate of justice, promote access and equity, and offer programs that educate the campus about diversity.	3.17
1.2		The MSPS	
	1.2.1	develops, disseminates, and implements its mission	3
	1.2.2	regularly reviews its mission	2.17
1.3		The MSPS' mission statement	
	1.3.1	is consistent with that of the institution	3
	1.3.2	is consistent with professional standards	2.17
	1.3.3	is appropriate for student populations and community settings	2.67
	1.3.4	references learning and development	2.5
1.4		The MSPS assists the institution in developing shared goals and creating community that serves all its constituents fairly and equitably and is marked by	
	1.4.1	access to academic, social, cultural, recreational, and other groups and activities	2.83
	1.4.2	opportunities for intentional interaction and engagement	3
	1.4.3	integration	3.17
1.5		The MSPS encourages the institution to hold each unit responsible for meeting the needs of traditionally underserved students in its area of responsibility	2.75
2.1		The Multicultural Student Program and Service (MSPS) promotes student learning and development outcomes that	
	2.1.1	are purposeful	2.17
	2.1.2	contribute to students' realization of their potential	3
	2.1.3	prepare students for satisfying and productive lives	3.5
2.2		The MSPS collaborates with colleagues and departments across the institution to promote student learning, development, persistence, and success	3.6
2.3		The MSPS	
	2.3.1	assesses relevant and desirable student learning and development	2.33
	2.3.2	provides evidence of impact on outcomes	1.83
	2.3.3	articulates contributions to or support of student learning and development in the domains not specifically assessed	2.83
	2.3.4	articulates contributions to or support of student persistence and success	3
	2.3.5	uses evidence gathered through assessment to create strategies for improvement	2.5
2.4		The MSPS is	
	2.4.1	intentionally designed	3.67
	2.4.2	guided by theories and knowledge of learning and development	3.67
	2.4.3	integrated into the life of the institution	3.33
	2.4.4	reflective of developmental and demographic profiles of the student population	2.5
	2.4.5	responsive to needs of individuals, populations with distinct needs, and relevant constituencies	3.5
	2.4.6	delivered using multiple formats, strategies, and contexts	3.33
2.5		When distance education is provided, the MSPS assists learners in achieving their education goals by providing access to	
	2.5.1	information about programs and services	2
	2.5.2	staff members who can address questions and concerns	ND
	2.5.3	counseling, advising, or other forms of assistance	ND
2.6		The MSPS is based on models, approaches, or theories that address students across developmental levels	3.4
2.7		The MSPS provides educational programs and services for all students, focusing on awareness of cultural differences, cultural commonalities, privilege, and identity; self-assessment of cultural awareness and possible prejudices; and changing prejudicial, oppressive, and stereotypical attitudes or behavior	4.4
2.8		The MSPS promotes academic success of students by	
	2.8.1	offering distinctive programs that introduce students to a community network and teach students how to negotiate processes within the institution	3.33
	2.8.2	assisting students to determine and assess their educational goals and academic skills	2.83
	2.8.3	providing support services that assist in achieving educational goals and attaining or refining academic skills	2.67
	2.8.4	informing students of educational opportunities	2.83
	2.8.5	promoting intellectual, career, social, ethical, and social justice development	3.83
	2.8.6	networking with staff and faculty members	3.67

	2.8.7	Connecting students to campus networks, groups, and organizations	3.67
2.9		The MSPS promotes personal growth of students by	
	2.9.1	enhancing students' understanding of their own culture, heritage, and identities	3.83
	2.9.2	enhancing students' understanding of cultures, heritages, and identities other than their own	3.83
	2.9.3	providing opportunities for students to establish satisfying interpersonal relationships	3.83
	2.9.4	providing opportunities for interactions, exchange of ideas, and reflection	4
2.10		The MSPS works to create an engaging climate for students by advocating for and encouraging students to take advantage of opportunities:	
	2.10.1	campus and community service, including leadership opportunities	3
	2.10.2	practice in leadership, including training, education, and development	3.83
	2.10.3	access to appropriate mentors and role models	3.5
	2.10.4	shared inter- and intra-social experiences	3.67
2.11		The MSPS works to create a just campus climate by	
	2.11.1	challenging tacit and overt prejudices and discrimination against students	3.33
	2.11.2	coordinating efforts to promote multicultural sensitivity and eliminate prejudicial behaviors	3.5
	2.11.3	facilitating desired changes with the cooperation of other campus entities	3.17
	2.11.4	identifying and addressing impediments to full participation of students	3.33
2.12		MSPS staff members bring any prejudicial institutional practices or policies to the attention of authorities and work to change them	2.67
2.13		The MSPS offers programs that increase multicultural awareness, knowledge, and skills by	
	2.13.1	promoting and enhancing the understanding of a variety of cultures and historical experiences	3.67
	2.13.2	promoting and enhancing the understanding of privilege, power, prejudice, and stereotypes	3.83
	2.13.3	promoting and enhancing identity development	3.5
	2.13.4	teaching how to combat racism, homophobia, sexism, and other forms of discrimination	3.33
	2.13.5	complementing academic curricula	3.33
2.14		The MSPS serves as a resource for multicultural training, education, and development	2.83
2.15		The MSPS assists students across the range of their experiences at the institution	2.67
3.1		The Multicultural Student Program and Service (MSPS) has	
	3.1.1	clearly stated goals	3.67
	3.1.2	current and accessible policies and procedures	1.8
	3.1.3	written performance expectations for employees	3.17
	3.1.4	functional work flow graphics or organizational charts demonstrating clear channels of authority	3.17
3.2		In providing strategic planning, MSPS leaders	
	3.2.1	articulate a vision and mission that drive short- and long-term planning	3.67
	3.2.2	set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes	3.5
	3.2.3	facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans	3.17
	3.2.4	promote environments that provide meaningful opportunities for student learning, development, and engagement	3.67
	3.2.5	develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities	3.33
	3.2.6	intentionally include diverse perspectives to inform decision making	4.3
3.3		In providing supervision, MSPS leaders	
	3.3.1	manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward	3
	3.3.2	influence others to contribute to the effectiveness and success of the unit	3.5
	3.3.3	empower professional, support, and student staff to accept leadership opportunities	3.83
	3.3.4	offer appropriate feedback to colleagues and students on skills needed to become more effective leaders	3.17
	3.3.5	encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession	3.17
3.4		In providing management, MSPS leaders	
	3.4.1	identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement	3.33
	3.4.2	plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources	2.5
	3.4.3	use current and valid evidence to inform decisions	3.33
	3.4.4	incorporate sustainability practices in the management and design of programs, services, and facilities	3.17
	3.4.5	understand appropriate technologies and integrate them into programs and services	2.33
	3.4.6	are knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training	2.83
	3.4.7	assess potential risks and take action to mitigate them	3.17
3.5		In advancing the organization, MSPS leaders	
	3.5.1	communicate effectively in writing, speaking, and electronic venues	3.17
	3.5.2	advocate for programs and services	4
	3.5.3	advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels	3.5
	3.5.4	initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area	3.5
	3.5.5	facilitate processes to reach consensus where wide support is needed	3.5
	3.5.6	inform other areas within the institution about issues affecting practice	4
3.6		In maintaining integrity, MSPS leaders	
	3.6.1	model ethical behavior and institutional citizenship	3.67

	3.6.2	share data used to inform key decisions in transparent and accessible ways	4
	3.6.3	monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible	2.17
3.7		MSPS leaders base their work on theory-based and data-driven models and approaches	2.17
3.8		The MSPS is located in an organizational structure that can best provide for effective programs and services for achieving its mission	3
3.9		In response to assessed student needs, the MSPS plays a principal role in creating and implementing institutional policies and programs	2.67
4.1		The Multicultural Student Program and Service (MSPS) is staffed adequately to accomplish mission and goals	2.33
4.2		Within institutional guidelines, the MSPS	
	4.2.1	establishes procedures for staff recruitment and selection, training, performance planning, and evaluation	2.83
	4.2.2	sets expectations for supervision and performance	3
	4.2.3	assesses the performance of employees individually and as a team	3
	4.2.4	provides access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees	3.5
4.3		The MSPS	
	4.3.1	maintains position descriptions for all staff members	3.33
	4.3.2	institutes recruitment and hiring strategies that encourage applications from under-represented populations	3.5
	4.3.3	develops promotion practices that are fair, inclusive, proactive, and non-discriminatory	3.5
	4.3.4	considers work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework	3.17
	4.3.5	has technical and support staff members adequate to accomplish the mission	3.17
4.4		MSPS professional staff members	
	4.4.1	hold earned graduate or professional degrees in fields relevant to the position or possess an appropriate combination of educational credentials and related work experience	3.17
	4.4.2	possess the requisite multicultural knowledge, awareness, and skills	3.67
	4.4.3	have knowledge about identity development and the intersections of various aspects of diversity on identity development and the acculturation process	3.33
	4.4.4	know how various groups experience the campus and what institutional and societal barriers limit their access and success	3
	4.4.5	know how culture affects verbal and nonverbal communication	3
	4.4.6	know about research and practice in areas appropriate to their programming with students	2.83
	4.4.7	are skilled in identifying cultural issues and assessing their impact	3
	4.4.8	are able to develop empathetic and trusting relationships with students	4
	4.4.9	recognize individual, cultural, and universal similarities	3.33
	4.4.10	can make culturally appropriate interventions to optimize learning experiences for students	3.33
	4.4.11	demonstrate respect for cultural values	3.67
	4.4.12	have a personal commitment to justice and social change	4.17
	4.4.13	engage in continuing professional development activities	3.33
4.5		Degree- or credential-seeking interns or graduate assistants in the MSPS	
	4.5.1	are qualified by enrollment in an appropriate field of study and by relevant experience	3
	4.5.2	are trained and supervised adequately by professional staff members	3.5
4.6		Supervisors of MSPS interns or graduate students adhere to all parameters of job descriptions, work hours, and schedules	3.33
4.7		Student employees and volunteers	
	4.7.1	are carefully selected, trained, supervised, and evaluated	2.67
	4.7.2	are educated on how and when to refer those in need of additional assistance to qualified staff members and have access to a supervisor for assistance in making these judgments	3.17
	4.7.3	are provided clear job descriptions, pre-service training based on assessed needs, and continuing development	2.5
	4.7.4	are assigned responsibilities that are within their scope of competence	3
4.8		All MSPS staff members, including student employees and volunteers,	
	4.8.1	receive specific training on institutional policies pertaining to functions or activities they support	2.5
	4.8.2	receive specific training on privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information	2
	4.8.3	receive training on policies and procedures related to the use of technology to store or access student records and institutional data	2
	4.8.4	are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts and in safety and emergency procedures for securing and vacating facilities	1.83
5.1		The Multicultural Student Program and Service (MSPS) reviews relevant professional ethical standards and implements appropriate statements of ethical practice	2.8
5.2		The MSPS publishes and adheres to statements of ethical practice and ensures periodic review by relevant constituents	2.25
5.3		The MSPS orients new staff members to relevant statements of ethical practice and related institutional policies	2.5
5.4		The MSPS's statement of ethical standards	
	5.4.1	specifies that staff members respect privacy and maintain confidentiality as appropriate	2.33
	5.4.2	specifies limits on disclosure of student records as well as requirements to disclose to appropriate authorities	2.33
	5.4.3	addresses personal and economic conflicts, or appearance thereof, by staff members in the performance of their work	2
	5.4.4	reflects the responsibility of staff members to be fair, objective, and impartial in their interactions with others	2.75
	5.4.5	references management of institutional funds	2.3
	5.4.6	references appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities	2
	5.4.7	includes the expectation that MSPS staff members confront and hold accountable other staff members who exhibit unethical	2.5

		behavior	
	5.4.8	addresses issues surrounding scholarly integrity	2
5.5		MSPS staff members	
	5.5.1	inform users of programs of ethical obligations and limitations emanating from codes and laws or from licensure requirements	2.5
	5.5.2	recognize and avoid conflicts of interest that could influence their judgment and objectivity	3
	5.5.3	perform duties within the limits of the position, training, expertise, and competence, and when limits are exceeded make referrals to persons possessing appropriate qualifications	3.33
5.6		Promotional and descriptive information are accurate and free of deception	3.33
5.7		The MSPS adheres to institutional policies regarding ethical and legal use of software and technology	3.5
6.1		The Multicultural Student Program and Service (MSPS)	
	6.1.1	is in compliance with laws, regulations, and policies that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole	3
	6.1.2	informs staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations	2.67
	6.1.3	has written policies on all relevant operations, transactions, or tasks that have legal implications	2.4
	6.1.4	regularly reviews policies to ensure that they reflect best practices, available evidence, and policy issues in higher education	2.2
	6.1.5	has procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations	2.5
	6.1.6	has systems and procedures to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations	2.5
	6.1.7	obtains permission to use copyrighted materials and instruments	2
	6.1.8	purchases the materials and instruments from legally compliant sources or seeks permission from the publisher or owner	2.8
	6.1.9	references copyrighted materials and instruments with appropriate citations	2.5
6.2		MSPS staff members	
	6.2.1	use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents	3.33
	6.2.2	are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if the institution does not provide coverage	2.75
	6.2.3	neither participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive environment	3.17
	6.2.4	are knowledgeable about internal and external governance systems that affect programs	2.8
6.3		The institution provides access to legal advice for MSPS staff members as needed to carry out assigned responsibilities	3
7.1		The Multicultural Student Program and Service (MSPS) creates and maintains educational work environments that are	
	7.1.1	welcoming, accessible, and inclusive to persons of diverse backgrounds	3
	7.1.2	equitable and non-discriminatory	3.17
	7.1.3	free from harassment	2.67
7.2		The MSPS does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws	3.33
7.3		The MSPS	
	7.3.1	advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel	3.67
	7.3.2	modifies or removes policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities	3.17
	7.3.3	includes diversity, equity, and access initiatives within its strategic plan	3.83
	7.3.4	fosters communication that deepens understanding of identity, culture, self-expression, and heritage	3.83
	7.3.5	promotes respect about commonalities and differences among people within their historical and cultural contexts	3.67
	7.3.6	addresses the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices	3.5
	7.3.7	provides staff members with access to multicultural training and holds staff members accountable for integrating the training into their work	3.35
	7.3.8	responds to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources	3.33
	7.3.9	ensures physical, program, and resource access for persons with disabilities	2.5
	7.3.10	recognizes the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region	1.5
8.1		The Multicultural Student Program and Service (MSPS) reaches out to internal and external populations to	
	8.1.1	establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services	3.17
	8.1.2	garner support and resources for programs and services as defined by the mission statement	3.17
	8.1.3	disseminate information about the programs and services	3.17
	8.1.4	collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes	2.33
	8.1.5	engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents	3.33
8.2		MSPS professional staff members coordinate or collaborate with others to provide services and programs to meet the needs of multicultural students	3.67
8.3		The MSPS identifies and addresses retention issues of underserved populations and advocates for creation of a welcoming community	2.8
8.4		The MSPS has procedures and guidelines consistent with institutional policy to	
	8.4.1	communicate with the media	2.4
	8.4.2	contract with external organizations for delivery of programs and services	2.83

	8.4.3	cultivate, solicit, and manage gifts	2.8
	8.4.4	apply to and manage funds from grants	2.67
9.1		The Multicultural Student Program and Service (MSPS) has adequate funding to accomplish its mission and goals	2.33
9.2		An analysis of expenditures, external and internal resources, and impact on the campus community is completed before	
	9.2.1	establishing funding priorities	3
	9.2.2	making significant changes	2.83
9.3		The MSPS demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols	3
10.1		The Multicultural Student Program and Service (MSPS) has adequate technology to support its mission and goals	3
10.2		Use of technology in the MSPS complies with institutional policies and procedures and legal requirements	3.17
10.3		The MSPS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients	3
10.4		The MSPS explores use of technology to enhance delivery of programs and services, especially for students at a distance and external constituencies	2.5
10.5		The MSPS uses technology that facilitates learning and development and reflects intended outcomes	2.33
10.6		The MSPS	
	10.6.1	maintains policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws	2.2
	10.6.2	has plans in place for protecting confidentiality and security of information when using Internet-based technologies	2
	10.6.3	develops plans for replacing and updating existing hardware and software as well as for integrating new technically-based or -supported programs	2.4
10.7		Workstations and computer labs maintained by the MSPS for student use are accessible to all designated clients and meet standards for delivery to persons with disabilities	2
10.8		The MSPS provides	
	10.8.1	access to policies on technology use that are clear, easy to understand, and available to all students	2
	10.8.2	assistance, information, or referral to appropriate support services to those needing help accessing or using technology	3
	10.8.3	instruction or training on how to use technology	2.25
	10.8.4	information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks	2.33
10.9		Student violations of technology are addressed in student disciplinary procedures	3
10.10		A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology	1.5
11.1		The Multicultural Student Program and Service (MSPS)	
	11.1.1	has adequate, accessible, and suitably located facilities and equipment to support its mission and goals	2.33
	11.1.2	takes into account expenses related to regular maintenance and life-cycle costs when purchasing capital equipment	3.17
11.2		MSPS facilities and equipment	
	11.2.1	are evaluated regularly	2.33
	11.2.2	are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users	3.17
11.3		MSPS staff members have	
	11.3.1	workspace that is well equipped, adequate in size, and designed to support their work	3.17
	11.3.2	access to appropriate space for private conversations	3
	11.3.3	the ability to adequately secure their work	3
11.4		The facilities guarantee security and privacy of records and ensure confidentiality of sensitive information	3
11.5		The location and layout of the facilities are sensitive to the needs of persons with disabilities as well as with the needs of other constituencies	2.33
12.1		The Multicultural Student Program and Service (MSPS) has a clearly-articulated assessment plan to	
	12.1.1	document achievement of stated goals and learning outcomes	2.67
	12.1.2	demonstrate accountability	3
	12.1.3	provide evidence of improvement	3
	12.1.4	describe resulting changes	2.83
12.2		The MSPS has adequate resources in the following dimensions to develop and implement assessment plans:	
	12.2.1	fiscal	3
	12.2.2	human	2.83
	12.2.3	professional development	2.5
	12.2.4	technology	2.83
12.3		The MSPS employs direct and indirect evaluation and qualitative and quantitative methodologies to	
	12.3.1	determine achievement of mission and goals	3.17
	12.3.2	determine achievement of learning and development outcomes and whether they are met effectively and efficiently	3
	12.3.3	ensure comprehensiveness	3
12.4		Data are collected from students and other constituencies	2.67
12.5		Assessments are shared appropriately with multiple constituencies	2.83
12.6		General evaluation of the MSPS is conducted on a regularly scheduled basis, with evaluative data solicited from current multicultural students	3
12.7		Assessments are conducted in a manner to assure an effective response	3
12.8		Assessment and evaluation results are used to	
	12.8.1	identify needs and interests in revising and improving programs and services	3.17
	12.8.2	recognize staff performance	3.17

12.8.3	maximize resource efficiency and effectiveness		3.33
12.8.4	improve student learning and development outcomes		3.17
12.8.5	improve student persistence and success		3.17
12.9	Changes resulting from assessment and evaluation are shared with stakeholders		3.5

Areas where TWC exceeds standards. Staff identified several areas where the TWC exceeds (Please see Figure 10 for all the Exceeds Responses). Three of these responses center on students and echo data from both student and staff SWOT analyses. Four of these responses focused on decision making and communication. The last one highlighted personal commitment to social justice. The highest mean scores were found in:

Program. The highest mean score on the self-study worksheet was 4.4 for programming that addresses awareness of culture, identity, privilege, and oppression.

Organization and leadership. The second highest mean score was 4.3 for intentionally including diverse perspectives to inform decision making.

Human resources. The third highest mean score was 4.17 for staff's personal commitment to justice and social change.

2.7	The MSPS provides educational programs and services for all students, focusing on awareness of cultural differences, cultural commonalities, privilege, and identity; self-assessment of cultural awareness and possible prejudices; and changing prejudicial, oppressive, and stereotypical attitudes or behavior	4.4
2.9.4	The MSPS promotes personal growth of students by providing opportunities for interactions, exchange of ideas, and reflection	4
3.2.6	In providing strategic planning, MSPS leaders intentionally include diverse perspectives to inform decision making	4.3
3.5.2	In advancing the organization, MSPS leaders advocate for programs and services	4
3.5.6	In advancing the organization, MSPS leaders inform other areas within the institution about issues affecting practice	4
3.6.2	In maintain integrity, MSPS leaders share data used to inform key decisions in transparent and accessible ways	4
4.4.8	MSPS professional staff members are able to develop empathetic and trusting relationships with students	4
4.4.12	MSPS professional staff members have a personal commitment to justice and social change	4.17

Figure 10. Exceeds Responses. These are the questions where staff had a mean score of 4 or higher.

Areas where TWC does not or partly meets standards. Staff identified six areas where the TWC does not or partly meets standards (Please see Figure 11 for all the Does Not/Partly Meets Responses). All but one refers to policies and procedures. Although this was not indicated in either above–mentioned SWOT Analysis, this is an area that TWC staff has been trying to address (e.g., mass mailing policy, TWC hours policy). The lowest means scores were found in:

Diversity, equity, and access. The lowest mean score on the self–study worksheet was 1.5 for lack of access for distance learning learners. Distance learning is a new strategic initiative for the University so little work has been done in this area.

Technology. Staff also had a mean score of 1.5 for lack of a referral system as a consequence from using technology. This is not an area that the TWC deals with on a regular basis.

Organization and leadership. The third lowest mean score was 1.8 for inaccessibility of policies and procedures. This is an area that is currently being addressed.

2.3.2	The MSPS provides evidence of impact on outcomes	1.83
3.1.2	The MSPS has current and accessible policies and procedures	1.8
5.4.3	The MSPS' statement of ethical standards addresses personal and economic conflicts, or appearance thereof, by staff members in the performance of their work	2
5.4.6	The MSPS' statement of ethical standards references appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities	2
5.4.8	The MSPS' statement of ethical standards addresses issues surrounding scholarly integrity	2

6.1.7	The MSPS obtains permission to use copyrighted materials and instruments	2
7.3.10	The MSPS recognizes the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region	1.5
10.7	Workstations and computer labs maintained by the MSPS for student use are accessible to all designated clients and meet standards for delivery to persons with disabilities	2
10.8.1	The MSPS provides access to policies on technology use that are clear, easy to understand, and available to all students	2
10.10	A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology	1.5

Figure 11. Does Not/Partly Meets Responses. These are the questions where staff had a mean score of 2 or lower.

CAS self-study summary. Areas where the TWC exceeds mirror findings from SAB and staff SWOT analyses. For example, staff commitment was recorded in all three assessments. Including diverse perspectives (particularly from students) was also observed across all three. Programming, however, was discussed more among students than staff. SAB documented the lack of connection between TWC programs and social justice as both a weakness and opportunity. Areas where the TWC does not or partly meets standards were not noted in either SWOT analysis. This may be due to the fact that these areas are primarily administrative. However, as noted above, the TWC staff is making progress towards formalizing policies and procedures.

Alumni Assessment

The third part of the self-assessment is alumni feedback. Alumni from MAC–sponsored affinity groups participated in a 1.5-hour focus group. It took place on October 28, 2012, during President Paxson's Inauguration Weekend. It was facilitated by Myra O. Liwanag '91.

Ten alumni participated, ranging in class year from 1969 to 2012:
- Sarah Cocuzzo '10, Brown TBGALA
- Juan Carranza '12, BULAC
- Eric de los Santos '89, BAA/MAC & A4
- Ryan Grubbs '10, Brown TBGALA
- Karynn Ikeda '11, A4
- Brian Lopez '00, BAA/MAC & BULAC
- Ken McDaniel '69, BAA/MAC & IPC
- Julio Reyes '12, BULAC
- Emily Rodriguez '09, BULAC
- Guy Sanchez '80, BULAC & AOCI

Todd Andrews '83, Vice President, Brown University Alumni Relations joined the group for part of the discussion and expressed Alumni Relations' support for the work of the TWC.

Focus Group Reponses

Below are the focus group questions and responses, as documented by Myra O. Liwanag '91. Only statements that were supported by multiple participants are reported here and presented in the order in which they were discussed.

1. If we had all the resources at our disposal, what would you want to see?
- Students aren't familiar with the history of the TWC or student activism on campus. How we convey our history is important. This should be part of our program as alumni in collaboration with the TWC. Ideas include:
  - ➢ A map of campus indicating where events took place, such as where students met, where they staged protests, etc. Visitors could use it to do a self-guided tour.
  - ➢ It should also include student activism around the New Curriculum.
  - ➢ An interactive exhibit
  - ➢ A virtual and physical archive or library
  - ➢ The exhibit should always be evolving.
  - ➢ People should know the history of the space, as well. They should know that TWC started out in the basement of Churchill House.
- The TWC could be more of a resource to the entire community beyond students of color.
  - ➢ Get more academics involved in the Center's work. The Center could be a convener of faculty and students. It could be a resource for students seeking to do Group Independent Student Projects (GISPs).
  - ➢ The Center should be a connector to other resources on campus, not a replacement for existing resources.
    - ▪ Students should be able to learn about navigating Brown at the Center. They need to learn how to seek help from people who are different from them because that's how it is in the real world.
    - ▪ If the TWC is responsible for delivering student support, it won't be able to be more than it does today. The education students can gain on effecting social change is more central to the TWC's mission than advising students.
  - ➢ Being a resource for everyone in the community is a great benefit for Brown.
- The TWC needs a bigger facility. Space is a challenge to the Center's mission. Ideas include:
  - ➢ Bigger, newer, more modern space

- ➢ Programming and meeting space that can accommodate the growing community.
- ➢ The basement would be a great space for expansion, but asbestos needs to be removed.
- ➢ The building needs to be handicap accessible, especially the upper floors where students meet.
- ➢ Event space is needed. The current layout is awkward and doesn't fit the number of people drawn to TWC events. At some point there was discussion about the attic as a potential event space. This should be explored.
- ➢ The TWC was a safe space that felt like home. It was open all night for students who needed to study or gather. This should be preserved in any new or renovated space.
- ➢ The kitchen needs to be accessible for use by groups of people and for events. One of the easiest ways for people to connect cross-culturally is through food. Bridges are built when people break bread together.
- ➢ Having outdoor space, like a garden would be valuable for events and outdoor activities.
- ➢ The Center's location is central and highly visible. This is important, because it speaks to the importance of the TWC and its work in the Brown community.
- Offer community organizing and social justice training. This doesn't seem to be offered by the Swearer Center, and was once a part of the TWC's work. The current director's background seems to be a fit for this.
  - ➢ By offering training to any student the TWC could open up a new dialogue around diversity issues at the University.
  - ➢ GISPs could be coordinated through the TWC and its affiliated faculty and academic programs like Ethnic Studies, Africana Studies, US Latino Studies, Education, Public Policy, etc.
  - ➢ Student social change/social justice initiatives could be funded.
  - ➢ Students could get credit for their work and learn in a manner that has more academic rigor if guidance is given through the TWC and its affiliated faculty.
  - ➢ A class could pick one project each semester and work on it as a class.
- It seems like there is finally enough staff to do the current work of the Center, but additional staff will be needed if the TWC were to expand its programs.
- Build stronger connections and contact with local communities of color so that students can access these communities through the Center.
- Provide space for students to access computers and other needed technology. (There was some debate over whether or not this was needed at the Center or something that the University overall needs to work on for all students.)

2. What are your impressions of the impact TWC programs have on the student experience today?
- The Mission has changed. The TWC serves as a focal point where people with an interest can gather.
- The Center is doing a good job changing with the times, but it will need more resources.
- Over the years, GISPs have been a productive space for student learning and exploration. Many GISPs were born out of discussions at the TWC.
- It is good to see staff has increased, because the work increased while the staff remained the same for so many years.
- The students seem happy with the Center.

3. What do you believe are the most pressing issues to be addressed in "the Brown community"?
- Diversity as an attribute is good for the community. There needs to be a voice from the center of the University saying that undergraduates should take initiative and expose themselves to people from different backgrounds and cultures. This goes beyond what the Center can do on its own.
- The University should do more to understand and celebrate diversity. Topics include:
  - ➢ Research on student protest and activism.
  - ➢ Civil rights and social justice in today's world, including the opportunities and challenges associated with technology.
- Globalism must be part of Brown's future. The University's aspirations to be more global and

international depend on building cultural competence and being able to deal with diversity effectively.

- Mentoring is needed for students.
- Summer work and internship opportunities should be a priority.

4. What role should the TWC play in addressing issues of diversity in the Brown community?
- Teach diversity leadership as a skill. Student staffers learn these skills, but perhaps offer training to the broader community. Where there is difference there is some tension. Teach the skills to deal with difference. Ideas include:
  - ➤ Collaborating with CareerLAB on diversity in the workplace
  - ➤ Connecting with the new Slavery and Justice Center
  - ➤ Enlisting alumni with relevant experience as speakers
- The TWC can foster collaboration among students on awareness events and activities.
  - ➤ Help ensure that students are not duplicating efforts and more groups outside the TWC connect with the Center and its students.
  - ➤ Young alumni shared a recent experience with Immigration Week as an example of good collaboration in which different groups worked together on programs for the week.
- The TWC can foster collaboration across parts of the University. Ideas include:
  - ➤ Working with CareerLab on summer work and internships, in particular
    - ▪ Advise CareerLab so that their postings are more inclusive of work opportunities that deal with social justice, communities of color, and globalism.
    - ▪ Young alumni shared that it was hard to find these opportunities through CareerLAB. The TWC could help inform CareerLAB of the needs and help inform students of postings.
  - ➤ A mentoring program that connects graduate students with undergraduate students of color.
    - ▪ Graduate students of color can feel isolated and don't really see the TWC as a resource for them.
    - ▪ Mentoring would be a great way to engage the graduate students while also supporting undergrads.

5. How could alumni serve as a resource to the TWC?
- Alumni Relations is a lens into the University for Alumni. Collaboration with alumni can occur in many ways, not just with the TWC, but also jointly with other parts of the University depending on the focus of the effort.
- Alumni could host a forum with alumni to answer questions about the work of the Center and discuss the future of the TWC and how alumni can be involved by donating or volunteering.
- The Women's Launch Pad is a great program. There should be a similar program for students of color.
- Raise more money for the TWC's programs.

6. How important is the name "Third World Center" to the Center's success?
- If the TWC is to become a resource for the whole community, the name is an impediment.
  - ➤ People dismiss it at first glance and don't learn about the Center's work.
  - ➤ For all the effort spent explaining the name, the TWC could be doing something else more impactful.
  - ➤ Third World doesn't carry the same connotations as it used to.
  - ➤ As we become more global, the name becomes more difficult to explain.
- The current name intentionally provokes a reaction. No matter what, the name should be provocative.
  - ➤ The name TWC conveys the community's sense of ownership, its history and serves as recognition of its purpose. Somehow these things need to be preserved if a new name is chosen.
  - ➤ Alumni have discussed in other settings how keeping the current name as a tagline under the new

name would be helpful, especially during a transition from the old name to a new one. Princeton did this with their TWC.
- ➢ The name is more important to students than to alumni. As alumni grow older, the term "Third World" becomes less important. Ultimately, alumni are interested in the work of the Center more than its name.
- Those considering changing the name should consider:
  - ➢ The international context in which the term doesn't really work
  - ➢ How many people do we actually lose because of the name who could be a part of the TWC and all it offers and could offer in the future? Is it a small or large number? No one really knows.
  - ➢ The importance of process in choosing a new name and making the transition from TWC to a new name.

Focus Group Summary

The focus group revealed that regardless of class year or previous involvement, alumni affinity groups are invested in the success of the TWC. Three topics that came out of their discussion were preserving institutional memory, tapping into campus and community resources, and supporting academic goals.

All three communities (i.e., alumni, students, staff) are committed to making the TWC's history a living history. Alumni in particular are concerned about preserving the Center's student activist heritage. A series of protests and demands since the 1969 walkout resulted in significant changes in the campus environment, as well as the TWC. Alumni offered creative ideas to make these momentous events accessible to the campus and public. In addition, whether the name changes or remains the same, alumni feel it should convey the spirit of the Third World Movement at Brown.

Alumni, like students and staff, also believe that collaborating with campus centers (e.g., Center for the Study of Slavery and Justice, CareerLAB) and leaders (e.g., alumni) can be a mutually beneficial enterprise. These are areas that can both improve the TWC's programming and infuse TWC philosophy into their respective programs.

Alumni reiterated desires of students and staff regarding academic rigor through and within the Center. Research and other academic activities have historically originated from TWC students' synergy. This can and should be continued in the future to promote scholar activism, intellectually-stimulating programming, and academic success.

Benchmarking Study

The final part of the self-study is a benchmark analysis. This was a continuation from the benchmarking study conducted for the 2009 Organizational Review Report. Institutions from the previous study were Dartmouth College, Columbia University, Williams College, and Connecticut College. This year's study includes information gleaned from two site visits, a short e-mail survey sent to Ivy League institutions, and a comparison of MCAA-member institutions.

This exercise was helpful for several reasons. It was critical for TWC staff to meet colleagues from peer institutions and be inspired by innovative programming and organizational structures. Additionally, this exercise helped affirm good work being produced by the Center.

Site Visits

All staff participated in two site visits. The first visit was to Yale University on October 22, 2012. Yale is organized by four distinct yet interconnected cultural centers. Dr. Rodney Cohen, Dr. Rosalinda García, and Dr. Ted Van Alst were the primary hosts. They oversee the Afro-American Cultural Center, La Casa Cultural Julia De Burgos, and the Native American Cultural Center (which may be renamed the Native American and Indigenous Peoples Center), respectively. Dr. Saveena Dhall, Director of the Asian American Cultural Center, was out of the office at that time. The second visit was to Harvard University on November 16, 2012. Dr. Allen S. Counter, Director, and Mr. Loc Truong, Assistant Director, were the primary hosts at the Harvard Foundation. A careful review of notes, as documented by Shane Lloyd MPH '11, resulted in seven key areas for TWC staff to explore further:

> **Center names.** There is no "one perfect name." All of the directors discussed the challenges they faced explaining their respective center's name and origin to the campus community.

> **Space.** Physical space and campus location affect student engagement in the center. The space, then, should complement the center's primary objectives and allow for expansion for future initiatives.

> **Dual appointments.** All the directors have dual appointments – whether as deans or instructors. This both broadens the scope of the Centers and poses workload challenges to manage multiple responsibilities.

> **Student workers.** Center staffs rely on a number of students for programming. This promotes student leadership and agency while freeing the staff to take on administrative projects.

> **Programming.** Each center offers a wide variety of programs, including residential activities, large–scale campus events, and co–sponsored academic experiences.

> **Engaging White students.** Each center values the role of White allies to promote their work beyond communities of color.

> **Community collaboration.** Centers can develop reciprocal partnerships with community organizations to promote civic engagement and community–based learning.

Ivy League Survey

A brief survey was distributed to center directors from all Ivy League institutions; namely: Columbia, Cornell, Dartmouth, Harvard, Princeton, University of Pennsylvania, and Yale. It is important to note that cultural center structures differ from campus to campus (as noted above). Some include "satellite" offices (e.g., offices in the Dean of the College). A few do not have any cross–cultural gathering/programming space (e.g., do programming in residence halls, have smaller resource rooms). In addition, some centers were founded by student activists while others were created by administrators. Therefore, this survey was intended

to provide a broad perspective on center resources across the Ivy League – and not necessarily as an equal comparison to the TWC.

Directors were asked a total of three questions about their budget and space. Four directors completed the survey (as of February 15, 2013) and requested their center's name remain confidential. Several responses were changed slightly to eliminate potential identifiers. Please see Figure 12 below for the Ivy League Centers Survey Responses.

	TWC	Center A	Center B	Center C	Center D
1. What percent of your budget, (including staff and student salaries and programmatic expenses), is funded by the University?	88%	Almost all staff positions are funded by college dollars. One is funded by endowment dollars. Each area gets $11,500 for programming each year and the department gets $14,000 from the college. We have a $20,000 gift each year for programming on top of that.	Entirely funded by a specific endowment and spend down account	The majority of our budget (approximately 99%) comes from the University. We also get a small amount in gift funds from alumni and parents but it's a very small amount.	100%
2. Your overall office budget is:	$500K – $749K	$1m – $1.249m	$0K – $249K	$0K – $249K	$0K – $249K
3. What is the square footage of your overall office space?	Approximately 6502 sq. ft.	Exact figures are unknown. Offices are spread out across campus and affinity residential communities.	Approximately 2500 sq. ft.	Approximately 18,800 sq. ft.	Approximately 4000 sq. ft.

Figure 12. Ivy League Centers Survey Responses.

Multicultural College Administrators Association (MCAA) Benchmarking
The institutions in this benchmarking are involved in the Multicultural College Administrators Association (MCAA), an organization created to provide support and professional development to multicultural college administrators in higher education institutions in Rhode Island. The schools were Bryant University, Johnson & Wales University – Providence Campus, Providence College, Rhode Island College, the Rhode Island School of Design, Roger Williams University, and the University of Rhode Island (The Community College of Rhode Island has an administrator involved in MCAA but does not currently have any form of Multicultural Student Programs and Services Office. Salve Regina University recently established a multicultural affairs department. Neither are included in this study). Below is information on each of the centers, as documented by Anthony Mam.

Bryant University – Intercultural Center (ICC)
Institution Type: Medium-sized private; 3,337 undergraduates (as of 2012)
1. Mission: The Intercultural Center (ICC) supports international and domestic students of color by serving as advocates for them in their educational pursuits.
2. Infrastructure: Center located in the student union – 4 administrative offices, conference room, lounge area, kitchen, work study desk
3. Staff members:
   Professional – 5: Director, 2 Assistant Directors, International Student Advisor, Administrative Assistant
   Student Staff – 10 work study students, 30 peer counselors
4. Signature Programs/Resources: 4MILE@Bryant (4 Years-Multicultural International Leadership Experience) Orientation Program, International Education Week, Global Community Hour, MLK Day, kitchen, textbook library, conference room, T.V., advisement to two intercultural student organization

Johnson & Wales University Providence – Intercultural Center (ICC)
Institution Type: Medium-sized private; 9,756 undergraduates (as of 2012)
1. Mission: It is our mission to provide a welcoming, ethnically diverse environment where students of all backgrounds can prosper both academically and socially as they develop into successful professionals, host and co-host educational programs, cultural events and social activities that expose students to diverse cultures and histories, collaborate with Arts & Sciences, Feinstein Community Service Center, the International Center, Leadership Activities, Residential Life and the Gender Equity Center, involve students in the formation, development and evaluation of all programs, enhance and maintain local community relationships, be a home away from home
2. Infrastructure: Center on bottom floor of a church – large room that can be broken down as a lounge or dining room, 2 administrative offices
3. Staff members:
   Professional – 3: Director, Program Coordinator
   Student Staff – 44: 4 student assistants, 40 work study students
4. Signature Programs: Projector, computer access, fridge, student study groups, mentoring program, Cotton Club, annual diversity retreat, International Tuesdays, Welcome Wednesdays, cultural month celebration, Intercultural Baccalureate Ceremony, and the Intercultural Center Ambassador Council that works with the center to plan cultural and educational programming, as well as fun social activities

Providence College – Balfour Office for Multicultural Activities
Institution Type: Medium-sized private; 3,810 undergraduates (as of 2012)
1. Mission/Vision: Our ultimate vision for BOMA is to create opportunities for students to broaden and deepen their cultural competence through inclusive excellence by learning about and valuing difference, cultivating and practicing curiosity and compassion through listening, asking questions and sharing stories, developing and providing resources for action and advocacy framed by Catholic Social Teaching and tradition.
2. Infrastructure: Located in student union – Administrative office located in Student Activities suite, lounge space (Unity Center) located on separate floor
3. Staff members:
   Professional – 3: Director, Graduate Assistant, Graduate Intern
4. Signature Programs: Peer Mentor Program, Horizons Retreat, Gospel Choir, Board of Multi-Cultural Student Affairs, book groups, intergroup dialogues, film discussions, Learning & Reflection Trips, special lectures, MLK Day of Service, Unity Week

Rhode Island College – Unity Center
Institution Type: Medium-sized public; 7,553 undergraduates (as of 2012)
1. Mission: The Unity Center is the Rhode Island College multicultural center. Its mission is to promote the accessibility of educational services and the opportunity for excellence to all students through collaborative programming among its student affiliates, faculty, staff and the wider community. The Center further seeks to enhance cultural awareness by providing a safe forum for exploring issues pertaining to diversity, equity and inclusion and to assist students in becoming informed, productive citizens of the world.
2. Infrastructure: Center located in student dining center – resource room, exhibition space, staff offices, open area/lounge, conference room
3. Staff members:
   Professional – 1: Director
   Student staff – 10 work study students
4. Signature Programs: Advisement to student organizations, collaborative programming, student lounge, dedicated resource/study rooms, diversity workshops & seminars, student leadership development, LGBTQ resource, conference room, diversity week

Rhode Island School of Design – Office of Intercultural Student Engagement (ISE)
Institution Type: Small private; 1,972 undergraduates (as of 2012)
1. Mission: We foster multicultural understanding and personalized support at RISD by engaging its community through programming, advocacy, and specialized services.
2. Infrastructure: Administrative offices located in a building shared by other student affairs professionals; 3-floored building for programming and meditation space that includes kitchen and bathroom
3. Staff members:
Professional – 5: Director, Associate Director for the Office of International Student Services, Diversity Coordinator, Administrative Coordinator, International Student Advisor
Student Staff – 2 student staff
4. Signature Programs/Resources: ISE Mentoring Program, LGBTQ Student Services, Spirituality Reflection Room, MLK Weekend, International Student Services, kitchen

Roger Williams University – Intercultural Center (IC)
Institution Type: Medium-sized private; 4,451 undergraduates (as of 2012)
1. Mission: The mission of the Intercultural Center is to develop world citizens capable of critical thinking, compassion and respect for differences.
2. Infrastructure: Center located in a residence hall – kitchen, lounge, classroom, prayer room, administrative offices

3. Staff members:
Professional – 5: Director, 2 Assistant Directors, Multifaith Chaplain, Adminstrative Assistant
4. Signature Programs/Resources: Cultural Months Programming, International Students Services, LGBTQ&Q Resource, Bridge to Success Mentoring, National Coalition Building Institute, computer resources, host informal socials, educational programs and cultural events, as well as group meetings

University of Rhode Island – Multicultural Center (MCC)
Institution Type: Medium-sized public; 13,398 undergraduates (as of 2012)
1. Mission: In support of the primary mission of the University toward building a culture of learning, the University of Rhode Island (URI) Multicultural Center critically engages students, faculty, staff, administrators, and other allies in creating and sustaining a campus culture in which diverse persons, organizations, and groups can learn and develop to their greatest potential, and participate in society to their maximum ability. Toward this purpose, the URI Multicultural Center collaborates with others in providing a variety of programs, activities, and services that help diverse learners to systematically explore the ways we culturally construct identity (who we are), knowledge (what we mean), power (how we assert influence), community (how we relate and belong to each other), and culture (how we make meaning).
2. Infrastructure: Self standing building – 3 lounge spaces, banquet hall, kitchen, elevator, administrative offices, classroom
3. Staff members:
Professional – 3: Director, Assistant Director, Office Manager
Student Staff – 9: Student Staff Coordinator, Night Manager, Media Specialist, Graphic Designer, 3 Administrative Assistant, 2 Graduate Assistants
4. Signature Programs: Students of Color Reception, Diversity Week, Martin Luther King Jr. Week, Diversity Awards

Benchmarking trends. A closer examination of these institutions uncovered several commonalities between them:

Mission statement & name. The following common themes were present in at least three of the MCAA institutions. Some centers mention providing opportunities for students to be engaged,

whether through programming or exploring topics of diversity and cultural competence. There are references to advocacy and support systems for students; and providing services, resources and forums to perform such endeavors. Lastly, some mention the center's role in education, academia and the development of students in realizing their potential in their professional career goals and as citizens. Also of note, there are four centers that cater to both international and domestic students and utilize the term "intercultural" in their name to denote so.

Infrastructure. Most of the centers have an office space that is located within a building such a residence hall or a student union. Only the University of Rhode Island has its own free standing building, while the Rhode Island School of Design has a building designated for programming. Within the centers, some commonalities include a lounge area, conference room, kitchen, classroom space and administrative offices.

Staff. The number of professional staff members and position types varies among the centers. Three centers have five professional staff members; two centers have three professional staff; and the other two centers have a staff of one or two. The only similar position all centers have is a Director. Furthermore, one noticeable common position in four centers is an administrative assistant/office manager role. As for other positions, they differ with titles from Assistant/Associate Director to Coordinators to job specific roles such as International Student Advisor. Five centers hire student staff. The number of student staff ranges from 0 – 10 to 40 – 44.

Signature programs/resources. The most common type of program among all the centers was a mentoring program. Four centers have a Martin Luther King, Jr. celebration and execute a diversity or unity week. Lastly, three centers celebrate the cultural months, plan a recognition ceremony, and address LGBTQ concerns. Other categorical programs and resources include educational programming, technology access, leadership opportunities, workshops, group dialogues, kitchen access and social programming.

Recommendations

This self-study revealed that the Third World Center's student-focused approach is valued and appreciated by the campus community. So, too, is its legacy of student activism. However, there are a number of opportunities to expand the TWC's work and broaden its reach. Below are six recommendations to improve operations and meet the needs of students:

1. **Re-brand the Center to highlight scholarly experiences**
   - Re-evaluate the TWC's mission and modify it as necessary to highlight academic rigor and co-curricular learning
   - Align departmental goals with President Paxson's strategic initiatives
   - Strengthen the TWC Fellows Program
   - Collaborate with the Director of the Curricular Resource Center, Associate Dean of the College for Undergraduate Research, and Executive Director for the Leadership Alliance to promote co-curricular projects
   - Improve communication with the campus community about the TWC's mission, programs, and resources

2. **Develop reciprocal partnerships**
   - Develop formal relationships with the Center for the Study of Race & Ethnicity, Center for the Study of Slavery & Justice, and Swearer Center for Public Service
   - Identify new departments for co-sponsored projects (e.g., Athletics, Science Center)
   - Strengthen partnerships with community organizations in Providence

3. **Make a determination on the Center's name**
   - Collect data about the impact of the TWC's name (e.g., financial, student engagement, public relations)
   - Implement an inclusive and transparent process about the TWC's name
   - Decide on keeping or changing the name by 2014 and have it endorsed/announced by senior administration

4. **Promote social justice and leadership development training for the campus community**
   - Partner with Sarah Doyle Women's Center, LGBTQ Center, Office of the Chaplain and Religious Life, and Student & Employee Accessibility Services to implement social justice and leadership development curriculum for TWC staffers
   - Collaborate with the Sheridan Center for Teaching & Learning on faculty development opportunities (e.g., creating DP-designated courses)
   - Work with Human Resources to provide social justice training for University staff

5. **Continue to assess programming needs**
   - Assess current organizational structure with strategic planning priorities
   - Evaluate support and resources for the First-Generation College Student Initiative
   - Continue space planning to address programming and accessibility needs

6. **Preserve and honor the TWC's history**
   - Establish a digital archive of the TWC's documents and sources
   - Create a TWC History Walking Tour
   - Improve social media and electronic sources to promote TWC history
   - Participate in Brown University's 250th Anniversary