

# Reflection Guide

for Juniors and  
Seniors

COMPILED BY THE CLASS-YEAR ADVISING  
TEAM IN THE COLLEGE



BROWN

# Reflection Guide

for Juniors and  
Seniors

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## COMPILED BY THE CLASS-YEAR ADVISING TEAM IN THE COLLEGE

This guide is intended to help you reflect upon your educational experience at Brown thus far and consider what directions to take in your junior and senior year. As you plan for the remainder of your time, use this guide to be intentional in making decisions, thinking about how your identities impact your choices and considering the practical matters of degree completion. Since time is limited and opportunities are plentiful, this guide will lead you to prioritize choices that are in alignment with your values, identities and goals while also leaving room for you to explore new things, enjoy life and maintain your well-being.

This guide can be used in a variety of ways:

- Take some time to reflect on your own using the guide.
- Set aside time with some close peers to work through the guide together.
- Use this guide with your exploratory advisor or concentration advisor.
- Reflect in person with a group of your peers and/or with a dean in the College.
- To join a series of junior/senior reflection sessions in the next semester, please use this [link](#).
- To schedule a 30-minute 1:1 advising conversation with the associate dean of the College for junior/senior studies, please use this [link](#).



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## REFLECTIONS ON THE PAST

<p>What have you enjoyed most about your time at Brown so far?</p>	<p>What accomplishments would you like to celebrate?</p>
<p>What class, co-curricular activity or program has surprised you the most?</p>	<p>What preconceived ideas did you have about the University that have changed since you have been here?</p>
<p>What has come up unexpectedly that you didn't plan for? How did you handle it? What would you do differently if another unexpected event occurred? How can you develop additional capacity and tools to help you when the unexpected occurs?</p>	<p>What has been the biggest challenge that you have faced? What did you learn from grappling with that challenge?</p>
<p>What resource has been the most valuable to you since you set foot on campus?</p>	<p>What do you want to get out of your remaining time at Brown?</p>



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# VALUES

We all have values that we learn based on our cultures, families, education, experiences and unique selves. At Brown, have you intentionally made decisions that connect directly with those values? What happened when you did not live by your values?

**Values exercise: Check the 10 values that are most important to you as a person.**

- |   |                                       |  |  |  |
|---|---------------------------------------|--|--|--|
| <input type="checkbox"/> abundance      | <input type="checkbox"/> serenity     | <input type="checkbox"/> security        | <input type="checkbox"/> innovation      | <input type="checkbox"/> passion       |
| <input type="checkbox"/> adventure      | <input type="checkbox"/> success      | <input type="checkbox"/> compassion      | <input type="checkbox"/> relationships   | <input type="checkbox"/> risk-taking   |
| <input type="checkbox"/> intuition      | <input type="checkbox"/> empathy      | <input type="checkbox"/> open mindedness | <input type="checkbox"/> speed           | <input type="checkbox"/> listening     |
| <input type="checkbox"/> decisiveness   | <input type="checkbox"/> safety       | <input type="checkbox"/> excellence      | <input type="checkbox"/> professionalism | <input type="checkbox"/> optimism      |
| <input type="checkbox"/> joy            | <input type="checkbox"/> service      | <input type="checkbox"/> athleticism     | <input type="checkbox"/> well-being      | <input type="checkbox"/> understanding |
| <input type="checkbox"/> diversity      | <input type="checkbox"/> knowledge    | <input type="checkbox"/> equity          | <input type="checkbox"/> uniqueness      | <input type="checkbox"/> community     |
| <input type="checkbox"/> leadership     | <input type="checkbox"/> spirituality | <input type="checkbox"/> love            | <input type="checkbox"/> truth           | <input type="checkbox"/> kindness      |
| <input type="checkbox"/> learning       | <input type="checkbox"/> humor        | <input type="checkbox"/> loyalty         | <input type="checkbox"/> change          | <input type="checkbox"/> leisure       |
| <input type="checkbox"/> ambition       | <input type="checkbox"/> family       | <input type="checkbox"/> intelligence    | <input type="checkbox"/> growth          | <input type="checkbox"/> time          |
| <input type="checkbox"/> reliability    | <input type="checkbox"/> independence | <input type="checkbox"/> self-respect    | <input type="checkbox"/> health          | <input type="checkbox"/> collaboration |
| <input type="checkbox"/> accountability | <input type="checkbox"/> beauty       | <input type="checkbox"/> patience        | <input type="checkbox"/> balance         | <input type="checkbox"/> authenticity  |
| <input type="checkbox"/> being the best | <input type="checkbox"/> competence   | <input type="checkbox"/> organization    | <input type="checkbox"/> fame            | <input type="checkbox"/> belonging     |
| <input type="checkbox"/> creativity     | <input type="checkbox"/> friendship   | <input type="checkbox"/> communication   | <input type="checkbox"/> gratitude       | <input type="checkbox"/> curiosity     |
| <input type="checkbox"/> advocacy       | <input type="checkbox"/> hard work    | <input type="checkbox"/> wisdom          | <input type="checkbox"/> peace           | <input type="checkbox"/> justice       |
| <input type="checkbox"/> freedom        | <input type="checkbox"/> playfulness  | <input type="checkbox"/> faith           | <input type="checkbox"/> ambition        |  |
| <input type="checkbox"/> ethics         | <input type="checkbox"/> efficiency   | <input type="checkbox"/> endurance       | <input type="checkbox"/> fairness        |  |
| <input type="checkbox"/> mindfulness    | <input type="checkbox"/> humanity     |  | <input type="checkbox"/> stability       |  |

**Pick three values that you want to carry with you into this school year.**

VALUE 1:	VALUE 2:	VALUE 3:
This value is important to me because:	This value is important to me because:	This value is important to me because:
I live by this value ( )% of the time.	I live by this value ( )% of the time.	I live by this value ( )% of the time.
I will bring this value into next year by:	I will bring this value into next year by:	I will bring this value into next year by:



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# IDENTITY

Identity is central to self-development and instructs how we think about, describe and show up as ourselves. Identity also intersects with our values and informs how we make choices throughout our lives. Reflecting on your various identities may help you align your goals and priorities toward becoming your best self.

## Personal Identity

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Community/geographic affiliation:

Political and social values:

Critical life experience(s):

Personality traits:

Education:

Sports teams:

Talents, skills, abilities:

Hobbies:

Profession or organizational affiliation:

Favorite books, films, music, foods:

### IDENTITY REFLECTION:

Identities you think about most often:

How do your identities influence your sense of belonging at Brown?

Identities you think about least often:

Identities you would like to learn more about:

How have your identities impacted choices that you have made at Brown?

Identities that have the strongest impact on how you perceive yourself:

Identities that have the greatest effect on how others perceive you:

Which identities do you want to express more fully while at Brown?

## Social Identity

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Gender:

Social class:

Race:

Age:

Ethnicity/culture:

Ability and health:

Language(s):

Nation of origin/citizenship or tribal/Indigenous affiliation:

Sexual orientation:

Physical appearance and body image:

Religion/spirituality:

*Adapted from the Program on Intergroup Relations, the Spectrum Center, and the LSA Inclusive Teaching Initiative, University of Michigan and the University of Arizona.*



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# REVIEW OF DEGREE COMPLETION REQUIREMENTS

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## ENROLLMENT UNITS

I am currently in my \_\_\_\_\_ semester and have accrued \_\_\_\_\_ out of 32 enrollment units.

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## COURSE CREDITS

I have completed \_\_\_\_\_ out of 30 course credits.

---

## WRITING REQUIREMENT

I **have**  / **have not**  (check one) completed part 1 of the Writing Requirement (semesters 1-4).

My plan to complete part 2 of the Writing Requirement (semesters 5-7) is:

---

## CONCENTRATION

I **have**  / **have not**  (check one) declared my concentration in ASK.

My concentration declaration in ASK is  / **is not**  (check one) up to date.

My concentration is \_\_\_\_\_ .

My concentration advisor is \_\_\_\_\_ and their email address is \_\_\_\_\_@\_\_\_\_\_ .

I **have**  / **have not**  (check one) concentration requirements left.

Concentration requirements remaining are:

---

## ADDITIONAL OR OPTIONAL REQUIREMENTS

I also have requirements for my (check):

- |   |  |                                       |   |
|---|--|---------------------------------------|---|
| <input type="checkbox"/> Second concentration | <input type="checkbox"/> Certificate program | <input type="checkbox"/> PLME         | <input type="checkbox"/> Health Careers |
| <input type="checkbox"/> Concurrent Degree    | <input type="checkbox"/> Combined Degree     | <input type="checkbox"/> BRDD program | <input type="checkbox"/> Honors         |

Those requirements remaining are:

---

## CREDIT RECOVERY:

Incompletes

I **have**  / **do not have**  (check one) incomplete courses that I need to finish to complete my degree.

Course	Professor	Plan to complete
--------	-----------	------------------

## Summer/Winter

I **plan**  / **do not plan**  (check one) to take a summer or winter session course during \_\_\_\_\_ semester to earn additional credits.

## Transfer Credits

I have reviewed the transfer credit guidelines and plan to transfer the following courses:

---

## INTERNATIONAL STUDENTS:

If you are on an F-1 visa, and plan to use CPT or OPT, please check your eligibility. If you are unsure about your eligibility, please contact OISSS or the dean for international students as soon as possible.

Need help? Please email [degreecompletiondeans@brown.edu](mailto:degreecompletiondeans@brown.edu) to schedule a conversation with a degree completion dean.



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# QUADRANTS WHEEL

## Key

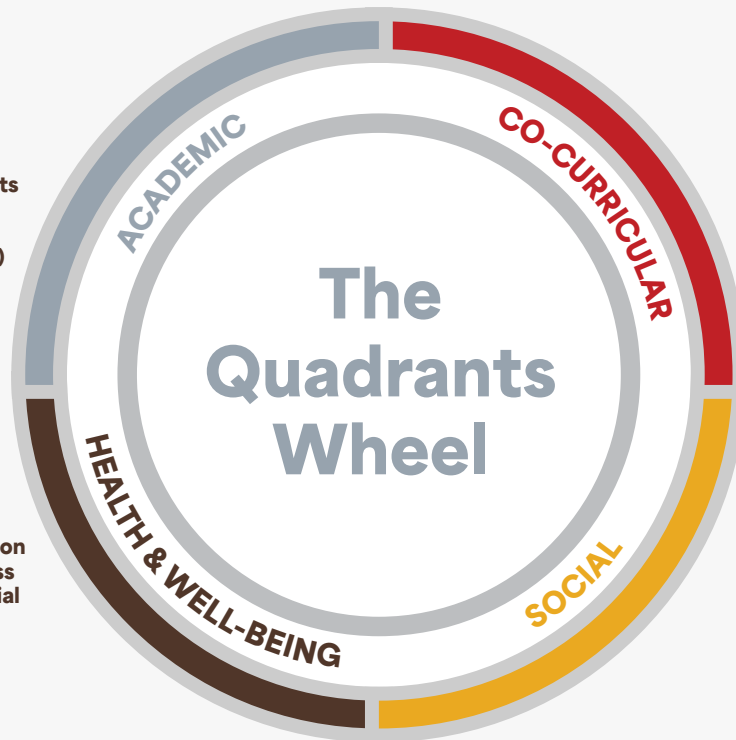
- Past/Present
- Future

- Exploratory advisor
- Classes
- Concentration
- Degree requirements
- Research
- Academic support (tutoring, coaching)
- Libraries

- Employment (on-campus or off-campus)
- Peer advising
- Community engagement
- Study away/abroad
- Social justice, activism and advocacy
- Clubs and publications
- Internships and career planning

- Physical health
- Mental health
- Spirituality or religion
- Nutrition and fitness
- Free and confidential resources
- Financial
- Stress reduction and relaxation

- Residential life
- Friendship
- Family
- Love
- Identity centers
- Providence
- FUN!



## Activity

### Part 1:

In the "past/present" columns, check off the activities/resources you have found important to your Brown experience thus far.

### Part 2:

Now, return to the pages with your values ([page 5](#)) and identities ([page 6](#)). Have you been living in your values? If not, what changes would you like to make?

### Part 3:

In the "future" columns, check off the areas on which you would like to focus in the upcoming year. Think about three areas that you would like to prioritize or deprioritize to align with your values.

## Two Things That Get in The Way of Being Our Best Selves

### FOMO (fear of missing out):

- Do not compare yourself to your peers.
- You are your own unique person.
- Reflect on what you have accomplished rather than what you have not!
- You cannot (and should not) do it all.

### Imposter Syndrome:

- Everyone feels insecure sometimes.
- If you are in the room, you are supposed to be in the room.
- Putting yourself on the edge of your comfort zone encourages a growth mindset.






# REFLECTIONS ON TIME

Instructions:

1. Consider a typical school week. Plug in any regular commitments, like classes, appointments, sleep hours, club meetings and employment hours.
2. Now plot out when you will study and complete homework assignments.
3. Turn back to the values page ([page 5](#)) and the quadrants wheel ([page 8](#)).
  - Are all of your current responsibilities in alignment with your values, desires and priorities?
  - Are there any current responsibilities that you would like to spend less time on?
  - How much time do you have left for taking on additional activities?

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 a.m.							
8 a.m.							
9 a.m.							
10 a.m.							
11 a.m.							
12 p.m.							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							



I spend \_\_\_\_\_ hours on **Academics**.  
 I spend \_\_\_\_\_ hours on **Co-Curricular Activities**.  
 I spend \_\_\_\_\_ hours on **Health and Well-Being**.  
 I spend \_\_\_\_\_ hours on **Social Activities**.

  
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# REFLECTIONS ON YOUR GOALS FOR THIS YEAR

My top three values ([page 5](#)) are:

- 1.
- 2.
- 3.

I want to make sure I express this part of who I am ([page 6](#)): \_\_\_\_\_ .

My top three priorities from the quadrants wheel ([page 8](#)) are:

- 1.
- 2.
- 3.

I have \_\_\_\_ hours per week to try new things based on my reflections on time ([page 9](#)).

## My goals for the next school year are:

Goal 1:	Goal 2:	Goal 3:
The first thing I need to do to get started on this goal is:	The first thing I need to do to get started on this goal is:	The first thing I need to do to get started on this goal is:
I will devote this amount of time to this goal:	I will devote this amount of time to this goal:	I will devote this amount of time to this goal:
My potential barriers to completing this goal are:	My potential barriers to completing this goal are:	My potential barriers to completing this goal are:
My plan to complete this goal is:	My plan to complete this goal is:	My plan to complete this goal is:
I will hold myself accountable by:	I will hold myself accountable by:	I will hold myself accountable by:
I will know I have accomplished this goal because:	I will know I have accomplished this goal because:	I will know I have accomplished this goal because:



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# REFLECTIONS ON YOUR FUTURE

You are probably already being asked what you hope to do with your Brown degree when you graduate. There are many potential pathways: job market, graduate school, gap years, fellowships and more. You do not need to map out your whole life. Many people will tell you how their paths diverged and branched in unexpected ways as they move through their careers and other life pursuits. However, here are some things to consider when looking toward the next couple of years.

## My goals for the next school year are:

Values	Interests and Experiences
Are your post-grad values the same or different from your values as a student at Brown?	<p>What experiences have I had that taught me what I do want to do?</p> <p>What experiences have I had that taught me what I do not want to do?</p>
Skills	Needs
<p>What skills do I already have?</p> <p>What skills do I want to develop while still a student at Brown?</p> <p>How do I want to practice what I have learned so far?</p>	<p>Do I have financial, familial or other responsibilities that will inform my next opportunity?</p> <p>Do I want to be in a particular region, city or country?</p>

**How many of these values, interests, skills, experiences and needs have to be present in your first opportunity outside of Brown?**

**Lastly, how will I bring the principles of the Open Curriculum to my life after graduation.**

- Interested in pursuing a fifth-year master’s program at Brown? [Learn more >>](#)
- Interested in graduate school? Please reach out to your concentration advisor or the director of undergraduate studies in your area of interest.
- Interested in employment? [Contact the Center for Career Exploration](#) and schedule an advising meeting.
- Interested in pursuing a fellowship? [Learn more >>](#)



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# NOTES



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