Meiklejohn Academic Peer Advising Program Handbook

2026-27



BROWN

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Welcome to the Meiklejohn Peer Advising Program!

Congratulations on your acceptance to the Meiklejohn Peer Advising Program! As a member of this esteemed group of students, you now play an instrumental role in helping to guide first-year students toward belonging and academic success at Brown University. Think back to your own first-year experience, and you will realize the impact you can have as a Meiklejohn. You are uniquely positioned to help shape the experiences of incoming students throughout the academic year. We hope that you take this opportunity seriously and approach peer advising with the gravitas it deserves. Thank you in advance for your efforts in the coming year!

By accepting the position of Meiklejohn peer advisor, you agree to the following:

1. You will attend Meiklejohn Orientation, Meik-Con and Advising Day. All of these events are mandatory; if you do not attend all of these events, you will not be allowed to continue as a Meiklejohn advisor for the upcoming academic year.

2. You will attend all other mandatory Meiklejohn Peer Advising Program events, including fall and spring training, semesterly check-ins with your Meiklejohn Leader, and other engagement opportunities. If an immovable schedule conflict arises, prompt communication is required.

3. You will provide the best possible advice and mentorship to your advisees. You will meet with advisees regularly throughout both semesters, including the Friday before fall semester classes begin and during both semesters' shopping and pre-registration periods. You will also stay in touch with your academic advising partner.

4. You will remain an actively enrolled student at Brown, and will be studying in person in Providence for the duration of your time as a Meiklejohn advisor.

5. You will adhere to Brown's standards of individual conduct as described in the Academic and Student Conduct Codes.

Please note that failure to meet any of the above requirements may result in your dismissal from the program.

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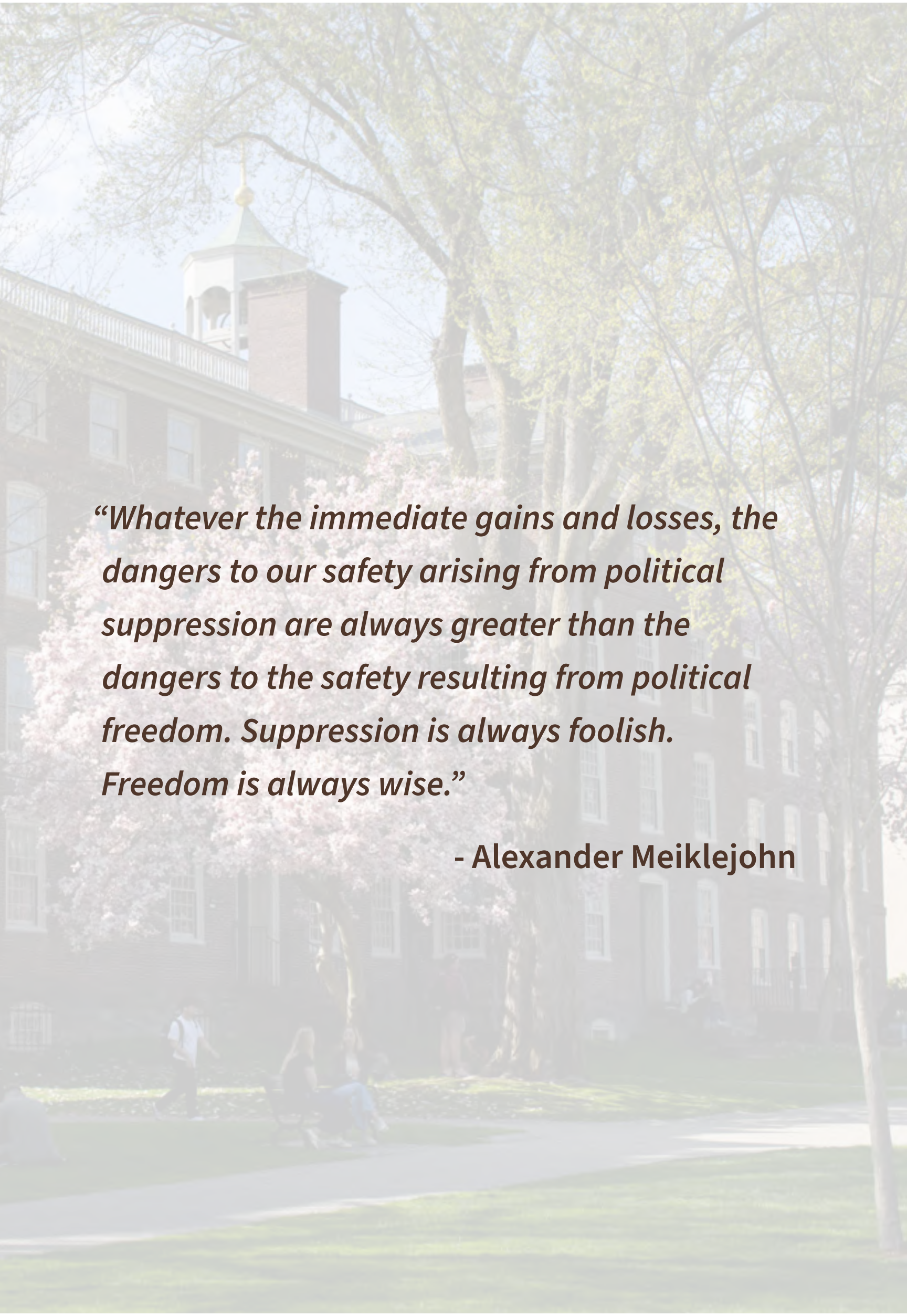

“Whatever the immediate gains and losses, the dangers to our safety arising from political suppression are always greater than the dangers to the safety resulting from political freedom. Suppression is always foolish. Freedom is always wise.”

- Alexander Meiklejohn

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About the Meiklejohn Program

WHY MEIKLEJOHN?

Brown University's Meiklejohn Peer Advising Program derives its name from Alexander Meiklejohn — legendary Brown alumnus, philosophy professor, political theorist, education experimentalist, second dean of the University and civil libertarian. In his younger days, Meiklejohn established an experimental college at the University of Wisconsin-Madison. While that college eventually failed, Meiklejohn's ideas about student-professor interactions have influenced universities across the U.S. He was a longtime supporter of free speech in the academic setting, but his legacy extends far beyond the University to a wider, national discussion on the importance of unabated political debate in times of national turmoil.

In 1948, a period of widespread national anxiety over the spread of communism into the U.S., Meiklejohn wrote his essay "Free Speech and Its Relation to Self-Government," perhaps one of the most compelling, intellectual critiques of self-government published to this day. He wrote that true "self-government" rests absolutely on the fearless and rigorous analysis of those intellectual topics that seemingly present a threat to us as citizens — and that only in this spirit of intellectual engagement is a true democratic community sustained.

Meiklejohn's persistence regarding free-speech and self-government applies directly to the practice of peer advising at Brown and especially to the Meiklejohn Peer Advising Program. The political climate in our nation and world is no less volatile or in need of improvement than it was when Meiklejohn wrote his lectures on free speech during the Cold War. If we are to thrive as a university that prides itself on the collective knowledge and shared experience of its students, then to continue Meiklejohn's legacy in the form of peer advising — the strengthening of that collective knowledge — becomes one of our primary intellectual and civic duties as Brown students.

Peer advisors working in the Meiklejohn program must understand their responsibility to their fellow students in helping them to make sense of the intricacies of the Brown curriculum, but also to acknowledge their individual roles as moral collaborators and innovators. Meiklejohn's essay is available down at the Rock — we highly recommend checking it out!

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MISSION

The mission of the Meiklejohn Peer Advising Program is to select and educate peer academic advisors who will, in partnership with a faculty or staff advising partner, provide academic advice and counseling for first-year students.

With over 300 peer advisors serving all of Brown's first-year and first-time students annually, the Meiklejohn Peer Advising Program is the University's largest student organization. Meiklejohn peer advisors are paired with a faculty or staff advising partner for the duration of the academic year. Advising discussions center on: course selection, study habits, housing, co-curricular and research opportunities, navigating the Brown campus and Providence, social issues and many more.

Meiklejohn peer advisors offer a student perspective on the University experience while engendering an informal, open dialogue that has proven indispensable to first-year and first-time students. This formative relationship is a key to helping them navigate their transition to Brown in their first-year and continue to thrive after.

The Meiklejohn Peer Advising Program epitomizes Brown's commitment to student-centered and student-directed learning across all four years of study.

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EXPECTATIONS

Being a Meiklejohn is a unique co-curricular opportunity that allows you to deepen your own knowledge and connection to campus through supporting Brown's newest undergraduate students. You will partner with other Meiklejohns, Meiklejohn Leaders, exploratory advisors, and College administrators to form warm bonds with your peers over the year and support your newest peers at Brown.

Meiklejohn peer advisors provide a student perspective on a Brown education, a perspective derived from their own experience, coupled with knowledge gained from their continuous training and support from the program. Meiklejohn peer advisors recognize the need to be responsive to each advisee's particular interests and desires, and they understand that an individualized education is best achieved through active participation in a shared learning community of faculty, staff and fellow students. Meiklejohn work is holistic and covers first-years' academic, social and personal transitions to Brown while recognizing each student's unique needs.

This is the mission of the Meiklejohn Peer Advising Program: to support and educate peer academic advisors who, in partnership with a faculty or staff exploratory advisor, provide guidance to new first-year, transfer and Resumed Undergraduate Education (RUE) students. Meiklejohn peer advisors meet with new students both individually and in groups alongside their academic advising partners regularly over the course of the academic year.

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The Advising Triad

The relationship between new and first-year students, Meiklejohns, and exploratory advisors is often referred to as the advising triad. Each of these individuals play an important part in ensuring that the advising triad functions at its optimum potential. Without the support and collaboration of any one of these members, the triad becomes significantly less effective, which can be detrimental to the welcoming and supportive community we are working to co-create at Brown.

Too often, advising is misconstrued as a passive and lopsided relationship where an uninformed advisee comes seeking information from a fully informed advisor. At Brown, the first-year is on an equal footing with their Meiklejohn, and they are both free to make independent choices and be responsible for their actions.

THE MEIKLEJOHN | A SUPPORTIVE MENTOR

Because advisees are active participants in life at Brown, they should be encouraged to be open to the widest possible range of ideas, modes of inquiry and intellectual dispositions. As a Meiklejohn, you should actively encourage advisees to probe their interests and concerns.

The first year is not necessarily about deciding what a student wants to do in life or even during their time at Brown. Although some of your advisees may begin to identify their preferred academic paths over the course of the first year, these first semesters can also be a time to experiment with new topics, discover strengths, determine goals and eliminate dislikes.

A good Meiklejohn can be seen as a supportive critic in this journey. They listen and discuss — backing some decisions, challenging others, cautioning against possible pitfalls, suggesting other possibilities and making reference to the wide range of opportunities at Brown. Yet, the Meiklejohn should always respect the responsibility, decisions and accountability of the advisee in order to remain truly student-centered. A good Meiklejohn can challenge comfort zones or give extra encouragement to a tentative first-year. The ideal Meiklejohn inspires and motivates.

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Advising is not all about classes.

Nearly every aspect of the Brown University experience is interrelated, and many seemingly disparate advising areas fall under the purview of a Meiklejohn. Advising is ultimately about helping the first-year transition into life at Brown. Advising should be holistic — the process is not only about giving curricular advice, but also encompasses the social and emotional needs of advisees. Some of the other advising topics may include:

- Encouraging the formation of relationships with professors and deans
- Helping with adjustment to dorm life and life in Providence
- Familiarizing students with campus expectations
- Coaching on how to visit office hours
- Taking advantage of events both on and off campus
- Identifying students' academic and nonacademic path and goals
- Exploring extracurricular and professional opportunities
- Utilizing Brown's academic and nonacademic resources and tools
- Supporting students with their social needs and concerns
- Acting as a resource for all troubles, academic or nonacademic

Keep in mind that as a Meiklejohn, you are not trained to deal with the many personal issues that may arise. Early on, establish clear boundaries about when you can directly help and when it is best to refer your advisees to a Brown resource or staff member. The Meiklejohn functions as a generalist and should refer first-years to the proper avenues for assistance and support.

Advising is a yearlong commitment.

Advising is a dynamic and engaged process; advisees' needs change throughout the year. As a Meiklejohn, you should attend to those needs, expressed and unexpressed. A relationship that starts before a first-years first day of classes is essential to building a longstanding trust. Thus, advising is a yearlong process that addresses a variety of interrelated issues.

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THE EXPLORATORY ADVISOR | A CO-CREATIVE GUIDE

Another component of the advising triad at Brown is the exploratory advisor. This individual is often considered the de facto leader in this advising paradigm; this placement is critical because it represents the care and attention that Brown puts in to ensuring that there is a foundation of academic support in place before students arrive on campus.

In this capacity, faculty and staff from across the campus act as guides. They are often the first points of contact and, in many regards, the ambassadors for first-year and sophomore exploration through the Open Curriculum.

The role of the advisor is essential to this process because they are on the front line of ensuring that students feel informed about their academic journey at Brown. Since advisees' first two years at Brown are devoted to exploration, it is important that each advisee be confident that their exploration is meaningful and well-informed by the guidance that advisors provide.

THE ADVISEE | A WILLING EXPLORER

The advisee's mission, should they choose to accept it, is to be open to the challenge of exploring Brown's Open Curriculum as they endeavor to become the architects of their own educational journey. This journey is complex, because it requires some individuality, some collaboration and a bit of know-how to determine when it is time to act independently and when it is time to accept support. As a Meiklejohn, you can assist advisees through these complexities by being a steady hand and letting them know that you are there to lift them up, support and mentor them as they create their own academic pathway.

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Your Academic Advising Partner

While you provide a student perspective on academic issues, your advising partner — a member of Brown's faculty or staff — can offer a different view, drawing on many years of experience in a university environment. Meiklejohns are paired according to the advisor's request for either a Meiklejohn with a similar academic background or one with a completely different background in order to supplement the advisor's knowledge base. Together, you and your academic advising partner should be able to give comprehensive advice on many aspects of academic life at Brown.

MEETING WITH YOUR ADVISING PARTNER

The purpose of the initial meeting with your advising partner is to allow you time to get to know one another, and your co-Meiklejohn (if you have one). It is also an opportunity to discuss plans, policies and advising techniques, as well as plan out an agenda for the first group meeting in September. (View a suggested agenda in the Guide to Advising Meetings section of this handbook.)

Don't worry if your advising partner is in a department outside your concentration; you can discuss your respective areas of expertise.

The initial meeting with your academic advising partner is an opportunity to establish a good relationship that will last the duration of the academic year. Be prompt and courteous, and determine the best way to communicate during the year.

Possible topics of discussion during this initial meeting include:

1. **Background** — Where are you from? What did you do before your time at Brown? What brought you to Brown?

2. **Academic and Extracurricular Interests** —Why did you choose the field you did? What are your research interests?

3. **Past Experiences With Advising** — What are your past experiences with advising at Brown? What are your past experiences with the Meiklejohn program? Do you have any advising concerns? What sort of problems have your advisees brought to you in the past, and how did you deal with them?

4. **Advising Philosophies and Methods** — What is your advising philosophy? What are your goals and expectations for the year? Would you rather meet with advisees together or separately? What is the best way to communicate with each other? How often should we communicate or check in with each other and what should we communicate with each other? How will you deal with problems that arise?

5. **Plans for the Year** — What sort of fun things do you want to do with your advisees? Any specific events you want to plan for (e.g., lunches, trips, etc.)?

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A NOTE ON PRIVACY

You are not allowed to look in your advisees' student records. The private information in these files is protected by federal law. Your advisor can tell you about your advisees' academic and extracurricular interests, but they should not share sensitive personal information, such as their college or high school grades and standardized test scores. If an advisor begins such a conversation, please remind them of these restrictions.

CHECKING IN

Over the course of the year, you should strive to maintain open communication (e.g., try attending their office hours). Every time you meet with all of your advisees, you should meet with your advising partner as well. Remember, academic advisors are very busy. Be proactive in contacting them and following up.

If you suspect an advisee is struggling in some respect, alert your advising partner. Even if you think nothing has changed with your advisees, check in with your advising partner as they may have different information.

MEALS WITH ADVISEES

Exploratory advisors and Meiklejohns can have breakfast, lunch or dinner as a group with their first-year advisees once per academic year at one of Brown's dining locations.

The College will sponsor up to six meal swipes for all first-year exploratory advisors and two swipes for all Meiklejohns. Advisors who are interested in participating in this opportunity are asked to fill out the Meals with Advisees Request Form and to submit it by the Friday preceding the week of your intended event.

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TROUBLESHOOTING

Just as you may run into difficulties with your advisees, there is a possibility that you will encounter problems with your advising partner. It is important to try to resolve any problems as smoothly as possible so your advisees are not affected. Below are two common problems and suggestions on how to resolve them.

Your advising partner gives advice you don't agree with.

Because you and your advising partner come from different backgrounds and have different perspectives, occasionally you may disagree about the best advice for your advisees. In a situation like this, offer a constructive counterpoint to your partner's opinion. Remember that you can disagree without being disagreeable. In order to model a good advisor-student interaction and to not go behind your partner's back, you should discuss your differing opinions with the advisee or advisees present if possible. If you don't feel comfortable having that discussion with your advisees present, you shouldn't hesitate to set up a separate meeting alone with your advising partner. If you are seriously concerned about a piece of advice your partner gives one or more of your advisees, you should contact Associate Dean of the College for Class-Year Advising Shaunté Montgomery for guidance.

Your advising partner becomes unresponsive to you or your advisees.

If your advising partner becomes unresponsive, the first step is to try to figure out why. For example, if a faculty advising partner stops returning your emails, visit them during office hours to see if there is an explanation. Likewise, if your advisees tell you that your partner is not responding to them, try to get an explanation and help your advisees as best as you can in the meantime. In the event that your advising partner remains unresponsive despite multiple attempts to reestablish contact, contact the advising team at advising@brown.edu.

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Your Meiklejohn Advising Group

Though the advising partnership primarily focuses on the dynamic interaction between the first-year, Meiklejohn and academic advisor, your Meiklejohn group can strengthen that partnership, as well as your connection to the program and the Brown community.

Your Meiklejohn advising group consists of 25 to 30 Meiklejohns representing a variety of class years, concentrations and areas of academic and extracurricular interest. The group structure allows you to help other Meiklejohns with their advisees and ask fellow Meiklejohns for guidance. For example, if one of your advisees has a question about a course being offered in a department in which you have no firsthand experience, you can contact a Meiklejohn within your group who concentrates in this area or text the entire group for advice.

Your responsibilities as a Meiklejohn include participation in program events and group meetings. Involvement in required, scheduled group discussions and in ongoing intragroup dialogue helps you and your fellow Meiklejohns become better informed and better advisors.

Your leader will hold a check-in meeting with you each semester. This meeting may be a one-on-one session, a small group meeting with other Meiklejohns in your group or a full group meeting. These brief meetings are designed to give Meiklejohns the opportunity to discuss any challenges they have faced while advising, share tips and ideas for successful advising and network and plan further collaborations. Each group's leader will arrange the dates for these meetings as the semester progresses.

The fall training led by the Meiklejohn leaders is another opportunity to engage in discussion with other members of your Meiklejohn group about how to productively guide your advisee in times of crisis. This training session, like the group check-ins, is an integral part of the program, and participation is required for all Meiklejohns.

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Guiding Principles for Meiklejohn Advisors

First, do no harm.

Your goal as a peer advisor should be to maximize your advisees' exposure to positive experiences at college — both academic and nonacademic. Keep in mind that even offhand comments about courses, concentrations and professors have the potential to close off productive areas of exploration. If you feel you need to voice criticism, frame your opinions within your own experience, and give your advisees the space and tools to find out for themselves.

Provide accurate information.

If your advisees have questions about rules, procedures or deadlines, be sure to check the appropriate, updated resources before providing an answer. Answers to most questions about academic and campus life regulations can be found in the Meiklejohn handbook or on the various Brown websites. If, after a little research, you can't find the answer to an advisee's question or are confused by the information you find, direct your advisee to the relevant contact person or campus resource. Seek help from your Meiklejohn group, your Meiklejohn Leader or Dean Montgomery if you are uncertain about whom to contact.

Keep in touch.

Each of your advisees will prefer a different depth and volume of interaction. Some may be eager to seek your advice on every detail of their plans, while others may prove hard to track down after orientation and the first few weeks of classes. Find out the best way to stay in touch with each of your advisees (e.g., phone, email, etc.). Reaching out regularly and individually is critical. Make it clear that you would appreciate keeping the lines of communication open, even if your help isn't immediately necessary. Maintain communication with your advising partner as well.

Model interaction with faculty and staff.

Many first-year students find it difficult to talk to the adults they encounter on campus. You and your advising partner can and should demonstrate meaningful and appropriate dialogue between students and faculty and staff. If any of your advisees finds it especially difficult to talk to their advisor or professors, work with them to develop conversational strategies to put them at ease.

Reinforce the group advising model.

Your advising group has been brought together because every member has something to contribute to the whole. Work with your advising partner to create opportunities for your first-years to continue meeting as a group after the first meeting during Orientation. Group discussion facilitated by you and your advising partner will give your advisees a valuable opportunity to reflect on their academic and social experiences in the company of peers.

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Get to know your Meiklejohn group and group leader.

The best Meiklejohns are those who establish a robust network of students, faculty and administrators to find out information about Brown's wide array of academic options. Your Meiklejohn group and group leader serve as a built-in network of advisors, each of whom has a unique perspective that may be useful to your advisees. Complement this network with other advisors you may have already gotten to know on campus. No individual Meiklejohn knows everything!

Always ask questions.

You don't need to be an expert in any particular discipline to ask guiding questions that prompt your advisees to think critically about their academic plans and experiences. Practice active listening. Help your advisees form a comprehensive understanding of the courses they take, how those courses relate to each other and how they fit into a personalized curriculum designed to accomplish their academic goals.

Help your advisees build personalized communities.

Brown's greatest resource is its people. A key aspect of your role as a peer advisor is helping your advisees identify and form relationships with faculty, staff and other students. Develop an understanding of your advisees' "advising community" — the Community Coordinators (CCs), professors and other mentors they turn to — and help them build and connect to that community. Encourage them to attend lectures and conferences on campus that relate to their academic interests. Most importantly, communicate the idea that Brown's faculty and staff are here to support undergraduates in making the most of their education.

Know your limits.

A fundamental aspect of peer advising is recognizing the limits of your role as an advisor. If you think one of your advisees may be having academic difficulties or if you suspect that they may be experiencing personal or family problems, you should encourage them to speak to an academic dean, a Student Support Services dean or a counselor from Counseling and Psychological Services, depending on the nature of the issue. Recognizing when to seek help, or when to encourage your advisee to do so, is a sign of maturity.

Be open to learning.

An important step in learning to advise should be assessing what you have to offer as an advisor. Remember that your role is not simply to dispense information and advice but also to learn about your advisees as scholars and individuals and to improve your strengths as a mentor, communicator and listener. You will find that, through your work as a Meiklejohn, you discover new avenues for learning and personal growth.

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Tips for Being a Model Meiklejohn

With your advisees:

- ☐ Be a friendly face around campus.
- ☐ Remind them of all important academic and nonacademic deadlines. (See the academic calendar and the Meiklejohn Advising Calendar.)
- ☐ Keep notes of their courses, professors, activities, interests and questions.
- ☐ Organize group events.
- ☐ Send birthday cards and other celebratory messages.
- ☐ Email them about interesting lectures and other events on and off campus that are relevant to their interests.
- ☐ Keep an open mind about personalities and differing opinions.
- ☐ Put them in touch with resources or other Meiklejohns that may be helpful.
- ☐ Always be available for your advisees (and make sure they know this).

With your advising partner:

- ☐ Attend the Advising Partner Mixer on the Thursday before Advising Day.
- ☐ Have an open discussion at the beginning of the year about advising styles and philosophies.
- ☐ Be respectful of your partner's opinions, which may differ from your own.
- ☐ Get to know your advising partner.
- ☐ Keep in touch regularly through email or other preferred means of communication.
- ☐ Organize a group lunch with your advising partner and group advising meeting(s) as necessary.

With your Meiklejohn group:

- ☐ Get to know the people in your group. It's a great way to broaden your advising community.
- ☐ Review all information your group leader sends you to ensure you are up to date on all important upcoming deadlines.
- ☐ Attend group sessions organized by your leader.
- ☐ Attend Meiklejohn social events.
- ☐ Coordinate "office hours" with Meiklejohns who have different areas of expertise.
- ☐ Fill out program surveys to help improve orientations and workshops.
- ☐ Stay in contact with your group leader and reach out with questions or concerns.

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The Advising Year at a Glance

FALL SEMESTER

Throughout fall semester, email or text your advisees about once a week, even if you don't get a response. Let them know about upcoming deadlines and fun events happening on campus, take them out to a meal with your advising partner, and check in on their academic and personal lives. Respond to their inquiries promptly. In October or November, we'll have a fall workshop about a pertinent topic. In mid-November, your Meiklejohn Leader will conduct a brief check-in with you about how the semester is going.

Day	Event
August 31	Meik-Con Day 1: For First-Time Meiklejohns Only 8:30 a.m. to 4 p.m.
September 1	Meik-Con Day 2: For First-Time and Returning Meiklejohns 8:30 a.m. to 6:30 p.m.
September 2	First-Year Move-in Support: For First-Time and Returning Meiklejohns 8 a.m. to noon | Location varies depending on your emailed personal advising schedule 1-5 p.m. | Location varies depending on your emailed personal advising schedule
September 3	Advising Partner Mixer 3:30-5 p.m. | Kasper Multipurpose Center
September 4	Advising Day! For First-Time and Returning Meiklejohns Morning Advising Block 8:30 a.m. to noon | Locations will vary Afternoon Advising Block noon-3:30 p.m. | Locations will vary Meiks in the Unit 3:30-5 p.m. | Locations will vary (check your schedule) Dinner with your Meiklejohn 5-6:30 p.m. | Dining halls Meiklejohn Class of 2030 Social 6:30-8:30 p.m. | Quiet Green
September 8	Opening Convocation at 4 p.m.
September 9	First day of fall semester classes
September 22	Last day to add a course without a fee (5 p.m. deadline)

Fall Semester events continued on next page.

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Day	Event
October 6	Last day to add a course (includes late fee), change from audit to credit, or change a grade option declaration (5 p.m. deadline)
October 12	Indigenous Peoples' Day No University exercises
October 16	Last day to change from credit to audit (5 p.m. deadline)
October 17	Mid-semester
October 26	Advising for Spring 2027 pre-registration begins
Early November	Pre-registration office hours with Meiklejohn leaders
November 11-14	Pre-registration for spring semester; day and time depends on grade level
November 3	United States Election Day No University exercises
November 10-13	Pre-registration for spring semester; day and time depends on grade level
November 13	First-year pre-registration for Spring 2027 semester opens at noon
November 17	Spring 2027 registration window closes at 5 p.m.
November 18	Registration for Winter Session courses begins at 9 a.m.
November 25-29	Thanksgiving break Check in with your advisees and see what their plans are; don't assume that everybody goes home for the break. Prepare resources for advisees who are unsure of how to spend their break.
November 30	Classes resume
December 7-11	Reading Period Reach out to each advisee; explain what this is and give them suggestions and resources for how to pace their time and prepare for the end of the semester and finals.
December 11	Last day of classes Last day to drop a class or request an incomplete (5 p.m. deadline)
December 16	Last day to register for a Winter Session course (5 p.m. deadline)
December 12-21	Final exams As we all know, this time can be very stressful — be sure to check in with your advisees and practice self-care for yourself. Students must vacate dorms, unless they have permission to stay in dorms over winter break.

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SPRING SEMESTER

By the second semester, advisees may begin to feel as though they can do without as much support from their Meiklejohn. However, your job isn't finished. You can check in with advisees over winter break. In the second semester, Meiklejohns have the opportunity to form long-lasting relationships with their advisees and delve into the major second-semester obstacles that will certainly arise for all first-years. The issues first-years face in the spring are not always as easy to see as those they face in the fall, but challenges are always present.

Drop your advisees a line at least a couple times a month. See how their plans for the summer and the housing lottery are shaping up. Talk about any of their anxieties for the transition to sophomore year and the pressure to decide on a concentration. Encourage them to take UNIV 0123 and apply to be a Meiklejohn next year — and make sure to reapply yourself!

Day	Event
January 26	Spring registration reopens at 9 a.m. for all students
January 27	First day of spring semester classes
January 23	Mandatory Meiklejohn spring orientation
February 9	End of shopping period; last day to add a course without a fee (5 p.m. deadline)
February 13-16	Long weekend No University exercises
February 17	Classes resume
February 24	Last day to add a course (includes late fee), change from audit to credit, or change grade options (5 p.m. deadline) Special Interest Housing Form due (5 p.m. deadline)
March 12	Last day to change from credit to audit (5 p.m. deadline)
March 13	Mid-semester
March - TBD	New and returning Meiklejohn applications due
March 27 to April 4	Spring break Talk with your advisees about their plans; if they're staying in Providence, give them ideas for fun things to check out.
March - TBD	Sophomore Housing Phase 1
April 5	Classes resume Advising period for fall pre-registration begins Make sure to meet with each advisee in person and ensure that your advising partner gives them their alt-PINs.
April - TBD	Sophomore Housing Phase 2
Mid-April	Pre-registration office hour hosted by Meiklejohn leadership
April 9	Deadline for submission of proposals for College Curriculum Council-approved undergraduate group study projects, independent study projects and internships for credit for Semester I.

Spring Semester events continued on next page.

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Day	Event
April 20-22	Pre-registration for fall semester. First-years register April 22 at noon; registration ends April 27 at 5 p.m.
End of April	Registration for Summer Session begins
April - TBD	Meiklejohn leadership applications due and interviews begin
April 27	Registration for Fall 2027 semester ends (5 p.m. deadline)
April 30- May 11	Reading period Crack open those books and check in with your advisees, especially as their first year comes to an end.
May 11	Last day to drop a class or request an incomplete (5 p.m. deadline)
May 12-21	Final exams Explain summer storage options and move-out logistics to your advisees so that they know what to do as campus empties out. Support your advisees as they make the transition out of their first year.

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Guide to Advising Meetings

FIRST MEETING WITH ADVISEES AND FACULTY ADVISOR

Attend individual meetings with your advisees and faculty advisor on Advising Day, September 4th, based on time slots given to you prior. Make sure to stick to the assigned time — Orientation schedules for first years rotate through specific activities and therefore cannot be changed.

Here is a recommended outline for your first group meeting with advisees:

1. **Introductions**
2. **Advising Partnership**
   - Give some general tips or, if time permits, a demonstration of how to register for classes online.
   - Go over how you and your faculty partner plan to run your sessions over the course of the year.
   - Discuss your goals for the year and identify some areas about which you are particularly knowledgeable.
   - Suggest other resources to use in selecting courses, such as cab.brown.edu (Canvas previews) or the Critical Review.
3. **Academic Plans**
   - Refer to the Academic Nitty-Gritty section of this handbook.
   - Go over the schedule of orientation placement exams for languages, math and science (see New Student Orientation website for schedule).
   - Discuss any immediate questions students have about courses and scheduling.
   - Initiate discussions about academic goals and aspirations.
4. **Open Curriculum at Brown**
   - Discuss the freedoms and opportunities — and the responsibilities — afforded by the Open Curriculum.
   - Discuss the learning goals and core competencies of the Open Curriculum. A list of goals can be found on the College website.
5. **Academic Code**
   - When students enter Brown, they become members of a scholarly community that is governed by four principles: respect for the integrity of the academic process, individual integrity and self-respect, respect for the freedom and privileges of others, and respect for University resources.
   - Clarify any confusion or misunderstanding about the concept of academic integrity.
   - The penalties for violating the Academic Code range from reprimand to expulsion from the University. Ignorance or misunderstanding of the code is not an excuse for dishonesty. Explain to your advisees that they should consult their course instructors or an academic dean if they do not understand the citation rules in a particular course or how they may be interpreted in practice.
6. **Questions**
   - Take the time to field questions from advisees.

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FIRST ONE-ON-ONE WITH YOUR ADVISEES

Goals for the individual meeting include the following: get to know advisees individually, discuss academic goals and interests outside classes, discuss course registration, and double-check that your advising partner provides your advisees with the alt-PINs they'll need to register for courses.

1. **Getting Better Acquainted**
    - Discuss the student's background and interests. What are their initial impressions of Brown? What has been surprising or challenging? This is a good opportunity to identify what may be challenging for your advisee as they transition to Brown.
    - What general expectations does the student have for the fall semester?
    - Share your own personal experiences and background. The student's letter to your advising partner about their academic goals and interests will be useful in this discussion (if the advisor was able to share the letter with you).
2. **Goals in and Out of the Classroom**
    - Start a discussion about their goals, educational and otherwise. Your advisees may not have thought about their education in this broader sense yet, but now is a good time to help them start thinking about questions deeper than asking about the registration process.
    - Discuss how course selection and exploration of extracurricular activities can help shape and move them toward their goals.
3. **Practical Matters**
    - **Make sure all advisees receive their alt-PIN.**
    - Discuss possible courses, effective shopping strategies, advice for planning a balanced course schedule and time management guidance. Bring and consult Brown's 2026-27 Academic Calendar and the Meiklejohn Advising Calendar.
    - Remind students of Brown's expectation that they work on their writing periodically throughout their years of study. You can direct them to the WRIT or Writing Fellows courses, or suggest that they take a ENGL or writing course.
    - Remind students that they have two weeks to add/drop courses without incurring a charge.
    - Make sure they understand that a Courses @ Brown error message is not the end of the world (and that such failures are widespread, especially during initial registration). A student should contact the instructor directly if they are seriously considering the course. Students should also plan to attend the first sessions of any classes in which they are attempting to enroll but were not successful on Courses @ Brown.
    - Common Courses @ Brown errors that happen to first years include attempting to register for a math class that they cannot take due to AP credit, not registering for co-requisites for engineering classes, or not recognizing when an override is required. Watch out for these in their cart.
    - Discuss how students can reasonably commute to back-to-back classes.

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4. **Plan Future Meetings**
    - Make sure your advisees know that you are always available for questions or concerns.
    - Establish the best means of communication for the future and obtain or confirm contact information (and give them your cell phone number).
    - Remind students to check their Brown email frequently.
    - Schedule next advising appointments near the end of shopping period to go over any changes in your advisees' course selections, check in on their progress and see how the semester is going.

SECOND 1:1 WITH ADVISEES

The second one-on-one meeting provides you an opportunity to get to know students in a less frenzied context and without the specter of Orientation overwhelming students as they try to process information. This usually occurs during the second or third week of classes.

Here is a recommended outline for the second meeting with your advisees:

1. **Details**
    - Confirm relevant personal information including cell phone number, email, etc. Establish the best way to get in touch.
    - Remind them that you'll be sending updates via their preferred method of communication. (See calendar for important dates.)
    - Get rough copies of your advisees' class schedules; go over possible "crunch times" with them and discuss ways to manage these peak times during the semester.
    - Talk about what times would be best to set up office hours, group lunches and/or dinners.
    - Help them set goals. Some examples include getting to know a professor really well or visiting someone's office hours in the first four weeks. Tell them you want to hear all about how it went during your next meeting.
2. **Academics**
    - Classes: What did they decide to take? Do they like them? What size are they?
    - Workload: Do they feel overwhelmed? Are they not challenged enough? Do they need extra help?
    - Faculty: Have they gone to office hours? Is there a professor that they are particularly drawn to?
    - Support in Classes: Do they know about the resources available to them? Do they understand the role of teaching assistants (TAs), the Writing Center, tutoring, the Math Resource Center and academic coaches?
3. **Social Life**
    - Roommate: Are they getting along? How's the transition?
    - Activities Fair: What extracurricular activities do they want to be involved in? Are they interested in research or volunteering opportunities?
    - Clubs/Sports: Is it difficult to balance workload with activities?
    - Transition: Use discretion. Some students may have a harder time than others adjusting to college life.

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OTHER ACTIVITIES

The Meiklejohn advising relationship isn't just academic, so it can be good to try inviting your advisees to events outside of your formal advising meetings. These activities can provide a great opportunity to get to know your advisees better. Check out the list below for some ideas.

When planning activities with your advising group, keep in mind that they should be free. Even if an event is just a few dollars, the cost creates a barrier for your advisees. Either expecting your advisees to pay or treating them yourself sets up awkward dynamics in your advising group, which is why opting for free activities together can create a more comfortable and accessible environment.

Eat lunch out.

Once a year, your entire advising group — Meiklejohn, faculty/staff advising partner and advisees — can go out to a meal at one of Brown's dining halls, courtesy of the Dean of the College. When coordinating this event, make sure that your advising partner reviews important details about the Meals with Your Advisees Program and completes the request form.

Take a day trip.

During the warmer months, you and your group can have a picnic on Prospect Terrace or India Point park, both within walking distance from campus. If everybody's free one weekend, take advantage of your free RIPTA rides and explore Rhode Island with your advisees. Free beaches in Newport and Barrington are easily accessible via RIPTA. If you or your advising partner have a car, explore the hiking trails and beach at the nearby Lincoln Woods State Park. You can also get a free bike rental from Bikes@ Brown and take your group on a scenic ride along the East Bay Bike Path.

Check out events on and off campus.

Hop halfway down the hill to the RISD Museum, which has rotating exhibits and free admission for anybody with a Brown ID. Providence often has free events and festivals, from WaterFire to St. Patrick's Day parades, that are fun and full of spirit. Check out a home game for one of Brown's sports teams (and snag some free spirit gear while you're there), or attend one of the many free student performances that happen year-round. Bonus points if one of your advisees is involved in sports, music or drama and you rally your group to cheer them on! Keep your eyes peeled for cool lectures on campus and invite your advisees along if one piques your interest. For something more casual, host a movie night — check out a DVD from the SciLi and watch it in an empty classroom, or stream from your own devices and connect to the projectors.

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SOCIALLY CONSCIOUS ADVISING

Meiklejohns will have advisees who have backgrounds and experiences different from their own. Differences in race, ethnicity, socioeconomic status, family experience and knowledge of higher education, among other factors, can add complexities to the advising relationship, but such differences can also make the advising relationship more rewarding.

In some cases, students from various backgrounds may be disinclined to seek advice and assistance, drop or avoid certain classes and concentrations, and/or have difficulties developing relationships with faculty and administrators. These tendencies can then negatively impact students' abilities to take full advantage of all available resources and may undermine their confidence. Reluctance to seek advice or help could stem from a particular background itself. In some situations, differences in your background and theirs may make some students shy.

No simple recipe can address these issues, but there are certain advising fundamentals that can be applied to effectively assist all of your advisees in adjusting to a very different and new environment.

- Reassure advisees that you believe in their potential. It may sound corny, but people need to be reminded that they have someone they can rely on.
- Make sure to listen actively to your advisees in order to better understand each individual's needs. Remember that having a conversation is the first step to solving any problem, and ensuring that your advisees know you are always willing to listen is the most effective tool at a Meiklejohn's disposal to help bridge differences in backgrounds.
- Ensure that your advisees are fully aware of all academic resources available, and remind them that the most successful Brown students take advantage of the various forms of resources and support provided by the individual instructors, academic centers, departments and other offices at the University.
- Help your advisees set a pace or level of rigor for themselves that is compatible with their skills and preparation. Setting the bar too high initially can cause students to become discouraged. Consider long-term goals as well.
- Introduce your advisees to members of the faculty and deans, in addition to their academic advisors. Emphasize the value of getting to know faculty and administrators, and explain the importance of developing a community of advisors.
- Seek feedback, and check to see that you understand your advisees and that they've understood you. Make sure that your advisees understand the reasoning behind your advice.

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GENERAL GUIDELINES FOR ADVISING CONVERSATIONS

A good advisor will take the time first and foremost to listen to their advisee. Listening to understand their goals and experiences will help you be able to advise them more holistically. Listen actively and ensure that your advisees know you are listening.

Step up, step down.

Challenge by choice. Feel encouraged to volunteer stories from your own personal experience, but also know that you do not have to share more than you feel comfortable with and that you are welcome to listen as well.

Address harm.

Challenge ideas, not people. Avoid making assumptions about their areas of knowledge — everyone has learning to do. Connect them to educational opportunities to minimize future harm.

Suspend assumptions.

Try to let go of your assumptions about where others are coming from and how different groups experience these issues.

Respect the silence.

Sometimes it is important to slow down to listen and process what another person has said. Consider how you respond to what someone else has said, and become comfortable with silence between when one person finishes speaking and another person begins.

Actively listen.

Ask open-ended questions and seek clarification of both the content of the conversation and underlying emotions, particularly if you are not sure what someone has said. Make sure your responses contribute to the conversation at hand.

Watch airtime.

Be conscious not only of how often you're speaking, but how long you are speaking (aka how much airtime you are taking up). Make sure the conversation is balanced, with your advisee speaking for as much time as you are.

Encourage self-authorship.

Give options, not orders. Encourage your advisees to reflect on their own desires for their education. Allow them to decide for themselves what they want to do.

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Brown's Academic Nitty-Gritty

In this section, you'll find the basic requirements and rules for receiving your Brown degree. Additional information is available on the College website.

GRADUATION REQUIREMENTS

To graduate, students must:

1. Complete and pass 30 credits
2. Accumulate 32 enrollment units
3. Fulfill concentration requirements for at least one concentration
4. Show writing proficiency in your first two years and last two years (see the Writing Requirement section)

DOUBLE CONCENTRATING

If students double concentrate, they:

- Do not have to pay an extra charge
- Will have both concentrations appear on their transcript
- Will receive one diploma with one concentration if they are graduating with two A.B. concentrations
- Will receive two diplomas if they are graduating with the Sc.B./A.B. combination, only if completed in five years

STUDY ABROAD

Students studying abroad attend Brown or Brown-approved programs for courses and enrollment units (concentration requirements vary by department). Students have access to the Study Abroad Office to learn more about any opportunities they might be interested in.

ACADEMIC STANDING

A first-year student will be:

- In **Good Academic Standing** if they pass three courses in the first semester and seven in the first two semesters
- On **Warning** if they pass only two courses in the first semester or six in the first two semesters
- On **Serious Warning** level if the student passes only one course in the first semester or five in the first two semesters
- Eligible for **Suspension** if the student passes no courses in the first semester or four or fewer in the first two semesters

Learn more by reviewing Brown's Academic Standing website.

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REGISTRATION

After registering, remember to verify that all registrations and changes have been saved and recorded. Pay attention to grade option choices in addition to course selection.

AP, IB AND A-LEVEL CREDITS

Students with Advanced Placement (AP), International Baccalaureate (IB) or A-level credits may use their credits toward placement or concentration requirements within departments. Review the following guidelines for details:

→ Advanced Placement (AP) Exam guidelines
→ IB and A-level credit guidelines

TRANSCRIPTS

Students' official (external) transcript shows the following:

- Audited courses
- Honors
- Mandatory S/NC
- Suspension

Students' official (external) transcript **doesn't** show the following:

- S with distinctions
- Incompletes
- Dropped courses
- NCs

ACADEMIC ADVISING

Academic deans are available for drop-in meetings Mondays through Fridays at various times or by appointment. Note that appointments become more popular during busy times such as exams or pre-registration. Call 401-863-9800 for more information.

→ Speak with an academic dean

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SHOPPING PERIOD

Shopping period is a new experience for most students, so take the time to carefully explain what it is and what it can be used for. It can be overwhelming; it's important that students approach shopping with a sustainable and manageable plan. Here's some advice you might want to pass their way:

Keep an open mind.

Just because you are pre-registered for a course doesn't mean you have to take it.

Think long-term.

Identify the prerequisites for classes you might want to take in the future. This is especially important for science and math courses, and for language classes if you are considering study abroad options.

Strike a balance.

It's important to consider both breadth and depth when shopping courses. You should plan to attend at least one meeting time for all the courses you're seriously considering, but you shouldn't feel compelled to shop every course that looks remotely appealing. Many courses require you to attend the first class in order to remain enrolled, so establish early on which courses you want to hold a place in.

Use your fellow students.

Talk to others in your classes to see if they have any insight on the instructors, topics in the courses, and related courses and departments. You may find different courses that better suit your interests through conversations with other students.

Think variety.

One of the most common mistakes first-years make in selecting courses in their first semester is enrolling in courses with the same content and type of work. For instance, you wouldn't want to enroll in four reading-heavy courses with long final papers, or four science courses that require a lot of memorization. Similarly, try to achieve a balance of courses with large and small enrollment numbers.

Compare syllabi.

If you are going to encounter "crunch times" with major assignments in two or more of your courses at the same time, it's best to find out as soon as possible and prepare accordingly. Also consider the finals schedule for all of your courses.

Visit the Brown Bookstore.

Go to the bookstore and check out the reading list. This is often the best way to get a sense of the topics you'll cover in a given course and at which points in the semester you'll be doing a lot of reading for that course.

Don't wait for improvement.

If you don't like a class in the first week, you most likely won't like it at the end of the semester.

Evaluate.

Keep notes on the courses you attend, and use them to make final course selections.

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THE WRITING REQUIREMENT

Brown's Open Curriculum has long supported one general education requirement for graduation: that all students demonstrate the ability to write well. This fundamental aspect of a liberal arts education has been a part of the curriculum since the late 19th century. Why? Good writing is essential to learning. Across disciplines, scholars, teachers and students write to explore ideas, uncover nuances of thought and advance knowledge. Writing is not only a medium through which we communicate and persuade, it is also a means for expanding our capacities to think clearly. The specific steps students must take to meet the writing requirement are detailed below.

How students meet the writing requirement

All students must work on their writing at least twice: once during the first half of their college experience and once during the second half.

Semesters 1 through 4: Students must complete an approved course (see below) at Brown.

Semesters 5 through 7: Students must complete a second approved course.

Courses that meet the requirement

There are three types of courses students can take to meet the writing requirement. All three types engage students in the writing process, provide them with feedback on their prose and provide opportunities for revision.

Writing-designated courses, which are offered in nearly all departments, provide students with feedback about their writing and opportunities to apply that feedback on the same assignment or when completing writing assignments later in the course. Search for them specifically on CAB under "Curricular Programs."

Writing Fellows courses allow students to work on their writing with a Brown undergraduate, called a Writing Fellow, who has been trained in composition. Writing Fellows read drafts of student papers and meet in conferences with student writers one-on-one to discuss the drafts.

English, comparative literature and literary arts courses all meet the writing requirement.

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Academic Integrity

Every year, students who violate the academic code receive no credit for assignments and classes, are given permanent marks on their transcripts, and face suspension or expulsion from the University. Meiklejohns can play a vital role in preventing these academic code violations by explaining the academic code to their advisees on day one. Encourage them to research the specific collaboration, AI usage, and citation policies in their classes and to reach out to professors and TAs for further clarifications or questions. Ensure they fully understand the potential repercussions for violating these policies.

You can refer to the following excerpts from Brown's Academic Code to guide your conversations:

- AAcademic achievement is ordinarily evaluated on the basis of work that a student produces independently. Students who submit academic work that uses others' ideas, words, research, or images without proper attribution and documentation are in violation of the academic code.

- A student's name on any exercise (e.g., a theme, report, notebook, performance, computer program, course paper, quiz, or examination) is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in [their] own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help.

- Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (e.g., author, title, edition, and page), but such paraphrasing does not constitute independent work and may be rejected by the instructor.

- Citations and footnote references are required for all specific facts that are not common knowledge and about which there is not general agreement. New discoveries or debatable opinions must be credited to the source, with specific references to edition and page even when the student restates the matter in [their] own words.

- In some instances, an instructor or department may authorize students to work jointly in solving problems or completing projects; such efforts must be clearly marked as the results of collaboration.

- Cheating on examinations and quizzes can take the following forms: using another individual to take an examination in one's place; bringing into the exam room unauthorized materials from which one gains unfair assistance; improper collaboration or unauthorized assistance on take-home examinations.

- Notebooks, homework, reports of investigations or experiments, and computer code projects must meet the same standards as all other written work.

- Providing unauthorized assistance to another student (allowing them to copy an exam or assignment) is an equally serious violation of the academic code. If seeking to help a peer, students should make sure they have an understanding of the course's collaboration policy.

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- Unless permission is obtained in advance from the instructors of the courses involved, a student may not submit the same exercise in more than one course. Students who perceive the possibility of an overlapping assignment should consult with their instructors before presuming that a single effort will meet the requirements of both courses.

- Lying or materially misrepresenting information to an official University body or officer is also considered a violation of the academic code.

- Misunderstanding the academic code will not be accepted as an excuse for dishonest work. If a student is in doubt about work in a particular course, they should consult the instructor of the course or one of the academic deans in [their] appropriate division so as to avoid the charge of academic dishonesty.

- Students from other cultures may be unfamiliar with the expectations regarding academic integrity in the U.S. educational system. Different cultural understandings or practices of helping others in the community may directly conflict with the academic code. These cultural differences emphasize the need to make sure that students understand the distinction between helping a friend grasp concepts and doing a friend's work (or sharing yours with them), so that well-intentioned students do not unknowingly commit an infraction.

- In Computer Science, the most blatant violation that can occur is code-copying. Professors may request a "wire-pull test" (i.e., ask students to explain their program). In addition, the department employs highly reliable tools to compare submitted codes to that of other students (including assignments from years past) for violations. Students should ensure that all of their coursework on the file-system has the proper permissions so that other students cannot view and potentially copy this work. Details vary depending on the class, so students should review the policies set forth by the professor, particularly those regarding collaboration.

- All entering students are required to complete an online tutorial on the Academic and Student Conduct Codes prior to the start of the fall semester.

- Infringement of the Academic Code entails penalties such as reprimand, parental notification, loss of credit for exercise, directed no credit for course, suspension with termination of university privileges, dismissal, expulsion, and revocation of degree.

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Summer Fun: UTRAs, Internships and Fellowships

As a peer advisor, you can help direct your advisees to research, internship and other learning opportunities over the summer that will complement their academic goals.

Many departments and centers, including the Institute at Brown for Environment and Society and the Division of Biology and Medicine, have internship information specific to their particular disciplines.

Brown does not grant academic credit for summer internships, but students can arrange a credit-bearing independent study with a Brown professor in which they analyze the internship experience. Students must arrange the independent study prior to the internship experience, and the independent study must be carried out in the fall semester following the summer internship.

Below are other key resources for finding summer opportunities and securing funding:

- → Curricular Resource Center
- → Lizzie and Jonathan Tisch Center for Career Exploration Job/Internship Search Resources
- → BrownConnect+
- → Bruno Signature Summer Internship Program
- → Financial Aid Office
- → Office of Study Abroad
- → Royce Fellowships
- → SPRINT Fellowships
- → SPRINT LINK Awards
- → Summer Earnings Waiver
- → Summer Staff with Pre-College
- → Swearer Center for Public Service
- → Karen T. Romer Undergraduate Teaching and Research Award

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Advising Remotely

You will not always be able to meet your advisees or advising partner in person for a plethora of reasons, and while this is subject to change over the course of the year, advising remotely is a great tool for checking in and staying connected with your advisees throughout the year, even if you're physically apart. Remote advising can be particularly pertinent if scheduling a time to meet is difficult. Read through for tips for managing remote advising, whether it be on Zoom or another platform.

Be clear.

Clarify early on what advisees can expect via online advising and how to attend or request a remote meeting.

Consider hosting both group and individual meetings.

Group meetings allow your advisees to get to know each other and share resources. One-on-one advisee meetings allow for more personalized advising and provide opportunities to strengthen your relationship with individual advisees and learn more about their interests, goals and concerns. Loop in your advising partner when desired.

Hold office hours.

If you have the time, plan Zoom office hours for advisees to drop in for a casual chat or formal conversation.

Conduct remote social events.

You can host virtual game nights, cooking nights or coffee chats to learn more about your advisees, whether in group or small settings. Make sure your events are easy to access.

Communicate your boundaries.

Zoom fatigue is not only real but also overwhelming. Take breaks and give space for yourself whenever you can; schedule downtime between back-to-back advising meetings. Be clear about when you can and cannot Zoom, but be sure to follow up at a later time if you are unable to meet.

Continue to communicate.

Continue checking in on advisees throughout the year via email, text, social media, etc., and try to follow up with your advisees after the remote meeting. Additionally, continue to conduct remote social events.

Make the space as comfortable as possible.

Whether it be finding a relaxing space to Zoom from or not requiring that advisees turn their cameras on, ensure you and your advisee are at ease but still connected.

Be flexible.

Conflicts can arise from either parties; be prepared to promptly communicate your needs and to look out for communication from your advisees.

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Extra Advising Help

Does your advisee want an additional perspective as they plan their track through Brown? Do they have department-specific concerns that you and your advising partner can't address? There are many ways to seek guidance on campus, and we have special, experienced advisors who increase advising opportunities for students. Drop by office hours or attend sponsored events to chat with them.

Departmental Undergraduate Groups (DUGS) are groups of concentrators that plan events and activities that aim to build a sense of community within the department or concentration. DUG leaders often have significant coursework in the given subject area or are familiar with a concentration and its requirements. They can help you and your advisees strengthen and forge relationships with faculty, alumni and other concentrators; provide opportunities for first-years to explore the concentration; and inform concentrators of potential co-curricular and professional opportunities inside and outside of Brown. They can also answer questions about their specific departments, including which introductory classes are good to take, important prerequisites for the concentration, and which faculty can serve as a sophomore or concentration advisor. Learn more about DUGs.

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Sophomore Advising

Though your Meiklejohn advising ends after the first year, you will likely stay in touch with your advisees as they continue into sophomore year and beyond. You can provide helpful information and guidance as they prepare for their next phase of advising.

CHANGING ADVISORS

If rising sophomores wish to change their advisor, they may meet with a dean to discuss other options. Students who have already identified a possible sophomore advisor should plan to meet directly with that person to discuss their academic plans and ask if they would be willing to serve as their sophomore advisor.

Peer mentors are available through the Matched Advising Program for Sophomores (MAPS).

→ MAPS

CONCENTRATION ADVISING

Before registering for Semester 5 classes, students must declare a concentration. As such, the deadline for declaration is near the midpoint of the fourth semester. Consult the academic calendar for specific dates.

All students must request admission to a concentration program by filing an online concentration declaration via ASK. This declaration functions as a kind of contract and is submitted by the student for approval by the concentration advisor for the relevant department or program.

Once the declaration has been approved, the departmental concentration advisor becomes the student's advisor for the remainder of their time at Brown.

→ Declaring a Concentration
→ Undergraduate Programs at Brown

CHOOSING AN ADVISOR

When selecting a concentration advisor, students should find a professor who has taught them in class and with whom they feel a connection. Or they should seek out a professor in a particular area of interest. If they have absolutely no idea, students may meet with an academic dean for advice.

To make a connection, a student may attend the professor's regular office hours or set up a separate meeting. They can start a conversation about the class or their area of interest. The student should find out if the professor will be at Brown for the upcoming year. Some professors will be on leave, so find out now.

→ Speak with an Academic Dean

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Tips for Academic Success

These tips will help your advisee (and you) navigate their Brown education, stay on track and manage a variety of commitments both in and out of the classroom.

CLASSWORK

- **Before class:** At least skim the assigned reading. You will get more out of lectures if you have already seen key terms, graphs, figures, etc.
- **When reading:** Do not do a lot of highlighting. Instead, make marginal notes with questions, examples and connections.
- **During class:** Do not just write down what is on the board, but also listen actively and write down the professor's reasoning.
- **After class:** Go to office hours! Show professors you care, and use the opportunity to ask about topics outside of class, like how they got into their field of research.
- **Anytime:** Ask questions! Asking questions allows you to engage with the material more. Don't worry about looking "stupid"; it is likely others will have the same question. Professors respect students who are willing to speak up in class.

STUDYING

- Form small study groups. First, work on the problems yourself, identify areas of confidence or confusion, then share ideas, ask questions for clarification and teach others.
- Consider recopying notes as a useful way to include more information, organize your thoughts, make connections and actively study.
- Make concept maps. Your brain is able to remember more from relationships and pictures than from dense paragraphs of text.
- Review often, but in short doses.
- Always strive to make connections between the material you are learning and the material you already know or are learning in other courses.
- Use different study locations and practice retrieving information.
- Even if you view the course as a requirement, try to engage your curiosity because emotional connections are far more effective for learning.

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EXAM PREP

- Practice actively — work through extra problems and find additional explanations.
- Express your understanding of concepts, graphs and figures in your own words. Do not memorize phrasing from a textbook.
- Study for retrieval and application, not for "storage."
- Use simulated tests or work with a buddy to make up possible questions.
- Study in relatively short increments but without distractions, then take a true break that involves motion, fresh air or exercise.
- Do not allow yourself to get overstressed!

Remember that an exam is not a measure of your self-worth; regard it as a challenge but not as an absolute barrier.

TIME MANAGEMENT

Use a semester-long calendar or planner.

Write down all assignments, due dates and exams. Include other commitments and obligations. Figure out an organization method that works for you. Consider including all other commitments as well (e.g., student organizations, work and other obligations). Don't forget to include caring for yourself (e.g., eating meals, sleeping, exercising, etc.) as a priority.

Estimate the time needed to complete each assignment.

Note on your calendar when you need to start, and revise your estimated times after each week. Remember you should spend 8-15 hours outside of class focusing on the material for each course in which you are enrolled.

Stay honest.

Keep track of how you spend your time during a day or week, including breaks or interruptions. Prioritize tasks. Finish what is most important first and don't get intimidated by a long to-do list (as long as it's realistic).

Do not kid yourself and think you can multitask.

Schedule in time for fun, physical activity and sleep. Also, take breaks while studying (e.g., 10 minutes off, 50 minutes on). You will be more effective and able to accomplish more.

Take responsibility for your learning.

Budget your own time. Start assignments well in advance so you have ample time to utilize the resources available to help you and seek the support you need.

Pause to reflect.

Consider what is working in terms of your learning and how you might change things to improve your learning and retention. Break things into manageable sections and try writing exact to-do lists with timing goals.

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Academic Resources

Academic Coaching, Engagement and Support
Hemisphere Building, 167 Angell St., (ground/lower level)
Open Monday through Friday, 9 a.m. to 5 p.m.
Faith Freeman, CRC Program Manager | academicsupport@brown.edu | 401-863-3057
crc.brown.edu/coaching-mentoring/access

Academic Coaching, Engagement and Support (AcCESs) offers a wide range of small group workshops throughout the semester to help students with topics such as how to talk with professors and effective time management. Workshops are led by student academic coaches or learning specialists from Student Accessibility Services, Counseling and Psychological Services and other offices at Brown. One-on-one academic coaching with graduate students and sophomores, juniors, and seniors is also available through Academic Support Services. Academic coaches work with students on academic skills tailored to the individual's needs, such as effective study strategies, stress management, test-taking, and more. Students can meet with their coach weekly or just a few times during the semester.

Lizzie and Jonathan Tisch Center for Career Exploration
167 Angell Street
Open Monday through Friday, 8:30 a.m. to 5 p.m.
Matt Donato, Executive Director | careercenter@brown.edu | 401-863-3326
career-center.brown.edu

Stressing self-assessment, career exploration, reality testing and the development of job search strategies, the Lizzie and Jonathan Tisch Center for Career Exploration can provide career counseling and strategies for job interviews and internships, as well as information regarding research careers, graduate schools and other future career paths. Peer career advisors hold open hours to review resumes and cover letters every day, and career counselors are available by appointment to discuss plans with students.

The College
University Hall, second floor
Open Monday through Friday, 8:30 a.m. to 5 p.m.
Ethan Pollock, Dean of the College | college@brown.edu | 401-863-9800
college.brown.edu

The College includes deans and program directors that oversee all aspects of the undergraduate academic experience at Brown. They maintain programs in academic advising and course development, including the Meiklejohn program. Programs under this office include undergraduate research, fellowships, advising, pre-professional, academic code and more. Academic deans hold open hours. Students may make appointments with academic deans according to their needs, or they may visit a dean during daily open hours for any and all academic questions.

→ Check the academic advising schedule

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Curricular Resource Center
Hemisphere Building, 167 Angell St., (Ground/Lower Level)
Office open Monday through Friday, 9 a.m. to 5 p.m.
Drop-in/open hours Monday through Thursday 11 a.m. to 8 p.m. and Friday 11 a.m. to 6 p.m. or by appointment
Peggy Chang, Director | crc@brown.edu | 401-863-3013
crc.brown.edu

Staffed by trained peer advisors, the Curricular Resource Center (CRC) provides advising, facilitation, and reference materials for students wishing to design their own courses (independent study projects and group independent study projects), to craft independent concentrations, and to explore options for time away from Brown. The CRC also runs the Matched Advising Program for Sophomores (MAPS), a subject-specific peer advising program for sophomores, and Departmental Undergraduate Groups (DUGs).

→ Email in advance to schedule a virtual meeting, then join at this link

Math Resource Center
Foxboro Auditorium, 151 Thayer St., Room 125
Open Sunday through Wednesday, 8-10 p.m.
Ella Wilson, Graduate Student | ella_wilson@brown.edu
mathematics.brown.edu/undergraduate/math-resource-center

Brown's Math Resource Center (MRC) offers assistance and homework help to students in introductory mathematics courses (MATH 0050, 0060, 0070, 0090, 0100, 0170, 0180, 0190, 0200, 0520, or 0540 or APMA 0330 or 0340). Staffed by graduate and undergraduate math students, the center is open every weeknight during the academic year except during academic vacations. The current semester's schedule is posted on their website.

Sheridan Center for Teaching and Learning
Sciences Library, 201 Thayer St., Floors 3, 5, 7 and 10
Open Monday through Friday, 8:30 a.m. to 5 p.m.
sheridan_center@brown.edu | 401-863-1219
sheridan.brown.edu

The Harriet W. Sheridan Center for Teaching and Learning provides resources for learners and educators of all backgrounds and academic experiences to receive academic support and services, engage in collaborations across traditional boundaries of study. Sheridan Center initiatives include Writing Tutoring, Academic Tutoring and English Language Expertise. Teaching fellows and teaching assistants (TAs) can also partake in workshops and consultations to improve their pedagogical approaches to education.

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Study Abroad at Brown
Page Robinson Hall, 69 Brown St., Floor 3, Suite 313
Open Monday through Friday 8:30 a.m. to 5 p.m.
Malik Blue, Senior Associate Dean for Study Abroad | studyabroad@brown.edu | 401-863-3555
studyabroad.brown.edu

Study Abroad at Brown provides information and counseling services for students who wish to study abroad. Visiting the Study Abroad website allows students to both access a complete list of programs and information to help before, during and after their study abroad experiences. In addition, students may discuss study abroad options with study abroad advisors, faculty advisors and peer advisors. Applications and alternative programs are also available online. Also, see the Global Brown Center for International Students.

Swearer Center for Public Service
2 Stimson Ave.
Open Monday through Friday, 9 a.m. to 5 p.m.
Mary Jo Callan, Stark Family Executive Director of the Swearer Center for Public Service, Vice President for Community Engagement | swearer_center@brown.edu | 401-863-2338
swearer.brown.edu

The Swearer Center provides students with opportunities to explore their passions in the classroom and community, and to build the skills, knowledge and relationships necessary to lead lives of effective action. Students can volunteer with a multitude of community partnerships, working in areas from the arts to education and health. Through new programs such as the Bonner Fellows and the Engaged Scholars Program, the Swearer Center allows students to combine learning and action. In addition, the center provides funding for innovative social ventures and projects in the form of fellowships, internships and prizes. Whether students want to commit a few hours a week or their entire lives to community work, the Swearer Center is there to support them.

Tutoring
Sciences Library, 201 Thayer St., seventh floor
Open Monday through Thursday, 6-10 p.m.; Sunday, 2-10 p.m.
Janet Peters, Associate Director of the Peer-led Academic Tutoring Program | tutoring@brown.edu | 401-863-9800
sheridan.brown.edu/services/tutoring

Students can participate in free group tutoring for select introductory math, science and social science courses. Tutoring is done with a small group of fellow students who meet weekly with a designated tutor to review important or difficult topics covered in class that week. Free individual tutoring is also available for introductory and intermediate Arabic, Chinese, French, Italian, Japanese, Russian and Spanish classes.

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Undergraduate Programs
brown.edu/undergraduate-programs

This page lists all of the concentrations offered at Brown, along with links to the department websites, concentration requirements and concentration advisor contact information. This site can help students explore potential concentrations based on their interests and career ideas.

Writing Center
Sciences Library, 201 Thayer St., Floor 5
Open Monday through Thursday, 3-9 p.m.
Charlie Carroll, Assistant Director | writing_center@brown.edu | 401-863-3524
sheridan.brown.edu/services/writing-center

Brown's Writing Center provides individual and group writing support by appointment free of charge to any member of the Brown community. Writing Center associates assist students with all stages of the writing process, from finding a topic through drafting, revising and final editing. Associates can help writers deal with writer's block, audience awareness, argumentation, organization, grammar, research skills, the conventions of academic writing, and issues of clarity and style. Tailored individual and group support is also available for students whose first language is not English. The Writing Center also runs the Writing Fellows program, in which trained peer tutors are matched with faculty across disciplines in select classes to provide written and verbal feedback, advice and encouragement on their writing in progress.

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Campus Life Resources

Brown Center for Students of Color
Partridge Hall, 68 Brown Street
Open Monday through Friday, 9 a.m. to 5 p.m.
Vincent T. Harris, Associate Dean and Director | bcsc@brown.edu | 401-863-2120
bcsc.brown.edu

The Brown Center for Students of Color (BCSC; formerly the Third World Center), open to all students, is designed to provide students of color with a base for social, academic, administrative, cultural, and organizational support. The BCSC administers the Third World Transition Program as well as the Minority Peer Counselor program and ALANA Mentoring Program. The BCSC provides support, advice and guidance to more than 40 student organizations on campus, generating more than 250 annual events.

Chaplains and Religious Life
Page-Robinson Hall, 69 Brown St., Floor 4, Room 410
Open Monday through Friday, 9 a.m. to 5 p.m.
ocrl@brown.edu | 401-863-2344
chaplains.brown.edu

The Office of the Chaplains and Religious Life provides a space for all students to explore religious, philosophical, ethical and spiritual questions. Chaplains from a variety of religious backgrounds hold daily office hours to provide care and counseling to members of the Brown community; the office also has a fund to assist students in the event of family and financial emergencies. In addition, the office runs a variety of programs and events to increase religious literacy and dialogue at Brown.

Counseling and Psychological Services
Health and Wellness Building, 450 Brook St.
Open Monday through Friday, 8:30 a.m. to 5 p.m.
Bryant Ford, Director | counseling@health.brown.edu | 401-863-3476
caps.brown.edu

Counseling and Psychological Services (CAPS) provides free and confidential in-person and remote crisis intervention, short term psychotherapy, and referral services to Brown undergraduates. Students may visit CAPS up to seven times in an academic year; after that, they are referred to an outside therapist for additional treatment. Clinical psychologists, clinical social workers and psychiatrists are available by appointment during the week, with crisis consultations available daily. Staff members are available also on-call basis after hours and on weekends.

You might suggest that an advisee consult CAPS if they seem depressed, are having family problems, have difficulties with procrastination or are experiencing anxiety during classes. If you are concerned about a student and not sure how to proceed, you may request a consultation — either in person or by phone — to discuss the situation.

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CAPS is available on demand 24/7, 365 days a year to support students experiencing a mental health crisis. Overnight and during weekends and holidays, call 401-863-3476 and follow the prompts to access the on-call counselor.

Financial Aid
Page-Robinson Hall, second floor
Open Monday, Tuesday, Thursday and Friday, 8:30 a.m. to 4 p.m. and Wednesday, 11 a.m. to 4 p.m.
Available for phone calls Monday through Friday, 12 p.m. to 4 p.m. | Schedule a phone appointment
financial_aid@brown.edu | 401-863-2721
finaid.brown.edu

The Office of Financial Aid assists students and families in financing a Brown education. The office reviews applications and determines need-based financial aid eligibility each year for approximately 2,300 undergraduate students, providing federal grants, loans, work opportunities, and University scholarships. Brown's financial aid experts also assist families in exploring financing options, regardless if they qualify for need-based aid. Students and families are encouraged to contact the office if they have any questions or concerns about financing the cost of Brown.

Global Brown Center for International Students
Page-Robinson Hall, 69 Brown St., Room 312
Andrew Heald, Director | gbc@brown.edu | 401-863-6397
gbc.brown.edu

The Global Brown Center for International Students (GBC) serves and supports the international student community at Brown. GBC provides orientations, programming and resources through which students can embrace and celebrate their international identities, while also recognizing and appreciating the diversity of their experiences. The GBC also offers a comfortable space designated for international students and student organizations to gather called the Global Brown Lounge, known among students as the Globe, located in Page-Robinson 310.

LGBTQ Center
Stonewall House, 22 Benevolent St.
Open Monday through Friday, 9 a.m. to 5 p.m.
Caitlin O'Neill, Director | lgbtq@brown.edu | 401-863-3062
lgbtq.brown.edu

The LGBTQ Center provides a comprehensive range of education/training, cultural, social and educational programming, support services, and advocacy services to the entire Brown community. The center works to create and maintain an open, safe and inclusive environment for lesbian, gay, bisexual, transgender, queer and questioning students, faculty, and staff, their families and friends, and the campus community at large, and is home to a variety of student groups and mentorship programs for LGBTQ+ students.

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Sarah Doyle Center for Women and Gender
26 Benevolent St.
Open Monday through Friday, 9 a.m. to 5 p.m.
Felicia Salinas-Moniz, Director | sarah_doyle_center@brown.edu | 401-863-2189
sarahdoyle.brown.edu

The Sarah Doyle Center for Women and Gender provides a dynamic environment for any member of the campus community interested in exploring issues of gender, including the intersections of gender with race/ethnicity, economic status, sexuality, gender identity, age and geography. The center holds a variety of events throughout the year, contains a library of books and journals related to gender, maintains contact information for all of the women's groups at Brown, and can provide contact information about a variety of agencies in the Providence area.

Sexual Harm Acute Response and Empowerment (SHARE) Advocates
Health and Wellness Building, 450 Brook St., Ground Level
Katie Coble and Connor Curtis, BWell Share Advocates |
General inquiries: bwell@brown.edu |
To schedule an appointment: bwell@health.brown.edu | 401-863-2794
bwell.brown.edu/appointments-services/bwell-share-advocates

Brown's SHARE advocates are confidential resources to support students affected by sexual assault, sexual and/or gender-based harassment, domestic/dating violence, relationship abuse, and/or stalking. They can help a student navigate the resources available at Brown and in the Providence community, accompany a student to the hospital to serve as an advocate, and provide general support to survivors and their friends. The SHARE advocates also staff a confidential 24/7 Sexual Assault Response Line (401-863-6000) alongside CAPS clinicians and provide educational programs on sexual assault prevention to the Brown community.

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Student Accessibility Services
Page-Robinson Hall, 69 Brown St., Floor 5, Suite 512
Open Monday through Friday, 8:30 a.m. to 5 p.m.
Allen Kropp, Interim Director | sas@brown.edu | 401-863-9588
studentaccessibility.brown.edu

Student Accessibility Services (SAS) coordinates and facilitates services for students (including graduate students) and visitors with medical, physical, psychological, and learning disabilities. Students (including graduate students) who may need accommodations or services due to a disability or medical condition should contact SAS to discuss their needs and begin the registration process. Disability-related requests for accommodations and services are evaluated individually, based on documentation and completion of the registration process. The SAS office is also available to meet with any student who may be wondering if they have a disability and seeking an evaluation or additional information to assist them.

SAS provides counseling, support and guidance in the development of self-advocacy skills for students who are deaf or hard of hearing, blind or have a visual disability, are recovering from alcoholism and/or drug addiction, or who have a learning disability, ADHD, mobility disability, psychiatric disability, or chronic disease. SAS can provide everything from housing and testing accommodations to a dedicated transportation shuttle, depending on students' needs. Contacting SAS is a helpful way for students with any type of disability to be given the necessary attention to ensure that reasonable accommodations are made available to those seeking help.

Student Health Services
Health and Wellness Building, 450 Brook St.
Hours available online
Tanya Sullivan, Associate Clinical Director | 401-863-3953
healthservices.brown.edu

Student Health Services provides a variety of free medical services to the Brown University community, such as medical appointments for a variety of health concerns, annual flu vaccine clinics and a pharmacy that offers some common medications (including Plan B) at a discount. In addition to these medical appointments, Student Health Services' BWell Health Promotion website contains useful information on everything from eating healthy in college to sexual health. For emergency concerns, Health Services runs a 24/7 nursing hotline and Brown EMS, which will evaluate and transport any student to a local hospital for free.

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Student Support Services
Page-Robinson Hall, 69 Brown St., Floor 5
Open Monday through Friday, 9 a.m. to 5 p.m.
Lisa Loar, Senior Associate Dean and Director | studentsupport@brown.edu | 401-863-3145
brown.edu/offices/student-support

The Student Support Services staff is available to assist students with a wide range of issues and concerns that might arise during their time at Brown. The Student Support Services deans provide 24-hour crisis services for undergraduate, graduate and medical students with personal or family emergencies, and are available by appointment to consult with individual students about their personal questions/ concerns, thus allowing students to succeed and thrive in their academic pursuits.

Title IX and Gender Equity Office
20 Benevolent St.
Open Monday through Friday, 9 a.m. to 5 p.m.
Martha L. Alexander, Associate Vice President for Institutional Equity, Accessibility and Compliance | titleixoffice@brown.edu | 401-863-2026
campus-life.brown.edu/equity-compliance-reporting/title-ix/title-ix-and-gender-equity-office

The Title IX and Gender Equity Office oversees formal and informal resolution processes related to Title IX policies and procedures, and implements support measures and interim actions. The office supports faculty, staff, students, affiliates and guests of the University. Refer to the website for a comprehensive list of resources available to faculty, staff and students seeking help after sexual violence and harassment. Meiklejohns are no longer required to report any alleged sexual and gender-based harassment or violence involving their advisees to the Title IX Office. Advisees can be provided with the most up-to-date list of resources, support sources, and courses of action available to them through this office.

Undocumented, First Generation College and Low-Income Student Center
Sciences Library, 201 Thayer St., Floor 5
Open Monday through Friday, 9 a.m. to 5 p.m. for staff help
Study space open daily until 9 p.m.
Julio Reyes, Director | uflicenter@brown.edu | 401-863-9800
ufli.brown.edu

The Undocumented, First Generation College and Low-Income Student Center (U-FLi) is a communal, learning, and advocacy space open for all students to gather and connect, study and hold events, with programs and initiatives designed to promote holistic student wellness and a sense of belonging for undocumented, first-gen, and low-income college students. Visit their website for a “How to Brown” guidebook, a set of frequently asked questions about the undocumented, first-gen, and low-income experience and a list of textbooks in the First-Gen/Low-Income Partnership free lending library.

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Meiklejohn Academic Peer Advising Handbook

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