



The Third World Center Strategic Plan: 2014-2019 **May 27, 2014**

Over the last 40 years, the Third World Center has evolved to meet the changing needs of students of color at Brown University. Indicators of progress include a new home for the Center, dynamic program offerings, increased student participation, and additional professional staff. Now, the Center is primed for innovation and transformation.

To identify the most pressing needs of current students while setting a vision for the future, the Center completed an extensive program review, consisting of a comprehensive self-study and thorough external evaluation. The review considered the Center's strengths, areas in need of improvement, and new programming opportunities. Following the conclusion of that review, Dean Bergeron and Vice President Klawunn formed the TWC Strategic Planning Committee to focus on the Center's future direction.

This report summarizes the work of the committee from fall 2013 through spring 2014. It begins with an overview of the strategic planning process, namely the committee charge, community feedback methods, revised mission statement, program assessment, and naming discussions.

This is followed, in pages 6 through 10, by an outline of the four major priorities of the Strategic Plan:

1. Racial and ethnic identity development,
2. Community development and cross-cultural understanding,
3. Leadership development and student activism, and
4. Resources and infrastructure.

The report concludes with a proposed timeline for implementation of committee recommendations, beginning on page 10.

STRATEGIC PLANNING PROCESS

Strategic Planning Charge

The Strategic Planning Committee was comprised heavily of undergraduate students upon the recommendation of the President's Diversity Advisory Committee. To ensure that planning efforts focused on current students, the committee consisted of six undergraduates, five administrators, two professors, and one (non-staff) alumnus. Specifically, they were charged with:

- Developing a vision and mission statement for the Center that places the agency and empowerment of students of color as the primary emphasis of its work;
- Devising a five-year strategic plan focused on critical reflection and informed action, leadership development, and social justice education for students of color and their allies;
- Recommending a new name for the Center to President Paxson that reflects the spirit and legacy of student activism among communities of color.

To meet these objectives, the committee met eight times during the academic year.

Community Participation and Feedback

In the process of their deliberations, the Strategic Planning Committee engaged in conversations broadly with the Center's supporters and stakeholders. Community participation was achieved through campus presentations, open space dialogues, a Directors Summit, community forum, feedback survey, and Advisory Group.

- **Campus Presentations.** Mary Grace Almandrez and student representatives from the Strategic Planning Committee were invited to present updates about the strategic plan to seven administrative and alumni groups: President's Diversity Advisory Council, The Corporation Committee on Campus Life, Brown University Community Council (BUCC), Executive Committee, Office of Student Life Brown Bag Series, Multicultural Alumni Committee, and Alumni Affinity Group members. These presentations highlighted the committee's charge, key themes that emerged from the campus dialogues, and an explanation of the naming process.
- **Open Space Dialogues.** Mary Grace Almandrez, Shane Lloyd, and members of the Student Advisory Board (SAB) hosted 20 open space dialogues from October 2013 to March 2014. These dialogues were semi-structured and focused on six topics: Vision & Mission, Student Activism, Innovative Programs, Allies & Allyship, Preserving TWC History, and Pressing Issues (These topics were based on findings from the Center's self-study and external review). Approximately 330 students, faculty, staff, and alumni participated in these dialogues. Transcribed dialogue notes revealed six general themes:
 - The Center should continue to be a voice for students of color.
 - It is important to maintain a "safe" space for the students who currently use the Center.
 - A main priority moving forward should be to assess and evaluate the Center's scope, visibility, and reach to ensure the Center's programs meet the current needs of students of color at Brown.
 - The community should make every effort to keep the Center a politicized space that upholds the legacy of student activism.
 - The Center is a key player in facilitating inter-ethnic coalitions among students, faculty, alumni, and community members of color.
 - The mission and work of the Center can be integrated within the University community if the staff collaborates with colleagues across campus.
- **Directors Summit.** On March 18, 2014, four former Center directors were welcomed back to campus for a Directors Summit. Predecessors who participated were Felipe Floresca '73, Tommy Lee Woon, Karen McLaurin-Chesson '74, and Darryl Smaw. The Summit included lunch with the Strategic Planning Committee and Center staff, a closed meeting with Mary Grace Almandrez, and a Fireside Chat with student staffers. Former directors provided insight on the evolution of the Center and offered consult on future directions.
- **Community Forum.** The Strategic Planning Committee hosted a community forum on April 22, 2014 to keep the campus aware of the committee's progress and solicit new names. Approximately 50 undergraduates, graduate students, staff, faculty, and alumni attended the event. In addition, over 30 suggested names were collected. These names were posted on the Center's website.
- **Feedback Survey.** One week after the forum, an online feedback survey was distributed to various campus constituents to solicit input about the proposed mission and suggested names. The survey was posted on the Center's website, Facebook page, and listservs. The total number of active subscribers to the Facebook page was 2,441 unique individuals from which the committee

received 365 survey responses. Respondents included undergraduates (14.5%), graduate/medical school students (2.7%), faculty (1%), non-alumni staff (4.7%), alumni staff (1%), and parents (0.2%). The largest group who completed the survey was alumni (75.6%). All comments were read and considered by the committee.

In general, all the constituencies were supportive of the Center's revised mission statement. Four broad themes that were reflected in the comments were:

- The Center should continue serving as a home base that welcomes students of color to study, relax, connect with one another, and hold meetings.
- The Center should build bridges between ethnic groups and with the larger campus community.
- The Center can play a central role in providing leadership development opportunities for students.
- The Center should reinforce programs and projects that promote social justice.

These comments reinforced the findings from the open space dialogues.

- **Advisory Group.** An Advisory Group comprised of alumni in different roles (e.g., faculty, staff, Corporation members) and class years was consulted as part of the strategic planning process. They received an advanced copy of the plan and provided feedback to Mary Grace Almandrez.

Information from all of these means was used to help the Strategic Planning Committee determine the Center's priorities for the next five years.

Revised Mission Statement

As noted in the TWC Self-Study, the last program review prior to 2013 was completed in 2003. That review resulted in a new mission statement for the Center that has remained until this year. Major tenets of that mission statement are:

1. To provide an environment in which Arab, Asian, Black, Latino, Multiracial, and Native American students can feel comfortable celebrating their cultural heritages,
2. To provide a base from which Third World students can have an impact as a community at Brown,
3. To expand the social awareness of the University community with regards to current issues involving the status of Third World people at Brown University and in society at large,
4. To equip students with life-long skills to aid them as they navigate their journey at Brown and beyond.

Taking into consideration the community feedback as well as the strategic planning charge, the committee proposed the following revised mission statement:

Visualize. Vocalize. Mobilize.

The Center serves as a gathering place for communities of color. Students are encouraged to build meaningful relationships across difference, develop racial and ethnic consciousness, and enact change at Brown and beyond. The Center advances the University's mission of *educating and preparing students to discharge the offices of life with usefulness and reputation* by empowering students of color, cultivating leadership, facilitating critical reflection, fostering informed action, and promoting social justice.

Program Assessment

Signature programs housed in the Center involve community building in the residential environment (e.g., MPCs), identity development (e.g., Native American Heritage Series), cultural celebrations (e.g., ONYX Rites of Passage), leadership development (e.g., Brown University Latino Council), intergenerational mentorship (e.g., ALANA Mentoring Program), and social justice education (e.g., Third World Transition Program). The Strategic Planning Committee used the revised mission statement as a guide to review and assess the Center's primary responsibilities. The committee identified what programs fit within the Center's refocused mission, what programs should end or be relocated to another department, and what programs should be included in the Center. At the conclusion of this assessment, the committee recommended the following programs for additional consideration:

- **Minority Peer Counselors (MPC).** The MPC Program is one of Brown University's oldest peer counseling programs. In addition to serving as resources for students of color in the residential halls, MPCs present social justice workshops, resource workshops, and meet & greet socials for all first-year students. Their role in first-year housing is critical in promoting cross-cultural dialogue and community-building. Their ability to lead and participate in transformative conversations provides an opportunity for first-years to explore how different social identities intersect with race and ethnicity.

Three years ago, MPCs began to report to both the Center and Residential Life. This change in reporting lines caused confusion around primary supervision, training, and accountability of MPCs. The committee understands that this has caused complications and it supports an MPC structure that preserves its distinctive origins, purpose, and programming model.

- **First Generation (First Gen) Initiatives.** At Brown, first-generation college students are defined as students "whose parents did not complete a four-year college education." According to Admission statistics, 17% of the fall 2014 incoming class are first-gen students. As this population continues to grow at Brown, the institution should consider what resources are needed to allow these students to thrive. In recent years, students, staff, faculty, and alumni have raised concerns about campus resources for those who are the first in their families to attend college (e.g., access to internships, career development, supporting underrepresented minorities in STEM fields). Currently, campus support includes a modest budget and programming efforts from the Assistant Director for Co-Curricular Initiatives (TWC), Associate Dean for Diversity Programs (Dean of the College), and First-Gen Initiative student staffer (TWC).

This semester, students in the First-Generation in the Ivy League Group Independent Study Project (GISP) presented a recommendation to administrators that First-Gen programming be moved into the Dean of the College. The committee agrees that the Center may not be the most appropriate department to coordinate First-Gen support but is unsure where the best fit is for this program. Additionally, the committee believes that no matter where it goes, it is necessary for the Center to be a collaborator in First-Gen programs since many of these students also identify as students of color (68%).

- **MPC Friends.** MPC Friends are unpaid staffers who provide additional support to Third World Transition Program (TWTP) Coordinators and MPCs. They also serve as liaisons between the Center and wider Brown community by organizing social and educational events that promote the values and mission of the Center. This program has experienced several iterations over the last few years. Furthermore, students have expressed concerns about including this title on their resumes (i.e., "Friends" does not accurately convey the transferrable professional skills they gain in this role). The committee agrees that this program should be examined in the near future to determine whether it is still needed in its current form and name.

- ***Allyship Training.*** The role of White allies within the Center has been a topic of discussion since its inception. In recent years, White students were selected as MPC Friends but were not for MPC positions. There is debate within the Center whether White allyship training should be offered through the Center. Some believe the Center should follow the LGBTQ Center's lead (i.e., Safe Zone Training). Others think that training White allies should not be under the Center's purview. The committee appreciates the complexity of this issue and encourages the Center to consult with students, colleagues, and alumni before initiating such a program.

Naming Discussions and Final Recommendation

The self-study (2011-13), external review (2013), and strategic planning discussions (2013-2014) revealed that students of color at Brown today want the Center's name changed. The Center's committed staff, innovative programs, and social justice training offer a refuge to those in need of such a space. Yet, students also know that many of their classmates do not enter the Center because the name does not explicitly connote its central focus on student of color support. Other cited concerns from students, their families, alumni, and visitors include:

- The name does not consider the experiences of Native American and indigenous peoples.
- First-years who are introduced to the Center during A Day On College Hill (ADOCH) or TWTP understand the historical significance of the name. However, it is more difficult to explain the name to students who did not attend these programs due to time constraints or context.
- A number of students and their families do not participate in Third World Center admission or fundraising events because the name is considered off-putting.
- Some students want to be around other people of color in a friendly environment but may not want to engage in political activities. "Third World Center" implies that all students in the Center are activists and therefore do not feel comfortable going there to build community.
- Some international students and their families find the Center's name offensive.

The feedback survey, however, revealed different reactions among alumni ranging from support (e.g., "I am very pleased to find that the TWC is finally changing its name. As a proud student of color at Brown, the forced label of 'third world' student was offensive and disempowering, despite having a thorough understanding of the intended meaning.") to disagreement (e.g., "DO NOT CHANGE THE NAME. THERE IS POWER IN THE NAME."). Three key arguments against the name change are:

- *A name change releases students and the campus from the responsibility of interrogating the Center's history and alumni contributions.* On the contrary, the Center has made concerted efforts to engage its legacy of activism. For example, in 2013 students coordinated a Resistance Tour (re-enactments of key events in the Center's history when students of color challenged the status quo) as part of the MPC 40th Anniversary and Family Weekend. Normally this tour is given at TWTP only. After hearing such positive responses from alumni and families, the Center created a self-guided audio Resistance Tour, which will be available for Center visitors beginning fall 2014. Additionally, student programmers consistently invite alumni speakers to share their experiences and insights during signature events (e.g., ONYX Rites of Passage, Latino Gala). Archivists will also be working on digitizing primary sources to make Center documents accessible to the wider community. The Center's history, then, is a living history.
- *A name change will signal a departure of the Center's foundational responsibilities, namely supporting students of color and providing a space for them to build community.* Empowering students of color and providing them with the space to build community will continue to be top priorities. To address these, the Center will expand programs and enhance facilities to develop the institutional capacity to support students of color within and beyond the Center.

- *A new name will erase the socio-political significance of third world consciousness and inter-ethnic solidarity.* It was made clear in discussions throughout campus that the majority of the community was not in favor of “Multicultural Center” because this would dilute the politicized origins of the Third World Center and take the focus away from students of color. To alleviate this, some suggested keeping the TWC acronym. The committee takes this concern very seriously and hopes that the new name moving forward is an accurate reflection of the Center’s mission and core values.

The committee acknowledges that these noteworthy concerns are not new. In fact, alumni and former directors admitted that the Center’s name has been an on-going consideration for decades. However, it is equally important to note that debates have distracted the campus community from concentrating on the Center’s good work and potential for growth.

As part of the naming process, the committee completed a benchmark study of 57 centers from peer institutions from the California Council of Cultural Centers in Higher Education (CaCCCHE), Consortium of Financing Higher Education (COFHE), Multicultural College Administrators Association (MCAA), and New England Resource Center for Higher Education (NERCHE) Multicultural Affairs Think Tank. This study provided them with an understanding of the breadth of Center names across the country. This list was posted on the Center’s website, along with Center Name Suggestions and other strategic planning documents.

After reviewing the benchmark study, hearing from the community, and garnering widespread support from key stakeholders, the committee submitted the proposed name to the Corporation Committee on Campus Life for feedback and advice, and to the President for approval.

The Strategic Planning Committee recommends “Brown Center for Students of Color” (BCSC) as the new name moving forward, with endorsement from the Student Advisory Board and Center staff. This name is a reflection of the revised mission statement and is also in alignment with other campus centers (i.e., LGBTQ Center, Sarah Doyle Women’s Center). The committee believes there is power in the name’s simplicity and accessibility. Committee members are also confident that the new name will signal a clear focus on students of color and thereby reduce confusion about who the Center primarily serves.

PRIORITIES FOR 2014 – 2019

The Brown Center for Students of Color remains based on a foundation of rich history, community support, and commitment to excellence. In the next five years, the Center will focus on:

- Expanding programs that focus on racial and ethnic identity development,
- Partnering with students, faculty, staff, alumni, and local leaders to foster community building and cross-cultural understanding,
- Providing leadership development and community organizing training for student organization leaders,
- Institutionalizing resources and infrastructure for long-term, sustainable impact within and beyond the Center.

Each area of priority is discussed separately, below.

Racial and Ethnic Identity Development

The Brown Center for Students of Color plays an important role in promoting racial and ethnic identity development for undergraduate students. Self-reflective activities, artistic expressions, and student-led research present a multitude of opportunities for students of color to interrogate race and ethnicity. Two programs that can be enhanced to continue supporting identity development are:

- ***Third World Transition Program.*** The TWTP Endowment (established in 2012) provides an avenue to expand TWTP beyond the four days preceding New Student Orientation. Further developing this program to include more students and their families in this experience is a top priority. Therefore, the Center will: provide housing and meals for all Center staffers to participate during pre-orientation (rather than selected student staffers), offer complementary workshops for families to experience a condensed version of TWTP, coordinate TWTP Remix for other undergraduates and graduate students who did not attend TWTP, organize social gatherings to build a TWTP alumni network, and collaborate with alumni affinity group leaders to host TWTP workshops for alumni clubs. The committee felt that it was appropriate to keep the name “Third World Transition Program” – which aligned with the past name of the Center – as a way to honor alumni who played a vital role in the birth and development of the Center under its former name. This notation will be added to the description and history of the TWTP.
- ***Community Partnerships.*** Since the beginning, students in the Center have worked alongside Providence residents on community-based projects. Community partnerships continue to thrive today. The Center has cultivated relationships with HARI Vidya Bhavan (Hindi language and culture school), Woonsocket High School, and The Metropolitan Regional Career and Technical Center (MET). The Center will deepen this commitment to the local community by pursuing grant funding for identity development curricula for local high school participants, hosting social justice events and workshops for local youth, and providing guest lectures and co-curricular activities related to racial identity at partner schools.

Community Development and Cross-Cultural Understanding

In addition to exploring identity, the Brown Center for Students of Color aims to build bridges across racial and ethnic lines. Community development and cross-cultural understanding remain cornerstones of the Center’s work. Four programs that will help meet these goals in the future are:

- ***Heritage Series.*** Each of the five Heritage Series (i.e., Asian American, Black, Latino, Multiracial, and Native American) sponsors a minimum of six events per year. These include academic panels, creative arts workshops, and community celebrations. In the coming years, programmers will work closely with ethnic student organizations to assess and address programming needs of communities of color at Brown. Additionally, programmers will co-sponsor a minimum of one shared event per semester that centers on a common annual theme (e.g., food justice). These enhancements may cultivate both intra-ethnic and inter-ethnic collaboration through their respective series.
- ***Commencement Events.*** Latino Commencement Dinner and ONYX Rites of Passage Ceremony are large-scale community events that bring together over 300 graduates, families, and alumni. These celebrations both honor the achievements of Latino and Black graduates, as well as welcome them into the alumni of color community. Despite these important objectives, funding for these events is not sustainable. Approximately two-thirds of the budget is secured through raised funds. Upholding these traditions requires institutionalized funding. Therefore, the

Center's staff will submit proposals to University and alumni leaders to acquire sustainable funding sources for these Commencement celebrations.

- ***Social Justice Peer Education.*** A careful review of the Center's programs by the Strategic Planning Committee and Student Advisory Board revealed the need for a social justice peer education program. In the last few years, student groups, administrative departments, and community organizations have requested social justice-related workshops (e.g., privilege, working with diverse communities) from the Center's staff and student leaders. The Center could serve as a campus and community resource by offering student-led sessions that are presented by formally trained facilitators. To accomplish this goal, the Center will develop, implement, and continually evaluate a social justice curriculum for undergraduates and graduate students to lead workshops for the University community.
- ***Faculty Engagement.*** At present, two programs that promote faculty engagement within the Center are the ALANA Mentoring Program (through faculty group mentoring) and the Faculty Fellows program. By joining forces with faculty, the Center helps to create a network of support for scholars (broadly defined) of color at Brown. Thus, two areas that will be further developed to encourage faculty engagement are the Faculty Fellows program and Sophomore Seminars. By 2019, the Center will increase Faculty Fellow research stipends, recruit Faculty Fellows from a diversity of disciplines, and cultivate relationships with selected faculty teaching Sophomore Seminars to create innovative, experiential learning opportunities outside the classroom that complement the curriculum.

Leadership and Student Activism

Although the Center's broadest reach is achieved through signature programs (e.g., TWTP, MPC workshops), students such as Mellon Mays Fellows and Joslin Award recipients repeatedly cite leadership positions within the Center as one of the most influential factors in their success at Brown. Moreover, these experiences at the Center can be a springboard for involvement in other areas of campus and academic life. Thus, in the next five years the Brown Center for Students of Color will start four new programs that promote and honor leadership:

- ***Formal Leadership Training.*** The Center does not offer formal leadership training. Staffers either learn by doing or participate in institutes that are led by local or regional community leaders. The Center will establish a leadership program for current and prospective staffers that integrates theoretical models, practical skill development, and community organizing strategies. Colleagues in other departments such as Student Activities Office and Swearer Center will also be consulted to both coordinate efforts and distinguish the Center's training from other experiences.
- ***Activism Series.*** Interethnic anti-racist coalitions, guerilla theatre, and scholar activism are several ways students of color have demonstrated their activism in and through the Center. However, protests and rallies are the predominant models that many students are aware of. The Center will develop learning opportunities that expose students to various community organizing principles, tactics, and strategies (e.g., art as activism, faith-based alliances) to broaden their understanding of student activism. This work will draw from community leaders, faculty, and student organizers.
- ***Center Affiliates.*** Student organizations at Brown are not required to have an advisor. However, informal relationships with Center staff often result in ad hoc student organization advising and requests for resources. In addition, there is a missed opportunity for student organizations to build

coalitions across student groups on issues that matter most to them. The Center can help mitigate these concerns through an Affiliates program that connects ethnic student organizations to each other and to the Center. Affiliates will receive peer support from inter-ethnic councils (i.e., Black Board, Brown University Latino Council, Pan Asian Council), administrative support from Center staff, and alumni support from alumni of color affinity groups.

- **Legacy Project.** As noted above, there are concerted efforts to carry the Center's legacy of student activism forward. Previous examples include the audio and live Resistance Tours, archives, and alumni speakers. The Center will establish the Legacy Project to pay tribute to our Center's history as we move towards our next evolution. This project will be student-driven and student-run. It will showcase the contributions of past and present students of color.

Resources and Infrastructure

This strategic plan is intended to produce sustainable change within the Brown Center for Students of Color and the wider campus community. In order to fulfill these ambitious goals, new resources need to be secured and current infrastructure must be re-envisioned. The following three considerations will have a significant impact on the future of the Center:

- **Staffing.** In summer 2013, the Center underwent a re-organization to realign its work into two strategic areas: co-curricular initiatives, and first-year and sophomore programs. A recent vacancy in the Coordinator for First-Year and Sophomore Programs position greatly diminished the Center's ability to support students who currently use the Center (e.g., hiatus of MPC Friends programming, increased responsibilities for already overworked staff). The expansion of current programs, as well as addition of several new programs as outlined in this strategic plan, requires a minimum of five FTE staff: a director, two assistant directors, and two coordinators. As evidenced in the Coordinator vacancy, an incomplete staffing structure diminishes the quality and quantity of programs and advising Brown provides its students. Given these strategic priorities, it is imperative that the Coordinator vacancy be filled as soon as possible.
- **Graduate Interns.** Interns have been invaluable in project-based initiatives. For instance, the implementation of new MPC recruitment strategies, Building the Revolution: Cross-Cultural Community Organizing Departmental Independent Study Project (DISP), and open space dialogue facilitation were made possible through the contributions of graduate students in the Center. More importantly, they serve as additional staff members who do not have supervisory responsibilities. Hence, students can turn to them for mentorship and personal advising. Although the Center has been able to allocate minimal funding for programming and professional development (\$500 per intern) and provide non-Brown graduate students with monthly RIPTA passes during the academic year, interns work at the Center without compensation. To sustain graduate internships in the future, the Center will provide appropriate compensation (e.g., stipend, book scholarship) for 2-3 interns per year, partner with regional directors of student affairs/MSW/counseling programs to recruit graduate students, and formalize a graduate intern training program to prepare graduate students to work in the field.
- **Accessibility and Renovations.** The Center's central location on Main Campus has been a home base for many students. Gathering spaces, such as the Center, are critical for interpersonal relations, programming, and community organizing. Although changes have been made to increase student space, the Center's facilities are inadequate to serve current needs. Five short-term projects that will have long-term benefits are: removing the pocket door and walls in the Formal Lounges to provide a multi-purpose space that is ADA-accessible, designating visible and accessible space to house the Legacy Project, renovating the classroom to promote experiential

learning, installing a swipe card system to provide after-hours access to staffers, and proposing an ADA-accessibility plan so that the second and third floors are available for all members of the community to use in the future. Particularly as the student population grows, we will need to continue to identify options for, and feasibility of, additional space or repurposing unused space within the Center. This would allow for more programming and storage space to accommodate the growing needs of student groups who utilize the Center.

Together, these initiatives reflect the Center's commitment to the agency and empowerment of students of color. They also reinforce the Center's core values and objectives.

IMPLEMENTATION OF RECOMMENDATIONS AND PROPOSED TIMELINE

The Brown Center for Students of Color staff will build on previous successes by implementing the above plan in a thoughtful and deliberate manner. The intent of the proposed timeline below is to lay the groundwork for progressive and sustainable change that will improve the Center's programs and outreach efforts over a five-year period.

Projects for 2014 - 2015

- Announce new name with a community-wide letter from senior-level administrators
- Launch a re-branding campaign for the new name (i.e., create new logo, distribute promotional materials)
- Make a final determination on MPC supervision and training structure
- Determine the best fit for First-Gen programs
- Include all Center staffers in TWTP
- Create a needs assessment tool for Heritage Series programmers to use with student organizations
- Institutionalize funding for Latino Commencement Dinner and ONYX Rites of Passage Ceremony
- Develop a social justice curriculum
- Increase Faculty Fellows research stipends
- Cultivate relationships with selected Sophomore Seminar faculty
- Form the Legacy Project Committee
- Fill the Coordinator for First-Year and Sophomore Programs vacancy
- Provide compensation for graduate interns
- Cultivate relationships with graduate program directors to establish an intern pipeline

Projects for 2015 - 2016

- Offer a Family Track during TWTP
- Secure funding to strengthen community partnerships
- Coordinate shared events for Heritage Series programmers
- Pilot the social justice facilitator curriculum
- Develop co-curricular experiences for Sophomore Seminars in partnership with selected faculty
- Develop a leadership program curriculum
- Develop the Brown Center for Students of Color Affiliates program
- Designate space(s) for Legacy Projects

Projects for 2016 - 2017

- Create the TWTP Alumni Network
- Establish a high school outreach program in collaboration with community partners
- Pilot the leadership program

- Develop an Activism Series curriculum in collaboration with community leaders, faculty, and student organizers
- Implement the Brown Center for Students of Color Affiliates program
- Develop a graduate intern training curriculum
- Renovate the first-floor classroom

Projects for 2017 - 2018

- Collaborate with alumni affinity groups to provide TWTP workshops for alumni clubs
- Pilot the Activism Series
- Pilot the graduate intern training program
- Secure funding to remove pocket door and walls from Formal Lounges for ADA accessibility

Projects for 2018 - 2019

- Secure funding to install a swipe card access system
- Propose an ADA accessibility plan for second and third floors
- Conduct a Program Review to measure progress in the strategic plan and identify new priorities (a five-year program review schedule was included as a recommendation in the TWC Self-Study)

CONCLUSION

Identity development, community building, leadership, and resources are areas of growth that can have a significant impact on the communities the Brown Center for Students of Color currently serves. The Center is ready for transformation and it is time to re-imagine the ways it engages and empowers students.

Brown University's longevity as an academic institution and community of scholars has its origins in being an inclusive environment that supports differences among its community members. This shared experience among different individuals is an important part of the institution's iconic identity in the larger world and the Brown Center for Students of Color will continue to help shape this identity going forward.

This report began with a discussion of the strategic planning process, including an updated mission statement and recommended name. Then it summarized the four primary themes of the Strategic Plan. Finally, it provided a list of recommendations and proposed timeline for implementation. The Center's new name and mission will allow more students of color to visualize, vocalize, and mobilize for social justice.

Andrew G. Campbell (Committee Co-Chair)

Margaret Klawunn (Committee Co-Chair)

Mary Grace Almandrez

Liza Cariaga-Lo

Christopher Dennis

Hisa Hashisaka

Afia Kwakwa

Jacinta Lomba

Kenneth McDaniel

MaryLou McMillan

Rolland Murray

Angie Ocampo

Floripa Olguin

Hector Peralta

Appendix 1: Committee memberships

Strategic Planning Committee

Andrew Campbell (Committee Co-Chair) – Associate Professor of Medicine
Margaret Klawunn (Committee Co-Chair) – Vice President for Campus Life & Student Services
Mary Grace Almandrez – Director of the Third World Center and Assistant Dean of the College
Liza Cariaga-Lo – Associate Provost for Academic Development and Diversity
Christopher Dennis – Deputy Dean of the College
Hisa Hashisaka – Undergraduate student, Class of 2014
Afia Kwakwa – Undergraduate student, Class of 2014
Jacinta Lomba – Undergraduate student, Class of 2017
Kenneth McDaniel '69, P '13 – Alumnus
MaryLou McMillan '85 – Senior Director for Planning & Student Engagement, Campus Life & Student Services
Rolland Murray – Associate Professor of English
Angie Ocampo – Undergraduate student, Class of 2015
Floripa Olguin – Undergraduate student, Class of 2016
Hector Peralta – Undergraduate student, Class of 2016

Student Advisory Board

Martin Donoyan '15
Justice Gaines '16
Victoria Kidd '16
Tolulope Lawal '16
Jenny Li '14
Esmeralda Marlene Lopez '16
Angie Ocampo '15
Christopher Tran '17
Yen Tran '14
Jarred Turner '16

Advisory Group

Maitrayee Bhattacharyya '91 – Associate Dean of the College for Diversity Programs
Felipe Floresca '73 – Senior Policy Advisor, Emerald Cities Collaborative; Former Director of the TWC
Robert Lee, PhD '80 – Associate Professor of American Studies; Former Director of the TWC
Myra Liwanag '91 – Director of Regional and Multicultural Programs, Alumni Relations
Karen McLaurin-Chesson '74 – Former Director of the TWC
Jasmine Waddell '99 – Resident Dean of Freshmen, Harvard College

Third World Center Staff

Mary Grace Almandrez – Director of the Third World Center and Assistant Dean of the College
Shane Lloyd, MPH '11 – Assistant Director for First-Year and Sophomore Programs
Anne Marie Ponte – Coordinator for Co-Curricular Initiatives
Joshua Segui – Assistant Director for Co-Curricular Initiatives

Graduate Interns

Tina Park
Maura Pavalow '11
Jorge Vargas