

UCS Fall Poll Report

Appendix A

Text Responses

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Other Priorities

These are just a few of the issues students have raised over the last year. Are there additional student life issues that you think need to be addressed by the University?

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1. -Improving things about dorms that are actually important to students all the time (ceilings that are falling, windows that don't stay open/closed, no one should be living in a kitchen, reliable hot water, actually adjustable heating, etc.), rather than cosmetic improvements or remodeling dorms that are in decent condition. / -creating more non-library non-meal-plan-required spaces for students to hang out. / -improving brown's environmental impact overall, not just the divestment question--for just one example, why are there so many buildings that are locked after a certain hour but the lights seem to stay on in the entire building all night? /

 2. 1) Our complete inability to operate a functioning ticketing website. / 2) Reslife being unbelievably underfunded, and the resulting clusterfuck every single semester. / 3) Rapidly running out of usable classroom space, especially for large classes. Several classes no longer fit anywhere but Solomon 101, which is useless for classes

 3. A center for International Students

 4. a greater push to recruit students of color

 5. A lot of students feel the price of meal plan is unreasonable and the meal plan is often inconvenient I (having to buy another meal plan if you stay here for Spring Break). I personally had to reduce my meal plan because of the cost of it, so I don't eat 3 meals a day. Instead I usually have to eat 1 or 2 meals made up of unhealthy foods so I stay feeling full....

 6. Abandoning anti-intellectual trigger warnings, which have little place outside of a war zone--and specifically little on the university campus.

 7. ABOLISH POLICE

 8. Accepting more students of color.

 9. accessibility for students with disabilities

 10. Accessibility on campus.

 11. Accessibility: Many dorms are very inaccessible, and I've heard a few problematic comments from professors showing insensitivity to SEAS accommodations.
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12. Actual support for students with mental health issues. Instead of pushing students to go on leave and then making it extremely difficult and triggering to come back to school, it would be best to offer support or other options. Mental health issues are not suddenly resolved, so it is detrimental to force students to go on leave and then expect them to come back "cured". It has been happening too often, even with sexual assault survivors and should be looked into.
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13. Addressing the division among students from different socioeconomic backgrounds, and more resources for students who come from low income homes
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14. Additional attention/ programs for international students
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15. Adjustment to Brown (counseling services)
-
16. Administrative support of first generation, specifically low income students.
-
17. Administrator accountability
-
18. Advising for students for their time at Brown and pre-professional advising.
-
19. Advising varies so much by department. It would be good to know exactly who is there to support us in all facets of university life. People are out there, sometimes you just have to go a round about way to find mentors you need and it really should be easier.
-
20. Advising!
-
21. Air conditioning
-
22. Air conditioning in the dorms / Better, more comprehensive advising, especially in the first two years
-
23. Alcohol and Drug Consumption
-
24. Alcohol consumption. I'm aware that the University is trying to be a bit more strict, but I think this should continue to be a priority. I've still seen ambulances show up on week nights. When students get drunk, they are a danger to themselves and others. There should not be alcohol outside of regulated environments like the GCB.
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25. Alcohol policy -- I know that it has been looked in to, but I think the direction we're moving isn't necessarily the best one. It feels like Brown is increasingly taking on a closed door policy and stricter monitoring which can lead to more unsafe behavior behind closed doors. Some other universities do the opposite -- for example, Stanford has an open door policy in which (at least freshmen) must leave their doors open so that RAs could be sure no one is in trouble, sick etc. This allows for monitoring of healthy behavior with alcohol rather than trying to prevent its use, which is sort of pointless.
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26. Alcohol policy is too strict, and there should be more education about sexual assault prevention.
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27. Alcohol policy needs to be revisited.
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28. allow the use of cash or cards for laundry, not just bear bucks
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29. Allowing students to voice their opinions without backlash. That being said, there is a line between freedom of speech and respecting others' opportunities to voice their thoughts.
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30. Although having more opportunities for students to have conversations about controversial topics, it is also important to make sure that these opportunities and spaces feel safe. Often, I will not go to talks on controversial topics because I am afraid that my opinions will just be shouted down by more vocal students.
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31. As a school we tend to silence sensitive topics instead of having healthy conversations about them. We have strayed from being the most open minded school to simply a very liberal school. More open dialogue is important and more conservative views shouldn't be ignored.
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32. Athlete accommodations for when courses are offered. A lot of core requirements for classes are offered in the afternoon during many athletes' practice times. It's become a huge issue for me and many of my teammates when choosing classes. It is severely limiting when there's a popular core requirement for a concentration offered at (for example) 2:30-3:50 on TR
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33. Attrition of underrepresented minorities from the physical sciences.
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34. Aware of TWTP being available to students, I feel like first-generation students should receive a greater and ensured method of entering Brown. I had applied for TWTP as a pansexual, first-generation, student of color from a rural town, yet I was not accepted into the pre-orientation. Being first-generation was, and still is, the greatest obstacle I am struggling to hurdle over. In order to make the vibe of the campus better, I believe a better entering environment for first-generations would be excellent.
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35. Bad spring weekend music. Pick crowdpleasers! / / More importantly - focus on practical concerns facing students. Affordability is huge. Job placement is huge. We do have Title IX issues to address, but the committees don't seem to make meaningful reform and I'd argue we have more pressing issues. Obviously eliminating gender-based violence should be a huge priority, but we need to attack a lot of other issues that affect more people.
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36. Better access to healthy food in the eateries and cafeterias.
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37. better advising, divestment from the prison industrial complex, increasing funds for student research and internships,
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38. Better and more efficient use of money when it comes to buildings and especially dorms
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39. Better building designs that maximies efficiency and more quiet study space. Dorm rooms does a very poor job of isolating outside noise. thank you
-
40. Better depth of advising opportunities and opportunities for students to meet more faculty members and professors.
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41. Better dining options and meal plan options
-
42. Better dorms
-
43. Better food.
-
44. Better freshman sexual assault presentation
-
45. Better maintenance of facilities and general updating of admissions materials for incoming and prospective students.
-
46. Better meal plan schedule- blue room should accept meal credit at all times
-
47. Better on campus housing for juniors and seniors.
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48. Better practice facilities and locker rooms for the underrepresented sports such as gymnastics!
-
49. Better the handling of students on mental health leave.
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50. Better understand of disability, commitment to accessibility
-
51. Better/customizable meal plan options, better support for students taking metal heath/medical leave, better support for students (who aren't senior) to get off campus permission.
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52.	Big dark hairy and handsome dudes are no different from big white hairy men. They are not scary. They're treated as capable and handsome in their countries. They are not a threat because of what they look like or their level of confidence.
53.	Bridging the gap between students of high and low-income financial background.
54.	Bring back the compost trash at Andrews!...and introduce it everywhere else too. / Divest from the prison industrial complex! / Admit more black students! / Make the meal plan and dorm price competitive, ie significantly lower than it is now and closer to the market price of food and housing. Right now it is almost twice as expensive as it should be.
55.	Bringing on more students of color / Providing institutional support to Black students and other students of color / Administration of color / Funding to support student of color initiatives and student groups
56.	Brown divesting from private prisons, more support for first years in transitioning process
57.	Brown needs more practical courses in CS!! I want to be able to take iOS, Android, backend, web and hacking classes rather than theory and proofs.
58.	Brown needs to match the representation of students of color that was promised in 1968
59.	Brown University investing in the Prison Industrial Complex, the lack of support for low income students
60.	Brown's corporate involvement with the Prison Industrial Complex, also the way that the lack of faculty of color influences the need for mental health services
61.	Brown's resources need to be more publicized, as in my experience, many students do not know of many of the services Brown offers, such as the research and internship opportunities that faculty connections can offer, financial assistance from the Chaplain's office
62.	Building the trust between the Administration and the Students.
63.	Campus accessibility
64.	Campus-wide composting!
65.	care about international students more
66.	Changing the alcohol policy to being less restrictive
67.	Changing the Prohibition-era alcohol policies being enforced only in Greek and program houses.
68.	Classism
69.	Classism; the role of money/economic disparities in undergraduate life
70.	Cleanliness of university facilities (i.e. bathrooms)
71.	Clearer guidelines for reporting harassment/homophobic/transphobic behavior from Brown staff
72.	COMPOSTiNG
73.	Conversations about interactions between Brown students and the rest of the Providence community (i.e. faculty, community members, etc.) and how our backgrounds influence this
74.	Creating and implementing support services that cater to specific targeted groups of students (i.e. Native Americans/Indigenous peoples)

75.	Creating more helpful presentations about sexual assault and mental health issues to present during orientation.
76.	creating more safe spaces for students to take issues of discrimination and seek action
77.	Creating more support programs for First-Gen students.
78.	Creating spaces for people of different marginalized identities (transgender/genderqueer, bipolar, white-presenting POC, other POC, etc.) to share their experiences. It's easy to feel alone in college, and makes a huge difference to know that you aren't.
79.	Creation of the International Center at Brown University to serve not only undergraduate students, but also graduate students, visiting students and scholars.
80.	De-corporatizing Brown University
81.	Decreasing the cost of attending brown in general, and cutting on non-essential and superfluous university services.
82.	Deez nuts
83.	Deplorable condition of some older classrooms
84.	Diet. Best friend has celiacs and has very difficult time finding any food that actually does not have cross contamination with gluten outside of the "gluten free pantry" at the Ratty. We are all very frustrated with Brown's inability to offer any resources about where she can eat and frustrated with Brown dining to control cross contamination.
85.	Disarm DPS
86.	Discussing policy related to birth control or other contraceptives
87.	displacement of providence residents
88.	Diversifying the curriculum. It happens to be very white, from what I gather.
89.	Diversity & Awareness training for all faculty
90.	Diversity in STEM, especially in CS
91.	Diversity of classes and professors. textbook costs
92.	DIVEST FROM COMPANIES THAT OPERATE IN PRIVATE PRISONS
93.	Divest from the prison-industrial complex
94.	Divesting from companies that profit from Israeli occupation and apartheid
95.	Divesting from prison industry complex
96.	Divesting from prison telephone company
97.	divesting from prisons
98.	Divesting from private prison corporations, if it has not been done already
99.	Divesting from the prison industrial complex / Removing the limit for CAPS sessions /
100.	Divesting in Prison phone company

101.	Divestment from corporations that profit from the Israeli occupation
102.	Divestment from other entities such as private prisons, etc
103.	Divestment from private prisons
104.	Does this text box have a word limit?
105.	Doing more work to help first-generation students adjust to life on campus, Brown academics, etc.
106.	Don't just expand caps - improve it. Not all their care is quality, or even safe. /
107.	Dorm maintenance, specifically the bathrooms. The water pressure is sprinkler-system-strong at best.
108.	Dorm renovations
109.	Dorm room improvements, housing improvements in general
110.	During the weeks of finals, we should get extra special good quality toilet paper in the bathrooms of libraries/large study spaces to encourage students to study and to provide occasional comic relief from stress
111.	Eating disorder awareness and prevention.
112.	Eating disorder help and awareness
113.	Eating disorders
114.	Elimination of radical leftist indoctrination programs like TWTP, MPCs, and WPCs
115.	Embrace the problem of racial abuse and discrimination as well as sexual abuse
116.	Enhancement of student life and social events
117.	Ensuring the safety and security of trans students
118.	Equal and better sanitation for public/communal areas (lounges, kitchens, restrooms,...etc)
119.	Exam policies for student-athletes traveling with a team
120.	Expand Research Facilities/Resources - Establish Strong Labs/Projects - Get Back Brown Alums Who Research Elsewhere (ex. Sangeetha Bhatia at MIT)....RENOVATE AND REFURBISH UNDERGRADUATE DORMS/CAMPUS SPACES /
121.	Expanded push to have students live further from campus, in greater prov community (Olneyville, Pawtucket)
122.	expanding health service available to brown students
123.	expanding international students
124.	Expanding non-smoking areas outdoors -- allowing a known carcinogen to linger in massive quantities in air that students can't avoid breathing at some points seems like poor health policy.
125.	Expanding safe spaces and resources available for poc
126.	Expanding wheelchair accessibility on campus buildings
127.	Extending dining hall hours past 7:30.

128.	Extending hours and the vdub, meal swipes at the blue room
129.	extra help for students coming from a low-income school and adjusting to the high academics of the elite university.
130.	Facilities should be revamped.
131.	Faculty professional development on microaggressions and issues of identity (race, gender, class, sexuality, ability, etc)
132.	Faster Facilities response time to complaints
133.	Financial aid, really. As a prospective freshman, I wanted to go to Brown really badly, which is why I'm here... But I know that other college offers of admission would have been significantly more affordable. I love Brown, and I'm glad I'm here, but I just wish financial aid were more robust here. As an Ivy League university that considers itself to be one of the preeminent institutions of higher learning in the Northeast, Brown has a responsibility to attract the best students as possible, and that means giving students who need it solid financial aid packages. The worst is the feeling I get whenever I spend money on necessities like textbooks and food -- I know each time I spend some money I'm adding to my family's burden, and it's not a healthy feeling conducive to learning. Students shouldn't have to be worry about how they're parents are going to pay for Brown. I hope this didn't sound like a rant. As I mentioned earlier, I am so happy to be here. But there are some improvements that can be made, and I think financial aid should be a top concern.
134.	Financial support for out-of-the-classroom endeavors (I.e. More Things like LINKs)
135.	fix office of residential life
136.	Focus on academic improvment
137.	Focus on talking about what whiteness is and how white people participate in it in their relations with black people.
138.	Food at the Ratty
139.	Food quality in the dining halls
140.	Food quality, nutritional information, and local sourcing
141.	Food security for students
142.	Food should be cheaper
143.	food, students of color
144.	Free hugs
145.	Funding for student and athletic activity groups
146.	Gender equality/balance/support in the sciences
147.	Gender neutral bathrooms, campus accessibility
148.	General health and well-being.
149.	getting better, more ideologically diverse faculty
150.	Glve more TA funding to the CS department.

151.	Greater awareness of underlying or seemingly hidden mental and physical health issues
152.	Greater promotion of athletics
153.	Greek life and alcohol policies
154.	Greek Life;
155.	Harm reduction measures for drug use. Right now, the University is siding with the War on Drugs in its ideals.
156.	Harm reduction-based alcohol policies that do not implicitly create a culture of fear of enforcement that drives drinking underground and into even less safe spaces than those places in which it currently occurs.
157.	Having buildings on campus that are Handicap Accessible (Wilson Hall)
158.	Having fun safely
159.	Having more direct communication and attention given to students of color regarding their needs and concerns. Increasing faculty of color is incredibly important but so is developing a plan of advising that is prepared and educated on the needs of students from historically marginalized communities.
160.	Having way better financial aid
161.	Health careers sends our medical school applications out super late! I know thats not student life, but it'd be great if that was fixed.
162.	Health insurance coverage should be calculated as part of the cost of attending Brown, and health insurance coverage should be provided to those who qualify for certain financial aid packages.
163.	Healthier food options/late night options
164.	Healthy meal options
165.	Helping students who come from a less-than stellar academic background preparation deal with the transition to an Ivy League education
166.	Hire a company to run dinning services to improve food quality and reduce cost
167.	HIRE MORE FACULTY OF COLOR... WHERE ARE THEY? I HAVE NEVER HAD A BLACK STEM PROFESSOR. NO MORE "WE'RE WAITING FOR THEM (the potential people of color to hire) TO COMPLETE THE GRAD STUDENT PIPELINE". THERE ARE PLENTY OF LATINO/A, BLACK, NATIVE AMERICAN, etc. SCHOLARS OUT THERE WITH PHD'S WAITING TO BE HIRED.
168.	Hiriing more female faculty in STEM departments.
169.	Hiring faculty with not only diversity of skin color but also diversity of thought and ideas!
170.	Hiring more faculty that bring with them a conservative ideology thus bringing more intellectual diversity to campus.
171.	Hiring more faculty with different ideological backgrounds. We celebrate diversity at Brown but lack diversity in the ideological backgrounds of professors at Brown.
172.	Hiring more faculty with disabilities. / Making campus more universally accessible. / Supporting any and all language and culture exploration.
173.	Hiring more female professors

174.	Hiring more women in STEM
175.	Hiring more women of color in STEM fields. Providing private tutoring and more group tutoring opportunities. Making books available to students with limited funds /
176.	Hostile environment for those that don't subscribe to the traditional liberal view point held by most students.
177.	Housing disparity
178.	housing issues and dining hall options/availability
179.	Housing needs to be renovated. Food needs to be better
180.	How some dorms are deteriorating, but instead of fixing these buildings first, other projects are being created. (ex: My grad b shower doesn't have a ceiling over it)
181.	How students are treated/when they're allowed to return after mental health leaves; it shouldn't be harder for a depressed kid to return to school than it is for someone who has committed sexual assault.
182.	I agree with controlling noise and underage drinking, but alcohol should be allowed in dorms.
183.	I believe the ones listed above are ones that should be addressed now.
184.	I do respect the services for students with color but I think that everyone, no matter their race or ethnicity, deserves the equal amount of help and support from this school. Also equal chance at activities on campus. For example, when applying for a position as a tour guide they pushed for first generation college students and students of color to apply but that is unfair for someone who really wants this position and does not fit in those categories. We should all have an equal chance at these opportunities.
185.	I don't think so. I do feel very strongly about the two issues I prioritized and do wish for change in those areas.
186.	I don't understand what was meant by "controversial topics." It seems like a way avoid saying race, class, gender, ability, and if that was meant I cannot emphasize enough how much more work needs to be done around those issues on campus. Additionally the extreme danger that frats pose to the students of the university must be discussed.
187.	I don't understand why one's parents salary determines if they must take a loan or not.
188.	I hope that the University will continue to address its history as an institution founded upon slavery and racism.
189.	I just wish they'd stop acting like they care so much about the law and the type of environment they condone when they enable all sorts of misconduct every weekend!
190.	I think all of those issues are important, but I think it's especially important to address our environmental footprint, and what effect our policies are having on the community and world around us. I also think more action and more transparency on the issue of sexual assault is required.
191.	I think another important thing is possibly holding the university accountable for the drastic drop in admission rates of first generation low income college students. Further demanding that they broaden their recruitment of these students.
192.	I think Brown should emphasize the precautions and consequences towards alcohol since they didn't really put much pressure on people who do drink. For the people who don't drink have found themselves helping others who don't know what "enough" really is. Although it's not your responsibility, but many people legitimately care and ultimately, get the burden rather than the

	person putting everything at risk. People say that Brown is a family, so it would be logical that we take care of each other.
193.	I think financial aid is important, but also specifically support programs that target low-income / first gen students
194.	I think more than just student representation, students should have voting rights on the corporation. There should also be more broad transparency about where Brown's money is invested - fossil fuel divestment isn't the only issue at hand - for instance, there are a number of companies that perhaps should be boycotted due to their involvement in perpetuating the violent Israeli occupation of Palestine, and companies that may extensively invest in or profit from incarceration. Transparency about the budget is key to allow students to help steer where their tuition funds are going.
195.	I think student residences and dorms need to be improved immediately.
196.	I think that in addition to having more faculty of color, it is also really important to have more students of color. This is something that is really important to me and would benefit the Brown community.
197.	I think that student groups dedicated to facilitating discussion about mental health issues (including suicide) should be encouraged and supported by the university in a way that they are not currently.
198.	I think that the on campus party policy is unfair. Students are going to party and things are going to happen no matter what the policy is. The current policy targets Greek life and is more inconvenient to the off campus population
199.	I think the school is doing a great job and I am excited for spring weekend!
200.	I think the University could provide more funding to Yoga and Mindfulness classes.
201.	I think the university needs to be careful of the massive wave of political correctness that is currently consuming it. It is very important that we maintain free speech and aren't afraid to have tough conversations. If we can't talk about racism or sexual assault in a direct manner, we can't solve the very serious problems they present.
202.	I think the university should take some responsibility for the diversity of its student groups, in addition to the diversity of its staff and student population. Most of the prominent and prestigious performance, writing, and business groups on campus are largely white and largely male, and make little to no concerted effort to change their demographics. It's more than disappointing.
203.	I think there needs to be more education about gender and sexuality identity!
204.	I think there needs to be some method for giving feedback to BUDS about our experiences eating at the dining halls or eateries.
205.	I think we can do more to address climate change - save electricity and other energy.
206.	I think we need to address how girls are treated in a classroom as opposed to male students because I constantly find that the male students' opinions are valued over the girls.
207.	I would also like to discuss several issues surrounding our advising program. Though it is incredibly beneficial for students, I feel like there are always several flaws that need to be addressed, including a lack of communication between advisors and advisees, a lack of empathy from either side, and difficulty for one group to communicate with the other. As a 3rd year veteran Meiklejohn, I feel like improving each of these flaws in our advising system would allow programs like CAP and Meiklejohns to become one of the best advising systems in the country.
208.	I would like to see more university wide competitions/ activities, like dodgeball tournaments, nerf gun wars, etc.

209.	I would love for the ratty to serve better food. Quality is absolutely horrendous, and it is difficult to eat healthily.
210.	I'd specifically like to see more representation of and support for queer students on campus.
211.	Imposter Syndrome
212.	Improve dining halls or at least create meal plan partnerships with Thayer St restaurants. Also, if possible, improve sports team, please. Would make college life more exciting and a great way to create some school spirit/unified student body this school is lacking tremendously.
213.	Improve housing lottery, which makes it difficult for friend groups created during the first year to live together and maintain a sense of community. / / Improve advising. One idea that may help is to have team advising (eg. two professors advise a larger group of students, or each student has two advisors) so as to increase connections with multiple professors and give students diverse and contrasting perspectives.
214.	Improve quality of teaching
215.	Improved accommodations for students with disabilities.
216.	Improved advising program; Brown is difficult to navigate, and special curriculum advisors or training could be helpful.
217.	Improved aid for International students from continental Africa
218.	Improved support for International Students (financial, administrative, opportunities, etc.)
219.	Improvement in on campus student housing, providing more off campus housing options, improving dining options.
220.	Improvement of toilet paper quality
221.	Improvements to dorm quality
222.	improving accessibility of performance art spaces on campus
223.	Improving dining hall options (and hours) / Increase locations for students to destress and unwind
224.	Improving faculty training on diversity and sexual assault issues to help better relations among students and faculty
225.	improving leave-taking policies
226.	Improving presence and number of first gen, low income students. More inclusive spaces for these communities +lgbtq communities. Also acknowledging intersections of these communities and actively working against the forces oppressing them. Educating our white, cisgendered, hetero community about these issues
227.	Improving recycling/composting in Brown dining services and student dorms, higher salaries for adjunct professors
228.	Improving residence halls and facilities
229.	Improving residential dorms and improving the quality of dining hall food
230.	Improving resources, brown healthcare, and support for transgender students

231.	Improving the academic advising so that there are advisors who are actually qualified and care. There needs to be an incentive for them to actually help students. The advising here has been horrible.
232.	Improving the advising system!
233.	Improving the communication between the SEAS department and Health Services for physical disabilities to ensure both departments have adequate information to address health concerns.
234.	Improving the dorms
235.	Improving the experiences of trans/gender non-conforming students on campus and providing adequate resources and access to necessary measures.
236.	Improving the options for healthy & happy eating
237.	Improving transparency in university decisions (i.e. emails that explain decisions clearly and don't take 15 minutes to read)
238.	Improving undergraduate financial aid, applying the need-blind policy to international students as well!
239.	Improving University facilities to keep up with the modernity of other institutions
240.	Improving/Updating existing dorms. Some of the older dorms in particular (EmWool, Littlefield) are in desperate need of a renovation.
241.	In accordance with the "controversial topic" question, I'd like to suggest that we do "reform" our sexual assault policy so it ends what is a de facto presumption of guilt on the part of the accused. We have seen several cases at Brown where men have been falsely accused and punished (eg William McCormick, Daniel Kopin), and this Money Talks at Brown nonsense was just the latest iteration of left wing pressure groups refusing to listen to the facts. In short, I'd like to end the institutional assumption that when a left wing group accuses the President or the College of being insufficiently progressive that said group is not assumed to have a right to their way. I'd like to see a conversation about how the sexual assault survey is considering what these days (unfortunately) is considered typical dancing behavior as sexual assault, and is making policy as if there's this wide spread epidemic, when really we all know that if we just got rid of a few sports teams (the football frat Thete, the lacross one DPhi, and the baseball and hockey teams) that we could solve this problem pretty easily, to the extent to which it exactly exists. I'm also curious to see if you, the administration, is willing to sacrifice the quality of our faculty in the same way you've done with our student body on the altar of diversity and the head-in-the-sand belief that both current skills and innate ability are equally distributed across all sections of the population at large. /
242.	In reforming sexual assault policy, the accused deserves due process as well. I know that Harvard recently changed their policies in a way such that this due process was all but destroyed, so much so that much of the faculty of Harvard Law signed an open letter in protest of how bad it was.
243.	including more programs for composting and recycling
244.	Including students in the process of rolling out the operational plan --> There have been very few opportunities for student input and the University should seek to educate people on the plan.
245.	Increasing diversity in the student body and STEM courses/ helping retention of minorities in STEM concentrations
246.	Increase in notable Brown Alumni networking for undergraduates.

247.	increase student of color enrollment (black student enrollment still does not match the national percentage of the population) / increase low income student enrollment (this year's intake lower % than last years) / disarm DPS /
248.	increased accessibility on campus
249.	Increased implementation of sustainable infrastructure (such as composting and solar panels) at the university.
250.	increased opportunities for undergraduate lab or research
251.	Increased university support in associated extra-curricular groups, especially when hosting home 'Brown' events that involve the greater New England area and do represent the school.
252.	Increasing access to students with Disabilities and giving faculty training on students with disabilities and how to accommodate them.
253.	Increasing accessibility of university buildings (demolish Wilson and build a better building)
254.	Increasing professor accessibility through smaller class sizes and expanded office hours.
255.	Increasing support for queer students
256.	Increasing the availability of hydration stations and printing stations across campus, speeding up mail services, providing access to food when the Verney-Wolley Dining Hall is closed during cold/snowing weather and students in Pembroke have to travel across campus to the Blue Room or Sharpe.
257.	Increasing the Hispanic/Latin American population and creating an environment for them to express themselves and find support.
258.	Increasing the number of students of color, especially of black, Latinx, and Native American students to match the U.S. population.
259.	Increasing the numbers of students of color and faculty of color who are disproportionately underrepresented in the sciences (i.e. African Americans, Latinos, and Native Americans).
260.	Increasing transparency and ease of access for student opportunities such as grants and fellowships
261.	Installing compost bins around campus, especially in the eateries. It's disappointing to see the pilot program started in Andrews Dining Hall last year wasn't expanded across campus.
262.	Instead of just focusing on hiring more faculty of color, hire more faculty with a wider variety of views and backgrounds. Diversity doesn't mean just having a different color of skin. Hire more professors with varying political, economic, social backgrounds that give them a chance to educate the student body in a variety of new and interesting ways.
263.	International awareness/ representation.
264.	Involuntary (and return from voluntary) leave taking policy
265.	Is 'increasing opportunities for students to have conversations about controversial topics" code for having white students have conversations about race with students of color? Because yes, that needs to happen in a non-coded way and we won't get there with leadership that is afraid to name race.
266.	Is it possible to have a simplified version of how funds are allocated at this school? Something accessible enough for students to read (e.i. not 30 pages). I (and almost everyone I know) are not confident in Brown's spending.

267.	Issues relating to transfer students: making them equal to others under financial aid rules, and helping them transition into normal university culture
268.	It seems important that we address the question of how Brown should divest itself of its wealth in lieu of the fact that the university promotes political justice and such inequality is so clearly unjust.
269.	It'd be nice to draw the undergrad community in to each other more. Often times students live in a residence hall, form a group of friends (or don't), and largely interact with that group through the year/their college career. Aside from that, the only others are people that one shares classes with. It'd be nice to somehow facilitate more spontaneous interactions between students who don't know each other, and not through parties. Not sure how to do it, maybe an online forum where people can opt-in to randomly meet 1-3 others and grab lunch or something.
270.	Just to keep an open avenue for student opinion and for administration to take those opinions into consideration when possible.
271.	Just want to clarify- by marking that "continuing to reform and evaluate University policies and procedures for sexual assault and misconduct" is important to me I mean that there should be MORE due process for the accused, not less. In other words, I think the accused are frequently not given a fair trial here (due to lack of evidence, etc.).
272.	Keep Brown's acceptance rate the same.
273.	Lack of integration of international students -they are not eligible to need-blind financial aid, thus they lower-class intl students are not represented at brown.
274.	Lack of mpcs
275.	Lack of trust of Brown administration among undergraduates, improving institutional support and resources for first generation and low-income students, improving pre-graduate school advising resources
276.	Lack of unifying student life initiatives. Either its college football, or an pompous sense of pride of the school's history, Brown lacks that thing that unifies us. Yes that is what we are about, not having a "typical Brown student" - but what experiences and stories do we share after 4 years of school together?
277.	Leave-taking / Need-blind admission for transfer students
278.	Liberal slant in teaching/daily conversation
279.	Mainly mental health - I think that's very important.
280.	MAKE CAMPUS MORE ACCESSIBLE ESPECIALLY TO PEOPLE WHO ARE PHYSICALLY HANDICAPPED. It is truly a profound disservice to all members of our community how difficult it is to get in and around buildings. Outdated infrastructure that prohibits people from physically, and therefore mentally, engaging in our community's events and experiences undermines what our institution is supposed to stand for. At the very least, while on campus, people have a right to equal access and opportunity. / / Also, I want to clarify what's important to me about "expanding mental health services available to Brown students". Students should not have to be fearful that they will not be allowed to return to Brown if they decide it is in their best interest to take a TEMPORARY leave of absence.
281.	Make it a more emphasized part of RPL training to make sure students know where to go when facing personal issues. I just mean some students don't know or feel like the first option is their friends when in reality they could get much better help from an adult.
282.	Make need-blind admissions for international students

283.	Making all the dorms equal quality. Or giving preference to freshmen who lived in mochamp and emwool in the housing lottery.
284.	Making campus more "safe" for conservative viewpoints. At the present time, Brown is not an "open-minded" place. Students should not have to choose between their beliefs and values and their social lives or grades. This should be the highest priority of the Brown administration, because anything less than open-minded does not represent the foundational tenets of Brown's mission.
285.	Making funding for club and varsity athletics more equal (some sports are clearly much better funded/supported than others)
286.	Making the financial aid better for middle class/working families.
287.	mandating some kind of africana/ethnic studies class. we already have a writ course, but it's absurd to me that we're not required to check our privilege or learn about the structures of inequality and racism that pervade our nation. it's scary to me to think about the fact that i could have come to brown and left without actually ever //learning// anything about society had i not taken an africana class of my own volition.
288.	Mandatory seminar on time management
289.	Many students, myself included, did not like the presentation on sexual assault that first year students watched during Orientation.
290.	Meal plan restructuring and dorm renovations (especially grad center!)
291.	Meal plans are so expensive and the food options are not comparable. Every year I have lost over \$500.00 in meal credits and I can't get that money back. For someone receiving financial aid with only one parent's income, \$500.00 is a HUGE difference.
292.	Mental health awareness training (i.e. crisis counseling, QPR) for faculty, staff, AND STUDENTS with advising position over first year students
293.	Middle class gets less help from financial aid if you just cut the minimum
294.	More alumni network connection and opportunities
295.	More bicycle storage, especially around sciences quad (Sci Li, CIT, MacMillan)
296.	More classes available in fields that need it: veterinary/animal courses.
297.	More composting opportunities
298.	More confidential services
299.	More diverse student body!
300.	More dorm renovations (Perkins, Barbour, etc.); Falafel pockets offered at more than just the Ivy Room/veggie burgers at Jo's (yes, this is important #vegetarian); Ability to use meal swipes at restaurants on Thayer.
301.	More environmental initiatives
302.	More female tenure-track faculty in the school of public health...it's a female dominated field but all my professors are male???
303.	More Financial aid for international students / More real desks in classrooms (not those chair/desks combined) it's really hard to write on those desks
304.	MORE FINANCIAL AID!!!!!! Brown is far too inaccessible to the middle class, proving detrimental to any real diversity goals of the institution.

305.	More focus and resources for minorities in the sciences and retention rates
306.	More food available to students
307.	More gender neutral/all gender bathrooms
308.	More guidance for first-years from their academic advisors; More help for student on academic probation
309.	More hydration stations around campus, especially in the dorms. Tap water is pretty awful.
310.	More information about the food and preparation standards at the eateries. In terms of hygiene practices, sources of food and how they are prepared.
311.	More intellectual diversity among our faculty.
312.	More international students and events which stimulate cultural dialogue
313.	More local and sustainable food. Bring back composting--I thought it worked well at Andrews last year! /
314.	More mental health Advocacy- putting a face to the issue.
315.	More opportunities to bring Providence community members to Brown events
316.	More opportunities/fairs for future careers/internships.
317.	More places to drink water and a larger variety of food options
318.	More practice rooms for musicians!
319.	More shuttle routes/ app for tracking of brown shuttle
320.	More student resources for student of color/ immigrants
321.	More students of color and integration of diversity
322.	More students of color, esp. black americans
323.	More study spaces
324.	More support for international students! /
325.	more support for students of color and improving spaces (in terms of quality of building) where students of color find support (harambee, BCSC)
326.	More support for students with mental disabilities. The counseling seem to be aimed towards mental health, which while very important, might not be as helpful for students who have problems coping with everyday functioning or have problems unrelated to depression/anxiety.
327.	More support services for transgender people and more specifically transgender people of color.
328.	More transparency about the bureaucratic processes in the university
329.	More transparency with the students on how their tuitions are being used, VS how donations finance the bulk of Brown.
330.	More vegan options.
331.	More vegetarian options at the vdub and Andrews

332.	Most professors are not including the price of course textbooks/ materials on their syllabi, and also do not have the current edition of their textbook available on reserve at the library (e.g. NEUR0010), which makes it increasingly difficult for students from low-income backgrounds to enroll in these classes
333.	Mostly encouraging and facilitating more conversations between students of color and the corporation
334.	my friend is in a dangerous roommate situation and the community director is not allowing him to move out
335.	n/a
336.	N/A
337.	n/a
338.	n/a
339.	n/a
340.	N/A
341.	N/A
342.	N/A
343.	N/A
344.	N/a
345.	n/a
346.	n/a
347.	N/a
348.	N/A
349.	NA
350.	Nah
351.	nah
352.	Nah
353.	Need blind financial aid for international students!!!!!!
354.	Need-blind admissions for international students
355.	New dance facilities- space and time in the existing ones, especially Ashamu Dance Studio is so limited that some groups have practice starting at 11pm!
356.	New policies concerning alcohol use in residential halls and its negative consequences on safety due to movement of parties to off-campus locations.
357.	No
358.	no

359.	No
360.	No
361.	No
362.	No
363.	No
364.	No
365.	no
366.	no
367.	No
368.	No
369.	No
370.	No
371.	No
372.	No
373.	No
374.	No
375.	No
376.	No
377.	No
378.	no
379.	No
380.	no
381.	No
382.	no
383.	No
384.	No
385.	no
386.	No
387.	No
388.	No

389.	No
390.	No
391.	No /
392.	No thanks!
393.	No, that about covers it.
394.	No, the most important to me is increasing financial aid. My financial aid package is extremely inadequate, and I'm assuming other people have the same issue. Particularly given the facts that many students here don't pursue high "money-making" careers and Brown has the lowest median salary for students 10 years after graduation out of all the Ivy Leagues, most undergrads here don't want to graduate with \$70k of debt like I will.
395.	No.
396.	No.
397.	no.
398.	No.
399.	No.
400.	No.
401.	No.
402.	None
403.	None come to mind
404.	None come to mind at the moment
405.	None that I can think of
406.	None that I can think of at this moment.
407.	None to mention.
408.	Nope
409.	nope
410.	Nope
411.	nope
412.	Nope!
413.	Nope!
414.	Nope!
415.	not at the moment!
416.	Not just financial aid but distribution of funds throughout the campus

417.	Not just hiring faculty of color but advisors/staff/etc.
418.	Not really.
419.	Not student life issues, no.
420.	Not that are more pressing than the ones above.
421.	Not that I can think of off the top of my head
422.	Not that I can think of off the top of my head. /
423.	Not that I can think of.
424.	Not that I can think of.
425.	Not that I know of
426.	Nothing much off the top of my head.
427.	Numerous studies have shown that poor sleep: / * Increases the risk of developing depression / * Exacerbates symptoms of common mental illness and neurological disabilities / Brown would best adhere to its stated inclusive values by addressing noise in the dorms, particularly in Wriston.
428.	Nutritional information of meals / More open forums with administration
429.	Off campus housing process
430.	Off campus optional after sophomore year; abolish the lottery.
431.	Off-campus housing. There should be no lottery and no off-campus fee.
432.	Offer financial aid for textbooks, keep the VDub open on weekends, stop supporting the PIC.
433.	Optimizing living conditions. I heard my dorm this year will not have hot water in the winter, that's my main concern at this point.
434.	Outreach and mentor ship for junior transfers
435.	Party culture should not be punished because of old sexual assault events. That won't stop it it will just make students angry and misbehave more
436.	People are still disrespecting the Slavery Memorial on the quiet green because there is no sign that says "do not touch" and I think that it is important to do so to show respect to those who have ancestors who broke their backs and shed blood into the same soil that this University sits upon.
437.	People punching through windows
438.	Perhaps there should be more political diversity in the student body as the conversations tend to be extremely one sided, often sitting down people with moderate or conservative views.
439.	Perkins
440.	Perkins is terrible. Somehow just make the Perkins experience better (not sure if it's possible to convince the Corporation into investing in this... But it's sad for Perkinites the disparity in living conditions. Especially when Perkins tends to be substance free and quiet, it's not fair that these "types of students" get worse housing.

441.	Please improve financial aid for those of us who need it but aren't "diverse". It feels to many white kids here that most of the aid goes to students of color, which is good to do and everything but not exactly fair.
442.	Please renovate student housing (PERKINS). And lower the cost of meal plan.
443.	Please stop with these draconian alcohol policies.
444.	preventing punitive drug and alcohol policies. helping students navigate resources. providing education on mental health and life stuff, staying safe with drugs, fostering productive/constructive student groups and giving resources to them. administrators to be more compassionate/approachable/not corrupt. UCS actually doing things... organize fun events, supportive. improve campus climate /
445.	Price of tuition too high for average families.
446.	Problem of first-year advising and improving faculty ability to do so
447.	Providing more economical meal options for students who can't afford meal plan?
448.	Providing more support for students of color, first-generation college students, LGBTQ students, and low-income students
449.	Providing more support of students of color and first-generation students
450.	Providing support for first-generation students and other minority students
451.	Put a "No Touch" sign on the slavery memorial. Children should not be playing on it. This is overwhelmingly vital. / / Lowering the cost of university funded health care. /
452.	Quality of food
453.	Quality of housing and interfacing more positively with Res Life / maintenance.
454.	Quality of the dorms overall. Nutrition on campus. Self-care
455.	Ratty food is disgusting. Perkins people are sad.
456.	Ratty renovation
457.	Reducing the cultural gap between international and domestic students
458.	Reevaluate the way the dining hall operates to help prevent students from wasting money (i.e. through meal credits, points) when they use dining services. Additionally, a tool to determine how much of the credits, points etc. a student has used thus far and compare that to the amount of the school year that has passed.
459.	Reforming the Mandatory 3 Years on Campus Rule
460.	Related to the increased opportunities for students to have conversations about controversial topics, I think it is important that the student body be more accepting and to understand why Brown might invite controversial or unpopular speakers. The Brown community is becoming more closed-minded and are too "offended" to even listen to conflicting opinions, quickly labeling dissenters as "bigots." Though I tend to be liberal myself, it is important to have a dialogue with people of different mindsets instead of writing off their views as absurd or hateful. / / I understand this is more of a cultural issue, but I do wonder if this is something that UCS/the administration could find a way to address. Brown is supposed to be a place of discussion and exploration, and it seems we are beginning to stray away from this intention.

461.	Renovate the Bears layer. At least replace broken machines.
462.	Renovate the dining halls.
463.	Renovating residential living areas (especially MoChamp/EmWool)
464.	Renovation of older dorms.
465.	Residential Life: Dorms at Brown are simply subpar and unacceptable, and the Office of Residential Life is poorly staffed and run.
466.	Reslife is woefully incompetent and inefficient. Some re-working of the policies are in order.
467.	Resources for full scholarship students especially for the first semester before they have saved enough money to buy books, a laptop etc. Additional support for first generation students in this respect as well!!!
468.	Reverse the alcohol policy and focus on improving safety, not on reducing liability.
469.	Revising and making transparent Brown's policy surrounding forced medical leave; reducing stigma surrounding mental illness at Brown among students and faculty
470.	Role of RPLs and Meiklejohns as "responsible employees" of the University and subsequently mandatory reporters
471.	Roommate matching/changing policies
472.	safe alcohol use/ prevention of substance abuse
473.	Seriously, you guys need to get your shit together on the mental health stuff.
474.	severely disproportionate funding to departments
475.	sexual assault
476.	Shut down the greek life and all the negativity they bring to campus. Like all the underground hazing and pledging that goes on.
477.	Size of class and quality of food.
478.	Social class disparities on campus.b
479.	Social scene in general -- I think the suppression of the (already small) Greek life set the atmosphere more or less dead on weekend nights. Not that Greek life is always great, but the vibe's just become different since when I was freshmen year.
480.	Sometimes students with strong values can suffocate opposing values and make students feel uncomfortable. I don't encourage hate speech in any way. I do not think students should be more accepting of bigots. I do think that conservatives can feel uncomfortable voicing their opinions since they are a minority, for example. Students have conversations about controversial topics all the time- I think we should focus on allowing the conteoversial opinions to be voiced within these discussions and make sure we combat them (if we disagree) with respect and the desire to engage and educate, not insult or oppress. I happen to speak from a position of privledge, so it's tough for me to know what it's like to be on the other side of controversial and painful views. I just think that brown students should all share a privilege to be wrong (at first) and to learn through conversations grounded in respect.
481.	spending money on dumb shit

482.	Standardizing the quality of dorm rooms across campus. For example, students who live in New Dorm and those who live in Perkins do not have the same quality of room (cleanliness, broken furniture, etc.).
483.	Stifling academic environment due to insane amounts of political correctness. New freshman dorm policies are a bit infantilizing with grad students patrolling.
484.	Stop shutting down parties so often you people are just sending the issue off campus and to other schools where partying is MUCH more dangerous.
485.	Student advising
486.	Student interaction with the Providence community at large.
487.	students involvement with alumni when improving the brown endowment
488.	Students' overall health and safety.
489.	Support an esports club
490.	support for students of color outside of the Brown Center for Students of Color
491.	Supporting tobacco and smoke-free policies. Supporting low-income students, students of color, female/women students academically and professionally after Brown
492.	Sustainability in general
493.	Take students' answers to first-year reslife questionnaire more seriously (particularly the hours students say they go to bed) / Outline the differences between the various student services more clearly
494.	the (lack of) drainage on Thayer street
495.	the availability of resources for first generation students
496.	the crappy state of many of the dorms /
497.	The current policies surrounding Greek Life, and have discussions to better address the issues that have occurred and next steps being taken
498.	The daytime shuttle should go by Perkins/Young O, lol
499.	The dining halls are unsafe for people with allergies. The Brown system is inefficient--the dining ingredients website takes forever to load, and sometimes food isn't on it. Brown should clearly label food containing common allergens.
500.	The dramatic inconsistency in quality and quantity of lounges and other communal spaces in residence halls, exacerbated by the use of lounges and kitchens as overflow housing.
501.	The evaluation of policies, buildings, curriculum, faculty and staff diversity, and campus culture to ensure the inclusion of transgender and non-binary people.
502.	The fact that Brown tries to squeeze money out of its student body in every possible way - overcharging for food, making us pay more for meal plans than they're worth, making it so that people on the 20 meals a week plan can only get 3 meals a day, charging for laundry, charging to change meal plans and classes, charging ridiculous amounts/not subsidizing clothing and textbooks at the book store, disproportionate prices for lesser meal plans, and charging for classes at the gym.
503.	The food in the dining halls is genuinely bad and I don't think it has to be.

504.	The ignorance of the University in regards to their new alcohol policy. It will not keep students safer; by encouraging small groups to binge drink and/or forcing them to go off campus, the university is endangering the safety of its students.
505.	The inaccessibility of the science for students with underrepresented narratives - the scientific community/culture at Brown as well as the unapplied, text-book learning nature of almost all the courses.
506.	The policy regarding transgender students and legal names/sexes on the roll lists for classes needs to be changed.
507.	The prevalence of pot smoking is ridiculous. My neighbors smoke so much that our whole house smells, and they're really not respectful about anyone else in the house. I think that the university needs to have either stricter rules about smoking inside, and actually fine people when they break those rules. Students tend to disregard conversations with ResLife, but when money starts leaving their wallets, they listen.
508.	The printing system hasn't been working well for me or many other students, and bear bucks should be online.
509.	The quality of on campus living
510.	The recent legislation slashing off-campus housing.
511.	The recruitment of so many athletes. This should be a place of education, not a place of games.
512.	The selling of Sabras brand hummus in the Blue Room and other Brown eateries. The company uses corporation funds to support the Golani Brigades of Israel that are performing heinous acts against Palestinians. This situation is an abuse of the Palestinian's human rights.
513.	The stigma around being an incoming freshman; it's terrifying and can be a really hard first few weeks. Making friends isn't easy for everyone, and having orientation activities just being everyone thrown into a big group isn't a very good system. At other schools, there seems to be much more success by having the students break up into smaller groups to do bonding activities based on their interests (backpacking, fictional writing, playing music, etc).
514.	The terrible food situation
515.	The university is headed to the other extreme of being too sheltering of the students. To a certain extent, students should be treated more as adults and allowed more social freedom. The the goal of the department of public safety should exist to protect the well-being of students, not to get them in trouble.
516.	The University's decision to ban all parties on campus. This university places its reputation way higher than student's safety, and push parties off campus so that Brown wouldn't face a sexual-assault case on campus. However, college students are always, ALWAYS going to drink. Pushing them off campus only makes it more dangerous for students, as they are now partying in downtown clubs/ off campus parties and are further away from university health support and peers.
517.	The University's involvement in investing in prison corporations
518.	The University's oppressive medical leave readmission policies need to be addressed.
519.	There needs to be a greater diversity of thinking. Hiring more faculty with diverse thoughts and opinions would make the student experience much more interesting and would reestablish and improve our reputation as a place of learning, not indoctrination to the American public. There also needs to be encouragement from both students and faculty to express different or even controversial opinions. I suggest creating a committee to encourage and protect students who speak up against the majority.

520.	There needs to be another off campus lawyer who can provide off campus legal advice. The one that we have is extremely busy and it is very difficult to reach him at times.
521.	There should be less expensive meal plan options. So many people steal food anyway. Dining halls also waste a lot of food. the way the plans are priced now, they penalize you for option to have less meals.
522.	This is tiny! But I think we need greater support for transfer students on campus!!
523.	This seems to capture the big stuff.
524.	Title IX responsibilities
525.	Training faculty on diversity and how to not other students of more marginalized backgrounds. I think we also need to work towards making out school less white. We also really really need to focus on providing WAYYYYYY MORE resources for first gen First Gen students
526.	Trans-inclusivity training by all faculty and profession staff of the university, gender-inclusive bathrooms everywhere, and trans and non-binary sensitivity campus wide. / / Improved student advising, allowing students to give feedback about their academic advisors and for said feedback to be taken into consideration when considering professors for tenure. / / Better support for First-Generation students on campus in terms of professional development and academic resources.
527.	Transgender inclusivity on campus
528.	Transparency from the corporation on their investments
529.	Transparency of administration
530.	Underage drinking; exclusivity of clubs, i.e. those that require auditions and applications
531.	Undergraduate advising
532.	Unify a vision for class housing.
533.	University investments, particularly in the prison system. Especially after our first year reading of the New Jim Crow.
534.	Updating dorms to have air conditioning
535.	Updating the housing lottery
536.	Upholding higher admissions standards for athletes
537.	We need more students of color, particularly underrepresented minorities such as Black and Native American students here. We need more faculty of color in all departments. We need to reduce the costs of being here, from textbooks to meal plans. We should have all of our course materials available free of charge online. And we need nicer dorms for upperclassmen.
538.	We need rice for breakfast at the VDub.
539.	We need to get out of our operating deficit.
540.	We need to hire more professors with differing political views. There is an over abundance of liberal and liberal-leaning professors on campus, and the lack of conservative or even moderate professors builds a sense of unwelcoming differing political views.
541.	We really need a performance hall.

542.	Welcoming in professors of color at the university so that they are WILLING to stay. Retention is an issue with professors of color that are hired on. Racism within departments pushes diverse faculty away.
543.	What do you all mean by "controversial"? I swear, this University is anxiety attack/panic attack/mental breakdown waiting to happen for marginalized folks (By marginalized folks I mean: People of Color, Queer, Trans, Genderqueer folks, Womyn, and all of those intersecting identities--not sensitive white people caught up in their privilege).
544.	What does "controversial topics" mean? / Something that is also extremely important to me is mandatory incorporation of courses/course materials that cover issues of social identity and systematic oppression into the curriculum. No one should graduate Brown without having an understanding of how these issues affect everything in the world.
545.	What geographic diversity, even just on the level of From The Rockies or From The South, brings with it in the form of unique yet intersectional pressures on students who come from places not traditionally well-represented in brown students pasts
546.	Why are there graduate students patrolling the undergraduate dorms?
547.	Why is the endowment so small? 1764 was a long time ago, and somehow the trustees of the endowment have spectacularly failed to leverage what Einstein referred to as "the eighth wonder of the world," compound interest.
548.	Work on class differences within the university.
549.	YES--we need to increase waste diversion opportunities through composting and increased recycling
550.	Yes, I think the expansion of the size of Brown's student body is worrying. I'm not sure that there is a motivation for it besides making more money, and the growing student body might make each individual student's experience worse and more anonymous.
551.	Zero-waste dining halls. Commitment and detailed plan to reduce the University's carbon emmissions.

First-Year Advising Changes

If you could change one of the following things about your first-year advising experience at Brown, it would be: (Other)

1.	A management structure of the meiklejohn program. Like CS MTA, HTA, UTA
2.	A meiklejohn more aligned with my concentration interests
3.	a more active advisor and meiklejohn and more pre concentration advising
4.	A more responsive, initiative-taking academic advisor and a more responsive, initiative-taking Meiklejohn
5.	A pre-med focused mieklejohn-type advising system
6.	A single academic advisor. I had three over the course of my first year due to leaves and such.
7.	Advisers more specific to my particular needs and post graduation plans
8.	Advising from grad students in your department
9.	Advisors that had similar lived experiences. All my advisors were privileged white males
10.	An advisor and meiklejohn who's interests align with mine.
11.	An advisor in department I want to concentrate in
12.	an advisor more suited to my academic interests
13.	As a transfer, it would have been nice to have more of a support system available
14.	Better initial advisor (I had to switch)
15.	better matching of advisors by concentration interests
16.	Clarifying the CAP program to incoming students
17.	Connecting with upperclassmen students
18.	Content
19.	Did not have first-year advising.
20.	Don't give everyone an engineering advisor
21.	Everything
22.	Fighting me less, informing me more. If you think X is a bad idea, tell me why.
23.	For STEM, encouraging to explore other concentrations before delving into concentration requirements.
24.	Frequent meetings with advisor
25.	Get an advisor from my intended area of concentration
26.	Get rid of it
27.	Gotta get rid of the "you're a freshman - you can just have fun" mindset... this is why we're the 2nd worst Ivy

28.	Have an advisor that understands my background as a First-Generation College Student. I needed someone who knew more about my lived experience
29.	having a mentor of color
30.	Having an advisor in my field of interest
31.	Having an advisor in the field I came in thinking I wanted to concentrate in
32.	Having first-gen/low-income meiklejohns
33.	how to use BANNER
34.	I am a transfer student
35.	I didn't have a Meiklejohn and my first year advisor didn't know who to contact to get me one.
36.	i didnt have first year advising
37.	I never experienced first-year advising (transfer)
38.	I transfered in and didn't have a first-year advising experience
39.	I was a transfer
40.	I was a transfer
41.	I was a transfer, I didn't have first-year advising
42.	I would like to meet my adviser at some point...
43.	I'm a transfer
44.	I'm a transfer and didn't do this
45.	I'm a transfer student
46.	I'm a transfer student and didn't do first-year advising AFAIK.
47.	I'm a transfer, wasn't here for freshman year
48.	Less intrusion. I'm not dumb, stop treating me like I am.
49.	Literally all of these
50.	Make it easier to declare concentrations
51.	make regular advising more like the PLME (I was in PLME advising)
52.	match me with people who share my interests
53.	match meiks with corresponding concentrations
54.	More available advise on what to do within my likely concentration.
55.	More consideration given to first-gen barriers and academic strengths
56.	More help connecting with other potential mentors on campus - especially when your advisor isn't in your intended field of study and you may not meld with your Meik (clubs, DUGS, mentorship programs like NSP and MAPS, etc.)

57.	More meetings/check ins
58.	more pre-professional advising from professional staff and peers
59.	More time with advisor before registration
60.	My advisor decided he wasn't going to be our advisors after our initial meetings which left me advisor-less until Brown could figure out someone new. This meant I only had open hours with Deans, and did not have an advisor who knew me personally. It was a horrible way to start Brown.
61.	My advisor never met with me despite multiple attempts to contact him.
62.	N.a.
63.	N/A
64.	N/A
65.	N/a
66.	N/A
67.	N/A as I am a transfer
68.	n/a: I wasn't here as a first-year
69.	N/A. I think my first year advising was incredibly effective..
70.	NA
71.	none
72.	none
73.	not applicable
74.	not sure
75.	nothing
76.	Nothing
77.	nothing
78.	Nothing
79.	nothing. great experience
80.	PLME advising is really good, so I can't speak to normal first-year advising other than saying that my roommate has had so many advisors that she has no continuity
81.	priority to assigning an adviser in my chosen concentration
82.	Schedule advisor meetings to occur before the day we register for classes.
83.	Transfer advising
84.	Transfer student so no first-year experience
85.	Transfer students don't receive advising

86. Was not a first year student here

Other Advising Feedback

Do you have any other feedback you'd like to share about undergraduate advising at Brown?

1. "Open Curriculum" does not mean let your students wander around lost and confused, or make it difficult to explore. It means help them shape their education.
2. 1st year I advising is key . I got an advisor that was new to the school and didn't know anything about other recourses.
3. 2nd year advising was only good once I sought out academic deans at the end of the year.
4. A concentration advisor going immediately on sabbatical should not be assigned to a second semester sophomore. This leaves them with virtually no contact.
5. A lot of advisors don't seem to take a real interest in advising and never reach out
6. A lot of Brown students are very self-starting and initiative taking, and I feel like that expectation sort of extends to advising, so that advisors are very hands-off, which can be difficult for new students especially. I always felt that even as someone who is pretty driven, I would have appreciated more feedback and advice from my first-year and second-year advisor as well as from my Mieklejohn, since everyone needs advice at some point and a lot of people coming into Brown have never known how to ask.
7. A lot of my friends and I found that are Meiklejohns were pretty unhelpful.
8. A more comprehensive approach to the transition from high school to classes at an Ivy league
9. A thorough yet easily readable explanation of strange brown things, like: / complicated meal plan/flex points/what is going on / shopping and homework / other stuff like that
10. Ability to acquire the registration pin without your advisor
11. Ability to choose advisor from intended concentration.
12. Academic advisors need to be required to do their due diligence. I have emailed my advisor dozens of times and met in person with them more than 5 times, and yet my advisor still doesn't know my name. They clearly couldn't care less whether or not I succeed. I'm not asking to be coddled, just advised.
13. actually pairing advisors with students based on their intended concentration maybe?
14. Advice about what to expect from classes in terms of difficulty and material. Advice about how to navigate brown's bureaucracy for additional resources.
15. Advice on how to handle concentration requirements vs exploratory classes if you don't know what you want to concentrate in yet
16. Advising in many instances was not catered towards studentsw of color and there was little support offered in the most critical years at Brown, first and second years.
17. Advising is completely initiated by the undergrad, and as I have not had much to talk to advisors about other than concentration requirements, I have essentially not had that much advising experience at Brown.
18. Advising is nearly nonexistent after freshman year but before you declare your concentration. This is essentially the 'sophomore slump', and I think better advising there would've solved a lot of problems.
19. Advising only happens if you seek it out. I know a lot of people who have had a horrible time with advising because they just didn't know they were supposed to seek it out.

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20. advising sucks for how many advisors we have and how much money we spend. we need to help students navigate resources!!!!!! that means having a centralized hub online (a lot of brown websites suck so we need a good one. like focal point is unreal, can we make others like it?) sometimes there are so many resources at brown it's easy to just get upset about not understanding them and not use them at all. educate ALL advisors on mental health issues, what to look out for, and what to DO. my advisors did not take initiative and did not reach out and did not do anything when i talked about my issues with depression. even just a small talk about how things were going would have been life saving. seriously. doesn't even have to be big things.
-
21. Advising would be more helpful if you were able to reach out to advisers over the summer or at least a week or two before you sign up for classes instead of the day before.
-
22. Advisors have provided me with no guidance throughout my time here.
-
23. Advisors need to be better prepared to help students when things are going badly (grades). They should be able to source and give good advice on basic study skills, time management, etc. and be able to talk openly and candidly with a student if a student is suffering from a funk / a lack of motivation.
-
24. Advisors should be able to provide specific help- finding research, scholarship, work, etc opportunities; helping undergrads approach/apply these activities
-
25. Advisors should provide more feedback and be more available to students. If advisors are too busy, I would recommend reducing the size of the advising groups and adding more deans/staff members to help.
-
26. Advisors should respond to emails
-
27. Advisors should seek to initiate conversations/check up on students more often
-
28. Advisors should take more of an interest in student's academic performance and choices.
-
29. Advisors, especially first-year advisors absolutely NEED to be committed to supporting their first-years. In my experience, my advisor has been incompetent as an advisor. I am not necessarily expecting him to know all there is to know about advising and Brown, but I needed him to be a dedicated advisor instead of blowing off 1 on 1 meetings last minute, dropping me from his summer research, etc.
-
30. After declaration advising came from a professor in a different department, not my actual advisor
-
31. All of the above mentioned improvements should be priorities. Brown's astonishing lack of an adequate advising system (the wonderful advisors that are few and far between are overworked and hard to reach) is frankly an embarrassment to the caliber of the university.
-
32. All the resources Brown has feel a little scattered. This possibility might exist and I just don't know how to use it, but I'd really like to be able to add advisors in ASK manually when I feel like I've found a new mentor/advisor and I want to keep all their contact information in one place next to my other faculty advisor and Meik.
-
33. Although I am a freshman, I have a strong idea of what I want to concentration in but I was not made aware of the resources available to me to help me with my goal. My advisors and Meiklejohn are not as hands on as I would like.
-
34. Amazing job!
-
35. As a first year I was very intimidated to reach out to my freshman adviser. Having her reach out to me would have been so comforting.
-

36.	As indicated above, incoming students need to be better informed about the CAP process and be offered better resources if their CAP advisor doesn't end up working out.
37.	Attempt to have the advisor contact and remain in contact earlier (maybe during the summer). Entering Brown, I have only spoken to both my advisor and meiklejohn once and it was for the mandatory meeting during orientation. They do not seem readily available, and personally, my advisory has not continued contact by any means.
38.	Be certain that Meiks and advisors are willing to accept the time commitment of advising first years.
39.	Because of the open curriculum, advising is extremely important and I find that it's necessary for all advisors to have a knowledge of the courses offered that some students would not consider. I've heard from some people that their advisors only really know the courses in their departments which is a problem if you want to explore. My advisor is very knowledgeable but I think some others are a little less so.
40.	Been fine for everything I've asked them about.
41.	BEO advising is terrible. My academic advisor has over 100 students he/she is advising. That is a VERY serious problem!!
42.	Better matching with first year advisors. I am in a pre-med advising group when I'm literally social science intended environmental studies concentrator (which is social sciences).
43.	Better pairings with advisers for freshman is super important. I don't know how I ended up with an Archaeology professor, but she couldn't advise me on taking math courses or really anything related to STEM and Social Science Fields.
44.	Both "A more responsive, initiative-taking academic advisor" and "A more responsive, initiative-taking Meiklejohn" are essential.
45.	Brown advising is only valuable if you reach out- you get in what you put out and sometimes not even that. Since I went on academic warning as a sophomore I was assigned a dean as an advisor. He was less engaged than my first year advisor! My last communication with him was a request for a letter of recommendation; he never responded to my request, I didn't get the job, and I have not heard from him since then.
46.	Brown is a complicated place for undergraduates and advisors. More training for advisors on things like the capstone process for seniors would be helpful.
47.	Certain departments (e.g. International Relations) quite understaffed with i an insufficient number of primary advisors.
48.	Clarify the process for independent concentrations
49.	Claudia Elliotts influence on the IR program needs to be moderated. She has complete control and is incredibly inflexible to differing academic approaches to the subject matter. The program is far to theoretical and efforts to include a more empirical framework in the core have not gone far enough.
50.	Coming to Brown after years in an underperforming school district, I had NO idea how incredible the advising system at Brown is and was often too afraid to ask advisors and professors basic questions. I'm sure Brown already takes significant measures to drive home the idea that asking questions and talking with professors is good...but it took ages for me to stop being afraid of speaking up in class. I think that initiatives like the "take a professor to lunch" should be expanded and promoted especially to incoming freshman to help them stop reifying and thus, to an extent, fearing their professors and advisors.
51.	Concentration adviser left and no support to help me with this process
52.	Concentration advisor is unresponsive and does not make advising a priority.

53.	Concentration advisor was promoted to head of department and is no longer advisor. Did not know until senior year when I tried reaching out to him and was turned away.
54.	Concentration advisors seem to have less engaging relationships with their advisees.
55.	Contact list of concentration advisors to reach out to with questions
56.	Could we please improve it?
57.	Current concentration advisor has been the best yet.
58.	Currently, I have been trying to contact the concentration advisor for my concentration but he has yet to respond, while I heard that he responded to another's e-mail. My current PLME advisor from last year, however, is still splendid and she does not reflect the review I had given for the second-year advising experience question.
59.	Dean Cohee is the bomb diggity!!
60.	Do bettee
61.	Do not have a great relationship with concentration advisor-- did not seem to want to work with me, so I end up consulting another faculty member with whom I have a better relationship
62.	Doesn't explain shopping
63.	Don't give a student an advisor/meik in engineering because he/she placed engineering in ANY of the top three potential concentration.
64.	Don't have advisors that are going to quit a few months in! Its hard enough to be a freshman with an advisor, its even harder to be one who doesn't have an advisor. I didn't get a new advisor assigned to me until my sophomore year.
65.	Don't make professors advise if they don't want to. It just makes for an all around bad advising experience.
66.	Dr. Ira Wilson has been an incredible advisor to work with
67.	Easier access to professors within department. It can be intimidating to talk to Professors you don't know, especially if you are looking for general advice, as opposed to specific questions. One suggestion is to have professors work in teams to provide advising (so each student has automatic conversations with two or more professors). This would also allow one to get diverse perspectives, encourage professors to do a good job (peer review, essentially), and reduce negative student-advisor interactions. Professors usually know more about a specific subject area, and may push a student in that direction (even unconsciously), so a professors in different (but relevant and related to concentration) subject areas is helpful.
68.	Elisha Anderson is a great help! He makes me feel confident in my decisions & provides a nice outlet for queries and concerns.
69.	Emphasis on preparing for life after Brown.
70.	Faculty advising is incredibly disappointing here at Brown. When I went to speak with my advisor about my MCM concentration requirements, not only could she remember what the requirements were, but she was unable to recommend courses, instructors or resources to fill specific academic needs that I was interested in pursuing through my concentration. I now rely heavily on my own judgment and intuition, which can be ill-informed and frankly not exposed to enough of the resources that are available. My largest complaint about Brown is the faculty advising -- I am incredibly disappointed.

71.	Faculty advisors need to provide more concrete help and advice.
72.	Faculty needs to be given better trainings to understand implicit biases that they may have when approaching students of color, low-income, first-generation college, and LGBTQ students.
73.	Faculty seem to have swallowed the party line that Brown is an undergraduate-focused institution and as such assume all undergrads are just "being taken care of." Is there opportunity for more institutionalized faculty-student mentoring programs beyond 1st year?
74.	First year advising was great, but sophomore year was much less guided by advisors.
75.	First-year advisors all need to be incredibly caring and active in a first-year's life. My advisor worked in a department I had absolutely no interest in and we didn't connect and he was very unhelpful and not pro-active. When I finally declared my concentration, my adviser didn't reach out to me or really care about me. They don't really ask me questions to get to know me or help me decide what I should do in life.
76.	First-year is the crucial time to set us up for the rest of our time at Brown; if that doesn't go well, the rest of the experience at Brown will not go well. Possibly train first-year advisors on more proactive and guidance for students.
77.	First-year students should have the option to request an advisor in the department of their intended concentration
78.	For Development Studies, It would be great if Professor Chorev had more time available to meet with students. But I understand she has many advisees. It would also be cool to have more relaxed encounters with professors and other concentrators, where you don't feel like they are in a rush to their next appointment.
79.	for first year: my meiklejohn was amazing and my academic advisor was terrible. i don't even know if he's still on campus...
80.	For the sciences especially, I think it should be made more clear to freshmen that there are often many prerequisite courses for STEM concentrations, and that if they have any interest in STEM at all, it is wise to begin those prerequisites as early as possible. / / Also, Pre-Med students should be endlessly reminded that they don't have to major in STEM to finish pre-med. / / Finally, the biology department should encourage more kids to consider concentrating in Human Biology instead of Biology; it is a fantastic inter-disciplinary concentration that (in my opinion) embodies what it means to study as an undergraduate at Brown.
81.	Freshmen year is hard of course, but Sophomore year has it's unique challenges also and is when a lot of students have to begin to grapple with mental health issues among others... I think all Sophomores should automatically have peer advisors as well.
82.	Get better advisors!
83.	Getting advice from students and faculty within the department is key
84.	Give advisors and meiklejohns guided discussion topics to start up conversations with first year students, in case the students are reluctant or too shy to speak up at first
85.	Have advisors take initiative and reach out to the students.
86.	Having advisors for multiple interests (like CS, Econ, CS-Econ). A better overview of what the 4 years should look like.
87.	health careers advising is completely unacceptable-we need more open minded people
88.	Hire more professors who care about students, rather than research - we will have better advisors that way!!

-
89. Hit or miss - depending on the faculty member. I've had all good experiences but no one on campus in particular has shaped my path, although I was set on what I wanted coming in. I've heard otherwise from my friends.
-
90. Horrible. My peer advisor is a Columbia student... don't trust the people here (at least in terms of finance recruiting / networking advice)
-
91. I am a PLME student and our advisors are our deans. If all students had advisors like our deans it would be amazing. They have been the best resource for me on campus.
-
92. I am a second year concentrating on English but I currently still have a German professor as my advisor. Apparently all the English advisors are "too full" to take on advisees at the moment. This hinders my knowledge of which classes to take, opportunities to choose from, and people to reach out to.
-
93. I am concentrating in International Relations, and because the program is so big, I have had a very difficult time connecting with my concentration advisor. I think that a program like IR should have multiple advisors available to students so they can actually develop a relationship with their advisor.
-
94. I am in the dual degree programming, so our advising experience is a little bit different
-
95. I am PLME. We have amazing pre-med advising and advisors/mentors who actually care about us. I have heard a lot of negative feedback about the current pre-med advisor(s) (e.g. they don't care about students, the advising is "one size fits all", impersonal). Please make the advising for regular pre-meds just as comprehensive as that of PLME students. It's not fair.
-
96. I am the only BEO student in a group of neuro concentrators, and my advisor does not really have much advice for me. I think the faculty advisors should have a better understanding of all concentrations.
-
97. I applied as a certain major, so I got an advisor for that concentration. However, by the time I arrived here (almost a year after I applied), my mind had begun to change about my major. My advisor was not helpful at all in supporting my ideas to try other topics and classes, and honestly made me more stressed and worried about my future than I already was.
-
98. I appreciate the variety of advisors provided– it's helpful to have multiple people with different focal points.
-
99. I believe Brown advising should be a little more about relationship building first and then talking more about advising. Developing a strong rapport with my advisor would have made me more confident in pursuing their help when I needed it.
-
100. I believe that as far as the "structural" advising that exists within Brown (concentration advisors, meiklejohns, first year advisors, Randall advisors etc.) my experience has been pretty terrible. The only thing I go to my concentration advisor for is to get things signed. That being said I believe that I have built my own network of advisors at Brown that have provided me with substantial guidance and a really great experience (I would not be on the current track I am without them). Obviously, if you are not a student who will seek these individuals out for yourself then you will have a pretty bad time. I'm not sure what the solution for this really is as the state of the matter is that some professors just don't care for advising as much as others and as a student of color our options for advising are very limited.
-
101. I can back from leave and I didn't have an advisor anymore
-
102. I could look up stuff on the Brown webpage myself; what I was looking for was my advisor's knowledge on what to do next based on her experience with past students.
-

103.	I declared my concentration in my freshman year. Freshman year my advising experience was good, but after that it dropped off, mainly because my concentration adviser (in the music department) has been largely unhelpful, somewhat apathetic, and ineffective at providing help
104.	I did feel rather abandoned as a sophomore. I understand that there's a huge push now to provide sophomores with advisors in various contexts, and I think that is such a good idea!
105.	I did not know my concentration advisor left Brown until a friend who has the same advisor told me. It would be nice to have a more centralized website with information on what to do when your concentration advisor leaves, etc.
106.	I did not know that the numbers indicated course level, and therefore had a hard time choosing classes to shop (i.e., I chose a lot of difficult/upper level classes)
107.	I didn't have much advising my second year. I hadn't even heard of those advising titles before today...
108.	I didn't know we even had advisors?!
109.	I didn't really know what I was doing with my concentration or path until I became heavily involved in research. I got most of my advising from peers and my PI.
110.	I don't feel like my advisor has been involved at all in my process. We met once that was the only time she has reached out to me, except for a vague email about having tea as a group. I also think my advisor could be more involved in checking in.
111.	I don't feel very connected to my advisor, but I think it's just dependent on the student to seek things out!
112.	I don't really feel like my adviser is someone I can talk to about questions, etc. I ask others before I ask him, but I think this is more of a personal thing.
113.	I don't think I can answer the second question because I've gotten almost no advising this year and don't know what the majority of those things are.
114.	I feel like I have no guidance, mentors, or advisers.
115.	I feel that there are very few group meetings in regards to getting to know people in the same department from department sponsored events unless you were to go listen in on a thesis defense.
116.	I feel that there should be someone who will have to deal only with international students, their pre-professional careers and just getting used to being far away from home, and understanding the differences in culture.
117.	I feel that undergraduate advising is the weakest point of Brown. As a premed student, I feel that it is very hard to get in touch with advising staff, and wish that our concentration advisors or freshman year advisors were familiar with the medical requirements (or more experienced in the field).
118.	I felt like I would have benefited more from an advisor that maybe wasn't a professor, because they would have had more time to sit and have a quality conversation with me. It usually felt like it was going very fast, and I didn't want to burden my advisor with aimless questions about my purpose, so I would go and try to figure them out on my own, but sometimes you need someone just to talk to more regularly so you can work through your thoughts slowly.
119.	I guess I wish that my advisors (both my advisor I had my first two years and my concentration advisor) would reach out more or at least hear from them beyond the mandatory 1 email per semester/year.
120.	I had a great experience, but I am very aware that that was NOT the norm. My advisor went above and beyond, and I actively sought out good advising from my professors. Most people would not have had those opportunities.

121.	I had a phenomenal Meiklejohn and subpar advisor
122.	I had a PLME advisor which was excellent with regard to PLME courses but not great with regards to my concentration.
123.	I had an amazing first-year advisor, but after declaring my concentration, my new advisor is not helpful at all. Instead, my concentration advisor fails to give me necessary advice until it is too late, and he does not make himself available. When I spoke to the head of the department I was told I was being unreasonable because he is "well liked" however, I know several other people with similar issues with him. Overall, I rated my experience the same number through the years because I was able to connect with ONE person, that was able to give me great advice.
124.	I had an unusual first-year advising experience, in that I met with my advisor for 1-15. hours every week, but we'd only spend ~5 minutes talking about academics, and the rest of the conversation was about social life.
125.	I hand-picked my freshman/sophomore advisor by picking a CAPS course, and I got lucky with my MAPS mentor. My Meiklejohn was atrocious and useless and I have had numerous awful experiences with my concentration advisor to the point where I now actively avoid her. Brown's advising system is broken.
126.	I have a very good concentration advisor but I feel that I am not aware of/unclear of all the advising resources that are available.
127.	I have barely interacted with any of my advisors or received guidance from them. My mom is an academic advisor at another institution and always suggests I reach out. When I do I receive little or no response and am usually unsatisfied with my experience.
128.	I have had extremely minimal contact with my academic advisor. She allotted 15 minutes for our meeting, which made me feel pressured to ask only my most important questions. I don't understand how she can adequately advise me on what courses to look into when she knows hardly anything about me or what I want to pursue. Since then, our only contact has been one email I have sent that took days for her to answer; I had already sought out other sources to answer my questions. I don't believe I was fully able to find the courses that would benefit me the most for this semester.
129.	I have had four advisors in the three years I have been here. Now that I am preparing to write a thesis, I have no idea who to get help from because I have been shuffled around so much.
130.	I have not been sure how to develop relationships with professors. It would be good if the University had more ways to facilitate these interactions.
131.	I have not heard back from MAPS yet, although I signed up for it back in May, and it is highly frustrating.
132.	I have not met with an advisor since my mandatory advising meeting (freshman year). I am a senior who is double concentrating.
133.	I have some reservations about both first- and second- year advising at Brown. / / First: Difficult to approach / / Second: Lack of true involvement
134.	I just really want to stress how important it is for first years to know that it is a process mainly driven by you so expecting your advisor to make all the decisions is the wrong assumption to make.
135.	I need more help being guided into choosing a concentration without having to do all of the legwork on my own
136.	I never felt I needed much guidance. However my freshman advisor didn't even know that the concentration I wanted to do (development studies) existed. Similarly I received near zero advising in my sophomore year. This is course was partially because I didn't initiate any, but neither did my

	advisor. I got my registration pin simply through emails. After declaring my concentration I found that my concentration advisor was often over worked, but so far my experience with her has been positive.
137.	I never got any advice for anything regarding academics. Pitiful. One of the worst aspects at Brown.
138.	I never utilized advising at Brown really because I was so unimpressed during my first year. Only during my Junior year when I was applying to the 5-year MPH program did I really meet with an advisor. Peers have been so much more helpful.
139.	i realized the advising is there if you go out and search for it, it doesn't come to you, ya' gotta make time for it. which is okay, i guess, that's how adulthood works. I just wish i had realized it earlier!
140.	I really have not been exposed as to why second year advising is important /
141.	I think it would be great if Brown could better advocate peer advising programs, such as MAPS.
142.	I think it would be nice to have a transfer/RUE specific advisor assigned for those students.
143.	I think one of the good and bad things about the advising experience is that there are so many resources and options available, students rarely put the time in to explore all their options.
144.	I think students should be paired in the same process, but with advisors that are 100% committed to seeing their advisees succeed, as my advisor did not care at all. I also think that starting Sophomore fall, students should be pushed to engage more with professors and choose an advisor that fits them and their interests.
145.	I think that advising is really difficult for students who don't know what they're going to do or who are confident in their bad plans (like I was) because it's so departmentally focused. Don't know how to fix it.
146.	I think that if an advisor is going to be so busy that they barely devote time to their advisees, they should not be part of undergraduate advising. For example, I have yet to meet with my first year advisor at all. He was "away" during the initial meetings, and I think as an advisor it should be his job to contact his advisees upon his return and check in on them, but instead it was me having to reach out to him and see if he was back on campus.
147.	I think that Meiklejohn's assume that you can't handle a lot. They push you to do things that are too easy.
148.	I think that there should be more conversation about potential concentrations and classes needed to fulfill concentrations in the first few years at brown to help students focus there education somewhat and not be stuck with so many requirements in the last two years.
149.	I think the concentration advising program could be better. I've had very little support from my urban studies and history advisors. I am the one that needs to be really proactive about meeting with them and they never reach out to me. They're also extremely busy and are advising too many students. I think this is the case for many departments.
150.	I think the process of meeting/switching to a concentration advisor should be laid out more clearly; I'm still not sure what the timeline on this is supposed to be, and I think it would make things easier if the suggested protocol for getting a concentration advisor (or at least speaking to one) was made more accessible.
151.	I think undergraduate advising needs to be improved to cater more directly to each student's needs and background. A student coming from a private preparatory school will have a different experience and preparation than someone coming from a low income public school district. Both students deserve to be at Brown but they also deserve that the Brown community and administration helps them in their specific transition into the college life. Whether that means a

monthly check up or more comprehensive information on resources on campus to having a real conversation with every student about their priorities on campus and goals for their time at Brown. Faculty advisors should be trained on the diversity of the student body and recognize that every student comes to Brown with a different perspective and different social background and need. I think more attention needs to be given to the constantly changing society from which the pool of students that enter every year at Brown come from.

152. I very much enjoyed how my particular meik was in my major, it made the talk very valuable to me.

153. I VERY rarely ever spoke to my advisers after freshman year. Perhaps twice sophomore year and once junior year.

154. I want better access to people who will help me decide my concentration.

155. I was a transfer student-- transfer deans were helpful but hands-off; transfer peer counselors were busy and mostly absent. I felt mostly on my own to learn about Brown and all the things I would have learned from a first-year orientation.

156. I was assigned an advisor who had nothing to do with any of my areas of study (I was looking into Computer Science and Classics, and assigned someone in the Persian dept), and he was not able to help me with choosing classes or making any kind of plans for my academic future. I met with him exactly four times over two years, and then picked a concentration advisor on my own. It often felt like, from a procedural standpoint (picking classes, registering, declaring), my advisor was someone between me and my goals, instead of someone helping me with them. It would be great if advisors could be a resource for declaring a concentration and finding classes, rather than being a barrier to doing either of those things efficiently.

157. I was put with a professor in the math department. Everyone else in my advising group is doing STEM while all my intended concentrations have been in the humanities. My advisor has a very great knowledge of the math dept and some science depts but less of the departments I am considering or am interested in, and lots of our time in group meetings end up being spent discussing different math tracks. I wish I had either a more diverse advising group or an advisor who knew more about humanities courses! However she has been very committed to helping me with my schedule.

158. I was really caught off guard at my first advising meeting because it seemed like my advisor assumed I had everything figured out, when indeed I really didn't! I was looking for more structured guidance than was given. Luckily, my Miek was very informative. I wish Brown provided first years with some possible academic paths to get us started. It would have helped to see the types of classes students from different concentrations took in their first couple years, for example. The number of course options for a first year is overwhelming!

159. I was very confused what I should take in August - and I think it was unnecessary to sign up then. Either there should have been a little tutorial guiding you into a process (helping you find classes that make sense and aren't just "oh this is a very first year class") or we should have been able to speak with our advisor first.

160. I wish I had known more about changing advisors for the next year

161. I wish music practice rooms weren't so far away... also, the rooms in Morrison Gerard are really small wow

162. I wish my academic advisors had more information to share with me about what classes to take and how to survive college altogether instead of waiting for me to ask the questions.

163. I wish someone had explained to me that the entire focus of my education would be shifting from learning everything in class to learning everything outside of class and then being prepared to discuss it. I also didn't realize that the teachers don't always tell you when things are due and it's just on the syllabus which would have been helpful to know my first week going in

164.	I wish that Brown would screen the professor for who actually wants to be an adviser. I feel like my first year adviser thought we were a burden (he never bothered to learn my name) and my concentration advisor is not very personable to say the least.
165.	I wish that on self service you could see if a class would count towards a concentration requirement
166.	I wish there was more of a push for advisors to be responsive and helpful. I realize they have a lot more on their plates than advising undergrads, but many of my peers and I have had experience where the faculty advisor was either not knowledgeable or only gave important information at the last minute/when it was too late. I have to really push for one of my advisors to give me help and I'm sure there are things I don't even know to ask about that I'm missing out on. On top of this, my other advisor has been changed three times in my undergrad career due to extenuating circumstances, but this seems ridiculous to me. I don't know if profs go through training to be advisors, but they certainly need more of it.
167.	I wish there was more of a push for exploration, especially for pre-meds.
168.	I wish there were a more streamlined way of finding advising, and more events during orientation for advising
169.	I wish there were more opportunities for students to get to know the professors earlier in their career at Brown, rather than wait until you declare your concentration which I think is the case for most of the people.
170.	I would have liked to have an advisor somewhat related to my intended concentration coming into Brown my freshman year.
171.	I would like an advisor who is STEM-oriented and is supportive and knowledgeable of entrepreneurship. There is no one to guide me and I suppose those like me. So, I just do my own thing.
172.	I would like more advising as a transfer student
173.	I would like to see DUG meetings open to the student body in a much more structured and consistent manner! I also would like the Meik program to provide more intensive advising for students. I work as a RPL and oftentimes I have had to step in as an academic advisory figure since many of my residents who had Meiks who were not present for their advisees.
174.	I would try to help provide students with more resources on figuring out classes to take, and general skill building. Figuring out how to shop and which classes to take was somewhat challenging, and advising wasn't super helpful in figuring out what to take or how to go about the shopping period.
175.	I'd appreciate a more engaging faculty advisor and less people in my advising group
176.	I'm a transfer - wasn't here as a first year
177.	I'm pretty independent so at the time I didn't mind that my first year advisor and meiklejohn were both pretty hands-off, but in retrospect I wish they had been more proactive about reaching out to me.
178.	i've had two advisers leave without telling me in advance.
179.	I've had two advisors so far and they've both been fine, but I also feel like that they're not superb; like if I had had serious issues with my schedule and classes, I don't know if I would have felt that my advisors would have been a good resource.
180.	If a CAPs class is shopped and dropped, a student should not be stuck with that advisor so that the student can have an advisor in her area of interest.

181.	If you know how to identify a potential academic mentor and are someone who feels comfortable reaching out to them, there are many professors at Brown who are PHENOMENAL and are really willing to help students out. I can imagine, though, that for students who do not know how to reach out (or even economically disadvantaged students who have not been fortunate enough to have ample resources available to them prior to arriving at Brown), this can be really difficult to navigate. Either the system should be more structured, or professors should be instructed to emphasize to students that they are available for support and advice, and that office hours can be used for more than help on specific assignments.
182.	im a second year rite nowwwwwwwwwwwwwwwww
183.	In depth information about shopping period and how to use it properly without falling behind, how late is too late to join class, etc
184.	In general, my advisors have been really hands-off. If I email them with questions, they get back to me, but they don't seem to take a lot of initiative to get to know me, and I don't really feel like I can talk freely to them about some barriers I'm facing at Brown.
185.	In need of more advertisement of these resources
186.	In terms of formal advising, it has been pretty poor. in terms of informal advising, better
187.	In the Literary Arts department, I have been offered no guidance when it comes to applying for a thesis even when I have asked. I don't know how thesis application processes work with other concentrations - but the Literary Arts department is an absolute mess.
188.	Increase DUG + upperclassmen support and advising. MAPS is a failure.
189.	Indrek Kulaots is the man.
190.	IR advising
191.	It doesn't seem like there's a lot of clarity about the concentration declaration process -- at least not unless you look extensively for it. That should probably change.
192.	It is difficult to advise freshmen who do not know what they want or how to get it out of Brown. First year advisors should emphasize asking the kind of questions to help them discover those answers.
193.	It is hard to generalize about this. My advising was influenced by hiring and concentration changes in my department.
194.	It is horrible. My assigned concentration advisor, Christopher seto, said to me "I am not invested in the biology department. I don't know anything about the biology department. I'm not interested in the biology department." I am a biochemistry concentrator...
195.	It is particularly overwhelming, as a first year student, to be making the multitude of decisions about curriculum, concentration requirements, and other components of Brown within a very short time period and without a great deal of obvious resources at the beginning of the year. With an advisor without much specific knowledge of the academic avenues I was thinking of pursuing, very few quickly responsive resources, and an overall lack of knowledge about where to go to obtain information (Deans? Professors?), I struggled quite a bit. I think helping first years know who the best point people are for their questions, as well as giving them more responsive avenues to have those questions answered, is important.
196.	It might be due to the fact that the econ department is so large, but I have never felt any personal connection with any of my advisors. Even after repeated visits, advising, and even writing letters of recommendation, I'm pretty sure my concentration advisor has no idea who I am. My Meiklejohn was awesome, though.

197.	It need work. Faculty should have some form of training, even if it is volunteer base. If they're going to commit to advising, at least have some form of training for advising First-years, or Second-Years. Learn from other advisors who are highly recommended/popular.
198.	It seemed like my freshman advisor wasn't interested in helping me at all.
199.	It seems that many advisors do not have time to be advisors, so although they are great people who have great experiences, knowledge, and opportunity to share, it is hard to get in contact or keep in contact with them, and so I feel like many things I had to figure out on my own.
200.	It should be more involved (and I realize this is largely dependent on the individual advisors/students)
201.	It would be better if they had a more concrete manner of advising -- rather than just randomly talking throughout the semester, if there were a more focused plan taken with first-years who are typically confused and nervous about beginning at Brown.
202.	It would be good if advicers can play the devils advocate and be the voice of reason and help/guide students to their goals
203.	It would be helpful to have an advisor who is somewhat knowledgable about your concentration.
204.	It would have been better to have more time to sit and discuss with advisors before jumping straight into shopping period and trying to figure out what you should be doing and what you want to do.
205.	It would help for advising to be a little more concentration-specific (i.e., first-year advisor talks over the requirements for your top 3 concentrations with you just so you have in mind what to be addressing with your course selection)
206.	It would've been useful to know what resources could be provided through my advisor and a clear image of their roll in my undergrad career.
207.	It's a waste of resources to have these workshops on "how to study", "time management" bullshit. Come on, we're in college, hopefully we know how to manage time and work hard and it's just silliness that some choose to waste their time attending these things. So cut those out ... maybe then those who go to these things won't waste so much time sitting around bullshitting, and instead actually do some work.
208.	It's absolutely awful. I was lucky to take a class with a professor in my concentration that I built a relationship with, but beyond that I've had nothing but bad experiences. My concentration advisor went on leave and I did not find out about it until 8 months later!
209.	It's excellent so far; I can't speak for first and second year advising as I am a transfer student.
210.	It's hard to reach out when you're just a little sad and want some guidance. Maybe a less intimidating way to get immediate help on lonely and stressful nights
211.	It's horrible. My concentration advisor is horribly intimidating and was assigned to me randomly. I have had much more success in making informal advising relationships with other faculty members and older students.
212.	It's kind of a non-event. Some people clearly need more advising, but others would find it annoying to have more. Unfortunately, the ones who need more would not go seek it out for themselves.
213.	It's not controllable and just the luck of the draw, all for totally legitimate reasons that I support, but I've had a new advisor each year, which is not exactly ideal for relationship building. Just FYI
214.	It's not good!!! The professors are not into it, which I understand I GUESS but they should be more sensitive and aware that their influence has an effect.
215.	It's practically inexistent if you don't seek it out, and when you do seek it it's very weak and basically useless.

216.	It's really hit or miss. I had a great advisor, but that was more due to luck than any other factors.
217.	its so scattered, advisers don't care all that much. theyre friendly but don't go out of their way to get to know you etc.
218.	jAdvisors should know more about what one can actually do with many different types of degrees that students could potentially pursue.
219.	Just making sure that faculty advisors are more or less equally prepared -- I feel like advisors can be really hit or miss.
220.	Less general advisors, more advising involving current AND future plans (ie career, grad school, fellowships etc) / More info sessions and group communications
221.	Like seriously, some advisers don't care. It is really hard to approach them when you are just "one" of many students they advise, they don't care for you individually and as a person
222.	Maintain link with Meiklejohns throughout years at Brown
223.	Make advising options more clear to incoming pre-med students
224.	Make all advisers upperclassmen. Seriously. Faculty advisers are just inconsistent and unreliable; most want to do research and are only advising because they are obligated to. They are NOT helpful besides obtaining permission for course substitution. Expand the Meiklejohn Program so that students in their first and second years - before declaring concentrations - receive student advising from juniors & seniors in their respective concentration. I cannot stress this enough; the best person to help a student is another student who was in that position a year ago. Meiklejohns for the most part are very eager to help and quite effective - make it so that students before declaring (Sem III and Sem IV) gain that help.
225.	Make it much easier and comfortable to switch advisors in first four semesters
226.	Make sure that information that might seem obvious (potential CHEM concentrators need to take CHEM0330 first semester, etc.) actually gets communicated (maybe through announcements in class?).
227.	Make sure the advisors actually know anything about the courses we should take and stop letting librarians be advisors.
228.	Meiklejohn's didn't know specifics, only general opinions
229.	Meiklejohns are very very helpful, much more than even academic advisors.
230.	more access/advice on getting concentration advice
231.	More advertising of sophomore advising opportunities
232.	more advising about how do decide which concentration is fitting
233.	More advising on what degrees lead to what jobs, especially in the mindset of people coming from minorities or from backgrounds with more social and economic issues.
234.	More careerlab involvement
235.	More grad student connections, more career advising,
236.	More hands-on first year advisors would be helpful.
237.	More information catering to pre professionalism would be helpful.

238.	more mandatory meetings
239.	More responsive concentration advisors.
240.	More support for mentoring with professors
241.	my academic advisor never answered my emails about my registration pin
242.	My academic advisors have been very bad.
243.	My actual concentration advisor was not particularly involved, but I've had tremendous support from the "unofficial pre-vet advisor" Dr. Harper. Dr. Vassilev, the pre-health advisor I was officially encouraged to seek out, I found lacking in his knowledge of veterinary schools, instead providing a very impersonal approach of trying to fit me in his "standard pre-med student box" and was discouraging of my goals. I suppose we'll see if he was correct in a few months when acceptance letters from veterinary schools are released...
244.	My advising has been perfectly fine thus far.
245.	My advisor and mieklejohn were totally hard to access and I have no idea how to use deans. I rely completely on informal advising, like my family
246.	My advisor did not tell me that I had to sign up for sections. I don't know how I was supposed to know what that is. I've never been to college before. So, when I went to register for classes, My entire schedule had to be changed because I only had the primary meeting. She looked at my schedule and didn't say anything. I think it's because she's in a completely unrelated field and does not know about the kinds of classes I want to take.
247.	My advisor doesn't know anything related to my concentration or life o campus and talking to him is a waste of time.
248.	My advisor doesn't respond via email - reading email daily is a basic responsibility for every professor.
249.	My advisor is useless.
250.	My advisor is usually not readily available to meet, so most of the decisions I have made for my education were made based on advice given by family.
251.	My advisor seemed apathetic, they were on their computer during our entire first interview (20 min), and only offered a 20 minute follow up interview where they didn't offer much advice or try to engage.
252.	My advisor stated outright that he had no part in/knowledge about any programs besides his specialized subject. My Meik was a lot more helpful than him by far.
253.	My advisor was brand new to the university and was not in a department related to what I wanted to study. My Meiklejohn advisor was completely absent.
254.	My advisor was super nice but just didn't reach out and as a freshman I wouldn't either since i was new.
255.	My advisor went on leave following my sophomore year - it's hard to make the transition having an entirely new advisor
256.	My advisor went on leave without any notice. This cannot happen.
257.	My advisor, Sylvia Kuo is great and super supportive. My Miek Emily Saltz was awesome too and we still stay in touch! Having a forum where people can freely comment about classes would be really nice!

258.	My concentration advisor has changed 3 times in 3 years! (history)
259.	My concentration advisor is impossible to get in touch with despite numerous emails
260.	My concentration advisor tried to talk me out of majoring in my (now current) concentration. I went in and talked to him and he told me I should explore more options, when an hour earlier a friend of mine went in also planning on majoring in the concentration, and he encouraged her. Concentration advisors should advise EQUALLY.
261.	My experience with admission has been an overall positive experience, but I wish that advisors could be more accessible
262.	My faculty advisor was god awful, but my concentration advisor is amazing
263.	My faculty advisors have never been very helpful with choosing classes or exploring options.
264.	My first year advisor was absolute trash. Please check in with first years about their advisors because some faculty are only doing this for tenure and don't actually care about their students. Also, some advisors don't understand the issues behind being low-income, POC, assigned female at birth, etc. Advising needs an overhaul.
265.	My first year PLME advisor is still the most significant advisor in my Brown experience. My concentration advisor is great, but my thesis advisor has been more helpful with regard to figuring out my life and what I love and care about.
266.	My first-year advisor did the best he could, was available, engaged with me in terms of my academic goals and dilemmas and was overall present. However, my Meiklejohn advising experience was horrible. I had a different Meik each semester because of study abroad stuff (I think students who are planning to go abroad should definitely not be selected as Meiks the year that they are planning their abroad studies). I didn't have my Meik's number, social media information; didn't even know either of their names really. Met with each of them once, maybe twice and the conversations we had were very helpful, especially with my second semester Meik who was an IR concentrator like myself, but neither were really present during my freshman year. I would have greatly benefited from more conversations like the ones we had, if they had only happened. My second semester advisor was very busy and wasn't my Department's faculty. I think if faculty members are assigned randomly as advisors to students anyway, faculty from the students' prospective departments (all Brown students notify the University of their intended concentration when applying) should be matched with students. This would have made a huge difference for me and made the process of declaring my concentration so much easier. Or at least better than the horrible nightmare it was. My concentration advisor didn't show up to two meetings that I scheduled with him and eventually when I was sick (I had strep and couldn't move out of bed) for a third one, told me to skip the meeting with him and go straight to the Department head to approve my declaration. I felt unprepared for that meeting and it was overwhelming. I'm now a junior and still have very little idea about the IR thesis, the Capstone, specific are requirements and such details. And I have no advisor I can ask about these things because I have never met him in person and have pretty much given up on emailing him.
267.	My first-year advisor transferred to a different university and didn't bother to tell our advising group. I wasn't able to receive my pin on time for registration for the second semester. Also, I was advisorless for the whole second semester. I thought this was very inappropriate.
268.	My freshman advisor was Russell Carey, an administrator at Brown. This of course was very nice, but his area of expertise wasn't particularly applicable to my interests (applied math).
269.	My Freshman Meik and Advisor never replied to my emails (or the emails or others in the same advising group)

270.	My freshman year meik wasn't even the same major as me. We need more engineering meiklejohns.
271.	My meicklejohn and my first year advisor were both extremely helpful. I'd like more advising on specific courses, and I'd like it if the critical review was updated more frequently.
272.	My Meiklejohn has been super helpful and I would like to have a similar advisor in the future, but I'm not sure if there is a program like that in place for second years.
273.	My meiklejohn is an invaluable resource, but my faculty advisor doesn't seem to care.
274.	My Meiklejohn was extremely helpful and knowledgeable, but other first years I talked to received much less guidance.
275.	My meiklejohn was great, my faculty advisor wasn't very good.
276.	My Meiklejohn was not helpful in answering questions and neither is my adviser. The asked me to reach out to them, but when I have a question, they both say they don't know and don't provide any other places I should search. I understand neither should know everything. However, it was quite evident they didn't try. I feel like their only job is to answer questions....
277.	my meiklejohn was not very initiative-taking either
278.	my miek has been extremely mia and 0 help
279.	My undergraduate advisor, Katherine Tate, in political science, was poor. She did not know my name or what I looked like, and she was away from campus for a week during the time when I needed to get my alternate pin to register for classes. I hope that she has no more first year advisees in the future. It would also be great if there were some way to vet advisors -- at least make sure they were available for a 15 minute meeting to talk about classes each semester or something.
280.	N/A
281.	n/a
282.	N/A
283.	N/A
284.	N/a
285.	nah
286.	Needs to be improved so students have more clear access to concentration advising and pre-professional advising.
287.	never been close with any of my advisors. My concentration advisor retired last year so now I have a new advisor, but i feel like it seems unnecessary to develop a relationship with her because I am set with my classes and she is new to advising and it just seems unnecessary
288.	No
289.	No
290.	No
291.	No
292.	No

293.	No
294.	no
295.	No
296.	no
297.	No
298.	No
299.	no
300.	No
301.	no
302.	no
303.	No
304.	no /
305.	No one seems particularly committed on the faculty side. No one seems to be interested in spending more time than they need to helping.
306.	no thanks
307.	No.
308.	No.
309.	no.
310.	No.
311.	No.
312.	No.
313.	No.
314.	None
315.	None.
316.	nop
317.	nope
318.	nope /
319.	Nope.
320.	Not a great transition from first year to second year advising when you are trying to sort out your concentration and requirements.
321.	Not enough advising structure for students with interdisciplinary interests

322.	Not including my first-year advisor, I've had 5 different advisors for my two concentrations. This turnover makes it very difficult to get all the information you need, and leads to a lot of confusion. I feel as though advisors should make students aware of opportunities in their department, however with all the turnover, it seems as though some advisors don't care about or aren't prepared to take on the advising role. For example, I wasn't even aware that I could have applied for a 5th year masters program for one of my concentrations.
323.	Not much interest or initiative on behalf of faculty
324.	Not sure how my advisor got switched at the beginning of the year when the old concentration advisor is still here, it was impossible to get a priority meeting with my new advisor when there were 90 of us who needed to talk to her about our requirements
325.	Once I was able to pick my own advisors, I was more than satisfied. The best advising i've received at Brown have all been from women of color.
326.	Only contact with my second year advisor was initiated by me, but I'd like to be made aware of these other advising opportunities. Beyond MAPS, I haven't heard much about these other opportunities.
327.	Overall pretty lackluster
328.	Perhaps undergraduate advising could aim more at connecting students with resources for deciding their concentrations, or offer more advice/counseling on how to create or plan independent concentrations.
329.	Please be more mindful of who you set students of color with.
330.	Please bring back ESPN to the Ratty back cave TV
331.	PLME Deans advising is horrendously discriminatory against people with mental illness, and the PLME Meiklejohns do not have effective accountability, training, guidance, or information. Moreover, I find that STEM concentrators are too encouraged to take too many liberal courses during their freshman year, cramping their requirements in to too few semesters.
332.	Pre-med advising is kind of dismal
333.	pretty hands off - I wish professors had more time
334.	Professors are busy. They're hands off. I get it. I just wish I had had someone - maybe a Mieklejohn, maybe someone else - who could really have helped me map out a way to achieve my goals and alleviate some of the stress of concentrating in engineering.
335.	Professors who are well knowledged
336.	projected course listing is kind of a hassle
337.	Public Health has department specific issues with undergrads being part of the new school. It feels like there is little focus on undergrad advising. We've gone through 3 concentration advisors within a one month span. That's hard when you have questions and don't really know who to go to.
338.	Public Policy advising system has been very bad in my time so far at Brown.
339.	Right now there doesn't seem to be clear information about what to do if your first-year advisor is not useful or helpful to you. Where do you go from there?
340.	Sarah Taylor has been wonderful to talk to about everything med school related.
341.	Senior faculty who are unfriendly should not be undergraduate advisors. If they don't care, it is really discouraging.

342.	Since freshman year when we were required to have meetings, I have never had an advisor reach out to me to check in. The advising system at Brown is very unstructured, and I don't have the sense that any faculty members are invested in my progress as a student or making sure that I am taking the right courses/making wise academic decisions.
343.	Since I came into Brown having an idea of what I wanted to concentrate in, I would have liked to been put into more contact with those departments and professors rather than being told "you're just a freshman, don't worry about it yet" because now I'm wishing I had more help planning my education during my freshman year.
344.	Some advisors need to put more effort into first year meetings.
345.	Some of my friends participated in the UCAP program where their professor was their advisor. I wish I would have known more about this program before, because I now wish I had done it.
346.	Some peers have non departmental advisors that aren't helpful
347.	Someone related to specific area of study
348.	So many advisors
349.	Sophomore advising needs more focus! I felt totally forgotten about sophomore year and have had many friends feel the same way.
350.	Stop telling people they shouldn't take 5 classes. It is stupid. Tell them instead to make a backup plan in case 5 classes doesn't work out.
351.	Students need to be made aware of classes that are only offered in the fall or in the spring (or really, there should be less classes intro sequence classes that are only offered certain semesters). Missing something because you thought you could take it another time can mess up a student's desired path at Brown.
352.	Students should be taught how to use canvas and other Brown technological resources during orientation.
353.	Students should have more than one faculty advisor in first year (different departments) to give diverse opinions. Sophomore advising should still be official and more involved in such an important year for students.
354.	Students should meet their Meiklejohns before the group meeting with their advisor. There are too many websites, Brown needs to consolidate things, (ex. Banner, Canvas, GET, etc)
355.	support only materializes after declaration- need more channels to talk to faculty and students about experiences w/in departments + online testimonials
356.	terrible
357.	The advising is pretty bad. It seems that students either experience no support or a ton of support. I personally found that my Meiklejohn helped me make bad academic decisions and my freshman advisor did not have my interests at heart. My concentration adviser is better for me academically, but she is still very hands off when it comes to my academic path.
358.	The advising process at Brown has made me feel more like an anonymous number than anything else during my time here. From being assigned a random advisor who knew nothing about me and started our advising relationship by admonishing me about being behind on my requirements in the engineering department (where I've never taken a class before) to the University switching my concentration advisor in the English department without consulting me, sending me a stock email and giving me no resources to go to to express my confusion.

359.	The advisor must be in the students expected field of study or interest area. This affects how much the advisor actually knows about o the resources available to you on campus.This includes research in the field you might be interested in and makes your advisor a part of your network system. /
360.	The advisors I have had at Brown have often been presumptuous about my interests and directions I should head, rather than providing resources to me. In advisors, I am looking for opportunities to connect to the university's resources.
361.	The advisors, especially first year advisors, should have [more extensive] training on how to support students. There should also be an increased effort to have advisors connect interdepartmentally, so that students with multiple interests can get references to advisors/professors outside of the department from which they receive advising.
362.	The assigned advisers have been pretty useless for me, but the older students and professor mentors that I found on my own have helped me sufficiently.
363.	The concentration declaration process should be more streamlined.
364.	The engineering department at Brown needs to begin investing in their advisors. 1) choose advisors that actually want to spend time with undergraduates discussing potential courses of study and invest in their educational pathway at Brown and beyond, 2) train advisors on methods of supporting incoming Brown students that have a non-traditional academic background or are likely to need additional/different support because they are considered an underrepresented minority in the sciences, their socioeconomic background, have a learning language barrier (ESL), or were a rural student. 3) train the advisors on what resources are accessible to help students with everything at Brown (unfortunately, as an incoming student, I knew about more about programs offered at Brown than my first year advisor)
365.	the english department needs to not switch students around from advisor to advisor as they're refiguring their concentration and then tell you in your senior year that you haven't filled some concentration requirements that you thought you did because your three advisors all approved your concentration
366.	The first week or so was overwhelming. Students need time to settle into living on campus before being thrown into advisor meetings etc. I also felt the very early advisor meeting was wasted because I had no idea what questions to ask or even what courses I liked yet.
367.	The freshmen advising programs are really, really good.
368.	The geology department is amazing and has helped support me throughout my time at Brown!
369.	THE HEALTH CAREERS ADVISING IS AN EMBARRASSMENT TO THE SCHOOL. It is beyond obvious that the staff's priority is to make Brown's admission rates look stellar, NOT support students in their individualized ambitions. If I had known Brown's career advising would be so abysmal I would not have applied.
370.	The implicit assumption that good professors make good advisers may or may not be true - look into having people who are either a) more well rounded in their understanding of Brown's various departments, and/or b) have a modern and realistic expectation of what students with certain postgraduate goals (eg medical school) should be doing.
371.	The IR advising system is horrible. Students should have individual advisors, the whole department having the same advisor makes it hard for students to find support
372.	The IR department is in serious need of a second concentration advisor. Claudia Elliot is ALWAYS busy and fully scheduled and so cannot give you the attention you deserve. She just wants you out of there as quickly as possible and does not give individual, personalized advice (which is not her fault, since she is the only person in charge of a HUGE department).

373.	The only great advising I have received has been through the Geology department. There, professors have advised me, officially and unofficially, on what courses to take, how to make the most of my study abroad experience and of my time off, what research opportunities are available to me, and what my options are after graduation and during the summers. / Aside from geology, my advising has consisted of me going to professors to clear my class choices with them. I got encouragement from my first two years' of advising, but not direction.
374.	The PLME advisors are FANTASTIC.
375.	The pre-med advising is not entirely helpful. Also, give some concentration advisors a refresher, as mine did not know about certain requirement substitutions.
376.	The quality of our health careers advising seems sub par. I have never heard anything but bad things about the health advising deans
377.	The range in advising quality is very drastic within each area--some Meiklejohns are stellar while others are distracted, some advising faculty are invested and responsive while others seem very detached. I have also had underwhelming experiences with the Deans of Student Life.
378.	The variation among advisors is extreme.
379.	There is little to no support here at Brown and that makes the whole experience very academically challenging.
380.	There should be a clearer list of things you have to do for each concentration, and forms you have to fill out and timeline details.
381.	There should be more institutional (non-student group/informal) support for first years other than meiklejohns and first year advisers, especially when the first year advisers are not helpful (unknowing about how undergraduate studies or their intended concentration works) or are unresponsive
382.	There should be surveys you fill out so you get paired with someone at least a little bit related to your interests.
383.	There's very little advising available for students who aren't struggling per se but would like advice/guidance on internships, the right balance of challenging classes etc.
384.	This year, as a freshman, I decided to take five classes, but I have avoided discussion with either my advisor or my meiklejohn out of fear that they will judge me for going against their strong suggestion. Also the skill-building sounds great.
385.	tl;dr: Stronger relationship and familiarity between pre-concentration advisors (faculty and peer, although faculty is more lacking now). Better continuity of pre-concentration advising. / / My freshman advisor went on sabbatical my sophomore year and no one alerted me - all that happened was my advisor name was changed in ASK and eventually this different professor contacted me. My freshman advisor was good, but I feel as though his sabbatical was planned and that professors who will be going on sabbatical within the next 2 years should not be given incoming freshmen, so that the continuity of advising and relationship can continue over those full 2 years. I had very little advising my sophomore year because I didn't feel as though I had the time to rebuild the relationship I'd built over the past year (plus a very thoughtful Letter to Your Advisor before coming) and he was in a different field (Electrical Engineering instead of Mechanical). I'd like for faculty advisors to have more knowledge of alternative academic programs (e.g., Combined AB/ScB degree) and be more invested in their students, actively helping to guide them rather than merely listening and being available when the student realizes he has a problem. I realize the latter part, especially, may be more difficult since many students (including myself) don't want advisors being too overbearing. Still, I'd like to see much more of a relationship developed than is developed by merely writing them a letter and meeting them once or twice a semester...If Brown stays true to its

	University-College aspiration (which I think is in our best interest) the familiarity and strength of the relationship between advisor and advisee ought to rival that romantic ideal of tiny colleges where you see your professor/advisor all the time and eat dinner at their house some Sundays, etc.. Wouldn't a retreat with advising groups, faculty advisor, and Meik right before orientation and again right before the start of 2nd semester be a great way to do this?! Anyway, such are my fantasies.
386.	To clarify, my Meiklejohn freshman year was great. The negative rating is purely related to the poor state of FACULTY advising, which is pathetic.
387.	Train advisors! It would take some very simple workshop-based training, no more than a few hours to teach advisors how to have constructive conversations. Yes, resource-based training is helpful, but advisors are most useful in the personal connection they give students to campus. Too often the only training an advisor as is in how to navigate Brown's resources. What this amounts to is the student says 'I don't know which concentration to go for' and the advisor says 'have you seen focal point?' Yes, of course... the student was looking for a conversation, not for the advisor to simply forward the task of advising to the internet.
388.	Transfer students should get Meiklejohns! We need advice, too!!! Especially mid year! My advisor I was assigned to did not even show up to our first meeting. I think the support system is very lackluster in terms of advising for transfers. The deans are helpful, though.
389.	Try always to give students advisors in their expected field of study
390.	Try many things before settling down with a concentration!
391.	undergraduate advising is great if you go get it. It definitely doesn't come to you in the slightest.
392.	Undergraduate advising is pretty bad. Everything is super independent. It is very hard to find out what your options are. Faculty only know their departments classes vaguely and are generally focused on prerequisites and credit for a concentration. Very un-open curriculum
393.	Very hard for students who aren't sure of their concentration, trying to do IC etc
394.	Very little guidance and passion from my advisors.
395.	Was never aware that there was advising available to me as a sophomore
396.	Wasn't very engaged with academic advisors after sophomore year. Hoped that there would be more communication change regarding a change in advisors for the apma Econ degree (mark dean left and i was not informed)
397.	We need more opportunities to get to know professors who will advise
398.	We should consider having a program that provides advisors specifically for pre-medicine students. Health Careers advising seems under staffed and the interactions are rushed/not personal which do not allow sufficient time to fully discuss all the opportunities (whether academic or financial) regarding what courses to take, medical schools, mcat, and application process.
399.	We should have met with advisors several days before (or atleast a day before) picking classes. The meetings were so rushed and many people had problems with their schedules that were not caught because of this. If we had a few days to spread these meetings over, students could pick new sets of classes to replace ones they realized they shouldn't do and meetings could have more time
400.	While some concentration advisors are wonderful, others are not helpful at all. Having anonymous ways for students to rate concentration advisors would be helpful.
401.	While there's a lot of "hand-holding" for first-years, for sophomores, it's like being dunked in cold water and being told to somehow get myself out of there. I would love to see UCS do something to ease the transition between first- and second-year of college.

402. wish my meik and I shared interests. Completely different and therefore had very little to connect over

403. With my concentration adviser I don't feel like we have a connection at all and there isn't really a way for use to develop a better relationship.

404. Would be good if advisors made effort to communicate with me. Have not done so.

405. Yes. It is terrible. It must be fixed.

406. You should have one advisor, not just concentration

407. You're on your own most of the time.

Sexual Violence Prevention

The University is expanding its efforts to reduce sexual violence at Brown. Of the following options, which should be the top THREE priorities? (Other)

1. Acknowledging institutions of privilege involved in sexual assault, and working against those institutions. Listening to marginalized communities
2. actually punishing those that commit sexually violent acts against others
3. Allowing Class-Fs without ID checks but with Evening Event Management staff.
4. Better confirmation and instruction on body autonomy and respect
5. Better Freshman Sexual Assault Training Program that doesn't poke fun at sexual assault
6. Both expanding resources to centers, such as the Brown Center for Students of Color (BCSC), Sarah Doyle Women's Center, and Queer Resource Center (QRC) and ensuring students can find legal counsel, regardless of socio-economic means
7. bring back frat parties
8. Campus needs to address the severity of the hookup culture and it's consequences. The hookup culture is a large part of the problem and burying our heads in the sand is only increasing the amount of sexual violence that is happening on our campus.
9. campus-wide education about resources and options
10. Changing the culture around drinking and consent, clear up confusion students have about consent
11. clearly indicating the potential consequences for individuals that sexually assault others in order to deter future occurrences
12. Conducting proper investigations and actually convicting all individuals who were accused of sexual assault because they have all been guilty and are now criminals that Brown has let slip through the cracks.
13. Continued education on respect of consent and the need to be responsible samaritans
14. creating a campaign to change the preconceived culture of sexual assault
15. Dealing with sexual violence through the police
16. develop a way to report someone so that they will not be in trouble unless someone else also reports them
17. Developing the Brown hearing process
18. Do not make RPLs mandated reporters of assaults, it discourages victims from sharing.
19. don't know
20. due process
21. Educate Greek life on sexual assault prevention
22. Educate people that rape is bad
23. Educating the student body about Homosexual and Bisexual rates of sexual abuse.
24. Education programs that are online and offline

25.	emphasizing a culture of no victim blaming
26.	Emphasizing importance of all cases so the victim does not feel that their case is too insignificant to report in serious situations especially
27.	Ensuring fair decisions in cases (no biases; fair punishment)
28.	Expel rapists
29.	Expelling rapists
30.	Expelling rapists..?
31.	Expelling students that commit sexual assault
32.	Expelling/punishing students found guilty of sexual assault
33.	EXPLAINING THE ROLE OF RPLS/RESPONSIBLE EMPLOYEES BEFORE THEY ARE HIRED
34.	expulsion
35.	Fire Christina Paxson
36.	Getting rid of a culture that allows perpetrators of sexual violence to believe that they have done nothing wrong and will not get in trouble
37.	GETTING RID OF SPEAK ABOUT IT! And instead going with the orientation program created by students & BWell Staff. Speak About It is awful.
38.	Go to the police if there is sexual assault
39.	Going through accurate and supportive process and providing a safe campus for the survivors in whatever means necessary
40.	Hiring non-racist staff in title IX office
41.	I don't think sexual violence is an issue here.
42.	If a student is a victim of sexual assault, the school should take greater action against the perpetrator(s)
43.	improving title IX trainings for populations where sexual assault is of higher risk (sports teams and fraternities)
44.	KNOWING THE UNIVERSITY WILL ACTUALLY HOLD THOSE WHO PERPETRATE SEXUAL ASSAULT ACCOUNTABLE TO THE COMMUNITY
45.	Make it easier to report and clear where to do so.
46.	Make substantial efforts to address sexual assault against students of color, trans students, queer students, students with disabilities, low-income students, and other identities that are more targeted but receive less care from the community and the university.
47.	Making sure that those leading the discipline hearings are educated on what it means to be sexually assaulted and that they are not insensitive to or ignorant of the realities of rape culture.
48.	Mandatory expulsion for students found guilty of rape
49.	Maybe don't tell people that it's perfectly fine to be permissious as long as its consensual
50.	More legal support/protection of victims/higher standards of prosecution for perpetrators of assault

51.	More transparency in investigation process
52.	Move towards creating a culture among students that sexual assault is not OK, through sessions of group reflection with a leader and introspection. I believe sexual assault can happen even between well-meaning students simply because they have not reflected on the norms surrounding sexual behavior, specifically the norms that some amount of aggression can be considered flirtatious or attractive (??) and that having sex with someone is a badge of honor for some men.
53.	No
54.	no idea- the other two are random to let me move on
55.	No punch bowls. Keep parties on campus. Have DPS chill out.
56.	Not allowing sexual offenders back on campus
57.	Not believing alcohol and Greek life are the reason sexual violence is at Brown. If you drive drinking and organizations off campus people are still in danger, Brown just isn't liable anymore.
58.	not interjecting the university into what is very clearly a legal matter
59.	Not making the system assume the defendant is guilty
60.	Promoting and expanding SAPE
61.	Prosecuting and expelling offenders. Do not give them a pass. Take sexual assault seriously.
62.	prosecution of offenders
63.	Providing alcohol in safe spaces to ensure potential victims are never drinking alone without the support of people they trust
64.	Providing due process for the accused, and to stop giving a platform to the people on this campus who are ruining lives with false accusations.
65.	Raising general awareness among students and faculty; ensuring victims of sexual assault receive sufficient emotional and academic support; end victim-shaming once and for all
66.	Recognizing that students of certain identities don't report for a reason and working to figure out what these reasons are and how to alleviate that (e.g. women of color)
67.	Reducing the effect of rape-culture bias by no longer putting the burden of proof on the victim and instead placing it on the perpetrator.
68.	Remaining impartial and unbiased
69.	Removing repeat offenders
70.	Report Sexual Assault cases to the Police
71.	Requiring all fraternities to go coed
72.	Restoring Sex Power God
73.	Self defense classes
74.	Stop encouraging off-campus events where help (police, medical) is harder to get
75.	Stop pretending that an accusation constitutes guilt, and end the compliance with the SJW's liberal use of the word violence.

76.	stop scapegoating adolescent socialization as the sole cause of sexual assault.
77.	Stop sexual assaults
78.	Talking to civil liberties advocates about the importance of due process during sexual assault hearings.
79.	Teaching what active consent means to students, staff, and faculty
80.	this isn't an issue
81.	Transparency
82.	Trusting and supporting survivors of sexual assault
83.	University hearings based on the principle of innocent until proven guilty
84.	Using data-based methods to make decisions that don't rely on student's misinformed ideas of what would stop

Gender Identity

Which of the following best describes your gender identity? (Other)

-
1. All genders

 2. Demiboy

 3. gently humming to myself

 4. Homosaur

 5. I don't think gender is important here

 6. Male

 7. Male but frustrated with the binary

 8. Me

 9. Please just stop asking this question. Especially as a multiple choice.

 10. Prefer not to answer

 11. queer male but maybe nonbinary?

 12. questioning

 13. Transfeminine, Genderqueer

 14. Transgender female

 15. transmasculine

 16. Woman

Racial or Ethnic Identity

Which of the following best represents your racial or ethnic identity? (Check all that apply.) (Other)

Biracial
Biracial - Nigerian & Puerto Rican
Biracial/Multiracial
Caribbean
Central Asian
Eurasian
first generation American from Italy
Guyanese
HomoSapien
Human
Jewish
Korean and white
Mauritian
Me
mix
mixed
Mixed race
Mixed-race
Multi-Racial
multiple
Multiracial

N/A
NATIVE HAWAIIAN!
non of the above, people can be more than a box
Other
Other
Person of European and Middle Eastern Descent
Please don't separate the Arab category from the Caucasian category. It's non-standard practice
Portuguese
race is a stupid qualifier
Samoan (Pacific Islander is not Asian)
Turkish (never really know if that fits better with Middle Eastern or European)
White Argentinean Jewish
White Latina