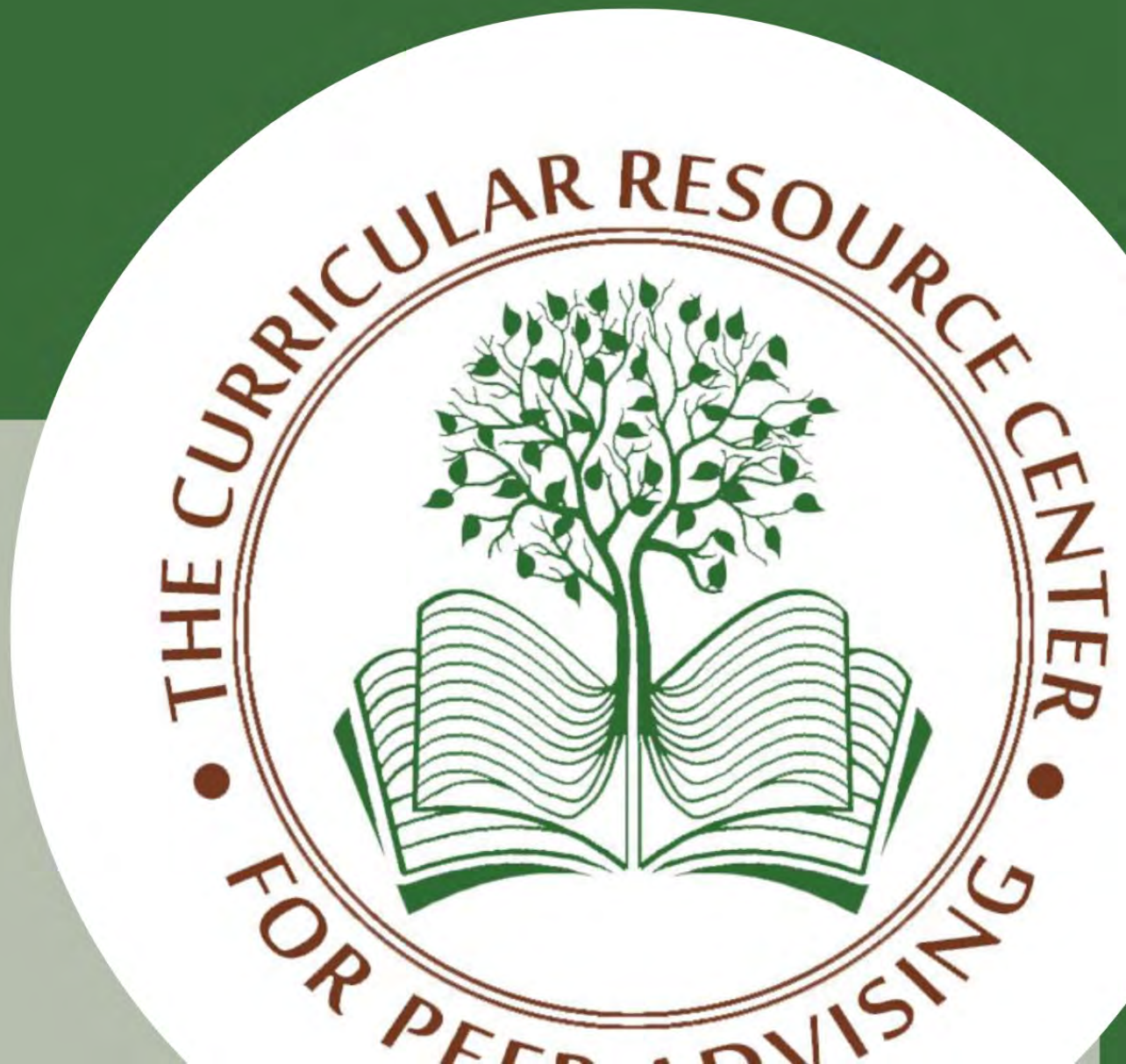


ANNUAL REPORT 2018-19



The Curricular Resource Center



THE CURRICULAR RESOURCE CENTER FOR PEER ADVISING

OFFICE HOURS: Monday-Friday, 9am – 6pm (academic year);
during the summer, by appointment.

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About the CRC

Mission Statement

Director's Note

2018-19 Staffers

Diversity and Inclusion Action Plan

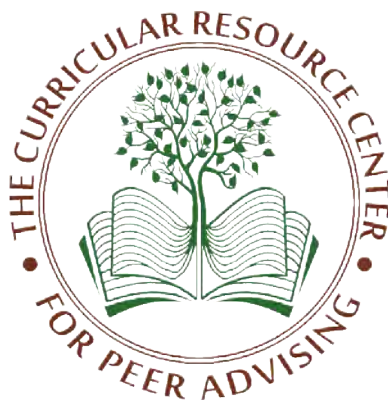
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Mission Statement

The Curricular Resource Center for Peer Advising (CRC) is a place where student advisors help their peers engage with the Open Curriculum and effectively utilize Brown's academic resources.

Established in 1976 to support the fullest use of the New Curriculum, the CRC with its Director, student advisors, and volunteers coordinate information sessions, community-building events, and individual meetings for advising about navigating and accessing the Open Curriculum, finding and fostering academic communities, and seeing pathways for deep engagement with one's own learning process and with high-impact learning opportunities.

The CRC staff collaborates with various groups, centers, and educators to provide the best possible advice about the wealth of academic resources at Brown and beyond. The CRC is part of the division of The College.





Director's Note

Environmental Physics & Ethics
Design Thinking
Healing Justice
Intersectional Suicide Prevention
Narrative Health
Queer Pedagogy
Storytelling
Systems Change
Translational Epidemiology

Reading proposals for independent concentrations and studies, the senior independent concentrators' research projects, and seniors' applications to present at the Theories in Action symposium is inspiring and invigorating. Through this reading – and through the CRC's ongoing work – I witness interdisciplinary, creative thinking daily. At the CRC, we are at the frontier, at the grassroots, of the Open Curriculum today.

“Healing Justice” was a particularly ubiquitous theme at Theories in Action 2019 (TiA) and in proposals for independent concentrations and studies, as was “Design Thinking,” narrative and storytelling.

This year the CRC staffers and I considered the importance of storytelling as a form of advising - advising not as a transactional endeavor, but rather as critical moments of dialogue, vulnerability, care, and liberation. Liberation, you may ask? It's changing questions of what one **should** do to deeply considering what the creative possibilities **are**. Pushing the boundaries of disciplinary knowledge, and discovering what matters to each and every one of us, is a difficult journey indeed. It often feels lonely, this process of being independent; so, we relish in the opportunities to be independent **together**.

We filmed some of our program information sessions, shared pieces of advice about the ups and downs of making choices in our “Dear CRCers:” column, created a new leavetakers blog with written and video stories, and welcomed first-years into our space during monthly First-Year Fridays. The senior independent concentrators met monthly, and some of them designed an electronic portfolio with their academic work and personal reflections. At the end of the year, staffers shared their thoughts with me about the CRC’s Diversity & Inclusion Plan, commenting on where to focus next.

Supporting engagement with the Open Curriculum requires the enthusiasm and commitment of a community of professors, educators, and peers. There are so many individuals I would like to acknowledge; I feel the need to especially thank the people who volunteered their time to read applications, or advise, mentor, and share their wisdom: DUG student leaders and faculty sponsors; MAPS junior and senior mentors, and the faculty presenters at the MAPS workshops; students who spoke at a leavetaking or FIRE event, or who contributed to one of our blogs; Theories in Action Roundtable facilitators; student members of our IC and IS selection committees; and faculty advisors of independent concentrations and studies.

The summer between academic years affords a welcome chance to pause and take stock of our efforts. The work of advising “for all” never ends; how gratifying it is to review all that we have done together.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "F. S. Chang". The signature is fluid and cursive, with the first letter of each word being capitalized and prominent.

2018-19 Staffers

Vlad Barbulica '20, Independent Concentrations Co-Coordinator (fall)

Hana Estice '19, Digital Archives & Social Media Coordinator

Jennifer Elacio '19, Matched Advising Program for Sophomores Co-Coordinator

Ruth Foster '19, Independent Concentrations & Independent Studies Co-Coordinator

Sydney Gang '19, Matched Advising Program for Sophomores Co-Coordinator

Ann Garth '20, Independent Concentrations Co-Coordinator

Makedah Hughes '19, Global Independent Studies Coordinator

Victoria Huynh '19, Fellowships, Internships & Research experiences Coordinator

Aryana Javaheri '20, DUGs & Theories in Action Co-Coordinator

Dorothy Jiang '19, Independent Concentrations Co-Coordinator

Soyoon Kim '19, Leavetaking Co-Coordinator

Poom Pipatjarasgit '21, DUGs & Theories in Action Co-Coordinator (spring)

Alexis Rodriguez-Camacho '19.5, DUGs & Theories in Action Co-Coordinator (fall)

Addy Schuetz '19.5, Leavetaking Co-Coordinator

Peter Simpson '20, Matched Advising Program for Sophomores Co-Coordinator (fall)

Parker Zane '21, Independent Studies Co-Coordinator

Peggy Chang '93, '13AM, Director



Diversity and Inclusion Action Plan

Our Vision:

We envision a learning environment at the CRC where all students regardless of race, gender expression, sexual orientation, socioeconomic status, religious affiliation, or physical, emotional, learning ability, feel supported, thrive, and can develop their capacities to fully engage with Brown's Open Curriculum and with their own unique learning process, in preparing to be scholars, leaders and citizens in our own communities and of the world.

Peer Advising about the Open Curriculum:

Having commemorated the CRC's 40th Anniversary during 2016-2017, we would like to continue to reflect on these questions during our events over the course of the year: What conception of freedom does the curriculum presuppose, and what effect does the expectation that students be the architects of their education have on the student-scholar and on the greater Brown community today? What does good teaching and advising look like when we place a large onus on student initiative? What conception of knowledge does the Open Curriculum promote, and in what ways have we fulfilled or fallen short of cultivating a dynamic, innovative and interdisciplinary academic culture? Given the changing demographic of the undergraduate student body, how might the Curriculum itself become even more open to and accommodating of the diversity of student needs and interests?

Guiding Principles:

We value self- and group-introspection; collaboration amongst ourselves and with other units on campus; friendly critiques in our advising practice and in our work with one another; learning as a process of discovery and growth; ongoing reflection about our practice as educators, program coordinators and peer advisors; sustainability of our programs and events.

At the end of the year, CRC staffers made suggestions for future work:

- “Maybe more programs should hold hours off-site to increase visibility and accessibility? I think more storytelling from diverse perspectives would be good, too.”
- “I think we should focus on building relationships with more people who might not already know the CRC -- this might include more public exposure, as well as working specifically with other on-campus groups....”
- “I think our focus for striving to reach the DIAP should be to just generally increase the visibility of our peer advisors on campus. By this, I mean that we should staff more in places like the Ratty or the Blue Room, etc. ... I still feel like we may be missing many people who would really benefit from the CRC because they don’t actually go to the centers we partner with for whatever reason. ... Something that I also think is really important, that we mostly do, is having coordinators who have lived experience with difficult topics and/or are generally aware and mindful of the privileges they have. Overall, I feel like targeting a general audience is one of the best ways to actually further our goals towards diversity, inclusion and equity.”
- “... one of the difficulties of being more inclusive is not knowing who is being excluded. As we are all limited in our scope of Brown’s population, I think that perhaps one specific thing that might be relevant and/or helpful for some programs is to go to different spaces on campus to bring more visibility to, and hopefully more involvement with, the CRC. Sometimes I feel that a lot of people that come into the CRC during the middle of the semester were referred to the CRC through friends or peers, so perhaps branching out and physically welcoming people who are involved in different groups or places on campus may be helpful?”

Diversity and Inclusion Action Plan

- “One idea would be to better build collaborations between the CRC and other centers, not only individual coordinators/program areas collaborator, but a CRC-wide collaboration. Maybe an event near the beginning of the semester to welcome freshman, or something during mid-terms or finals as a study break, etc.”

We recognize that Brown’s Open Curriculum may not feel as open for some of us — indeed, taking academic risks, as the Curriculum encourages us to do, is a concept we at the CRC hope to unpack for others.

Acknowledgments

Committees, Collaborators & Advisors:

The College:

Rashid Zia '01, Besenia Rodriguez '00, Sarah Mullen, Cindy Dumin,
Wendy Sheridan, Jeanette Borges, Yolie Rome, Carol Cohen '83,
Christopher Dennis, Linda Dunleavy, Chris Carr Ph.D.'16, Oludurotimi Adetunji, Asabe Poloma, Julie Lee (Academic Support Services),
Gelonía Dent Ph.D.'99 (Science Center), Ned Quigley & Lynn Cavicchi (Office of International Programs), Mary Wright & Christina Smith
(Sheridan Center), Jim Amspacher (CareerLAB), Lynsey Ford '10 & Jori Ketten '02 (Swearer Center), Janice Rego, Heather Robishaud, Ivone
Aubin, Linda Sutherland

College Curriculum Council sub-committee for Independent

Concentrations:

Professor Dawn King, Professor John J. Stein, Dean Besenia Rodriguez '00, Ruth Foster '19, Dorothy Jiang '19, Vlad Barbulica '20, Ann Garth '20, Poom Pipatjarasgit '21, Peggy Chang (Chair)

College Curriculum Council sub-committee for Independent Studies:

Professor Roe Gutman, Charles Carroll, History Ph.D candidate, Mneera Alsaud '20 (fall), Ruth Foster '19, Parker Zane '21, Dean Besenia Rodriguez '00, Peggy Chang (Chair)

College Curriculum Council sub-committee for Global Independent Studies:

Professor Ercan Balci, Lynn Cavicchi, Makedah Hughes '19, Peggy Chang, Ned Quigley (Chair)

Class of 2019 Independent Concentration Faculty Advisors & Thesis /
Capstone Advisors

Acknowledgments

2018-19 (G)ISP/GLISP Faculty Advisors

MAPS faculty workshop presenters:

Professors Carlos Aizenman-Stern '93, Amit Basu, Harold Cook, Claudia Elliott, David Rangel, Christoph Schorl, Kerry Smith, Bjorn Stanstede, James Valles, Jack Wright; CareerLAB advisors Jim Amspacher & Karen Whittet; Dean Yolanda Rome

MAPS junior & senior volunteer mentors

DUG Faculty Sponsors, and DUG student leader volunteers

TiA 2019 Roundtable Facilitators

Gap Year Admissions Liaison: Panetha Ott

Alicia DeVos '18

Several photo credits: Hana Estice '19, Soyeon Kim '19

Ellen Grant and Anthony Alfieri '81, P'15, P'18

Thank you for your support:

Center / Program partners:

Office of Student Support Services, Student Activities Office, LGBTQ Center, Student Employee Accessibility Services, Brown Center for Students of Color, U-FLi Center, Sarah Doyle Center for Women & Gender, Office of the Chaplains and Religious Life, Global Brown, CareerLAB, Academic Support Services / Academic Coaches, Writing Center, Science Center, Meiklejohn Program, Counseling and Psychological Services, Residential Life, Office of the President

Campus Center Facilities colleague: Bill O'Connor

Registrar: Rob Fitzgerald, Lisa Mather, Karey Majka, Chris Beattie, Lisa Cote, Sherry Gubata, Alanna Silberman

Academic Finance and Administration: Alisha Plante, Johnna Fredrickson, Paula Ferreira

Technical support: Jason Orrill, Steve Vallot

University Scheduling Office

Copy Center

Catering / Catering Express / Blue Room

Facilities Management & Event Support

Media Services / Media Production Group

CIT Help Desk

Office of Advancement & Alumni Relations

Office of Communications

Funding:

The Curricular Resource Center for Peer Advising is a center within the division of the College at Brown University.

The Island Fund of the New York Community Trust established an endowment at Brown in 1997. Originally given to support the Venture Consortium (1973-2008), the endowed fund, the Engaged Life Partnership, has contributed to the growth of leavetaking advising, and the establishment of the Matched Advising Program for Sophomores (MAPS) and the Theories in Action (TiA) symposium.

Open Curriculum

Independent Concentrations

Independent Studies

Independent Concentrations

IC Coordinators / members of the College Curriculum Council's IC subcommittee:

Vlad Barbulica '20 (fall), Ruth Foster '19, Ann Garth '20, Dorothy Jiang '19

IC DUG leaders:

William Friend '20 & Julia Ostrowski '20 (fall); Ruth Foster '19, Ann Garth '20, Dorothy Jiang '19 (spring)

Core & New Work:

Vlad, Ruth, Ann, and Dorothy facilitated information sessions, [a new writing workshop](#), and one-on-one meetings to support the proposal writing process. The number of approved proposals (29) doubled from the previous year.

In the spring, Ruth, Ann, and Dorothy [revised the IC application towards making it more accessible](#), and Dorothy [designed a survey for IC alums](#), which will be distributed in 2019-20.

As the director of undergraduate studies for ICs, Peggy met with the IC seniors for optional monthly meetings and [encouraged seniors to design an electronic portfolio](#) of their accomplishments and reflections. All IC seniors must design a one-semester capstone project or do a two-semester thesis eligible for honors; they are required to present their work at a roundtable discussion or poster session during Theories in Action.

Proposal Stats

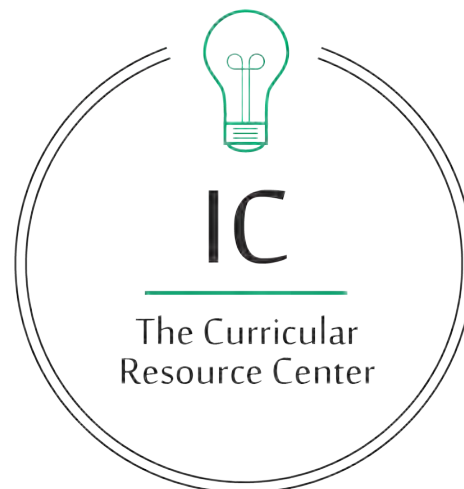
92 submissions | 41 students | 29 approvals

Sample approved proposals & advisors:

- **Computational Neuroscience, Sc.B.**, Thomas Serre (CLPS)
- **Environment and Enterprise, A.B.**, Kurt Teichert (ENVS)
- **Environmental Physics and Ethics, Sc.B.**, Ian Dell'Antonio (PHYS)
- **Game Design and Development, A.B.**, Jeff Huang (CSCI)
- **Global Politics and Art, A.B.**, Esther Whitfield (COLT)
- **Healing Narrative, A.B.**, Brian Hayden (CLPS)
- **International Journalism, A.B.**, Jonathan Readey (ENGL)
- **Philosophy, Politics, and Economics, A.B.**, John Tomasi (POLS), David Estlund (PHIL), or David Skarbek (POLS)
- **Social Innovation and Entrepreneurship, A.B.**, Barrett Hazeltine (ENGN)
- **Storytelling, A.B.**, Kevin Quashie (ENGL) & Miled Faiza (MES)
- **Translational Epidemiology, Sc.B.**, Neil Sarkar (PHP)

Current Concentrators as of May 2019:

Class of 2019: 15 (2 Honors)
2019.5: 2 (1 Honors candidate)
Class of 2020: 30
Class of 2021: 5



Class of 2020

Maryam Ahmad, Narrative Health A.B. (Honors)

Jacob Cader, Human-Centered Design for Digital Media A.B.

Penmai Chongtoua, Environmental Ethics and Politics A.B.

Ebube Chuba, Computer Science, Rationality, and Thought Sc.B.

Maksymilian Dąbkowski '19.5, Logic Sc.B.

Ruth Foster, Bioethics A.B.

Julian Jacobs, Philosophy, Politics, and Economics A.B. (Honors)

Dorothy Jiang, Intersectional Mental Health A.B.

Noa Machover '19.5, Urban Design A.B.

Zuriel Mbonde, Multimedia Storytelling A.B.

Sarah Marion, Narrative-Based Medicine A.B.

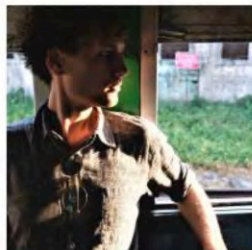
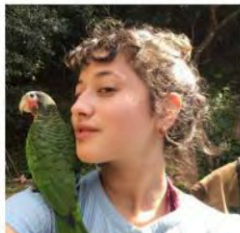
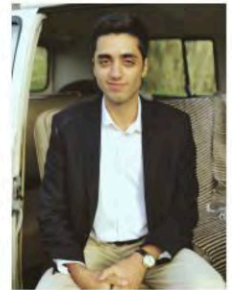
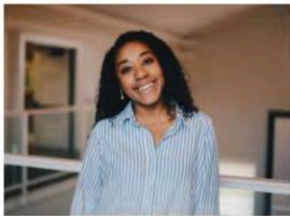
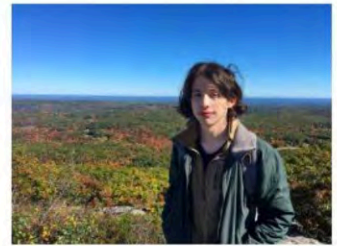
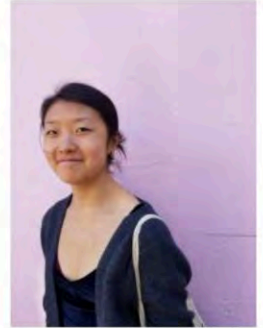
Charlotte Senders, Ecology of Food A.B.

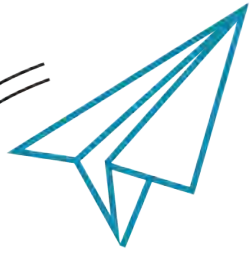
Chloe So, Design and Cognition A.B.

Curtis Stiles, Global Entrepreneurship A.B.

Angela Yang, Humanitarian Studies A.B.

Yema Yang, Critical Mental Health Studies A.B.





GLISP

The Curricular
Resource Center &
Office of International
Programs



(G)ISP

The Curricular
Resource Center

Independent Studies

Students interested in designing a Global Independent Study Project (GLISP), Group Independent Study Project (GISP), Independent Study Project (ISP), or Internship for credit (Academic Internship or AI) can receive assistance from the student coordinators at the CRC / OIP! The student coordinators sit on the selection subcommittees of the College Curriculum Council.

Coordinators & members of the College Curriculum Council:

- Ruth Foster '19, Parker Zane '21, Group Independent Studies Project (GISP), Independent Studies Project (ISP), and Academic Internship (AI) Co-Coordinators
- Makedah Hughes '19, Global Independent Studies Project (GLISP) Coordinator

Core & New Work:

Makedah, Ruth, and Parker coordinated information sessions and materials for students interested in designing an independent study; they also held open hours and made appointments with students to support the proposal writing process. All served on the College Curriculum Council's subcommittees to review and approve proposals for the following semester.

Makedah split her time between staffing at the CRC and at the Office of International Programs. Parker and Ruth maintained an online database of past (G)ISP proposals, and Parker began forging a closer working relationship with Dr. Christina Smith at the Sheridan Center in order to begin collaborating on support for GISPs.

ISPs, AIs & Faculty Sponsors

Fall 2018:

- **Aquinas and the Fathers (GISP)**, Susan Harvey
- **Blackness in China (GLISP)**, Rebecca Nedostop
- **Cross-Cultural Approaches to Death and Dying (GISP)**, Jason Protass
- **Impacts of Public School Programs in Brazil (GLISP)**, Richard Snyder
- **Literature and Society in Central Asia (GLISP)**, Shahzad Bashir
- **Lysander Dickerman and American Egyptology (ISP)**, Laurel Bestock
- **Mind the Gap: Diversity, Inclusion, and Cross-Cultural Competency in Contemplative Studies (ISP)**, Andre Willis
- **Norwegian I (GISP)**, Arnold Weinstein
- **Parisian Photography (GLISP)**, Douglas Nickel

Spring 2019:

- **Catholic Social Thought (GISP)**, Timothy Flanigan
- **Community Activism in Rio de Janeiro (GLISP)**, Nicholas Barnes & James Green
- **Connecting the Dots: Mental Illness, the Media, and Social Change (AI)**, Debbie Weinstein
- **Critical University Studies (GISP)**, Nic Ramos
- **Dance TV (GISP)**, Michelle Bach-Coulibaly
- **Diversity and Children's Literacy (AI)**, James Egan
- **Dvorak, Composing a Better Keyboard (GISP)**, Jeff Huang & James Tompkins
- **East Asian Maritime Studies (AI)**, Kerry Smith

ISPs, AIs & Faculty Sponsors

- **Education and Decarceration in Rhode Island (AI)**, Kevin Escudero
- **Environmental Policy and Economic Growth in the EU (GLISP)**, Oded Galor
- **EQUiSat Research (GISP)**, Rick Fleeter
- **Free Design, Vocal Counterpoint, and Post-Tonal Inspiration (ISP)**, Ivan Tan
- **Gender and Sexuality in the Ancient Near East (GISP)**, Sara Mohr
- **Hyperreality Design (GISP)**, Ali Momeni
- **Mysticism in Russian Orthodox Theology (GLISP)**, Michal Oklot
- **Neurocriminology and the Psychology of Criminal Behavior (GISP)**, Brian Hayden
- **Neurosurgical Outcomes (AI)**, Elizabeth Chen
- **Norwegian II (GISP)**, Jane Sokolosky
- **Nuclear Families (GISP)**, Patricia Ybarra
- **Paleolimnology (GLISP)**, James Russell
- **Perspectives in Intersectional Reproductive Health (GISP)**, Sarah Fox
- **Production and Dissemination of Russian Biological Research (GLISP)**, Anne Hart
- **Russian Independent Cultural Spaces in Theory and Practice (GLISP)**, Fabrizio Fenghi
- **Queering the Archive (GLISP)**, Sawako Nakayasu
- **Songs and the City: Popular 20th and 21st Century Music in Paris (GLISP)**, Mark Seto
- **Vietnamese Queerness in Paris (GLISP)**, Samuel Perry
- **Where Technology Meets the Built Environment (GISP)**, Dietrich Neumann

Academic Communities

Departmental Undergraduate Groups
Theories in Action

Departmental Undergraduate Groups (DUGs)

The CRC plays a central role in fostering academic communities on campus. In 2009-10, the CRC became the coordinating office for the Departmental Undergraduate Groups (DUGs); that year there were fewer than 20 DUGs, and during 2018-19, 70 DUGs were on our roster!

Coordinators:

Aryana Javaheri '20, Poom Pipatjarasgit '21 (spring), Alexis Rodriguez-Camacho '19.5 (fall)

Core & New Work:

This year we recorded 70 DUGs, the most ever, having 262 student leaders! All DUGs must have a least one student leader and a faculty sponsor; DUG leaders serve as volunteers. With funding available from The College and the DUG concentration, DUGs plan events or provide resources for current and pre-concentrators. All DUG leaders must submit a set of goals and proposed budget to the CRC if they want to receive funding from The College. Aryana and Alexis held DUG leader training sessions in the fall.

Makedah, Ruth, and Parker coordinated information sessions and materials for students interested in designing an independent study; they also held open hours and made appointments with students to support the proposal writing process. All served on the College Curriculum Council's subcommittees to review and approve proposals for the following semester.

Makedah split her time between staffing at the CRC and at the Office of International Programs. Parker and Ruth maintained an online database of past (G)ISP proposals, and Parker began forging a closer working relationship with Dr. Christina Smith at the Sheridan Center in order to begin collaborating on support for GISPs.



At the end of the fall semester, DUG leaders met with new Dean of the College Rashid Zia '01.

For the first time in years, the DUG budget increased; DUGs could apply for a maximum of \$700.00 in funding from The College, to be matched by their concentration/department.

Also for the first time, DUG leaders were required to submit a year-end report to the CRC. These reports will be shared with the DUG faculty sponsors in the coming year.

In the spring semester Aryana and Poom started a "DUG Concentration Library," with key texts read by concentrators for pre-concentrators to browse through; this project will continue into the Fall 2019 semester.

Examples of DUG Events

APMA DUG:

- Drop-in Advising Hours
- APMA Info Session
- Professor Lecture (Bjorn Sandstede)
- Grad Researcher Lecture (Ernesto Caceres)
- Brain Power Hour

BEO DUG:

- Internship panel
- Leadership through the Generations
- T-shirt competition
- Social media launch
- Concentration Declaration Day
- Senior lunch at the Ratty
- Professional head shots
- Mentorship program

RELIGIOUS STUDIES DUG:

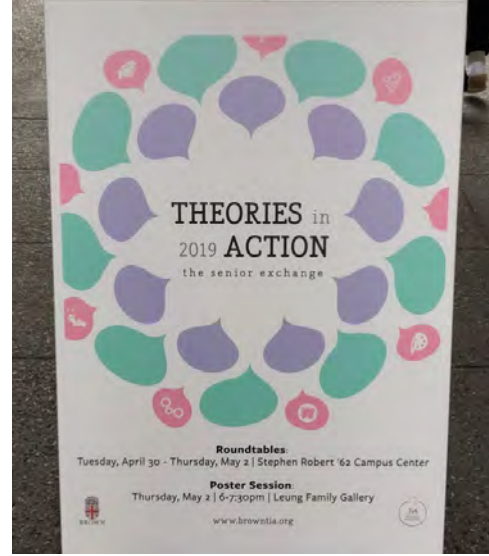
- Food-and-Chat Events
- Joint film screening with COST DUG
- Religious Studies Alum Luncheon feat. Ben Marcus '13
- Religious Studies DUG "Swag" (tote bags, stickers)
- Declared Concentrators Dinner
- End of year dinner for all concentrators

VISA DUG:

- Salisbury Farm Pumpkin Picking + Decorating Event
- Concentrators Ink + Food Evening
- Open Studios Event

2018-19 DUGs

Africana Studies	Development Studies	Latin American & Caribbean Studies
American Studies	East Asian Studies	Linguistics
Anthropology	Ecology and Environmental Biology	Literary Arts
Applied Math	Economics	Mathematics
Applied Math-Bio	Education Studies	Medieval Studies
Applied Math-CS	Egyptology & Assyriology	Middle East Studies
Applied Math-Economics	Engineering	Modern Culture & Media
Archaeology & the Ancient World	Engineering-Physics	Music
Architecture	English	Neuroscience
Behavioral Decision Sciences	Environmental Studies & Science	Philosophy
Biochemistry & Molecular Biology	Ethnic Studies	Physics
Biology	French & Francophone Studies	Physics & Philosophy
Biomedical Engineering	Gender & Sexuality	Political Science
Brown Language Society	Geological Sciences	Psychology
Business, Entrepreneurship, Organizations (BEO)	Geology-Biology	Public Health
Chemical Physics	Geology-Chemistry	Public Policy
Chemistry	Geology-Physics/Math	Religious Studies
Classics	German Studies	Science & Technology Studies (STS)
Cognitive Neuroscience	Health & Human Biology	Slavic Studies
Cognitive Science	Hispanic Studies	Social Analysis & Research
Comparative Literature	History	Sociology
Computational Biology	History of Art & Architecture	South Asian Studies
Computer Science	Independent Concentration	Statistics
Computer Science-Economics	International Relations	Theatre Arts & Performance Studies
Contemplative Studies	Italian Studies	Urban Studies
	Judaic Studies	Visual Art



Theories in Action

Theories in Action is a unique opportunity for seniors to present with each other across disciplinary communities. Senior presenters often cite their attendance at TiA as an audience member as a first-year or sophomore, and how they were inspired by the accomplishments of older students.

Coordinators:

Aryana Javaheri '20, Poom Pipatjarasgit '21 (spring), Alexis Rodriguez-Camacho '19.5 (fall)

Core & New Work:

TiA is co-sponsored by The College and the Curricular Resource Center. We celebrated its 10th year, and about 700 students have presented at this event, with 65 seniors presenting in 2019.

TiA 2019 featured a poster session and 12 Roundtable discussions, including one with Dean of the College Rashia Zia '01 about the Open Curriculum.

Approximately 450 people attended this year's three-day event. For the full schedule, see the link below.



Peer Advising

FIRe

Leavetaking

MAPS

Fellowships, Internships and Research experiences (FIRe)

Coordinator:

Victoria Huynh '19

Core & New Work:

The CRC established this peer advising position seven years ago, in response to an observed need to diversify the applicant pools for various campus-based and nationally-competitive FIRe opportunities. The FIRe Coordinator works with the CRC Director and other colleagues to increase the visibility of these programs, especially to underrepresented student populations.

Victoria held drop-in advising hours at the CRC & U-FLi Center. She facilitated a "FIReSide Chat" at the Brown Center for Students of Color. She wrote blog posts with advice about how to navigate the proposal process, and with stories of students who received FIRe opportunities.

She advertised her availability for one-on-one meetings to support student applications for the Mellon-Mays Fellowship, the Royce Fellowship, and other opportunities. She coordinated a CRC staffer presentation for the new Bonner Fellows at the Swearer Center.



FIReSide* Chats

Wednesday 10/24, 6:30-8pm

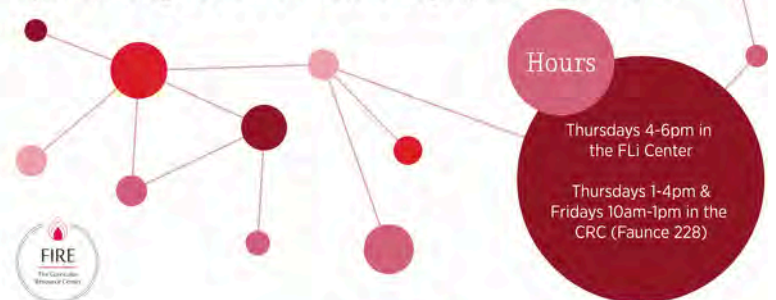
Memorial Room, Faunce 229

Stop by for tea, pastries, and academic advising on fellowships, research, internships, integrating art / justice / community into your time at Brown, and more!

With Victoria Huynh '19, Lidwina Bell '19, and Sebastian Castro-Niculescu '20

Fellowships Internships & Research experiences

Open advising hours with Victoria Huynh, Ethnic Studies '19



STUDENT SPOTLIGHT: MARIANNA MCMURDOCK '19



For the first of our 2019 Student Spotlights, we sat down to interview Marianna McMurdock. Read her reflections on education, community, and navigating Brown.

What opportunities and programs have you been part of at Brown?

I did Winter Break Providence and the iProv summer fellowship in 2017 with Youth In Action, an afterschool non-profit in Providence. After that, I kept working with YIA through work-study til after this past summer. Those things helped me feel grounded here (in Providence), and reminded me that there was a separation between school and life. I'm also a Writing Fellow.



Leavetaking

Coordinators:

Soyoon Kim '19, Addy Schuetz '19.5

Core & New Work:

Soyoon and Addy held drop-in hours and scheduled one-on-one appointments with students considering a leave of absence; about 200 students take a leave of absence (personal, medical, academic) every year.

They conducted information sessions about leavetaking with students back from a leave, including at LGBTQ Center and in sophomore dorms. They hosted a Returned Leavetaker Dinner at the start of the fall and spring semesters. The CRC sponsors a Fall Orientation Week event for new students who took a Gap Year before matriculation.

Addy and Soyoon worked with Archives & Media Coordinator Hana Estice '19 on video stories of students who took leave. They also started a blog for Leavetakers.

Addy and Soyoon presented at conference about leavetaking at Duke University, attending with Dean Mary Greineder & Dean Peggy Chang.

Addy and Soyoon wrote a revised housing FAQ for returned leavetakers, in consultation with Director of Residential Life Melissa Flowers. They also worked with the UCS Wellness Committee to send care packages in the spring semester to interested students currently on leave. Read the Brown Daily Herald article about it [here](#).

Matched Advising Program for Sophomores (MAPS)

Coordinators:

Jennifer Elacio '19, Sydney Gang '19, Peter Simpson '20 (fall)

Statistics:

205 sophomore mentees | 127 junior & senior volunteer mentors

MAPS celebrated its 10th year! It was created by CRC Coordinator Molly Jacobson '10 as a spring-semester program, with just 40 sophomores and 30+ senior-class mentors.

Feedback:

" MAPS was a huge source of support for me this past year, and I am so happy I had the opportunity to hear such great advice from the MAPS mentors."

"...it was extremely beneficial to me during my sophomore year, and I can not thank you enough for the help in providing a mentor to guide me!"

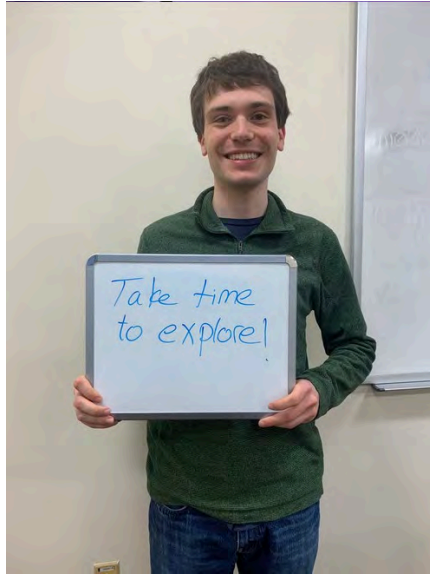
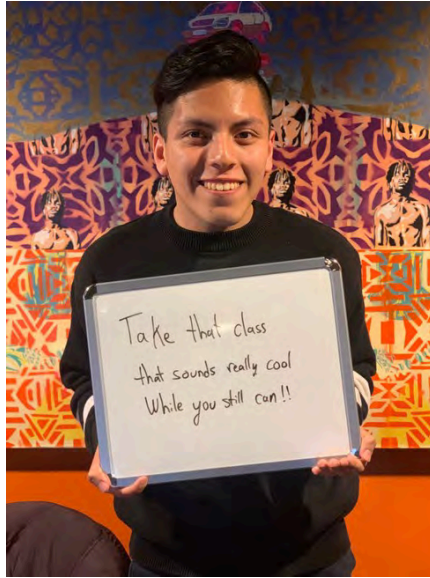
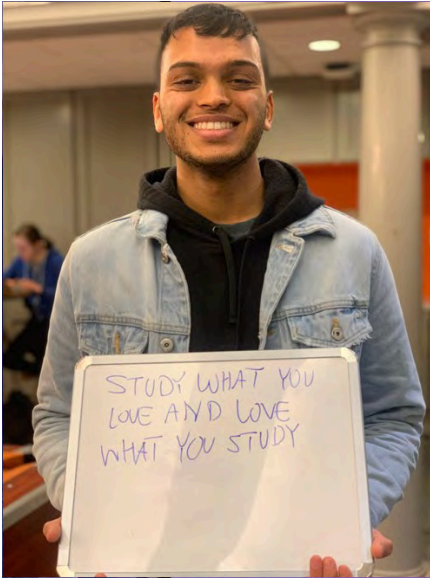
" I really liked the combination of hosted events and one-on-one meetings. For me, the one-on-one was the most helpful part of the program, so I would love for that to be even further emphasized in the future (if possible)."

Events:

"Finding Community @ Brown"

- "Managing Test Anxiety"
- "Concentration Workshop"
- "Ask the Professors"
- Fall and Spring Semester Kick-Offs
- Fall Training session
- Monthly focus groups for mentors







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