

# ANNUAL REPORT 2019-2020 2020-2021

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**The Curricular  
Resource Center  
(CRC)**



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

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# MISSION STATEMENT

The Curricular Resource Center for Peer Advising (CRC) is a community who helps students engage with the Open Curriculum and effectively utilize Brown's academic resources.

Our collective goal is to help students **feel a sense of agency in making decisions and see the realm of possibilities for their college experience.**

The CRC was established in 1976 to support the fullest use of the New Curriculum. The CRC Director, Assistant Director, Program Coordinators, student advisors, and volunteers facilitate 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 the learning process and 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

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Our last day in the office was Friday, March 13, 2020. That day we had already known we would be shutting down on-campus operations by Spring Recess. But on March 14th, we learned that the timeline for leaving campus had moved up a week. When I returned to the office in June to pick up my desktop computer for my virtual work for the following academic year, I remembered that Friday when the center was brimming with conversation and warmth.

This report covers the past two years—one disrupted that March, and the most recent year having conducted our work virtually. The spring 2020 independent study courses managed to successfully complete the semester. During both years, the student staffers, ~200 DUG Leaders, and ~160 MAPS Mentors courageously altered the delivery of their relational and community-based advising programs and appointments. At the end of the fall 2020 semester, the CRC Coordinators reflected on their successful [remote advising pedagogies](#). In spring 2021, they prioritized a diversity-equity-inclusion strategy for their programming in light of social distancing and other effects of the pandemic. During our staff meetings, we focused on how as peer and staff advisors we could individually and collectively help students feel a sense of agency in making decisions and meeting their goals for thriving. Nirva LaFortune '19 A.M., the inaugural CRC Assistant Director as of March 2021, led the staff in considering the dynamics of imposter syndrome.

An academic student-engagement center supporting the Open Curriculum relies on the commitment of dozens of faculty and staff who offer their limited time to advise a GISP or independent concentrator, sponsor a DUG, facilitate a Theories in Action roundtable discussion, speak at a MAPS event or CRC staff meeting. Thank you for your generous support.

# DIRECTOR'S NOTE

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I am especially grateful to the CRC staffers, who were learning anew how to navigate Brown during the pandemic, yet so readily dedicated themselves to guiding their peers during this exceptionally challenging time. Indeed, the CRC would not continue to be the welcoming environment that it is today—virtually or in-person—without them.

Respectfully submitted,

A handwritten signature in blue ink that reads "Peggy Chang". The signature is fluid and cursive, with the first name "Peggy" and last name "Chang" clearly distinguishable.

**PEGGY CHANG '93, '13 A.M.,  
CRC DIRECTOR**

# 2019-2020 STAFFERS

Jamie Advincula, Leavetaking Co-Coordinator

Jasmine Bacchus '21, Independent Concentrations Co-Coordinator

Sabrina Bajwa '21.5 (fall), Independent Studies Co-Coordinator

Vlad Barbulica '20, Independent Concentrations Co-Coordinator

Ann Garth '20, Independent Concentrations Co-Coordinator

Eleni Gkini '21, Independent Studies Co-Coordinator

Aryana Javaheri '20, Departmental Undergraduate Groups (DUGs) & Theories in Action Co-Coordinator

Cristian Loor, Leavetaking Co-Coordinator (spring)

Jennifer Osborne '20, Global Independent Studies Projects Coordinator

Mariela Pichardo '20, Fellowships, Internships & Research experiences (FIRE) Coordinator

Poom Pipatjarasgit '21, Departmental Undergraduate Groups (DUGs) & Theories in Action Co-Coordinator (fall)

Jasmine Ruiz '20.5, Digital Archives & Communications Coordinator

Addy Schuetz '19.5, Leavetaking Co-Coordinator (fall)

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

Lauren Toneatto '22, Departmental Undergraduate Groups (DUGs) & Theories in Action Co-Coordinator (spring)

Ilayda Top '20, Matched Advising Program for Sophomores (MAPS) Co-Coordinator

Elliot Youth '20, Matched Advising Program for Sophomores (MAPS) Co-Coordinator

Parker Zane '21 Independent Studies Co-Coordinator (spring)



# 2020-2021 STAFFERS

Jasmine Bacchus '21, Independent Concentrations Co-Coordinator

Sabrina Bajwa '21.5, Leavetaking Co-Coordinator

Gemma Brand-Wolf '22.5, Independent Concentrations Co-Coordinator  
(spring)

Bella Cavicchi '21, Matched Advising Program for Sophomores (MAPS) Co-  
Coordinator

Eleni Gkini '21, Independent Studies Co-Coordinator

Hannah Lee '21, Matched Advising Program for Sophomores (MAPS) Co-  
Coordinator

Cristian Loor, Leavetaking Co-Coordinator

Emily Moini '23, Digital Archives & Communications Coordinator (spring)

Florín Nájera-Uresti '21, Independent Concentrations Co-Coordinator

io Jessica Owusu-Afari '21, Matched Advising Program for Sophomores  
(MAPS) Co-Coordinator

Poom Pipatjarasgit '21, Departmental Undergraduate Groups (DUGs) &  
Theories in Action Co-Coordinator

Jasmine Ruiz '20.5, Digital Archives & Communications Coordinator (fall)

Parker Zane '21, Independent Studies Co-Coordinator

Linda Zhang '21, Departmental Undergraduate Groups (DUGs) & Theories  
in Action Co-Coordinator (spring)

## **Summer 2021 Student Coordinators**

Sabrina Bajwa '21.5

Gemma Brand-Wolf '22.5

Emily Moini '23

Poom Pipatjarasgit '21

# CRC FULL-TIME STAFF

## Full-time Staff

Peggy Chang '93, '13 A.M., Director & Associate Dean of the College  
Nirva LaFortune '19 A.M., Assistant Director (began March 2021)



# DIVERSITY & INCLUSION ACTION PLAN

## **Vision:**

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

## **Guiding Principles:**

We value self and group introspection; collaboration amongst ourselves and with other units on campus; friendly critiques in our advising practice and 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; and sustainability of our programs and events.

# DIVERSITY & INCLUSION ACTION PLAN

## **2020-21 Focus:**

In light of Brown's preparations for Phase II of the University's Diversity & Inclusion Plan, and in the context of the recent events (COVID-19, Anti-Black Racism, ongoing xenophobia), the CRC staffers have begun conversations about the next phase of our diversity, equity, and inclusion efforts.

Examples of the work include an independent concentration information session in collaboration with the UFLi Center; a diversity and inclusion statement in the Independent Studies proposal form about inclusive curricula and pedagogies; a mentor-mentee prompt about navigating the "Hidden Curriculum"; and collaborating with the Office of Student Support Services to host a welcome back event for students returning from a medical leave of absence.

# DIVERSITY & INCLUSION ACTION PLAN

What identities do you hold? Share them separately or together:



"As I get closer to graduating, I've been thinking more and more about... how long it takes to pick up on/learn how to navigate the hidden curriculum. I'm left wondering how we can keep that in mind when doing program-specific work so we don't assume prior knowledge. I'm also thinking about how often I hear from folks that they learned about the CRC through a friend who also used it. I'd be interested in having a conversation about the role of storytelling in our outreach (how we use social media, who we email events to, what voices we're uplifting, how we ask for/respond to criticism, etc.). Who is more likely to come to the CRC? Are we actively reaching out to folks who are less likely to visit? Are we helping students feel like the CRC is accessible to them (particularly with application-based programs like IC/GISP/maybe TiA)?"

*—Staffer evaluation reflection, May 2020*

# ACKNOWLEDGMENTS

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## Committees

**2019-20 Independent Concentrations subcommittee of the College Curriculum Council:** Jasmine Bacchus '21 (Politics, Philosophy, and Economics/CRC); Vlad Barbulica '20 (Engineering; Product Design & Development/CRC); Christopher Bull (ENGN/CCC); Ann Garth '20 (Systems Change & Environmental Policy/CRC); Dawn King (IBES/CCC); Shelby Love '22 (Sociology/CCC); Besenia Rodriguez (College/CCC); Peggy Chang (College/CCC/CRC), Chair

**2019-20 Independent Studies subcommittee of the College Curriculum Council:** Sabrina Bajwa '21.5 (Gender & Sexuality Studies; Hispanic Studies/CRC); Eleni Gkini '21 (Neuroscience/CCC); James Kuzner (ENGL/CCC); Poom Andrew Pipatjarasgit '21 (Anthropology; Latin American and Caribbean Studies/CCC) [fall '19]; Besenia Rodriguez (College/CCC); Li-Qiong Wang (CHEM/CCC); Parker Zane '21 (Egyptology and Assyriology; Archaeology and the Ancient World/CRC); Peggy Chang (College/CCC/CRC), Chair

# ACKNOWLEDGMENTS

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**2020-21 Independent Concentrations subcommittee of the College Curriculum Council:** Jasmine Bacchus '21 (Politics, Philosophy, and Economics/CRC); Gemma Brand-Wolf '22.5 (Studies of Death & Dying/CRC) [spring '21]; Christopher Bull (ENGN/CCC); Daniel Kim (ENGL/AMST/CCC); Florín Nájera-Uresti '21 (Migration, Borders, and Identity/CRC); Joon Nam '23 (International and Public Affairs; Public Health/CCC) [spring '21]; Peggy Chang (College/CCC/CRC), Chair

**2020-21 Independent Studies subcommittee of the College Curriculum Council:** Scott AnderBois (CLPS/CCC); Eleni Gkini '21 (Neuroscience/CRC); Nina Tannenwald (POLS/CCC); Parker Zane '21 (Egyptology and Assyriology; Archaeology and the Ancient World/CRC); Peggy Chang (College/CCC/CRC), Chair

# ACKNOWLEDGMENTS

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## Advisors

### **2019-20 Independent Concentration Faculty**

**Sponsors & Thesis/Capstone Advisors:** Felicia Nimue Ackerman, Nadjé Al-Ali, Robert Blair, Robert Brulle, Christopher Bull, Philip Chan, Andrew E. Colarusso, Celeste Corcoran, Daniel D'Amico, Ian Dell'Antonio, Michael Donohue, David Estlund, Miled Faiza, Alison Field, Alexander Fleischmann, Baylor Fox-Kemper, Lina Fruzzetti, Beverly Haviland, Brian Hayden, Barrett Hazeltine, Fred Jackson, Nancy Jacobs, Stephanie Jones, Rebecca Kartzinel, Cary Krosinsky, Amanda Lynch, Brandon Marshall, Brad Marston, Rose McDermott, Christopher Moore, Paul Myoda, Paul E. Nahme, Ed Osborn, Christina Paxson, Marc Perlman, Robert Preucel, Patricia Markham Risica, Kevin Quashie, Jonathan Readey, J. Timmons Roberts, Daniel Rodriguez, Ralph E. Rodriguez, Neil Sarkar, Kate Schapira, Wendy Schiller, Thomas Serre, Amitai Shenhav, Elena Shih, Andrea Simmons, David Skarbek, Danielle Sliva, Richard Snyder, Henry Curt Spalding, Michael P. Steinberg, Daniel Stupar, Sarah Taylor, Kurt Teichert, John Tomasi, Van Anh Tran, Anubhav Tripathi, Anny Usheva, Ashutosh Varshney, Gary Wessel, Tim Whitfeld, Esther Whitfield, Jack Wright



# ACKNOWLEDGMENTS

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## **2019-20 Independent Studies Faculty Sponsors:**

Richard Arenberg, Ben Armstrong, Mary-Kim Arnold, Alexander Brodsky, Lynn Carlson, Wenhui Chen, David Christiansen, Howard Chudacoff, Stephen Foley, Françoise Hamlin, Brian Hayden, Jeff Huang, Joachim Krueger, Jennifer Lambe, Anthony Levitas, Glenn Loury, Jim McGrath, Jennifer Nazareno, Dietrich Neumann, Teddy Pozo, J. Timmons Roberts, RaMell Ross, Naoko Shibusawa, Vadim Shteyler, Kerry Smith, Virginia Thomas, Daniel Vaca, Andre Willis, Patricia Ybarra

## **2020-21 Independent Concentration Faculty Sponsors & Thesis/Capstone Advisors:**

Sheila Bonde, Leslie Bostrom, Tariq Brown, Christopher Bull, Robert Campbell, Linda Clark, Daniel D'Amico, Carol DeBoer-Langworthy, Carsten Eickhoff, Timothy Empkie, Omar Galárraga, Barrett Hazeltine, Jeff Huang, Deborah Hurley, Mathew Johnson, Karla Kaun, Christopher Koller, Joachim Krueger, Eileen Landay, Laura López-Sanders, Damien Mahiet, Deb Mills-Scofield, cont.

# ACKNOWLEDGMENTS

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Kate O'Connor-Giles, Ed Osborn, David Polatty, Jonathan Readey, Bernard Reginster, Daniel A. Rodriguez, Ralph E. Rodriguez, Kate Schapira, Thomas Serre, Daniel Smith, Laura Snyder, Patrícia Sobral, John Tomasi, James Tompkin, Leslie Welch, Ira Wilson

**2020-21 Independent Studies Faculty Sponsors:** Toni-Marie Achilli, Scott AnderBois, Michael Barton Laws, Anthony Levitas, Michael Littman, Matthew Nassar, Elena Shih, Sarah Skeels, Yoko Yamamoto

# ACKNOWLEDGMENTS

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## **Volunteers**

DUG Leaders 2019-20 & 2020-21

MAPS Mentors 2019-20 & 2020-21

### **Theories in Action '21 facilitators:**

Avery Danage, Jr., Transfer, RUE, and E-Gap  
Program Manager

Lindsay Garcia, Assistant Dean of the College  
for Junior & Senior Class Studies and Recovery  
& Substance-Free Student Initiatives

Nirva LaFortune '19 A.M., Assistant Director of  
the Curricular Resource Center

Nicole Sintetos, Ph.D. Candidate in American  
Studies

### **Theories in Action '21 public speaking trainer:**

Eddie DeHais, MFA Candidate, Brown - Trinity  
Rep MFA in Directing

# ACKNOWLEDGMENTS

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## **Finding Your Footing '21 presenters (through June 30, 2021):**

- Oludurotimi Adetunji (Associate Dean of the College for Undergraduate Research and Inclusive Science)
- Jim Amspacher (Associate Director Career Counseling, Careers in the Common Good; CareerLAB)
- Carina Cournoyer (Scholarly Resources Librarian for Social Sciences, Brown University Library)
- Lydia Curlis (Scholarly Resources Librarian for Physical Sciences, Brown University Library)
- Linda Dunleavy (Associate Dean of the College for Fellowships)
- Bathsheba Demuth '06 '07 A.M. (Assistant Professor of History and Environment and Society)
- Fran Loosen (Engagement & Advancement Strategist, The Avenue Concept)
- Ijeoma Meremikwu '22
- Sophia Saker '23
- Patricia Sobral '97 Ph.D. (Distinguished Senior Lecturer in Portuguese and Brazilian Studies)

# ACKNOWLEDGMENTS

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## Special Thanks

- Jim Amspacher, Associate Director of Counseling/Director, Careers in the Common Good, CareerLAB
- Catering Services
- College Class Advising Team: Ivone Aubin, Carol Cohen, Lindsay Garcia, Anja Lee, Heather Robichaud, Yolie Rome
- Office of University Communications: John Martins, Cassidy Rota
- Digital Learning and Design
- Cindy Dumin, The College
- Linda Dunleavy, Associate Dean of the College for Fellowships & Pre-Law Programs
- Cynthia Ellis, Associate Dean, Student Support Services
- Paula Ferreira, Financial Coordinator, Academic Finance and Administration
- Johnna Fredrickson, Financial Analyst, Budget, Planning, and Analysis
- Kelly Garrett, Director, LGBTQ Center
- Jesús Hernández, Associate Director, Swearer Center
- Office of International Programs
- Dorothy Jiang '19
- Olugbenga Joseph '16, Assistant to the President for Special Projects
- Media Production Group & Media Services
- Sarah Mullen, Chief of Staff, The College

# ACKNOWLEDGMENTS

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- Panetha Ott, Director of International Admission, College Admission
- Peer Career Advisors, CareerLAB
- Alisha Plante, Human Resources Coordinator, Academic Finance and Administration
- Julie Plaut, Assistant Dean of the College & Director of Engaged Scholarship
- Tanya Purdy, Director, BWell Health Promotion
- Office of the Registrar: Christopher Beattie, Lisa Cote, Sherry Gubata, Karey Majka, Lisa Mather
- Julio C. Reyes, Program Director, UFLi Center
- Besenia Rodriguez '00, Deputy Dean of the College for Curriculum and Co-Curriculum
- Joshua Rodriguez, Assistant Director of Student Development, Swearer Center
- The Science Center & New Scientist Collective
- Christina Smith, Associate Director for Undergraduate STEM Development, Sheridan Center
- Student Activities Office
- Kelsey Trimm, International Students Program Coordinator, The College/Global Brown
- University Event and Conference Services
- University Scheduling Office
- Alex Vidmar '18, Lead Account Specialist, Computing and Information Services
- Rashid Zia '01, Dean of the College, Professor of Engineering and Physics

# ACKNOWLEDGMENTS

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## 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, called 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  
Global Independent Studies



# INDEPENDENT CONCENTRATIONS

The Independent Concentration Co-Coordinator advise dozens of students about the proposal process during drop-in or scheduled advising appointments and review drafts before submission to the selection committee. They also conduct information sessions and assist in maintaining accurate records of past approved proposals for the IC online database. They serve on the College Curriculum Council's IC subcommittee, which meets six times per year.

Jasmine Bacchus '21, Vlad Barbulica '20, and Ann Garth '20 were the IC Co-Coordinator in 2019-20, and they facilitated in-person information sessions and meetings; as of late-March 2020, they arranged virtual advising sessions.

Jasmine Bacchus '21, Florín Nájera-Uresti '21, and Gemma Brand-Wolf '22.5 (spring) were the IC Co-Coordinator in 2020-21. They conducted information sessions and drop-in or scheduled advising appointments virtually. In March 2021, IC Co-Coordinator Florín organized information about the IC program for the UFLi community. The UFLi Center podcast [series](#) recorded Florín discussing her concentration in Migration and Human Security.

Senior independent concentrators choose to work on a two-semester thesis research project for Honors candidacy, or a one or two-semester capstone project. While they are usually required to present their work at the Theories in Action symposium, in light of the pandemic, final presentations were optional in 2020 and 2021.

# INDEPENDENT CONCENTRATIONS

Some students compiled an electronic portfolio about their IC and senior project; projects can be found in the CRC [Archive](#). Some seniors applied for additional IC discretionary funding from the College to support their research.

The IC DUG in 2019–20 focused on offering a welcoming space for students interested in meeting current independent concentrators. In 2020–21, the IC program offered biweekly, virtual community meetings where concentrators learned about each other’s capstone projects, attended a session about virtual public speaking techniques with Eddie DeHais MFA ’22 candidate or heard from Jim Ampacher and Peggy Chang about building LinkedIn profiles and electronic portfolios. Some senior independent concentrators presented their thesis or capstone project for an IC Zoom session or at [Theories in Action 2021](#).

As part of the Brown Alumni Magazine’s January/February 2020 issue about the 50th Anniversary of the Open Curriculum, Jasmine Bacchus ’21, Aliosha Bielenberg ’20, Heidi Erwin ’21, Will Friend ’20, and Ivy Scott ’21.5 were profiled in a piece about their independent [concentrations](#). Also, Oren Karp ’20, concentrating in Storytelling, was featured in the January/February 2020 [issue](#) of the Brown Alumni Magazine.

In spring ’21, we started an IC alumni LinkedIn group and launched a self-satisfaction survey to approximately 1,100 alums, and we are in the process of analyzing the results.

The May 2020 and May 2021 IC degree conferrals were conducted virtually.

# INDEPENDENT CONCENTRATIONS

## 2019-20 SUBMISSIONS:

55 SUBMISSIONS | 37 STUDENTS | 20 APPROVALS



## 2020-21 SUBMISSIONS:

44 SUBMISSIONS | 30 STUDENTS | 21 APPROVALS



# INDEPENDENT CONCENTRATIONS

## **Class of 2020:**

Vlad Barbulica, A.B., Product Design and Development

Aliosha Pittaka Bielenberg, A.B., Critical Thought and Global Social Inquiry

Devyn Collado-Nicol, A.B., Environment and Enterprise

Talia Emily Curhan, A.B., Nutrition, Psychology, and Human Development

Mattis Appelqvist Dalton, Sc.B., Cognitive Neuroscience of Music

William Jacob Ruskin Friend, A.B., Strategy, Economics, and Peace

Ann Garth, A.B., Systems Change and Environmental Policy

Christian Higgs Hanway, A.B., Philosophy, Politics, and Economics

Oren Karp, A.B., Storytelling

Shannon M. Kingsley, A.B., Ethnobotany

Lori Kohen, A.B., Philosophy, Politics, and Economics

Rainier George Kortenhorst, A.B., Philosophy, Politics, and Economics

Zachary Krause, A.B., Philosophy, Politics, and Economics

Anneliese Mair, A.B., Healing Narrative

Audrey McDermott, A.B., Philosophy, Politics, and Economics

Julia Price Ostrowski, Sc.B., Computational Neuroscience

William Patterson, Sc.B., Translational Epidemiology

Diana Perkins, A.B., Industrial Design

Sophia Petros, A.B., Global Politics and Art

Michael James Power, A.B., Philosophy, Politics, and Economics

# INDEPENDENT CONCENTRATIONS

Chahat Rana, Sc.B., Computational Neuroscience

Lauren Sarah Raynor, A.B., Regenerative Medicine and Bioethics

Connor Riley, A.B., Political Science, Philosophy, and Economics

Natalie Rshaidat, Sc.B., Computational Cognitive Neuroscience

Sara Runkel, Sc.B., Environmental Physics

Nivedita Sriram, Sc.B., Philosophy and the Scientific Method

Daniel Tompkins, A.B., Human Centered Design

Donia Torabian, A.B., Healing Justice Studies

Sophia Helena Volpe, A.B., Trauma Studies

## **Class of 2021**

Jasmine Victoria Bacchus, A.B., Politics, Philosophy, and Economics

Lauren Campbell, A.B., Food and Culture

Bella Cavicchi, A.B., Literacy and the Performing Arts

Briana Das, A.B., Digital Experience Design

Heidi Erwin, A.B., Game Design and Development

Alex Hanesworth '20.5, A.B., Radio Documentary

Riya Kothari, A.B., Narrative Form and Visual Culture

Sai Kurapati, A.B., Health Equity and Ethics

Florín Andrea Nájera-Uresti, A.B., Migration and Human Security

Alexander Philips, Sc.B., Health Economics

# INDEPENDENT CONCENTRATIONS

Kaitlin Reed, A.B., Social Innovation and Entrepreneurship

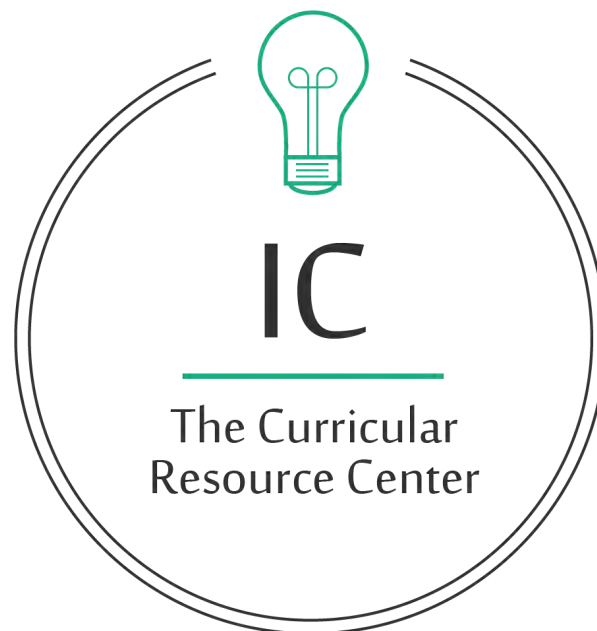
Emilia Marie Ruzicka, Sc.B., Data Journalism

Katya Scocimara '20.5, A.B., Human-Centered Design

Harman Suri '20.5, Sc.B., Computational Neuroscience

Raffee Wright, Sc.B., Behavioral Genetics

Bashar Zaidat, Sc.B., Computational Neuroscience



# INDEPENDENT STUDIES

The Independent Studies Co-Coordinator advise students interested in pursuing an Academic Internship (AI), Independent Study Project (ISP), or a Group Independent Study Project (GISP). Prior to the final application submission, they host information sessions, answer questions regarding the proposal process, and review drafts with students during drop-in hours or scheduled appointments. Additionally, they maintain a database of past approved independent study projects and sit on the selection subcommittees of the College Curriculum Council.

In Fall 2019, Sabrina Bajwa '21.5 and Eleni Gkini '21 continued to strengthen the relationship with Dr. Christina Smith and the Sheridan Center by hosting a Syllabus Writing Workshop for potential independent study applicants. At the conclusion of the semester, they hosted a poster session in which each student presented the main goals and objectives of their independent study.

In Spring 2020 and during the 2020-21 year, Eleni Gkini '21 and Parker Zane '21 offered virtual group and individual advising sessions. In Spring 2021, Eleni and Parker added a prompt in the application to encourage students when building the syllabus to include diverse perspectives in the required readings and assignments.

# INDEPENDENT STUDIES

Eleni Gkini '21 interviewed a two-time GISPer, Carrie Shao '21, about her experiences with both GISPs: Spring 2021 IS Spotlight [story](#).

## Fall 2019 CCC-approved independent studies and faculty sponsors:

**Building Transformational Community**, GISP, Andre Willis (RELS)

**Community Healing**, GISP, Brian Hayden (CLPS) & Françoise Hamlin (AFRI/HIST)

**The Federalist Papers of the U.S. Constitution**, ISP, Richard Arenberg (POLS)

**The History and Evolution of Golf Course Architecture**, GISP, Dietrich Neumann (HIAA/ITAL)

**The History of Wall Street**, ISP, Jennifer Lambe (HIST)

**Political Correctness, Free Inquiry, and the Modern World**, ISP, Glenn Loury (ECON)





# INDEPENDENT STUDIES

## Spring 2020 CCC-approved independent studies and faculty sponsors:

**Adaptation: Advanced Playwriting**, Group Independent Study Project (GISP), Patricia Ybarra (TAPS)

**Advanced Digital Photography**, Independent Study Project (ISP), RaMell Ross (VISA)

**At Schul: Global Jewish Spaces Throughout History**, GISP, Dietrich Neumann (HIAA/ITAL)

**Cancer Metastasis and Therapy**, GISP, Alexander Brodsky (BIOL)

**Data Collection & Health Outcome Determinants in Biomedicine**, Academic Internship (AI), Richard Cottiero (BIOL)

**Education Governance and Finance**, GISP, Anthony Levitas (PLCY)

**Effective Altruism**, GISP, Vadim Shteyler, Clinical Faculty (BIOL); David Christiansen (PHIL)

**How to Survive the End of the World**, GISP, Naoko Shibusawa (HIST/AMST)

**Introduction to a Critical Perspective on the Filipinx American Experience, Language and Culture**, GISP, Jennifer Nazareno (PHP)

**Japanese Taiwan: Studying Colonial History through Family Photos**, ISP, Kerry Smith (EAST/HIST)

**Learning from Past Struggles: Climate Justice, Civil Society, and the Public Sphere**, ISP, J. Timmons Roberts (SOC/ENVS)

# INDEPENDENT STUDIES

**Luxury Consumerism**, GISP, Joachim Krueger (CLPS)

**Narratives in Video Games**, GISP, Teddy Pozo (MCM)

**Oral History Coordinator at Popular Praxis**, AI, Virginia Thomas (AMST)

**Python for GIS**, ISP, Lynn Carlson (IBES)

**Ritual Dynamics**, GISP, Daniel Vaca (RELS)

**Shakespeare's Tragedies: Translating Text to Performance**, GISP, Stephen Foley (ENGL/COLT)

**Sports and Violence: The Impact of Sports During Times of War and Terror**, GISP, Howard Chudacoff (HIST)

**Storytelling and Social Work**, GISP, Mary-Kim Arnold (ENGL)

**Tang and Song Poetry**, ISP, Wenhui Chen (EAST)

**Technology Policy & Society: Privacy, Labor, Competition**, ISP, Ben Armstrong (IAPA)

**Upending Topographies: New Media for Mapping Knowledge and Narrative**, GISP, Jim McGrath (AMST)

**Video Game Development**, GISP, Jeff Huang (CSCI)



*Pictured: Spring '20 GISP, Introduction to a Critical Perspective on the Filipinx American Experience, Language and Culture*

# INDEPENDENT STUDIES

## Fall 2020 CCC-approved independent studies and faculty sponsors:

**Intermediate Level: Tewa Language**, ISP, Scott AnderBois (CLPS)  
**Neuroeconomics**, GISP, Matthew Nassar (NEUR)

## Spring 2021 CCC-approved independent studies and faculty sponsors:

**Accessibility of 'Accessible' Resources**, ISP, Sarah Skeels (PHP)  
**Brown Boosts Immunity: Combating Vaccine Hesitancy in Rhode Island**, GISP, Toni-Marie Achilli (BIOL)  
**Global Maternal Mortality**, GISP, Michael Barton Laws (PHP)  
**Persuasive Big Tech**, GISP, Michael Littman (CSCI)  
**Racial and Ethnic Disparities in Behavioral Healthcare in Rhode Island**, AI, Anthony Levitas (IAPA)  
**Role of Families and Culture in Child Development**, GISP, Yoko Yamamoto (EDUC)  
**Tewa Language (Intermediate)**, ISP, Scott AnderBois (CLPS)  
**Understanding Gender-Based Violence in Southeast Asia**, GISP, Elena Shih (AMST)

# GLOBAL INDEPENDENT STUDY PROJECTS (2019-2010)

The GLISP Coordinator serves as a peer advisor both at the Curricular Resource Center as well as the Office of International Programs (OIP). GLISP Coordinator Jennifer Osborne '20 offered information sessions and one-on-one advising appointments for students at the CRC and in the OIP space.

She also interviewed 10 alums about the GLISP they designed as a student and its impact on their learning goals and work after they graduated.

The GLISP Coordinator position was vacant during AY 2020-2021 due to a reallocation of resources and the lack of approved undergraduate study abroad opportunities during the pandemic year.

## **Fall 2019 CCC-approved GLISPs and faculty sponsors:**

**Church and Child: Religion in Irish Adolescent Literature and Lives**, Laura Snyder (EDUC)

**The Lives of Sephardic Jews in Spain Under Islamic Rule**, Janet Cooper-Nelson, University Chaplain

**Paris-Mémoire Parisian-Place Memory in Literature and History**, Ravit Reichmann (ENGL)

# GLOBAL INDEPENDENT STUDY PROJECTS (2019-2010)

## Spring 2020 CCC-approved GLISPs and faculty sponsors:

**Anthropology of Mental Illness** (Japan), Kerry Smith (HIST/EAST)

**Jazz in France** (France), Damien Mahiet (HMAN)

**Mental Health Care** (Spain), Kevin Bath (CLPS)

**Social Constructions in Education** (Spain), Evelyn Hu-DeHart (HIST/ETHN)



# ACADEMIC COMMUNITIES

Departmental Undergraduate Groups  
Theories in Action

# DEPARTMENTAL UNDERGRADUATE GROUPS (DUGs)

## By the numbers:

- Number of DUG leaders
  - Fall 2019: 187
  - Spring 2020: 197
  - Fall 2020: 199
  - Spring 2021: 203
- Total funding awarded to DUGs, AY 2019-2020: \$32,500
- Total funding awarded to DUGs, AY 2020-2021: \$14,616



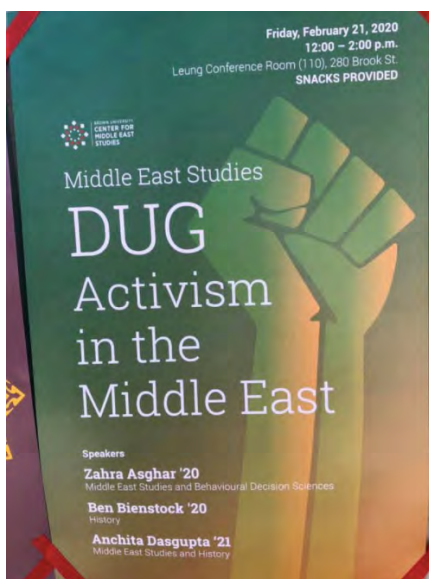
In fall 2019, Aryana Javaheri '20 and Poom Pipatjarasgit '21 piloted a new DUG Leader Training requirement to ensure that DUG leaders were prepared to submit their funding applications. The training requirement also allowed the DUGs co-coordinators to keep better tabs on the activities of Brown's many DUGs. In February 2020, Aryana and Lauren Toneatto '22 worked with Olugbenga Joseph '16 in the President's Office to arrange the DUG leaders' lunch reception with President Paxson.

The main purpose of the DUGs program for AY 2020-2021 was to prepare DUG leaders to effectively build community during what was largely a virtual year of living and learning, as well as to encourage engagement among DUG leaders. The CRC's planning also took into account the implications of an academic year with three semesters.

# DEPARTMENTAL UNDERGRADUATE GROUPS (DUGS)

Poom launched the DUG Google Classroom for the DUGs program in fall 2020, born out of a need to have an easy-to-navigate hub of resources for DUG leaders (and DUG advisors). All DUG leaders were expected to join the Google Classroom. Poom adapted the DUG Leader Training, which had traditionally taken place in an in-person format, into an asynchronous format, allowing for DUG leaders to review information, rules, tips, and best practices on their own time.

Unlike prior years in which DUGs applied for funding in the fall for the entire academic year, DUGs were permitted to apply each semester for a portion of the maximum eligible amount calculated by the DUGs coordinator based on past funding awarded by the College.



@TAPS DUG presents: Conversations with Patricia Nichols and Sam Scalamoni





# DEPARTMENTAL UNDERGRADUATE GROUPS (DUGS)

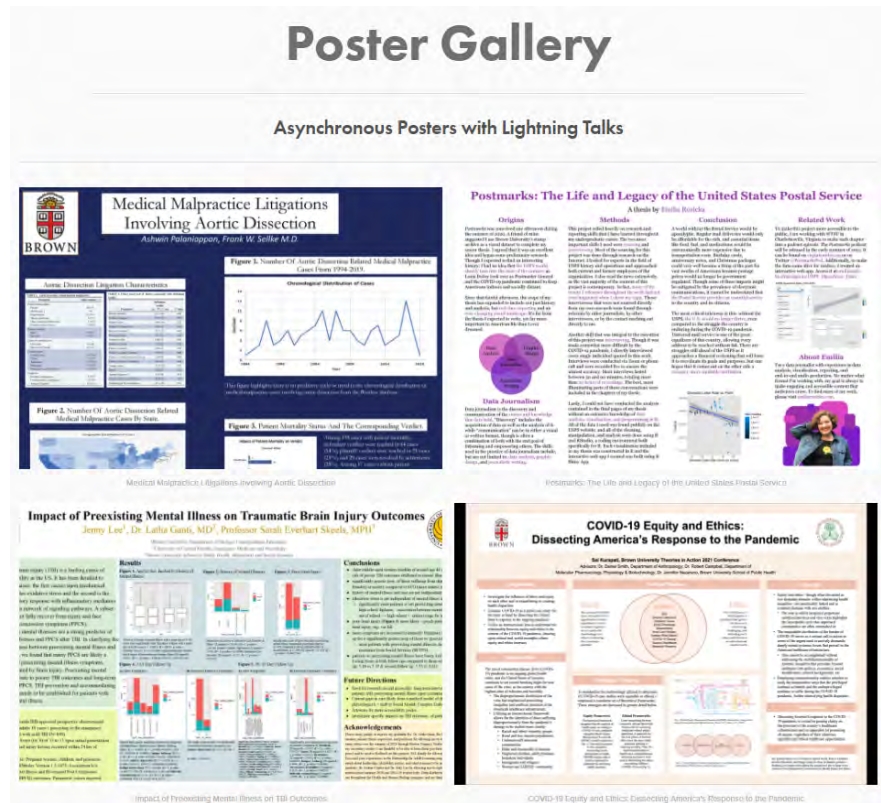


In both 2019-2020 and 2020-2021, DUGs built community and served Brown undergraduates through many forms, including information sessions, advising events, social hours, movie nights, guest speakers/practitioners, and other types of co-curricular engagement. In Spring 2021, 18 DUGs participated in a MAPS podcast showcasing their concentrations, and 3 DUGs recorded a video about why their leaders love their concentration: Africana Studies DUG; IAPA DUG; Public Health DUG.

# THEORIES IN ACTION 2021

After a one-year hiatus due to the COVID-19 pandemic, Theories in Action 2021 was held across five days in April. TiA 2021 was held earlier in April than in previous years due to the unusual AY 2020-21 academic calendar, and it took place in an entirely virtual format. The formats and planning for TiA 2021 were informed by a survey distributed to members of the classes

of 2020.5, 2021, and 2021.5 in February 2021. Despite efforts from Poom and Linda Zhang '21, who had hoped to have some in-person components, this was not possible due to the realities and logistical implications given the University's health and safety restrictions in light of COVID-19.



# THEORIES IN ACTION 2021

The four-event formats were roundtables, synchronous poster session, asynchronous poster session, and A Moment at Brown: Senior Reflections. While the first two formats are traditional to TiA, the asynchronous poster session allowed presenters to submit a recorded lightning talk and poster for display on the TiA website, while A Moment at Brown: Senior Reflections was a storytelling forum for presenters to reflect critically upon one or more memorable experiences during their undergraduate years that had a significant impact on their lives. Prospective TiA presenters indicated their preference of presentation format, and the TiA co-coordinators did their best to accommodate presenters' preferences and also create cohesive programs.

## **Growing Up in America: Contemporary Youth Issues**

### **Theories in Action 2021**



**Bella Cavicchi | Poom Andrew Pipatjarasgit | Morgan Awner**

# THEORIES IN ACTION 2021

The event was at a smaller scale than TiA 2019 (67 presenters across 13 sessions in 2019; 27 presenters across 7 sessions in 2021), and attendance was also lower (400+ attendees in 2019; 150+ attendees in 2021), although Poom notes that amount of time it took to plan TiA 2019 in an in-person format was surprisingly about equivalent to the amount of time it took to plan TiA 2021 in a virtual format. Contributing to the smaller number of presenters was the long-standing requirement that independent concentrators present at Theories in Action; this requirement was relaxed for AY 2020-2021.

## TiA 2021 by the numbers:

- 27 presenters across 7 sessions
  - 4 Roundtable Discussions: 3-4 presenters per roundtable, lasting up to 90 minutes per roundtable)
  - Synchronous Poster Session: 5 presenters
  - Asynchronous Poster Session: 4 presenters
  - A Moment at Brown: Senior Reflections: 5 presenters
- 150+ attendees



# PATHWAYS

FIRe  
Leavetaking  
MAPS

# FELLOWSHIPS, INTERNSHIPS, AND RESEARCH EXPERIENCES (2019- 2020)

The CRC's FIRE Coordinator collaborates with College deans, College directors, and student group leaders to make more visible the benefits of applying to various fellowship, internship, and research opportunities offered at Brown and beyond. The FIRE Coordinator particularly focuses on raising awareness of these high-impact learning practices for underrepresented student communities.

Mariela Pichardo '20 worked with members of the College deanery to conduct focus groups of underrepresented students about their experiences with fellowships, internships, and research opportunities. She also wrote various op-eds for the CRC newsletter and FIRE blog about being prepared to consider and apply for FIRE opportunities. Additionally, she revised the Undocumented Student FIRE Resource Guide first compiled by FIRE Coordinator Liliana Sampedro '18.



The FIRE Coordinator position was vacant during AY 2020-2021 due to the reallocation of resources during the pandemic year.

# LEAVETAKING

The Leavetaking Co-Coordinator provide support for students before, during, and after their leave of absence. Each semester, the student coordinators also conduct a report polling students recently returned from leave to collect information including, but not limited to, their motivations to take leave, sources of support and funding, and length of leave. These reports provide a window into the varied and diverse experiences of students on leave to better inform our advising practices.

Starting in Fall 2019, the CRC Leavetaking team has collaborated with Dean Cynthia Ellis in the Office of Student Support Services to host a welcome back event for students returning from a medical leave of absence. In both the Fall 2020 and Spring 2021 semesters, this event included a panel discussion with students who had previously taken medical leave to answer returning students' questions while also including break-out, small-group discussions to build community.



# LEAVETAKING



*Pictured: Leavetaking Co-Coordinator Jamie Advincula and Addy Schuetz (Fall 2019)*





# LEAVETAKING

In Fall 2020, Jamie Advincula, Sabrina Bajwa '21.5, and Cristian Loor piloted an opt-in Slack group and a weekly newsletter for students on leave to address the challenges of virtual interaction and the increased number of students on leave due to COVID-19. In this group, they answered students' questions and reminded them about upcoming University deadlines regarding leave. This allowed students to receive faster responses and crowd-sourced resources from questions their peers asked. In Spring 2021, they continued to host drop-in open hours and moderate the Slack group.

In Spring 2021, Sabrina and Cristian facilitated a meeting with Julio Reyes, Program Director of the UFLi Center, to learn more about how the CRC leavetaking advising efforts and the College's policies can better support students in the UFLi community.



# MATCHED ADVISING PROGRAM FOR SOPHOMORES (MAPS)

Founded by a CRC staffer in 2009-2010, MAPS is one of the College's signature advising programs. MAPS provides one-on-one mentoring for interested sophomore students with a junior or senior mentor sharing common academic goals and personal/identity interests. The MAPS Co-Coordinators plan both events specifically for MAPS Mentees and Mentors as well as other events that are open to the whole sophomore class.

In Fall 2019, Peter Simpson '20, Ilayda Top '20, and Elliot Youth '20 enhanced the mentor and mentee application process to facilitate the matching process, and several program participants lauded them for the matches they made. Mentors received BearBucks to use for coffee/tea dates with their mentees at on-campus eateries. Ilayda, Peter, and Elliot planned an extremely well-attended kickoff event. Later in the semester, they collaborated with other CRC staffers to offer roundtable discussions about FIRE opportunities, independent concentrations and studies, leavetaking, study abroad, and the GLISP program; this event was also well-attended and open to all sophomores.

## By the numbers:

- 2019-20 statistics: 171 Mentees, 104 Mentors
- 2020-21 statistics: 286 Mentees, 158 Mentors



# MATCHED ADVISING PROGRAM FOR SOPHOMORES (MAPS)

For the 2020-21 year, MAPS Co-Coordinator Bella Cavicchi '21, Hannah Lee '21, and Io Owusu-Afari '21 had to reimagine MAPS in a virtual format. They launched a Google Classroom for the mentee-mentor community, through which they designed an asynchronous training session for mentors and prompts for the mentors to discuss with their mentees. They also offered several synchronous events to the sophomore class and made event recordings available in the Google Classroom:

- Plugging Into Sophomore Year (September '20)
- Fall program kickoff event (October '20)
- Choosing a Concentration with Dean Peggy Chang (January '21)
- Reflecting on Fall '20 & Transforming Spring '21 with Prof. Patricia Sobral (January '21)
- Summer Experience Roundtable (January '21)
- MAPS x Study Abroad Panel Discussion (March '21)
- MAPS x CareerLAB Resume and LinkedIn Workshop (March '21)

## TRAINING CASE STUDY

Welcome to the Training Jamboard! We'll use this space to respond to this case study:

You: "Hi! I wanted to check in. How is it going?"

Eeyore: "To be honest, I am struggling to catch up with my courses and I feel like I am always behind. On top of that, I am constantly tired of sitting in front of my laptop all day long! I am always procrastinating, and I have no time for friends and other activities. I am so stressed!"

Eeyore seems to struggle adjusting to remote learning and is having trouble managing time and various commitments. What next steps could they take? What could you do to assist them?

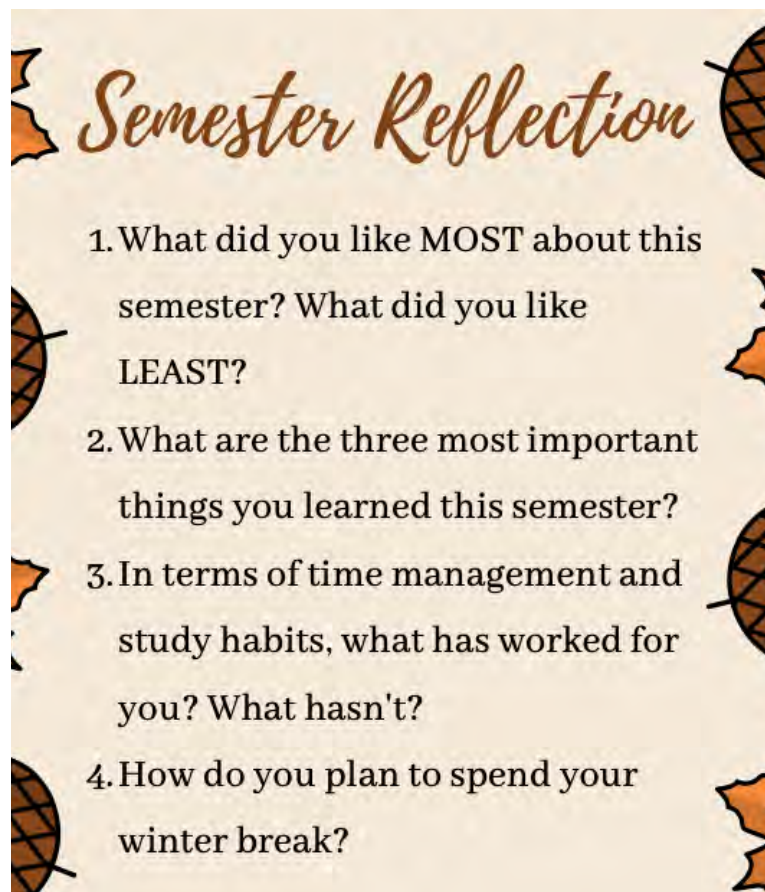
Please navigate to the top and go to the next slide where there is space for you to write. Add a sticky note or text box to share a 1-2 sentence response! (Answers can be anonymous.)

How  
would you  
advise  
Eeyore?



# MATCHED ADVISING PROGRAM FOR SOPHOMORES (MAPS)

"I am really proud of the Google Classroom. Looking over it now, I think it grew into such a helpful hub of information for mentors and mentees alike! I hope that even as MAPS resumes in-person programming that coordinators consider a Google Classroom as a way to disseminate information. In particular to this semester, I am also so excited by the MAPS DUG Podcast Series! It was a bit daunting to make, but I think the final product came out really well, and it will (hopefully!) continue to serve as a useful resource for sophomores in the years to come."



— **MAPS Co-Coordinator end-of-year evaluation, May 2021**

# BUILDING CONNECTIONS

Newsletter & Storytelling  
First-Year Fridays & Study Breaks  
Community Engagement

# NEWSLETTER & STORYTELLING

The CRC weekly electronic newsletter garnered between 1,100 and 1,200 subscribers. In Spring 2021, Emily Moini '23 redesigned the newsletter and met with members of the Office of University Communications to discuss how to improve our communications and align them with Brown's overall visual identity.

Storytelling is one of our advising strategies. The CRC's Digital Archives & Communications coordinator facilitates storytelling practices among CRC staffers in external communications, highlights moments of community and connection, and assists with the logistical components of content creation.

Jasmine Ruiz '20.5 during the 2019-20 year and in Fall 2020 interviewed independent concentrators, DUG leaders, and CRC staffers, featuring their stories in our weekly newsletter and on our Facebook page.

*Peter Simpson  
'20, MAPS Co-  
Coordinator  
2019-20 &  
2020-21*



*Oren Karp  
'20, IC in  
Storytelling*

# NEWSLETTER & STORYTELLING



*The beauty of the CRC lies in the sense of community students build through their relationships with each other. Although methods of peer engagement might look different remotely, those connections remain one of the strengths of the center and should be a key component of external messaging.*

*As peer advising is central to the CRC, interviews with students and faculty are especially important during remote learning. Who might provide insightful guidance through their knowledge of Brown? Can they share a photo so students can put a name to the face? (Especially for deans, professors, faculty.) Capturing a person's anecdotes and tone through interviews, even if conducted on Zoom, is particularly useful in humanizing the messaging of the CRC.*

**- Jasmine Ruiz**



The spotlights are archived in the CRC's beta online [archive](#). All CRCers were invited to contribute to the newsletter by providing their responses to "Dear CRCer" columns as well as submitting other relevant materials, opportunities, or campus activities.

# FIRST-YEAR FRIDAYS & STUDY BREAKS

Prior to the onset of the pandemic, the CRC hosted several holiday-themed or group-specific study breaks, including monthly First-Year Fridays for first-year students, appreciation events for DUG leaders and MAPS mentors, and holiday cookie decorating events open to the student community. Some First-Year Friday events were held in a virtual format during AY 2020-2021, although less regularly and less frequently.





# COMMUNITY ENGAGEMENT

**Academic Coaching-CRC-Meiklejohn Orientation Fall 2019:** During Orientation, Academic Coaches Allison Meakem '20 & Kamren Gillbard '20, Meiklejohn Leadership Committee member Ian Light '20, and CRCers Vlad Barbulica '20, Peter Simpson '20, Jasmine Ruiz '20.5, and Addy Schuetz '19.5 spoke to a packed house of first-year students in Petteruti Lounge for "Your First Year at Brown: Learning to Thrive in the Open Curriculum."

**Academic Expo Fall 2019:** CRCers Vlad Barbulica '20, Jasmine Bacchus '21, and Poom Pipatjarasgit '21 represented the CRC and Independent Concentrations in an Orientation event showcasing academic programs and resources to incoming students.

**New Scientist-Catalyst (Summer) Program:** In August 2019 and January 2021, members of the New Scientist Collective asked the CRC to participate in the Catalyst Orientation Program for incoming underrepresented minority (URM) students in science, technology, engineering, and mathematics (STEM) concentrations. Peggy Chang facilitated a workshop on navigating the Open Curriculum in 2019, and in 2021, Peggy and Eleni Gkini '21 participated in a roundtable discussion about navigating the curriculum and academic advising.

**Family Weekend Fall 2019:** A panel of CRCers, moderated by Peggy Chang, discussed the CRC, their experiences at Brown, the Open Curriculum, and the value of advising.

# COMMUNITY ENGAGEMENT

**Bonner Community Fellows event:** In Fall 2019, a group of CRCers met with the new class of Bonner Fellows at the Swearer Center about CRC programs and shared their perspectives on thriving academically at Brown.

**Finding Your Footing '21:** During the unprecedented Summer '21 semester, the CRC staff offered a series of workshops designed to help first-year and sophomore students navigate Brown, build relationships, and plan for the upcoming fall semester. Workshops that were especially well-attended were one at the start of the summer semester called “Maximizing Your Summer Semester” with Sabrina Bajwa '21.5, Gemma Brand-Wolf '22.5, and Poom Pipatjarasgit '21, and a session on getting to know professors with Prof. Bathsheba Demuth '06 '07 A.M. and Prof. Patricia Sobral '97 Ph.D. The full list of workshops is listed [here](#).

