

NYU Sydney Advisory Committee Meeting Minutes

Wednesday, October 31st, 9:30 am

19 Washington Square North, Global Seminar Room

Attendees

- Aurora Wallace (Steinhardt – MCC)
- Eugenia Carol Kisin (Gallatin)
- Fred Myers (FAS – Anthropology)
- John Robertson (NYU Shanghai)
- Gbenga Ogedegbe (School of Medicine & Global Programs)
- Janet Alperstein (Global Programs)
- Colby Hepner (Global Programs)
- Jini Kim Watson (FAS – English)
- Linda Mills (Global Programs)
- Malcolm Semple (Site Director)
- Nancy Morrison (Global Programs)
- Sonali McDermid (CAS – Environmental Studies)
- Marion Wrenn (NYU Abu Dhabi)

Site Director Report

Mal Semple opened the meeting, welcoming all attendees and facilitating introductions. He discussed the ongoing enrollment disparity between Fall and Spring (150 in Spring 2018, 42 in Fall 2018), and that this difference has gotten more pronounced over time. Despite the large student body fluctuation, the site staff do well in accommodating for the different cohort sizes.

The difference in numbers is primarily due to an increase in sophomores going to Sydney in Spring, with most in the Pre-Health track. While there had been an increase in Fall sophomore students when fall science courses were added, this growth has not been enough to balance enrollments across the the Fall/Spring semesters. Mal offered the following suggestions for how to solve the disparity:

- Develop more sophomore level courses overall
- Develop more junior level lab science courses specifically
- Develop more junior level internship and work related opportunities

Undergraduate Research in Sydney and Internships

Janet Alperstein suggested that adding a research course to Sydney may increase interest in juniors who may not choose to study away due to a lack of research opportunities at sites as compared to portal campuses.

Mal noted that NYU Sydney does indeed have internship opportunities, however it has been a mostly student-directed program with a need for increased structure and development from staff and faculty. Some suggestions offered include:

- Craft opportunities for GPH students who come for environmental studies courses. Mal and the Committee agree that there needs to be more faculty structured research for students.
- Expand connections with the University of Sydney outside of the current opportunities in STEM to include research opportunities for all disciplines.
 - Ex: the University of Sydney business school requires students to participate in a mock consulting project where groups work with local businesses (i.e. Price WaterHouse) on problems or challenges
 - Connect with local artists and studios for opportunities

By increasing research and internship opportunities, the committee expects to increase study away interest from a larger and more diversified cohort of students across the university. Overall, the committee agrees that it makes sense to expand research/internship opportunities to all disciplines, beyond the science/pre-health tracks.

Janet A. mentioned Tel Aviv's current structure for research/internship opportunities for students with faculty (see Appendix A), which could be replicated in Sydney.

New Courses and Minor Completion in Sydney

Mal provided the following highlights:

- New courses at NYU Sydney are yielding well
 - o New MCC course and new cognitive Psych course
 - While Psych is a core course for Neuro and Psych students, it has a broad appeal for any student in pre-health who wants to go to Sydney
- Minor in Australian Studies is still a viable option for attracting more students to NYU Sydney with various possibilities
 - o The logistics of completing an Australian minor still need to be determined with limited Australian focused courses currently being offered in New York.
 - o As an alternative idea to an Australian minor, another option would be to partner with the owners of the **Minor in Native American and Indigenous Studies** and create Australian-focused courses at NYU Sydney to satisfy this specific minor. Eugenia Kisin will lead a discussion with the Minor in Native American and Indigenous Studies team to determine how to raise the profile of NYU Sydney as a viable location to fulfill minor requirements.
- With an increase in student interest in the Animal Studies (AS) and Environmental Studies (ES) Minors in NY, there is the potential to capitalize on this movement and mount AS or ES courses at NYU Sydney

- o With increased interest, there needs to be increased and diversified course offerings that fulfill these minors.
- o Eugenia will discuss with faculty members regarding marketing courses to complete these minors as well as the feasibility of the creation of new courses.

Overall, it was discussed that surveying students to determine which NYU Sydney courses they are most interested in taking in order to complete these various minors could be helpful.

Enrollment Overview and Imbalances

Janet A. summarized NYU Sydney enrollment focusing on:

- The Spring to Fall enrollment imbalance
- Increased enrollment of sophomores in the Spring semester
- Certain NYU Schools (Tandon, Nursing, SPS) are sending students despite no pathways
- An increased number of seniors studying away
- The high number of undecided students choosing to study away at Sydney.

The increase in spring sophomores is due to the amount of science courses available. Outside of STEM, increased enrollment of MCC sophomores is projected as well. Creating more co-sponsored courses (i.e. CAS and Sports management “Race in Sports” course) may be a viable method to increase enrollments as well. Finally, Sonali says that Environmental Studies students already participate in senior capstones of this mock consulting/applied research method and offers this as a potential option for students taking certain Environmental Studies courses at NYU Sydney. (See Appendix B)

Summary

The committee then summarized the next steps from the meeting as follows:

- More internship/research components – Review the description from Tel Aviv on their methods/model. Review the Environmental Studies Senior Capstone mock consulting/applied research project to see how this could be applied to coursework at NYU Sydney to increase interest from research based majors and beyond, shared by Sonali.
- Creating coursework to support pre-existing minors – Instead of creating a new minor, there is room to create courses to support existing minors. Eugenia will follow up with faculty members to see how to better promote current offerings and seek to develop new course partnerships to satisfy various minors (i.e. animal studies, indigenous studies, environmental studies, etc.)
- Semester imbalance - The committee will continue to think of ways to help balance overall enrollment between Spring and Fall.

APPENDIX A

Description of Biology Internship Opportunities in Tel Aviv

Biology Internship Opportunities

The goal of the biology internship is to expose students to research in some of Israel's most exciting laboratories. All biology internships will take place at Tel Aviv University.

During the course of the internship, students work with PhD candidates who will instruct them and supervise their work.

Depending on the type of research in each lab, students would have a chance to learn different experimental lab techniques, such as PCR, gel electrophoresis, flow cytometry and microscopy.

Requirements:

- Meeting the application requirements and deadlines of the lab placement process (see below).
- Interested students must enroll in *BIOL-UA 9980 (Biology Internship)* for 2-4 credits. Please note that we do not offer non-credit options for this internship. Course requirements include active participation in a biweekly seminar, oral presentations, occasional meetings with the Biology Internship coordinator, and the submission of a scientific essay summarizing the student's research experience.
- Students are required to attend the lab at least 3 days a week, 3-6 hours each day, as required by the lab.

Potential Laboratory Assignments:

Following is a list of laboratories which have hosted NYU interns in the past. Please note that some labs may accept more than one NYU intern. You may also view testimonies by past NYUTA students on some of the lab placements (follow this link).

- Prof. Uri Gophna <https://english.tau.ac.il/profile/urigo>
- Prof. Judith Berman <http://www3.tau.ac.il/berman/>
- Dr. Tal Dvir <http://dvirlab.wixsite.com/dvirlab>
- Prof. Ari Barzilai and Dr. Pablo Blinder <https://www.barzilailab.com/>
- Prof. Joel Hirsch <https://www.hirschlab.org/research>
- Dr. Iftach Yackobi <https://en-lifesci.tau.ac.il/profile/iftachy>
- Prof. Abdussalam Azem <https://en-lifesci.tau.ac.il/profile/azema>

Students are also welcome to visit the website of the Faculty of Life Sciences at Tel Aviv University for additional potential lab placements. While every effort will be made to accommodate student preferences, there are no guarantees that students will receive their top choices. https://en-lifesci.tau.ac.il/faculty_pages?id=46

Laboratory Placement Process:

Students interested in a Biology Internship should please fill out this form no later than November 15, 2018.

1. Name, major, year in school.
2. Short personal description, including your motivation for joining the NYUTA Biology Internship program and your general research interests.
3. List of your lab preferences (please rank at least your top four).
4. Attach an updated CV.
5. Electronic signature that students understand the minimum requirements of the Internship program.

Course coordinator: Neta Altman, Ph.D

Neta.altman@nyu.edu

Description of Environmental Studies Senior Capstone Research Project

Capstone seminars are problem based, project-oriented courses for senior Environmental Studies students. They require self-initiated, collaborative, interdisciplinary and integrative student work. The capstone entails students working for a client (actual or hypothetical), and using an applied approach to learning. Students work collaboratively on a current environmental problem, including characterizing the problem, analyzing possible solutions, implementing some solutions, and publicly presenting the results.

The aim is to improve students' ability to synthesize and integrate material from a range of disciplines while deploying diverse methodologies and vocabularies in a problem-solving context. The capstone relates theoretical knowledge and skills to practical problems, while students work collaboratively in real world situations to research and communicate results to a variety of audiences.

Each capstone works as a single, problem-solving team under the leadership of an instructor. Capstones meet weekly, and much of the work may be done outside of class in interviewing stakeholders, analyzing data, visiting sites, and so on. Experts may be brought in to brief the seminar on particular aspects of the problem under discussion. At the end of the term, the research projects are presented to the client, students, ES faculty and interested members of the community.

Additional Details can be found here:

<http://as.nyu.edu/environment/undergraduate-program/senior-capstone.html>