DEAN’S LETTER

This has been a summer where the balance between sadness and hope, dark days and light has seemed to be, at times, tilted out of all scale. Even as we have witnessed and experienced this time of trial around the world, we come together to recommit ourselves to what is highest and best in ourselves and each other.

I want to take some time to tell you about things of which we all can be justly proud. We ended the academic year with all the pomp and circumstance due our graduating class at Baccalaureate in Radio City Music Hall. Sitting on that stage, surrounded by distinguished alumni and faculty, and looking out onto a sea of violet grads, I was reminded how spectacular our students truly are, coming into their own in this amazing city! The challenges they must face keep getting harder, but I looked at them and knew they were ready—as ready as we could help them to be. If you’d like a taste of the joy of that day, peek inside and you will find a photo gallery and the moving, scholarly, and rich faculty address given by Professor of History and French Studies (and proud father of a graduating senior) Ed Berenson.

We also are preparing to welcome the beautifully talented class of 2020. They will start the year with our common read, Ta-Nehisi Coates’ _Between the World and Me_, which was chosen by faculty for its timely perspective on race relations in our country. The work is a combination of memoir and letter whose themes are challenging to heart and mind.

The College embraces these challenges. Dialogues about difference, equity, and justice make our community stronger, tighter, and prime us to be agents for change. But we must do more than just talk. In concert with our provost and president, FAS is embarking on a hiring program to increase faculty diversity by finding the strongest scholar-teachers our profession boasts, from all backgrounds, and bringing them to NYU.

From the student side, as I’ve said many times with pride, as we have increased the diversity of our student body, we have only become more selective, with year by year our students boasting higher scores, increasingly strong high school records, and impressive commitments to serving the communities they build. Diversity and excellence go hand in hand at NYU.

Diversity alone isn’t enough. Our faculty and our College embrace the ideals of true equity: we strive to uphold human dignity in all its forms, and make the commitment to ensure everyone has the environment, the support, the tools, and the room to truly thrive.

Fall will be here before you know it, and with fall we will welcome the new Vice Dean of CAS: Chris Barker, Professor of Linguistics. Dean Barker will be helping to lead the college as I take a sabbatical to complete my time as a Guggenheim Fellow. I will not be far away—just in the lab and at the English Department—and I will continue to be involved throughout the year. Chris is a fabulous colleague (you can read more about him inside), whom I am thrilled is taking on this role in the coming year.

Best wishes for the new term! And may peace rise and justice rise hand in hand for all of us!

G. Gabrielle Starr
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Diversity and excellence go hand in hand at NYU.
Congratulations on being named Vice Dean! What are you most looking forward to in this new role?
Thank you! I’m thrilled to have this opportunity to serve the students and the University in a new role. One of the things I like best about this change is that I have no idea in advance which things will turn out to be the most fun. But I do know already that the CAS administration staff is extraordinary, both in terms of effectiveness and spirit, and I’m looking forward to being part of the team.

You served as the Chair of the NYU Department of Linguistics from 2013-16—what is the focus of your research?
I’m a theoretical linguist specializing in semantics, that is, in the meaning of words and phrases. It’s a highly mathematical specialization that overlaps with the philosophy of language. Just to give you an idea, one of my recent research projects investigated a difference in meaning illustrated by the following two sentences: (1) “Ann needs to find out Bill’s age.” (2) “Ann needs to find out Bill’s brick.” Most native speakers of English consider the second sentence to be odd or defective in some way, at least in comparison with the first sentence. My explanation for this reaction has to do with a difference in the meaning of “age” versus “brick”. More specifically, “age” is relational in a way that “brick” is not: a number such as 21 only counts as an age if you have a particular person in mind whose age that is, so that an age only exists as a relation between a number and a person. In contrast, a brick is just a brick: an object can count as a brick without there being any other person or thing involved.

How did you get interested in that field and what led you to NYU?
My first degree was English literature, which confirmed in me a love of language, and my second degree was Computer Science, which confirmed in me a love of logic and formal analysis. Theoretical linguistics seemed like the perfect way to combine those two interests. That’s just my official story, though—the real reason I’m a linguist is that my undergraduate linguistics professors were awesome and inspiring, and they got me hooked. The way I ended up at NYU is that the NYU Linguistics department is one of the best in the country, and I love New York, so I was eager to apply when a position opened up.

You are very involved with the Proud to Be First program in the College, what sparked your interest in working with our first generation student population?
Celebrating and supporting our first generation students is an essential part of the mission of the University. I’m second generation myself, but in an unusual way: both my parents went to college on the GI bill, after full careers in the military. That means that they were still completing their degrees when I was in middle school. The entire family would be doing homework at the same time after dinner, my mother, my father, my sister and me. I saw how determined my parents were to get an education, and how important it was to them. I also saw how much they enjoyed it. I could never have gotten where I am today without guidance and mentoring and substantial scholarship support, and I value the opportunities I’ve had. I’ve seen first hand how transformative higher education can be, and I’ve seen what it takes to be first. It’s not easy, but it is so important, not just for the student, but for their entire family.

Any fun facts you would like to share with our readers?
It turns out that my stepfather earned a BS in Nursing from NYU in 1953 (also on the GI bill, as it happens). According to NYU records, he was on the honor list for excellent bedside nursing. He says that in those days, the entire downtown campus was located on the eastern side of Washington Square Park, and he never went inside any other building than the Silver Center. In my new position, I’ll be working in the same building he studied in all those years ago. I’ll be thinking of you, Tom! 😊
CAS Alumni Mentorship Program

Can you tell us about your experience acting as a mentor this semester?
I loved my mentee! Mentoring Stephanie reminded me that I can still do so much more. As we get older, and set in our careers and caught up in projects, we can forget that. Her energy reminded me that there are still more possibilities out there.

What advice did you give your student mentee?
I advised Stephanie to articulate in ten words or less what she wanted to do, and to match her research and internship project to her end goal. I also told her that there is no such thing as a straight path in your career. If you are not having U-turns, then you are not analyzing if you are on the right path professionally. I have had a lot of U-turns in my life and I used those opportunities to help me achieve what I set out to do.

Can you tell us about your work?
I am the director and co-founder of the Plaza del Sol Family Health Center, a division of Urban Health Plan, Inc. It is a federally funded health center that provides quality health care to the residents of Corona, Queens, regardless of their ability to pay for services. When we opened in 2009 we started with 38 patients, and now we have 27,000 patients. I could not have opened the center without the help of my mentor, Paloma Hernandez. She is the president and CEO of Urban Health Plan, Inc., and she gave me the initial money to open the center and helped us gain federal recognition.

Would you act as a mentor again in the future?
Yes, the energy they give back to you is amazing!

What are you studying and what are your professional goals?
My major is Global Public Health, with a concentration in Biology and I am on the pre-Med track. I am a sophomore with junior standing and I will be graduating a year early. My goal is to spend that year getting my master’s in Global Public Health before I go to medical school. I hope to find a way to intertwine my public health knowledge with biology as a physician. I am interested in focusing on maternal health or pediatrics. In high school, I did the People to People program, which taught me about the United Nations global education initiatives and helped me develop my leadership skills.

Can you tell us about your experience having an alumni mentor this semester?
I met Helen at the Plaza del Sol Health Center in Corona, Queens where she is the director. She told me what inspired her to work in healthcare. She is an activist as well as a health care administrator, and I found her story really inspiring. We also bonded over our shared background - Helen is Latina and I am half-Latina. She invited me to visit her at her office again, to give me a tour of the clinic, and I plan to stay in touch.

What advice did you get?
I am currently a volunteer research assistant at Bellevue Hospital in pediatrics. In our conversations, Helen helped me to focus my professional interests and encouraged me to spend more time doing extracurricular activities that match my goals more specifically. Sometimes you just need a little push from someone, and she gave me that. Now I am looking at my volunteer work in a new way, not just activities that will fill my resume, but something that is in line with my professional passions. Her example, persevering and successfully reaching her end goal, showed me that no matter what you can achieve your goals. She taught me not to give up, that the possibilities are endless and there is always a way.
President Hamilton, Dean Starr, faculty colleagues, family members, and especially the class of 2016. I’m here today not really as a faculty member, but mainly as the proud parent of one of you. My son Chris is graduating today as a member of the CAS class of 2016!

Inevitably, your graduation reminds me of my own, even though it was four decades ago. I don’t remember who spoke that day or what he or she had to say. And that’s a comforting thought. It soothes my worries over whether I have any wisdom to impart to you today: You won’t remember it anyway.

What I remember vividly is that I was ambivalent about the whole idea of graduating. I was happy, of course, that I’d finished college successfully, but I was comfortable in school, and I didn’t particularly want to leave. In some ways, I felt as though they were kicking me out!

The rest of my graduation memories are hazy but positive, and when I look back on my own commencement, I think about how much has happened in the world since then. I think, that is, about history, the field I study and teach.

Since I graduated from college, the United States has fought at least six wars, depending on what you count. We have endured the terrible shock of September 11, 2001. And then in 2008, we were hit with the worst economic crisis since the Great Depression. The aftereffects of this crisis are still with us—as we can see in the current presidential campaign.

But fortunately, history isn’t just about wars and crises; it’s also about social and cultural change. My graduating class had only about a dozen women and hardly more students of color. Now at NYU, you are much more representative of our country and the world than was my graduating class. Can we do better? Of course we can. But we shouldn’t overlook the progress we have made.

Then there’s technology. I wrote my senior thesis on yellow legal pads, and my mom, who’s here today, typed it on a Smith Corona portable with push-button keys. Only those of a certain age will know what I’m talking about. I won’t tell you what substances I ingested to stay awake for three days and nights before my thesis was due.

Back then, there was no email, no cell phones, laptops, scanners, internet, ATMs, iTunes, Spotify, video games, social media, and the like. The entire electronics revolution has happened since I was sitting in your place. And the impact of that revolution is likely more obvious to me than to you, since I’m old enough to have seen what came before. For you to fully understand how people lived even thirty years ago, let alone fifty or a hundred a fifty, you will need to know some history.

But why is it important to know how people lived before you were born?

Because even when we live through revolutionary change, key aspects of the past live on into the present. If we don’t understand that past, we won’t fully grasp our own contemporary world.

So, for example, even though we all spend a huge amount of time on laptops and cell phones and iPads, an old technology—radio—which was invented more than a century ago, has perhaps never been more important. Millions and millions of Americans listen to talk radio day in and day out. Millions more listen to NPR and a variety of other stations in the car. If we overlook the radio—a part of history that lives on into the present—we will fail to understand the nature of politics today.

Ok, so say you’re not interested in politics, which nowadays can be pretty dispiriting. A knowledge of history, though, tells us not to despair; we’ve had much worse polarization and conflict in the past. So beyond politics, why else should we care about what happened before we were born? Why, that is, should we care about history?

The knowledge of history, the awareness that things have not always been the way they are today, is one of the key things that makes us human. Of all forms of life, human beings alone—so far as we know—consciously and deliberately preserve traces from the past.

Because our memories are short and often unreliable, we can know about the past only because our ancestors have left us evidence about their lives—often written evidence (letters, government documents, novels, memoirs, and the like). But also pictorial traces and other artifacts from earlier times: buildings, landscapes, coins, clothes, and many other things. Now, instead
of letters, we have emails—well, maybe not all emails...And by weaving these artifacts together and placing them in the context of other things we know, we can reconstruct plausible approximations of the past. Doing so gives our lives a depth and richness they wouldn't otherwise have while allowing us to overcome the limits of memory.

A knowledge of the past also allows us to see both the progress we have made and the things we have lost, whether they be face-to-face communities, great but largely forgotten works of literature, affordable college tuition, or tickets to football games at prices most people can pay.

People who care about history often say that a knowledge of the past will prevent us from repeating our earlier mistakes. That can be true, but at least as important is history’s ability to recover forms of knowledge and experience that have been unjustly forgotten.

A recent article in the New York Times Magazine gave a great example of the high cost of forgetting the past. The article profiled the great German biochemist Otto Warburg, who discovered, way back in the 1920s, that the growth of cancer cells was fueled not by oxygen, as with normal cells, but by glucose, that is, blood sugar. But even though about 80 percent of all cancer cells grow this way, the genetics revolution of the early 1950s led most cancer researchers to cast Warburg aside. For the new geneticists, the key to understanding cancer lay not in the metabolism of blood sugar, as Warburg thought, but in the study of the mutation of genes. This view became so dominant that Warburg’s ideas were all but forgotten.

Until now. About a decade ago, after neglecting Warburg for a half century, scientists reached back in time and rediscovered the German scientist’s work. Now, the cutting edge of cancer research has shifted back to the metabolism of blood sugar, and so much so that scientists think it may be possible to slow, or even stop, the growth of tumors by starving them of the sugars on which they feast.

There are countless examples of this kind of forgetfulness, either unconscious or willful, forgetfulness that only historical inquiry can undo. Even a phenomenon as monumentally evil as the Holocaust was willfully forgotten by a huge number of people in the 1950s and 1960s. It took the concerted work of a generation of historians to document the full horror of what had happened.

Part of that documentation has come from the memories of those who survived, so memories are not to be dismissed. It’s just that memory is rarely enough; we need history as well.

So, I hope you will all keep fond memories of your years at NYU, but when your memories grow dim, the historical record is there to bring them back. 😊
WOMEN IN SCIENCE

Interview with Elizabeth Fisher (CAS ’16)

How did you decide on Biology as your major?
I originally came from the University of Melbourne and I was in a biomedical program that was three years long. I came here as an exchange student for a few semesters and I took Molecular and Cell Biology II. I thought that the biology program here was awesome, so when I transferred I thought I had to be biology major because the professors and the resources were amazing.

Were there any role models in your life growing up?
When I was in high school I had a physics teacher. I really didn’t think that I could do science and was the only girl in the physics class. He was so supportive and I thought maybe I shouldn’t be doing this, but he got me involved in a lot of programs and we visited universities and looked at the different physics programs. He really made me feel like I could do it and I still keep in contact with him. He’ll always be one of my major role models.

How did you decide to create the Women in Science Pilots Mentor Program for freshmen entering STEM fields?
It was from experiences I’ve had. First year freshman classes are big and it can be difficult to know the professors, TAs, and make friends, especially if you’re shy. But these classes are really not a reflection of what science is like. The classes you take for your major are far more supportive, smaller environments, and you get to know your professors really well. I think it can be really hard for a girl in these classes to want to stay because you might get a C on your calculus 1 midterm and think “Oh no I can’t do it” and that’s just not true. I think that people aren’t open enough about that. It’s really important that students understand that you don’t have to get A’s in everything to be a biology major or a psych major, you don’t have to be brilliant at the physics 1 class. I think it’s a shame if students are deterred from continuing in science because of that.

Do you think this false idea comes from the competitive nature of these majors and fields?
Yes it’s very competitive. I think everyone wants to be the one who gets all the A’s. People are worried about admitting that they’re struggling so I thought that if you have a senior or other peer, it’s easier to reach out to them because you’re closer in age. When speaking to the seniors and juniors who have become mentors they’re very passionate about it because they all had similar things happen to them. It was interesting to develop the program and speak to all these women and find out that everyone felt the same thing. I get all of these emails from people saying that they’re so glad this program has started. These are people who struggled in their freshman year but are now doing really well in their science majors and planning to get a PhD. I think that if you don’t offer support students may miss out on great opportunities.

What do you think is the biggest challenge women face in STEM fields?
I think it’s hard because it’s very male dominant. Most of my professors and TAs are male and I think that’s difficult. Especially with freshman classes there are a lot of men who are teaching and sometimes you can feel like you’re the only one having trouble while others don’t seem to. I think it can be very hard to speak to an older male professor about the struggles you’re having.

How do you find a balance between being in a logical science and being an empathetic person?
I had a great application from a woman in computer science who said having more women in the field would be great because there is a lot of problem solving and you need to have different people to problem solve. When you’re trying to work out problems, whether it’s in biology or psychology, having ideas from different perspectives can really help solve an issue. It should be encouraged because the way science is going, we’re going to need more of that and not everything will have to be solved very logically.

Do you have advice for freshman entering NYU?
I know this is very hard but please try to not get competitive with your classmates, instead try help everybody and support one another. No one loses from that. If you work in a lab or anywhere you’ll be working together

What are your plans for the future?
I graduated in May and got a job in the Genetics Lab at Weill Cornell, I plan to work there for two years before going to med school. I would really love to be a pediatrician, that’s my absolute dream job because I love kids!

Elizabeth Fisher

These are people who struggled in their freshman year but are now doing really well...
“When I die Dublin will be written in my heart.”
—James Joyce

In the heart of the city, surrounded by the hallowed halls of Trinity College, Summer in Dublin students from across NYU and other universities critically engage with Ireland in a six-week academic experience and summer of discovery. The program is led by faculty director Conor Creaney, a Dublin native and senior language lecturer in Expository Writing. Our participants expand their knowledge of Ireland’s layered story through coursework taught by both NYU faculty and local instructors who are experts in their fields. Two classes are required, and students may choose from Irish history, politics, culture, contemporary literature, creative writing or modern Irish language. As with other CAS Summer Abroad programs, academics are enhanced by multiple excursions to explore Ireland, including the western coast in County Galway, Glendalough medieval monastic settlement, and a trip to Northern Ireland and Belfast. When in Dublin, residential life revolves around Botany Bay, the ivy covered residence hall where students live in shared suites.


Over the course of the week, students also explored St. Stephen’s Green, one important site of the 1916 Easter Rising, toured the Dáil Éireann and Seanad Éireann (both houses of Irish Parliament), and engaged with the Trinity campus, home of the Book of Kells illuminated manuscript. In addition, Kevin Barry, noted Irish novelist and one of a select group of guest lecturers, visited the contemporary literature class. He treated students to a reading from his Goldsmiths prizing-winning novel, Beatlebone, and answered questions about integrating the Irish landscape, history and culture in his work. Amazingly, these unique opportunities represent just a small sampling of all program events. As Joyce asserts, the city leaves its imprint, and Summer in Dublin students capitalize on every moment of it.

For your summer of discovery, check out Summer in Dublin or one of the other incredible CAS Summer Abroad programs: http://www.nyu.edu/summer/abroad/cas.
What brought you to NYU?
I completed my PhD at UT Austin, my Post-Doc at Indiana, and was offered a faculty job here. New York’s a unique place in terms of a vibrant place to live, but in terms of intellectually, NYU is a great place to study the things that I do, partly because the psychology department here at CAS is very focused on computational approaches to the study of the mind and brain, and so my research perspective fits in really well with that emphasis in the department. If you talk to other faculty members, a lot of them are doing computational models of behavior and encourage their students to take classes in computer science, machine learning, mathematics and stuff like that. A lot of people have the conception that psychology is very much like clinical psychology, or more focused towards counseling, but at NYU at least, the psychology program really emphasizes hard natural sciences and is more similar to economics or computer science. It’s a great place for me intellectually.

Tell us about your research and recent award.
The Presidential Award for Early Career Scientists and Engineers is an award that’s done by different agencies in the Federal Government. Some agencies just select somebody working in the field to make their name, but The National Science Foundation selects from recipients of a 5-year grant for Early Career Investigators that I got a couple years ago. I guess they nominated me, and I won it.

Could you tell us about your work with understanding cognition and modeling it through computer programs?
The general area I’m interested in is trying to understand the cognitive processes inside of people, you know like thinking, reasoning, ability to plan and things like that. A lot of my work focuses on what’s called “Active Cognition,” meaning understanding the way in which people make decisions by gathering information from their environment prior to making decisions from a very broad thing like how students will go and visit lots of different campuses before deciding which school to go to. And part of that is to gain information, decide which one is the best fit for you in order to make the best decision down the line. But that process of cognition is really typical of every day life, even deciding what restaurant to go to, or the best way to get to work. You’re having to engage in a sort of information gathering phase and a decision-making phase. So we’re interested in the processes by which people do that, and it turns out that recently there’s been a lot of interest in machine learning and trying to make machines that have that same ability because machines often have to make decisions about that kind of thing, weather they be medical diagnoses or classifying someone based on their picture on a social media website. There’s an aspect of information that needs to inform that decision, so people have been trying to develop machine learning systems that have this property of gathering information prior to making a choice, so a lot of my work has been at the intersection of those two things, trying to take the machine learning ideas and apply them to human cognition. We’re not trying to get people to think like machines, but trying to find a framework theory about how people might behave and then apply that to a machine to make its thought processes more human. In behavioral psychology, we don’t have a lot of concrete theories, so it’s helpful to look at machine learning to find new ways to think about this.

How did you get interested in this work?
I was originally an electrical and computer engineering student at UT Austin, where they have a long history of AI [Artificial Intelligence] research, so during my undergraduate career I would take classes in that domain, and over time I realized I was less interested in the engineering side and more interested in the AI. And then I ended up working as a programmer in a psychology lab, and that psychology lab has a tradition close to what we do here and what I do in the sense of having one foot in computer science and another foot in psychology. I like being in the natural sciences for the fact that there’s a little bit more discovery than in engineering, where it’s mainly just about building systems that meet a spec or fulfill a client’s wishes. In psychology it’s more of a feeling of doing an experiment to discover more about the way the natural world works and that part really interests me.

We’re not trying to get people to think like machines...
The Cohort Program made some exciting changes and started some new traditions this year, all driven by and designed to enhance the experiences of our students and student leaders.

Sophomore Cohort Presidents, who are elected at the end of freshman year and take over leadership of their cohorts through sophomore year, participated in a robust leadership development series, meeting biweekly on Fridays throughout the academic year. The fall semester began by developing Cohort Presidents’ understanding of individual leadership styles and gradually expanded to understanding diverse perspectives and how important they are to developing high functioning teams. The spring semester then dove into professional skills utilized to gain leadership positions, such as informational interviews, resume development, and networking training.

The most notable aspect of the program was its incorporation of tangible practice, largely via alumni mentorship. Thanks to the help of the CAS Alumni Network, each Cohort President was paired with a CAS Alumni Mentor. Cohort Presidents performed informational interviews with their mentor in order to gain real world advice on their post-graduation aspirations. The program culminated with the Inaugural CAS Career Conversations Networking Mixer, organized by CAS Student Council’s Sophomore Class Board. The event kicked off with CAS Alumna and current Wharton School MBA student Jessica Felix giving an inspiring keynote address about the importance of building relationships in achieving our goals and giving back to our community. Cohort Presidents and members of the sophomore class then mixed and mingled with alumni and community leaders of all different industries. For next year, we hope to make this aspect of the program even more impactful and are currently working with the CAS Alumni Network on strengthening the mentoring aspect throughout the semester.

Another inaugural program that brought the CAS community together took place on May 4th, when approximately 200 graduating CAS students gathered in Hemmerdinger Hall for the College of Arts and Science Senior Class Toast. Sponsored by the Cohort Program, the Senior Class Toast saw students reminiscing with friends and eating delicious hors d’oeuvres while hearing remarks from Senior Class President Juhi Patel and a champagne toast led by Seryl Kushner Dean Gabi Starr. It was only fitting that the inaugural Senior Class Toast was held for the Class of 2016 as they were the first group of students to experience the Cohort Program. Students were gifted a CAS Champagne flute to commemorate this joyous occasion that we hope becomes a CAS tradition for years to come.

A handful of these graduating seniors were our College Leaders, the students who have helped make the Cohort Program the community-builder it is by serving as mentors for incoming students. While we’ll miss them on campus, we’re excited about their next steps.

Some graduates will go on to teach, imparting their wisdom to young minds around the world. Wellesley Boboc and Nancy Wu will be spending their next year teaching English abroad. Wellesley will be in Hiratsuka, a suburb of Tokyo,
while Nancy will be in Nordrhein-Westfalen, Germany with the Fulbright English Teaching Assistant program. Both hope to work in education more broadly in the future.

Others yearn to heal, and will focus their professions on this. Saahil Brahmbhatt will be taking his knowledge uptown to the Columbia University College of Dental Medicine. Having waited many years to reach dental school, Saahil is excited at the idea of studying dentistry. Another CL who has a passion for healing is Teresa Qi, who will be attending Boston University School of Medicine. While she is nervous about moving away from New York, she is excited to experience the more distinct character of Boston.

A few seek to guide those around them. Elizabeth Levin will be working as a paralegal for Fensterstock & Partners LLP. Elizabeth is most excited for the exposure and the opportunity to see the full-time culture of law firms before continuing her education in law school. Arrion Azimi will be taking his charm and skills to work at Accenture, a multinational services consulting firm. Through his work, he hopes to spend time assisting non-profit and small government clients.

Others will be continuing their academic studies through research in the sciences. Olivia Diab will be changing lives through her research at the Icahn School of Medicine. The studies she will be working on focus on the development of PTSD in World Trade Center first responders, a topic that hits close to home to New Yorkers and non-New Yorkers alike. Another CL continuing with scientific research is John Yuen. John will be continuing his current research in the Rockman Lab studying the genetics of mating ability in Caenorhabditis tropicalis. While working on becoming a published researcher, John will also be applying to MD/PhD Programs. And lastly, a very special CL hopes to put a smile on people’s faces as bright and captivating as her own.

Anyone who knows Sydney Kobil knows that her smile is infectious. What better way to continue spreading cheer to those around her than to work for ABC Entertainment within the Casting Department (think Grey’s Anatomy, Scandal, Modern Family, etc.).

We are proud of all our student leaders and especially our recent graduates, and we can’t wait to work with our newest group of student leaders and community-builders this fall! 😊
**Adding a Course:** You may add a course by way of Albert through the end of the second week of classes (deadline: Monday, September 19). Courses may not be added after this date without consultation with a CAS adviser, written permission from the instructor, and a CAS dean’s signature on an add slip. “Late adds” are strongly discouraged.

**Dropping and Withdrawing:** Courses dropped during the first two weeks of the semester (deadline: Monday, September 19) will not appear on the transcript. Courses dropped during the third through ninth weeks of class will be recorded with the grade of a W (deadline: Monday, November 7). After the ninth week, students with extenuating circumstances may petition Dean Richard Kalb, Silver 909, for a late withdrawal.

NOTE—students should always discuss the academic and financial consequences of dropping or withdrawing with their advisor!

Are you registered for a Core course? If so, please make sure that you register for both a lecture and its required recitation or lab, to avoid being dropped from the course.

**Waitlists:** Students who are on a waitlist for a course must check regularly to learn whether their status has changed; otherwise you may find yourself enrolled in and billed for a class you are not attending. Waitlists expire after the second week of classes ends on Monday, September 19.

NOTE—after making a schedule change by means of Albert, students should always confirm the change by reviewing their revised schedule.

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**MARK YOUR CALENDAR!**

**Monday, September 5**  
Labor Day (NYU holiday)

**Tuesday, September 6**  
Fall classes begin

**Monday, September 19**  
Last day to add a class; waitlists expire. Also last day to drop a class without a “W”

**Monday, October 10**  
No classes scheduled (Fall Break)

**Monday, November 7**  
Last day to Withdraw from a course with a “W”

**Mid-November (dates TBA)**  
Registration for Spring 2017 courses begins

**Wednesday-Friday, November 23-25**  
Thanksgiving Recess

**Tuesday, December 13**  
Legislative Day (all classes meet on Monday Schedule)

**Friday, December 16**  
Last day of classes

**Monday, December 19—Friday, December 23**  
Examination period