The Global Academic Fellowship
Education. Leadership. Cross-Cultural Engagement.
The NYU Shanghai Global Academic Fellowship (GAF) Program is designed for high-achieving college graduates from a variety of disciplines with an interest in education, leadership and cross-cultural communication.

It enables individuals with a passion for teaching to provide academic support and enrichment to the students who make up NYU Shanghai’s multicultural student body.

Through the 10-month fellowship, GAFs explore teaching, work closely with faculty, serve students from over 40 countries, and enhance the university’s developing community both as leaders and community members.

One Fellowship, Many Roles. GAFs can be found tutoring in the Academic Resource Center, coaching on the athletics field, and advising student clubs. They also devote time to research and creative projects that add to the intellectual inquiry at NYU Shanghai.
Since the opening of NYU Shanghai, GAFs have played a vital role in academic support. From the big lecture hall to one-on-one tutoring sessions, GAFs create a supportive learning environment.

Recitations & Lab Sections

The primary role of the GAFs is to provide academic support for students. GAFs specializing in STEM and business teach weekly recitations where they don’t just review lecture content, but dive deeper into the material.

GAFs clarify concepts, challenge students through problem sets, and measure their progress. They ensure that students get a fresh understanding and are ready to apply their knowledge in the final exam and beyond the classroom.

At NYU Shanghai, GAFs create collaborative learning environments—it’s how they are helping to shape the next generation of Global Citizens who will work together to solve the world’s problems.

Workshops

In order to grow as independent learners, students need to develop the necessary study skills to succeed in college. Through the ARC, GAFs offer workshops for students to sharpen their public speaking skills, efficiently read and take notes for college, prepare for exams, and employ good time management.

A GAF’s recent experience as an undergraduate helps him or her to understand the challenges students face and aids them in providing firsthand advice on navigating university and academic life.

ARC Societies

ARC Societies create a space for students to engage intellectually on topics regardless of major or course enrollment. GAFs have facilitated ARC Societies in Philosophy, Math, Economics, and Linguistics.

Tutoring

The classroom can be huge and impersonal, and different students require different approaches to learning.

That’s where the Academic Resource Center (ARC) comes in. The ARC is a space for students to study with guidance from a GAF. GAFs know how to connect with students by creating a positive learning environment.

Relying on student-centered pedagogical methods, GAFs work tirelessly to empower students to be independent learners, showing them how to tackle rigorous assignments in courses ranging from finance to computer science to writing.
The GAFs are an amazing bunch of people. Through these two years together, I have found not only tutors to help me in writing, math, but life mentors and friends... They are all wonderfully approachable about anything under the sun.

Meizhi Ng  
Class of 2017

“"All the GAFs’ personal stories inspire me so much! You show me all kinds of possibilities that a person can be. When I look back to the essays I wrote last September and compare them to what I write now, it is a HUGE change. This would not have happened without you.”

Sunyi Wang, Class of 2018

“"You have inspired me a lot in the way that you teach and interact with students!”

Yongxin Zhu, Class of 2017
Fellows take on an Institutional Enrichment Project (IEP) that matches their interests and skills and meets a need of the university. IEPs expose GAFs to various university departments and their functions, develop leadership, project management and collaborative working skills and provide GAFs with the opportunities to enhance the NYU community.

“We tutor and teach, but we do much more beyond that: we perform a wide range of interdisciplinary work and run programs for the University.”

—Daniel Cuesta, GAF '13-'15

What’s so special about Institutional Enrichment Projects (IEPs)?

Daniel Cuesta: One of the best parts of being a GAF is the IEP. IEPs enable us to be more than just our discipline or major. I’m a Writing GAF who gets to curate a literary series and connect great authors with our students, but I also get to share my interest and skills in visual arts through photography workshops with students.

I think this helps students see the value of a liberal arts education. They can see that a chosen major doesn’t limit you. Liberal arts make you a well-rounded individual with passion and strengths in other arts.

I’ve learned a lot from working with my photography students. They make me rethink whether I really know something about how to best compose, expose, or process a roll of film, and in doing so I find new places to go.

GAFs coach and manage competitive and intramural team sports: Badminton, Basketball, Fencing, Soccer, and more.

Athletics

Club Advising


Career Advising

GAFs help students prepare for the professional world ahead of them. They provide resume writing workshops and practice interviews to help students make the most of career fairs and networking events.

Exploration Communities

This program combines residential life and learning in the classroom with experiences across Shanghai. For 2014-2015, GAFs worked closely with Residential Assistants to run three themed communities: photography, food, and music.

Ally Week

GAFs helped to bring Ally Week to Shanghai. Ally Week is an annual tradition at NYU which celebrates acceptance and support of the LGBTQ community and encourages an understanding of oppression and prejudice. The events highlight why and how to make NYU Shanghai a supportive community.

OCA / UCA

GAFs advised and supported students in launching their independent newspaper On Century Avenue (OCA) and their art magazine Under Century Avenue (UCA). OCA has become a thriving weekly, online publication. UCA publishes new poetry, prose, and art pieces by the NYUSH community.

Deans’ Service Scholars Program

Service Learning through an Academic Lens — Over the past year, Fellows guided student scholars around Asia, leading service learning projects ranging from working with HIV/AIDS impacted communities in Anhui to collaborating with a vocational training center in Siem Reap, Cambodia.

Tea W/ords

The NYU Shanghai Literary Reading Series

At “Tea With Words” GAFs created a space for students and the community to come together over their shared love for literature. During 2014-2015 we hosted lectures and readings by authors such as Wang Anyi, Chen Danyan, Mazen Maarouf, John Brantingham, and many more.
During the fellowship, GAFs in Shanghai are given dedicated time and funding to pursue a personal project and receive feedback from faculty. Projects can range from research to artwork to writing to hands-on initiatives that help to meet a need in the university.

**Research Pursuits & Projects**

The Writing Program offers Writing GAFs the opportunity to further their own work with the Writing Scholarship Project. NYU Shanghai offers Writing GAFs the resources to grow as writers and scholars, and in turn, Writing GAFs make a meaningful contribution to the university’s intellectual life. Fellows have performed research and fieldwork on topics such as underground recycling, urban farming, and the impact of the Cultural Revolution on art. Projects have even featured new fiction as well.

**Writing Scholarship Project**

The Winter Fellowship Project is an opportunity for GAFs to pursue a project of personal or professional interest that also contributes to the intellectual life and/or future development of NYU Shanghai.

Projects in 2015 varied from mathematical mobile apps, 3D printing topography, photography darkrooms, athletics, and migrant workers.

### Winter Fellowship Projects 2015

**Maxi-Ann Campbell**  
Language Choice and Academic Success at International Universities

**Daniel Cuesta**  
Photography Darkroom Initiative

**Charlotte Evans**  
Investigating Service Learning Curricula in an International Higher Education Context

**Cameron French**  
Speaking across the Global Network University

**Christopher Ivanovich**  
A Migratory Niche: Shanghai’s Seen but Unseen Recyclers

**Adrianna Katimpalis**  
ARC Reading Support Curriculum

**Rebecca Rozek**  
Situating the Academic Resource Center: Learning Centers and Tutoring Models in Asia

**Jessica Tattersall**  
The Modern Day Impact of Cultural Revolution Propaganda Art

**Alina Zhu**  
Study Strategies & Undergraduate Student-led Initiatives

**Tyler Browse**  
What and Where is China’s Favorite Food? An Investigation using Dazhong Dianping

**Gloria Lee**  
Dress Ensemble, Mug, and Printed Cloth - Designs Inspired by Differences between AP and Shanghai Gaokao Curricula

**Joe Wu**  
How Can Princeton’s Integrative Science Curriculum Inspire the Growth of NYU Shanghai’s FoS Program?

**Francesca Goodstein**  
Athletics at NYU Shanghai

**Nishant Mohanchandra**  
Procedural Image Manipulation Using Voronoi Diagrams and Matrix Algebra

**Benjamin Xie**  
A Brief of Issues to Overcome in Applying Spectrograms to Tonal Visualization

**Stephen Bates**  
3D Printing Topology: Can I Hold 4 Dimensions in My Hands?

**Bryant Feng**  
Public Trading of Asian Metro Corporations

**Kristzial Kovacs**  
Measuring Mindfulness

**Yiming Zhang**  
Liberal Arts Education in Early Modern China

**Joshua Borja**  
It’s the quiet brightness: a fiction project

**Xiaohua Liu**  
Building Mobile Apps for Education in Mathematics

**Hashem Al-Hadid**  
Net Metering System: Become an Entrepreneur in Solar Energy in the Middle East

**Chenjie Huang**  
A Guidebook of Shanghai

**Eunjae So**  
Risk Analysis: Barclays and China Construction Bank

**Ziye Wang**  
High School Students’ Expectations of University and Current NYUSH Students’ Satisfaction

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1. Christopher Ivanovich analyzes the DNA samples after electrophoresis.
2. Writing GAFs workshopping their Writing Scholarship Projects. Pictured are Maxi-Ann Campbell (right) and Jessica Tattersall (left).
“Serving as Global Academic Fellow in Shanghai was an incredibly entrepreneurial and inspiring experience. The student energy was contagious, and it’s rare, I think, to be a part of that kind of solidarity with a university.

Being involved in numerous areas at NYUSH—student life, academics, admissions, etc.—taught me a lot about how a university works and where my own strengths lay as a leader and team player...What I learned about myself, what I learned about the world, what I learned about what I don’t yet know about myself and the world, and the people I met along the way are perhaps some of the most important, lasting takeaways.”

Gloria Yu, GAF ’13-’14
Ph.D. student in History, UC Berkeley

“I decided to take a gap year because I had never lived somewhere else in the world. I have only lived in the US and only visited Canada. So I wanted to go somewhere else and to see what life is like in a different place. I thought it would be a good time to do it and take a break in between.

I just finished my undergraduate degree last spring [2014], and I will be in grad school next fall as a Ph.D. in Statistics at Stanford.”

Stephen Bates, GAF ’14-’15
Ph.D. student in Statistics, Stanford University

“The NYUSH community offered me avenues to explore subjects I previously knew very little about. My background was in Asian Studies and environmental advocacy.

But through NYUSH’s professors, students, guest speakers, and my fellow GAFs, I was able to start learning about business, technology and computer science. In that supportive environment, I researched how I could further jump-start my foray into the exciting world of tech entrepreneurship.

Fast-forward to today, less than a year since I finished my time as a GAF at NYUSH, I am working as a software engineer on a short-term contract in Nairobi, Kenya (Africa’s Silicon Savannah), helping to build a startup code school (Moringa School) that will supply the region with much-needed engineering talent. I am adding to their curriculum, building internal software, and teaching.”

Charlie Depman, GAF ’13-’14
Software Engineer, Nairobi & San Francisco
GAF ACADEMIC BACKGROUNDS

Natalie Agre NYU, BA – Mathematics & Physics
Hashem Al-Hadid Utica College of Syracuse University, BSC – Management, Concentration In Risk Management And Insurance
Stephen Bates Harvard University, BA – Statistics and Mathematics
Olivia Bergen NYU Abu Dhabi, BA – Political Science (Mandarin Chinese Concentration)
Joshua Borja NYU, BA – Physics
JP Bowditch Haverford College, BA – Philosophy (Minor: Sociology)
Tyler Browse Columbia University, BS – Chemistry
Maxi-Ann Campbell Georgia State University, BA – Applied Linguistics; TESL Certificate; MA – Applied Linguistics
Vlyvyu Chat Asian University for Women, BSc - Public Health (Minor: Chinese Studies)
Daniel Cuesta UC Berkeley, BA – English
Charles Depman University of British Columbia, BA – Asian Languages and Culture (Chinese Concentration)
Xin Du University of Chicago, MS – Financial Mathematics; Peking University, BS – Statistics; BEC – Finance and Banking
Charlotte Evans NYU, BA – Broadcast Journalism; East Asian Studies
Bryan Feng UC Berkeley, BA – Economics (Minor: Industrial Engineering And Operations Research)
Cameron French Swarthmore College, BA – Psychology (Minor: Linguistics And Latin)
Francesca Goodstein Lewis & Clark College, BA – Biochemistry And Molecular Biology
Charles Goullaud NYU, BS – Physics; BA – East Asian Studies
Allifani (Bo) Hartono Tulane University, MS – Cellular and Molecular Biology; University of Washington, BS – Molecular, Cellular, and Developmental Biology
Lynn Hsu Wellesley College, BA – Chemistry and Chinese Language
Chenjie Huang NYU, BS – Finance And BS/MS – Accounting with Minor in Mathematics
Xiaoyi Huang Haverford College, BS – Mathematics
Barak Hurvitz NYU, BS – Business Administration
Jen Hyde NYU, MFA – Poetry; Pratt Institute, BFA – Poetry
Ashley Isaac University of KwaZulu-Natal, BS – Microbial Biotechnology; BSc Honours degree in the Discipline of Microbiology
Christopher Ivanovich University of Chicago, MA – Sociology; University of Illinois At Urbana-Champaign, BS – Chemistry and History
Sarah Jensen Grinnell College, BA – Double Major in Biological Chemistry and Chinese
Adrianna Katsimpalis University of Michigan, Ann Arbor, BA – English (Minor: Health)
Kristzian Kovacs NYU Abu Dhabi, BA – Economics And Mathematics
Michael Lawrence University of Maryland, BA – English (Minor: Spanish)
Gloria Lee UCLA, BSC – Chemical Engineering
Huipu Li Bryn Mawr College, BS – Mathematics (Minor: Statistics)
Leo Tianqi Li NYU, BA – Chemistry (Minor: Mathematics and Web Programming)
Xiaohua Liu NYU Abu Dhabi, BS – Mathematics
Xiaolai Lu The Hong Kong Polytechnic University, BS – Applied Biology With Biotechnology; NTU, MS – Biology
Billy Maat University of Edinburgh, MPhys – Mathematical Physics
Alberto Manca NYU Abu Dhabi, BA – Economics with Minor in History, Specialization in Finance and Multidisciplinary Concentration in Urbanization
Mishant Mohanachandra NYU Abu Dhabi, BS – Computer Science
James Nadel University of Michigan, BA – History
Marjani Kaimo Swarthmore College, BA – Political Science (Minor: History)
Claudia Shrivastava University of Pittsburgh, BA – Mathematics-Philosophy; BA – Anthropology
Kai Tamulonis Whittier College, BA – Economics
Rebecca Rozek University of Wisconsin, Madison, BA - English And History (Minor: TESOL); School For International Graduate Institute, MA - International Education
Jessica Tattersall NYU Abu Dhabi, BA – History (Political Science And Mandarin Chinese Concentration)
Brigitte Schuchert Bryn Mawr College, BA – Religious Studies
Enjue Su NYU, BS – Finance And BS/MS – Accounting With Minor In Mathematics
Rosemary Spracklin Bryn Mawr College, BA – History
Mirjana Stevanovic NYU Abu Dhabi, BS – Double Major in Mathematics and Biology
Evangeles Vlachos Grinnell College, BA – Physics
Ziye Wang University of Maryland, MS – Business And Management; University of San Francisco, BS – Accounting
Tom White NYU, BA – Political Science and Government; MA – International Relations
Joe Wu NYU, BS – Chemistry (Minor: Mathematics, Computer Science)
Benjamin Xie NYU, BA – Mathematics And Computer Science
Yuanqi Xie NYU, MS – Mathematics
Gloria Yu NYU, BA – History and Philosophy
Suyeon Yu NYU, BS – Biology
Yiming Zhang Uppsala University, Sweden, MSc – Statistics; Fudan University, BSc – Statistics
Chang Zhao University of North Carolina, Chapel Hill, BA – Anthropology
Alina Zhu UC Berkeley, BA – Economics And History
Weichen Zhu NYU Abu Dhabi, BA – Economics

Comments on the Fellows

Patty Xu Manager, Student Life
I would like to thank all the Club Advisor GAFs for sharing their wonderful ideas, experience, professionalism and expertise in different areas to support all NYU Shanghai student clubs. They’ve been the go-to people for students’ inquiries and suggestions related to club events and development.

Richard Zhao Clubs Committee Chair
From the student government perspective, I think the GAFs did a really great job in assisting clubs to accurately identify their missions and effectively run a variety of programs. They are very responsible and have been giving a lot of support to student government.

Dan Keane Professor, Writing Program
The ARC is one of the strongest community centers we’ve got here, and its warm vibe spreads out through the campus through workshops, events, and GAFs just generally being around and doing their many various GAF duties. We feel the energy.

Jane Hsu Manager, Career Development Center
The CDC is extremely grateful to have GAFs as valuable team members who contribute professional level skills to our office. Their projects relating to effective programming, workshop curriculum, marketing strategy or data analysis directly impact the productivity and quality of our center. Without their ideas and talents, we would not be able to offer comprehensive career development support and services to the growing NYU Shanghai student body. More importantly, they are a joy to work with - conscientious, creative, and fun colleagues - we have learned a lot from them and are lucky to have them!

David Pe Associate Dean of Students
I personally love hearing and seeing the students interact with the GAFs. It’s a testament to the GAFs’ amazing dedication to helping carry the pioneering spirit. GAFs play such a crucial piece in students’ overall development, challenging them when they need to be pushed and supporting them when they are faced with life’s many challenges.

Diane Geng Assistant Dean for Academic Affairs
The GAFs never cease to amaze me with their passion for learning and their collaborative spirits. Though they have diverse backgrounds and different personalities, the GAFs model a strong culture of teamwork, experience sharing, and lifelong learning for students. They are great role models and contribute immensely to the quality of education at NYU Shanghai!
The Global Academic Fellowship at NYU Shanghai

The NYU Shanghai Global Academic Fellowship (GAF) Program enables accomplished individuals with a passion for teaching and tutoring to provide academic support and enrichment to the students who make up NYU Shanghai’s multicultural student body.

The Academic Resource Center (ARC) is home to the Fellows who serve as professional tutors, academic mentors, writing consultants, and study group leaders for undergraduate students.

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