

# Access

Excellence in the Arts and Sciences

## Standing before the Class, Students Become Role Models

Juniors and seniors mentor first-year students

It seemed like a typical scene from medical school. Michael Nanfara asked his students to construct arguments around medical ethics issues, everything from universal health care coverage to euthanasia.

"Be prepared to lead a discussion," he said. "If you are going into medicine, these are issues you are going to have to wrestle with for the rest of your life."

But Nanfara isn't a professor. He's an undergraduate in the School of Arts and Sciences. And his class was made up entirely of first-year students.

The in-class exercise, as it turns out, was a typical scene from the First-Year Interest Group Seminars, or FIGS.

The seminars are 10-week courses in which upper-class students teach and mentor first-year students, providing practical information for navigating Rutgers while exposing them to a subject that may become their chosen field.

There are more than 70 sections of FIGS offered each fall covering 30 subject areas—everything from animal science to philosophy to sports psychology.

"FIGS introduce first-year students to the resources and opportunities that exist at Rutgers and also to a topical area," says Lyn Krueger, director of new student programs in the Office of the Vice Chancellor for Undergraduate Academic Affairs, which oversees FIGS.

Krueger adds: "The experience helps them very early on in their college career to think about how they're going to plan out their four years here."

But it's not only first-year students who benefit from FIGS. The seminars have a powerful impact on those juniors and seniors who, as peer instructors, assume the role of classroom teachers and mentors.

*(continued inside)*



Senior Ireh Michelle Shin (standing) leads a training session for students planning to teach First-Year Interest Group Seminars.

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Senior D'Mitri Tisdale-Stanley

## Transfer Student's Calm Outreach Makes Newcomers Feel at Home

An SAS senior channels his energy into New Student Orientation

**H**e isn't the type to come down with senioritis.

D'Mitri Tisdale-Stanley transferred to Rutgers last year from a community college. As he enters his senior year as an information technology and informatics major at the School of Arts and Sciences and the School of Communication and Information, he feels just as proud and protective of his identity as a Rutgers student as he did on his first visit to campus.

"I always wanted to attend Rutgers, and I think coming here after going to a two-year school makes me appreciate it even more," he says. "For me, everything is still new and everything is still fresh."

It's fitting then that Tisdale-Stanley chose to spend his summer helping new students. He worked for the New Student Orientation program, joining a team of undergraduates that provided the initial sustained point of contact for first-year students arriving on campus.

"I wanted to make sure my love for Rutgers rubs off on them," he says. "I want them to have as good an experience as I have had."

The job of orienting new students to a major research university is a challenging

one. After receiving extensive training through Rutgers University Student Life, Tisdale-Stanley led first-year students on two-day orientation programs that covered everything from the campus bus system to the dining halls to the myriad opportunities for involvement at Rutgers.

The experience helped him develop his leadership style.

"I have a relaxed approach," says Tisdale-Stanley. "I am a high-energy person, but for me personally, the high energy can scare students a little bit. I try to ease them into it and make sure they feel comfortable talking to me."

Besides telling them everything about Rutgers, Tisdale-Stanley shared with the newcomers some of the ways he has learned to thrive at the university.

For example, he took groups to large lecture halls and explained why he always sits in front. "It keeps me focused on the professor," he said.

At the close of one orientation session in August, he let students know that they could call him anytime with questions.

"It could be about anything," he told the group. "It might be 'How do you get organized?' to 'How do you like your coffee?'"

And with that, the soon-to-be college students laughed and applauded, leaving their first extended stay at Rutgers on a high note—and confident about the year ahead.

"I want them to have as good an experience as I have had."

## A Crisis Manager Reveals the Secret to His Success

Lawrence P. English learned critical thinking skills in Rutgers' liberal arts program

**A**s a corporate executive who specializes in crisis management, Lawrence P. English is called upon to lead companies through all manner of messes.

It's a job requiring a thorough knowledge of business in all its complexity, from the workings of the Securities and Exchange Commission to the behavior of modern markets to the notorious credit default swaps that played a role in the financial meltdown of 2008.

But English says one of the key intellectual skills he brings to the job is one that he learned in a history class.

"The professor (Peter Charanis) said: 'if we do nothing else while you are here, we must teach you to question what we teach you and what you read. To be considered educated you must learn to think critically, look at things realistically, and make decisions on your own,'" says English, a 1963 graduate of Rutgers College and a history major. "That had a profound impact on me."

English worked for more than three decades at the Connecticut General Life Insurance Company (now CIGNA), where his deft ability to turn around troubled departments helped him rise through the ranks and lead several of the company's largest and most profitable divisions.

He left in the 1990s and became a sought-after crisis management specialist. He has since

led a for-profit hospital chain and an international insurance firm, as well as QuadraMed, a provider of health care software and services. Since 2009, he has been CEO of CIFG Holding, a runoff credit insurer.

"What I learned at Rutgers about questioning conventional thinking led to my success," he says. "It's that ability to examine things with ruthless objectivity."

English showed his appreciation to Rutgers recently when he made a gift to the Office for Diversity and Academic Success in the Sciences, or ODASIS, in the School of Arts and Sciences, which provides support to underrepresented or economically disadvantaged students pursuing science, technology, engineering, and mathematics.

As the first in his family to attend college, English said he feels a connection with ODASIS students.

"I wanted to make opportunity available to those who might not have it," English said. "There are many Rutgers students who are the first in their families to go to college."

"And when I talk about Rutgers, that's something I brag about—a lot."

"What I learned at Rutgers about questioning conventional thinking led to my success."



Lawrence P. English RC'63



Senior Michael Nanfara

## Health and Medicine Seminar

Michael Nanfara is an SAS senior majoring in molecular biology and biochemistry. He brings his interest in science and human health to the role of peer instructor for the First-Year Interest Group Seminar (FIGS). He serves as a mentor to first-year students, many of whom are premed and take the "Health and Medicine" seminar described below:

### ● Considering medical school? Intrigued by scientific research?

Discover the many opportunities in the medical field, explore what it means to be a health care professional, and network with fellow students, professionals, and faculty in the field. During this course, you learn about the many undergraduate avenues of study possible at Rutgers, the medical school application process, and alternative careers, including research. You will also discuss current issues in domestic and international health care.

(continued from front)

## Standing before the Class, Students Become Role Models

"It's really one of the most rewarding things I've done at Rutgers," says Nanfara, a molecular biology and biochemistry major.

Indeed, peer instructors, whom Krueger calls "the best and brightest," say the experience of being on the other side of the classroom was transformative in the way it helped them develop poise and confidence, as well as a range of practical skills. They learn, for example, how to craft a curriculum expansive enough to serve as a primer on both Rutgers and an academic field, yet concise enough to accomplish those goals in 10 classes.

Juli McDonald, an SAS senior, developed a highly detailed syllabus for her history seminar that covered the Battle of Little Big Horn as well as registration and school involvement.

As part of the FIGS program, she melded her topic with news-you-can-use for students. Her lecture on the history of test-taking, for example, also included

discussion of the three types of learning styles—auditory, visual, and kinesthetic—and how students need to understand their own learning styles to prepare for exams at Rutgers.

"FIGS has taught me how to be ready for any situation," McDonald says. "It's

“It’s a totally new role to be the person in front of the classroom. It sharpens your decision-making skills.”

a totally new role to be the person in front of the classroom, and it sharpens your decision-making skills and makes you quick on your feet.”

Ireh Michelle Shin agrees. Shin, an SAS senior who led a seminar in anthropology, says the experience taught her valuable organizational and time-management skills, but also something more intangible—a sense of confidence in her own direction.

She wants to get involved with Teach for America and pursue a career in public policy work, with a focus on inequities in American schools.

"The FIGS experience has confirmed for me that I can do this—that I'm passionate about helping people," she says.

During her seminars, Shin had

students participate in an interactive discussion on failing schools, which included a showing of the documentary *Waiting for Superman*.

She then connected those themes to the concepts of structure and agency, which are used widely in the social sciences to explain human behavior: structure is the arrangements that influence or limit choices and opportunities; agency is the capacity to act independently and make choices.

"If students pursue anthropology, they'll be pursuing these concepts again and again," she says. "But even if they don't pursue anthropology, these are recurring themes in life."

Peer instructors say one of the most satisfying aspects of FIGS is helping younger students succeed at Rutgers.

Nanfara, who taught the "Health and Medicine" seminar, said he went through his own period of indecision as a first-year student, wavering between medical school or a graduate research path—a decision he is still working through.

"My own experience has made me more open-minded," Nanfara says. "I want to open students' eyes to all the wonderful careers out there and help them understand that they don't have to be on a standard cookie-cutter path to achieve success."

For information on more FIGS topics, visit [figs.rutgers.edu](http://figs.rutgers.edu).

## FOR STUDENTS DREADING SCIENCE CLASS, A QUANTUM LEAP FORWARD

A physics course for humanities and social science students

Kimberly Syvarth never saw science as her strong point.

She majored in Jewish studies, probing the underlying meaning of scripture.

"I wrote my senior thesis on biblical interpretation," says Syvarth, who graduated in 2013 from the **School of Arts and Sciences**.

But last spring she signed up, with some trepi-

“Students say the course helped them think about science in a new way.”

dition, for an elective in physics. To her surprise, the course was her favorite for the semester and left her fascinated with matter, energy, and the origins of the universe.

"I loved that class," she declares.

She is not alone. The course, "Concepts of Physics for Humanities and Social Science Students," is drawing undergraduates from fields as diverse as accounting, psychology, and English.

"It's really a connection between things we see in the real world and some fundamental concepts in physics," says professor Saurabh Jha.

Jha, an astrophysicist, recently retooled the course, enlisting graduate students to help create bold new content.

The course focuses on energy, the universe, the subatomic world, and emergent phenomena with

discussion topics ranging from the atomic bomb to alternative energy sources to the earth's place in the universe.

"This is completely unlike the way this course has been taught before—both at Rutgers and at probably any other university," says Michael Manhart, one of the graduate students helping to lead the class, along with Aatish Bhatia, Deepak Iyer, and Simon Knapen.

During one class, Manhart was discussing proteins in the body when he asked students: "Why is this even important?"

Because, he continued, understanding proteins helps scientists learn more about Alzheimer's disease, Parkinson's disease, and cystic fibrosis.

"These diseases are caused by proteins behaving abnormally or not having the proper structure. So the structure of proteins is really important for solving these kinds of problems."

Students say the course helped them think about science in a new way.

"In high school, teachers would've asked us to measure the velocity of a moving object," says Chris Vowinkel, an accounting student. "In this course, it's 'How can we use physics to make America more energy efficient?'"



Kim Syvarth SAS'13 (left) says she never enjoyed science classes, until she took one designed by professor Saurabh Jha and a team of graduate students.

Syvarth's long-term goal remains the same: pursue an advanced degree in Jewish studies. Now, however, she sees that even in her field, there is a potential connection to physical science. She cited the work of contemporary theologians who see the big bang theory as complementing, rather than

threatening, religious belief.

"This course has definitely made me aware of how the world works in a scientific way," she says. "And it has made we want to read more. It may even become a hobby of mine."



The Department of History has long been known for its excellence in women's history. Some of the newest historians to join the faculty: from left, Chie Ikeya, Judith Surkis, Rachel Devlin, Johanna Schoen, and Leah DeVun.

## Confronting Critical Issues in a Small Group Setting

New fellowship prepares students for lives of service and leadership

**A**bdul Rehman Khan didn't know what to expect. He was among 15 School of Arts and Sciences (SAS) students selected for a new fellowship that promised to prepare them for lives of service and leadership by grounding them in global issues. "This was completely new, so my expectations were measured," he says.

But as the Lloyd C. Gardner Fellowship Program in Leadership and Social Policy began its inaugural year, Khan realized he was in for an extraordinary experience.

For where else could students encounter the likes of Alexis de Tocqueville and Walt Whitman; discuss Arab Spring and the French Revolution; travel to Washington for meetings with policymakers, and all the while be part of a small, close-knit community of learners?

"I have no doubt that the Gardner Fellowship will become one of the most prestigious, if not the most prestigious program at Rutgers," Khan says.

Although the first class convened last year, the fellowship has deep roots at Rutgers.

Indeed, the vision goes back to the 1964-1965 school year when undergraduate John Adams enrolled in

the "Recent American History" course with professor Lloyd Gardner.

It was a pivotal era. The conformity of the 1950s had begun to give way to the upheavals of the 1960s. Adams RC'65 recalled how Gardner challenged students.

"He taught us to examine the assumptions we carried out of the 1950s," Adams says. "He required us to look at issues rigorously and analytically."

The influence of Gardner, now a professor emeritus, continued to exert a hold on Adams. At the age of 59, he left a successful career in law and financial investment for academia. He created the concept for the Gardner Fellowship and provided an endowment to SAS to get it up and running.

"The goal is to provide a small environment where students could vigorously explore issues and address them with fresh perspectives," Adams says, "and, upon graduation, enter adulthood with a sense of responsibility and provide leadership that our country so badly needs."

Dennis Bathory, a political science professor, serves as fellowship director. He leads students through a rigorous program that examines democracy and democratic revolutions through multiple historical, theoretical, and philosophical angles, as well as through a series of guest lectures from scholars, diplomats, and government officials.

Yet the syllabus alone can't convey the unique group dynamics.

"It's built on discussions, interaction, and many perspectives," Bathory says. "It gets upper-level undergraduates thinking in each other's terms rather than simply listening to the faculty member or sitting in courses that are skirting around their major interests."

Aniket K. Kesari, a fellow, agrees.

"There is something about being in a room with people as smart, or smarter than you, and learning from them," he says.

Fellow Alexandra E. Jubb recalls, "We had thought-provoking discussions about what it means to be a good citizen, and how important civil society is."

The experience culminated in May at the Gardner Fellows Policy Conference where students presented their final projects, which ranged from Khan's examination of policy options for the "graffiti wall" in downtown New Brunswick to Jubb's position paper on U.S. options for Syria to Kesari's look at the evolution of human rights litigation.

Gardner, sitting in the audience alongside Adams, watched with approval.

Gardner explained that his intellectual roots were formed at the University of Wisconsin-Madison, where a plaque famously declares the university's support for the "continual and fearless sifting and winnowing by which alone the truth can be found."

"My professors pushed the idea of being more than just an academic in an ivory tower," Gardner says. "You have an obligation to speak out and to participate in the life of the university and the larger community."

For more information, visit [lgfellowship.rutgers.edu](http://lgfellowship.rutgers.edu).

“The goal is to provide a small environment where students could vigorously explore issues and address them with fresh perspectives.”

# BOLD ACADEMIC MOVEMENT DRAWS TOP SCHOLARS

## Rutgers leads the nation in women's history

Historian Judith Surkis taught at Harvard for nearly a decade. But in her search for the ideal academic milieu, she left Cambridge for the “banks of the old Raritan” in New Brunswick.

“I wanted to come to a department that had a real strength in women's and gender history,” Surkis says. “At Rutgers, it's close to half the history department—it's dramatic.”

Indeed, Rutgers, one of the first in the nation to recognize and advance the study of women's history, is ranked number one in the specialty by *U.S. News & World Report*.

Now a cluster of bold new scholars will help keep Rutgers at the top for years to come.

The new faculty, recruited by the Department of History—with the support of the **School of Arts and Sciences**—includes Surkis, Rachel Devlin, Leah DeVun, Chie Ikeya, and Johanna Schoen.

They join an academic movement that emerged in 1973, when the venerable Berkshire Conference of Women Historians was held at Douglass College. The event, in which Rutgers scholars Mary Hartman and Lois Banner played prominent roles, shook up the academic world.

“It was a bombshell,” says Bonnie Smith, a Board of Governors professor and a widely recognized scholar and pioneer in women's history. “It showed the diversity of scholarship going on in women's history.”

The new faculty members continue that tradition as they ask provocative questions, challenge long-held assumptions, and develop compelling new narratives.

Schoen, for example, helped expose a dark chapter in the American past when she gained access to the files of the North Carolina Eugenics

Board. More than 7,000 people had been sterilized between the 1920s and 1970s. Schoen's findings prompted widespread media coverage and an apology from the governor.

Her next book will explore the impact of the abortion battles since *Roe v. Wade*.

“I'm really interested in touching topics nobody else wants to talk about,” Schoen declares.

DeVun's work in the medieval period, meanwhile, is expanding the conversation over cutting-

“Thinking through things with a gender focus recasts our understanding of politics and the dynamics of power.”

edge contemporary issues such as intersex, which refers to individuals who don't fit within societal definitions of male or female.

Her penetrating examination of mystical texts found representations of Christ as a hermaphrodite—a redemptive ideal both divine and human; feminine and masculine.

“When we see historical differences in the way people conceive of sex and even the number of sexes available, it suggests that in the future there may be new ways of thinking about these issues,” DeVun says. “And that gives me a lot of optimism.”

Historians of women and gender frequently find new ways of understanding events that might seem like settled history. Devlin, for example, is developing a new narrative of the civil rights movement, exploring the role girls played in desegregating schools.

She has traveled the country seeking out and interviewing women who served as plaintiffs in some of the landmark desegregation cases of the mid-20th century.

“These women have thought a lot about their desegregation experiences and have a lot of wisdom to share,” says Devlin.

In Ikeya's work, the focus shifts to Southeast Asia, where she explores colonial politics, race relations, and consumerism.

Her most recent book, *Refiguring Women, Colonialism, and Modernity in Burma* (University of Hawai'i Press, 2011), was fueled by her discovery of popular press content that showed how Burma's in-

telligentsia was obsessed with women's fashion while the country was under British rule, and also during the Japanese occupation.

“I wanted to give serious consideration to something dismissed as ‘fashion’ in order to examine the connection between gender relations and colonialism, modernization, and nationalism,” she says.

Similarly, Surkis, who specializes in modern European history, peeled away the media hoopla to cast a critical eye on France's handling of family law in response to a growing Muslim community.

Her forthcoming book, *Scandalous Subjects: Intimacy and Indecency in France and French Algeria, 1830–1930*, provides a new view of the entanglement of French and Muslim law and fresh context for understanding the current controversies.

“For me, women's and gender history has to do with the radically different way of understanding historical subjects and events,” Surkis says. “Thinking through things with a gender focus recasts our understanding of politics and the dynamics of power.”

SAS.RUTGERS.EDU

## Chemistry: Building for the Future



A new building rises on Busch Campus.

Thanks to the support of New Jersey voters, who passed a higher education bond issue in fall 2012, Rutgers is gearing up to enhance learning and research with the construction of a new, state-of-the-art science facility on Busch Campus for the Department of Chemistry and Chemical Biology.

The department's new academic home—complete with flexibly designed modular laboratories, welcoming common spaces, offices, and classrooms—was conceived to foster collaboration. As a certified green building, the facility will support a first-class chemistry program while reducing greenhouse gas emissions and realizing operational cost savings.

Understanding chemistry is central to understanding our world. Rutgers thinkers are active in the classroom, training more chemistry students than all other New Jersey institutions of higher education combined. Ranked number one among U.S. universities in garnering federal research support, the Department of Chemistry and Chemical Biology is home to many world-renowned chemists, who are making transformative discoveries in areas such as health care delivery, disease eradication, and renewable energy.

The new building will support the modern techniques and equipment critical to advancing chemistry and attract leading scholars and students to the cutting-edge research and teaching that goes on within its walls.

# SAS

The School of Arts and Sciences is the school for liberal arts and sciences on the New Brunswick Campus of Rutgers, The State University of New Jersey. The School of Arts and Sciences carries on the tradition of excellence founded nearly 250 years ago by Rutgers College and expanded by the three other liberal arts colleges established in the 20th century: Douglass College, Livingston College, and University College. With more than 20,000 undergraduate and graduate students, 800 full-time faculty, and more than 70 majors and minors in biological and physical sciences, humanities, mathematics, and social and behavioral sciences, the School of Arts and Sciences is the largest unit at the university, combining excellence in teaching with world-class research and preparing students to meet 21st-century challenges.



**Top left photo:**

From the left: Dennis Bathory, director of the Lloyd C. Gardner Fellowship, discusses issues with three fellows, Aniket Kesari, Alex Jubb, and Abdul Rehman Khan.



**Top right photo:**

Lloyd Gardner, left, the inspiration for the new fellowship, talks with his former student, John Adams, who created the fellowship for SAS.

**Bottom photo:**

Dennis Bathory, far left, stands with 2012–2013 participants of the Gardner Fellowship, which grounds students in critical global issues and prepares them for lives of service and leadership.



# ROUNDUP

## Things You May Not Know about the School of Arts and Sciences

# 44

SAS students graduated in 2013 with a perfect GPA of

# 4.0



RUDU president and SAS senior Ashley Novak (left) and alumnus Chris Bergman SAS'13 prepped the team last spring.

# 3rd

the last three seasons and placed in the top ten at the 2013 National Championships and the 2012 North American Championships.

● The Rutgers University Debate Union (RUDU) ranks third among university debate teams, surpassing Harvard, on the American Parliamentary Debate Association circuit. RUDU has been ranked in the top ten on the circuit in each of



10 ● From left, astrophysicists Eva Andrei, David Vanderbilt, and Karin Rabe and anthropologist Robin Fox were recently inducted into the National Academy of Sciences, bringing the number to 10 of SAS faculty holding membership in both the National Academy of Sciences and the American Academy of Arts and Sciences.

# \$29.1 million

● The Department of Chemistry and Chemical Biology ranks number one among U.S. universities in federal research support.

## The New Rutgers

● On July 1, 2013, the ringing of the Old Queens bell marked the beginning of an exciting new era in the history of Rutgers. The New Jersey Medical and Health Sciences Education Restructuring Act went into effect, integrating most units of the University of Medicine and Dentistry of New Jersey (UMDNJ) into Rutgers and establishing Rutgers Bio-medical and Health Sciences.

Rutgers—already a leading research university—is now one of America's largest, most comprehensive university-based centers for studying and improving human health and health care. The new Rutgers has a student body of 65,000, more than 20,000 faculty and staff, and an alumni body approaching 450,000.

"For decades, Rutgers has been recognized for outstanding faculty, students, and programs in the arts, sciences, humanities, social sciences, and professional schools," President Robert L. Barchi said. "Combining our many existing strengths with our broader mission of medical education will elevate Rutgers to the ranks of the nation's finest comprehensive research universities."

July 1 also marked Rutgers' initiation into the Committee on Institutional Cooperation (CIC), the nation's premier higher education consortium of top-tier research institutions including the Big Ten Conference members and the University of Chicago. Barchi said, "The newly expanded and enriched Rutgers is well positioned to capitalize on the opportunities that await us for teaching and research collaborations, library resource sharing, study abroad options, and joint purchasing arrangements with our fellow CIC members."

## IN THE FIERCE COMPETITION FOR FELLOWSHIPS, HE SERVES AS COACH, MENTOR, AND STRATEGIST

**W**hat does it take to win a prestigious national fellowship? At Rutgers, there is no greater authority on the subject than

Arthur D. Casciato, the director of the Office of Distinguished Fellowships, an office that helps students apply for major academic awards. Since his arrival in 2007, he has presided over a sharp increase in awards, including 25 School of Arts and Sciences Fulbright recipients this year alone, and an overall expansion of students participating in the process. The number of Rutgers students pursuing fellowships has risen from 16 in 2007 to 193 in 2012. In the interview below, Casciato elaborates on his successful strategy, including what he sees as the elements of a successful fellowship application.

**Q: What's your approach to the job?**

**A:** The emphasis is on participation. I want to see more students involved and trying. My job is largely encouragement, and it's clear it's working. It's not simply that we've won a lot more awards. It's also that many more students have participated. And I'm proud of that. We have a rallying cry here: "You can't win if you don't try, and if you do try, you might just win."

**Q: What should students know about fellowships?**

**A:** Fellowships can help fund graduate studies, independent research, and provide teaching opportunities. Then there is the whole credential aspect. But for me, fellowships have to be understood as experiential.

**Q: What do you mean by "experiential"?**

**A:** Fellowships are about slowing down. It's a bridge year to the future. If you study in the U.K., or teach English in



From left, alumna Rohini Bhaumik SAS'13 and senior Aravind Devarokonda confer with Art Casciato, director, Office of Distinguished Fellowships.

Malaysia, the experience—intellectually, socially, and culturally—is going to make you a richer person, a more appealing person, no matter what your goals are.

**Q: What is your strategy for putting together a successful application?**

**A:** I tell all students: "you have to be yourself." I think of it as a capstone experience. Slow down. Take stock of who you are, what you care about, and what you want to do with your life. Then we see if there is a fit with particular awards. Winning fellowships is about nothing more than fit. You have to be academically accomplished. But it's not about having a 4.0 grade-point average. It's more holistic. It's about the whole person.

**Q: What's your role after the students get interested?**

**A:** A lot of it is hands-on in terms of the writing. The main thing in any fellowship application is the personal statement. Again, it's all about fit. These are busy readers who want a quick take on who you are, what you want to do with your life, and why a particular experience, which their award will fund, will fit with all of that.

For more information, check the website for the Office of Distinguished Fellowships at [fellowships.rutgers.edu](http://fellowships.rutgers.edu) or call the office at 732-932-7231.

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