



# GRADUATE SCHOOL NEWSLETTER



## SPRING - SUMMER 2018

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# Message from the Dean

## Dear Students, Alumni, Colleagues, and Friends,

As you'll see, this issue of the Graduate School-Newark's newsletter focuses on education - education of our graduate students, in our Newark community, and internationally. To quote Paulo Freire, "Education is Freedom." Not only is education freedom, but education for many is the only hope for betterment, for survival, for success. Featured are several examples of GSN's commitment to advancing and advocating for inclusive and pioneering education.

Deepening the quality and scope of graduate education, we're proud of many innovative programs such as the Student-Professor Writing Lab and Research Week's Faculty Panel "Finding Your Scholarly Voice." Another is the Pipeline Pilot Program, a partnership with Newark Public Schools begun this past January. The Pipeline has been commended for its success in engaging high school students, most of whom are immigrants, and encouraging them to consider higher education.

GSN continues its international focus, furthering partnerships with universities and communities to increase scholarly research, access to higher education and to address commonly held problems. The Mamelodi Collaboration in South Africa, a Kresge Foundation funded collaboration between Rutgers University-Newark and the University of Pretoria-Mamelodi Campus is one such example. A new \$4.2 million initiative to increase the number of South Africans with PhDs has been awarded by the South

African Ministry of Higher Education and Training; GSN has been instrumental in shaping this initiative. Finally, we are excited about the official launch this July of The University Alliance for Refugees and At-Risk Migrants, a refugee education initiative that GSN has been central in building.

The academic year culminated with the thought-provoking hooding speech by Charles Payne, Director of the Cornwall Center for Metropolitan Studies, Queen Latifah's rousing Commencement talk, and the signing into law, at Rutgers-Newark, support for New Jersey Dreamer students by Gov. Philip Murphy this past spring.

Lately we've seen the erosion of formerly achieved civic, humanitarian and educational rights in our nation, but the Graduate School-Newark's mandate is dedicated to supporting our diverse community of scholars, neighbors and communities outside our borders. Together we have the tenacity, wisdom and innovation to advance and advocate for what's needed in these challenging times.

Sincerely,

Kyle Farmbry, J.D., Ph.D  
Dean of The Graduate School - Newark

# When Students Critique Their Professors' Writing - The Benefits Multiply

*"Their transformation over time is absolutely profound it's like turning on a switch."*

While professors often critique their graduate students' work, the reverse rarely happens. Here at GSN, however, at the Rutgers Implicit Social Cognition (RISC) laboratory, doctoral students are taking the red pen to their advisors' manuscripts, and in the process they're crossing the threshold from students to professionals.

"In some ways this has been the best method to professionalize and prepare students for their future careers than anything else I've ever done," says Dr. Bonita Veysey, professor in the School of Criminal Justice and director of the P-3 Colloboratory.

The RISC lab's main goal is not to professionalize students — it's to investigate the unconscious thinking processes that underlie prejudice and stereotyping, and how that in turn affects identity formation and behavior. Lab members are conducting groundbreaking research in criminal justice and psychology. But along the way, the lab focuses on teaching doctoral students to write for publication, and on making sure they graduate with at least 2-3 published papers.

Today, Marina Saad, a fourth-year doctoral student who studies implicit criminal identities, has two papers ready to go out for review, and another not far behind — all in addition to writing her dissertation. Before, that wasn't the case. "I had a few things that I'd started beforehand but never completed," she says.

Veysey believes that more students should be in Saad's position if they want a good shot at landing an academic position in a research university. "In all honesty, if you don't know how to write for publication when you come out, it's too late for you," she says.

That's why Veysey and the RISC lab's founder, psychology professor Dr. Luis M. Rivera, launched this unique system back in the summer of 2016. Instead of just presenting raw data at weekly meetings, they decided that everyone would present their research in written form.

Though it's time-and-labor-intensive, the system's main benefit is high productivity for everyone. Their research gets out quickly and in its strongest form. As for students, it offers a structured method for publication — something which is seldom taught, and which can seem impossible for beginners.

Veysey says that when students witness their professors' difficulties, they gain the confidence to push past their own writing challenges. "Their transformation over time is absolutely profound, it's

almost like turning on a switch. They go from academic classroom-style papers to very professionalized and peer-review quality work," she says.

Saad says her graduate friends are envious of the writing group, but she admits it's intimidating to critique well-published professionals. "Our professors' work seems so great, but it forces you to focus on the details."

In that way, Saad says the process has changed her. "What it's really done for me is made me not afraid to ask questions if something doesn't seem right. It's okay to challenge your professors. You can have a back and forth, and it's not this relationship where they're just teaching you."

That, says Veysey, is the point. "It's so important that students get to see that they're not students anymore," she says. "They're junior colleagues."



Marina Saad, doctoral student; Bonita Veysey, PhD



Top row:L-R: Graduate students Deseray Graham, MSW, Jennifer Bucalo, PhD Urban Systems  
 Bottom row: HLLC students: Grace Appiah, Vivian Peralta, Karla Perez-Estrella

## How Can I Be What I Can Not See?

Rutgers Graduate School-Newark, in line with Newark’s goal to ensure 25 percent of residents obtain post-secondary degrees by 2025; has partnered with The Honors Living, Learning Community (HLLC), and with Barringer STEAM Academy (BSA) to create a “Pipeline” connecting local students to tertiary education.

Barringer High School is the oldest public school in the state of New Jersey and the third oldest in the country. It had become notorious for fights in the hallways, overcrowding and deteriorating buildings. Many labeled Barringer as the most troubled school in Newark. In 2013, the school was divided into two separate schools, Barringer Academy of Arts and Humanities and Barringer Science, Technology, Engineering, Arts & Math Academy, or STEAM, and employing many strategies to improve the conditions and student outcomes.

In January 2018 Graduate School-Newark (GSN) HLLC and Barringer High School (BHS) launched the initial Pipeline Pilot Program. This two-year pilot project began with twelve 9th and 10th graders, and has four components: mentorship; collaboration; guest professors; and student presentations. It aims to create pathways for

English Language Learners (ELLs) and Students with Interrupted Formal Education (SIFE) to attend University, something that would have seemed out of reach for most of them.

Jennifer Bucalo, a doctoral candidate in GSN’s Global Urban Systems program, whose research is in urban education, is one of the leads on this project. She explains how impactful peer mentoring is because it is difficult to believe one can achieve certain milestones when there are no role models to emulate. “How can I be what I cannot see? These are questions we would ask ourselves growing up and something immigrant students still struggle with.” Bucalo stressed the need for the ELL students to interact with graduate students, professors, community leaders, successful entrepreneurs; who come from similar backgrounds and have the same experiences.

Bilingual Barringer alumni who are currently HLLC students have been purposely chosen as peer mentors, as they understand firsthand the challenges that immigrants face through their own living and learning experiences. Graduate students, Bucalo and Deseray Graham a MSW student, mentor the undergraduate students who,

in turn, mentor the Barringer High School students. With their mentors, BHS students will be able to navigate through their personal narratives and learn about social issues and history along the journey.

Bucalo also spoke about a few of the unforeseeable challenges they have encountered during the pilot. Some children cannot attend the program due to work or other obligations after school. Some are assisting their families, while others who play sports cannot attend sessions. "It's been amazing to see the shift in these children who at the beginning didn't see university as a real option for themselves," said Bucalo. "But now they even inquire how to overcome obstacles, like being undocumented, and still be able to go to college."

#### ***An afternoon at Barringer:***

On a Friday afternoon after completing classes, students in the pilot program meet their mentors in the school library, eager to begin their weekly discussion. That day, Barringer students were asked what an "Ideal America" would look like to them. This exercise

allowed students to share some of their personal struggles as immigrants in the current political climate. Some of the issues raised centered around how racial prejudice, both externally and from their own homes, affects their interaction with their classmates and friends. The students spoke freely about their different experiences and challenges in a country where some are undocumented and most of them don't speak English as their native language.

Students also worked on their final presentations scheduled for June. One young man is mapping his arduous journey from El Salvador to Guatemala to Mexico and, finally, to the U.S. Another student is creating "Stairways to Happiness," which shows how "the water of friends put out the fire of depression" she felt when she left her father, friends and home. She built new 'stairways' to overcome her initial sadness and loneliness.

Grace Appiah, originally from Ghana, is a HLLC mentor who participated in the session, explained that mentors receive a curriculum that dictates issues to be covered from the board of education, under the department of

***"It's been amazing to see the shift in these children who at the beginning didn't see University as a real option for themselves"***

ESL. "We discuss issues these students would not ordinarily be exposed to in the classrooms. Some of the issues are uncomfortable, but still affect the lives of immigrant students. This was an opportunity we did not have when we were students at Barringer," Grace said. "Sessions have been covering issues on immigration reform, how it affects immigrants and the options of students who are undocumented. We speak about Native Americans, slavery, how different people came to this country, and who is an American?"

The Barringer-Rutgers "Pipeline" has received significant attention and praise from the students, parents, teachers and the Newark Public School system who already see the positive impact the mentoring is having.



# Recent Alumna

## Tyrha Lindsey-Warren, Marketing Science PhD '17

*"I am on a mission to create socially-conscious and responsible business professionals"*



Dr. Tyrha Lindsey-Warren

Dr. Tyrha Lindsey-Warren is one of just 101 African-American women on faculty as marketing professors at U.S. business schools, according to The PhD Project (an initiative that promotes faculty diversity). She is perhaps the only business professor, anywhere, who starts the first day of class by belting a jazzy rendition of "This Little Light of Mine" before making introductions.

Even when sung over a long-distance phone interview, the gospel number is evocative and powerful. It feels personal; conveying the authenticity and intention Lindsey-Warren brings to teaching. Plus, it's entertaining. Lindsey-Warren first built her career on combining education and entertainment to create campaigns for overlooked demographics. Now, as a Clinical Assistant Professor at Baylor University, she 'shines her light' on business students.

Lindsey-Warren was at the Speaking of Women's Health Foundation (a Procter & Gamble-funded non-profit) when she first created a diabetes outreach campaign for women of color. She later worked to raise awareness and funding for organ donation issues among communities of color. She learned it was important to make people feel respected; and that promoting a sense of empowerment made health messages resonate. She also served as public relations director for Alvin Ailey American Dance Theater; assisted overseeing several television productions; and performed musical theater professionally—touring internationally with Broadway show *Play On*.

As a doctoral student at GSN, she studied the ideas and practices she'd developed in her career. Lindsey-Warren studied narrative transportation theory, and examined how stories told within a marketing context impact consumer behaviors.

Lindsey-Warren says she was well supported at RU-N through caring faculty relationships, including Newark's Provost, Dr. Jerome D. Williams, GSN's Associate Dean Kinna Perry, and the Business School's Assistant Dean Goncalo Filipe. Rutgers Business School's public relations manager Susan Todd helped promote her research internationally.

"I truly appreciate them," she said. "As a doctoral student of color, you don't see many people who look like me. Those people were my parachute support system throughout the entire five years."

These days, she's paying it forward in the classroom. "I am on a mission to create socially-conscious and responsible business professionals," Lindsey-Warren says. Her marketing students will one day work in sports, entertainment and advertising; a fact that reinforces her mandate since "they will be the ones that are in charge of the images that consumers see."

# Seasoned Alumnus

Nick Turse, History MA '99



*"As a society, we need bright women and men who can think broadly and deeply on a world of issues and the issues of the world"*

Jan Lewis, Dean of Rutgers-Newark's Faculty of Arts & Sciences and history professor with Nick Turse, awardee at Rutgers 250th Revolutionary Thinkers Celebration.

Award-winning war correspondent, historian, New York Times bestselling author, and managing editor of TomDispatch, Nick Turse sheds light on the changing face of global conflict and American intervention. He did graduate work at Harvard and NYU, and received a PhD in sociomedical studies from Columbia, but before everything he earned a master's in history here at GSN. Presently working in Congo and South Sudan, Turse took time to reflect on how those early years at Rutgers influenced his distinguished career.

***How did your GSN History MA shape you?***

I had a very provincial background, personally and academically. If you can believe it, I came to GSN not knowing there was a "history of technology, environment, and medicine" and left with a master's degree in it. At GSN, I felt challenged, intellectually and academically, in ways I'd never been before. To say my experience at RU-N was life-changing is not hyperbole, it's the truth.

***Was there a particular skill you learned here that helped your journalistic career?***

Maybe to keep searching, keep looking, keep exploring, to keep thinking deeply. I had the great fortune to be taught by some fantastic professors like Jan Lewis, Lisa Herschbach, Richard Sher, and others. They were true masters of their craft, skilled in digging into the past to unearth its secrets, its truths. And that turns out to be very similar to what journalists do. So whether I'm reporting from Vietnam or Cambodia, South Sudan, or as I am today, in Congo, that training stays with me.

***What are your thoughts on the decline in humanities enrollment, especially at the graduate level?***

I suspect that the Great Recession warped academia and pushed many to find "marketable" degrees that seem to be a surer bet when it comes to finding a job. If we weren't born with trust funds, we all need jobs, it's true. But studying subjects in the humanities produces well-rounded individuals

with a skill that isn't tangible but might be the most important one there is – critical thinking. Studying the humanities expands minds in ways that you can't easily quantify, but that can serve you well whether you decide to go into business, become an academic, or even decide to be a war reporter. As a society, we need bright women and men who can think broadly and deeply on a world of issues and the issues of the world. The humanities provides those skills and without them in the hands of the young, we're all at a loss.

***What advice would you give a student with interests similar to yours?***

If you told me, 20 years ago when I was at GSN, that I'd be answering questions from a conflict zone in the Democratic Republic of Congo about being a journalist, I would have never believed it. But here I am and my studies at Rutgers-Newark put me on this admittedly long and winding path. I would say that if you keep your mind open and draw on the resources available—and by this I mean the faculty and fellow students—they might just open unexpected and life-altering doors for you too.

# Research Week 2018

## Annual Poster Presentation Day



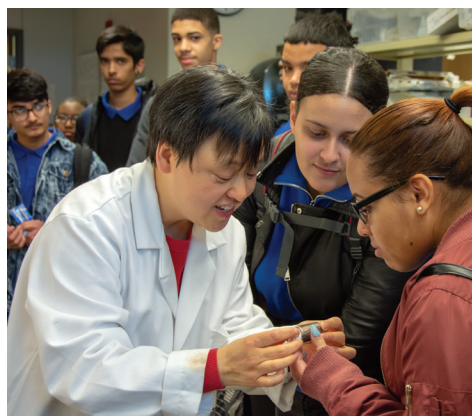
From research into effective treatments for opium addiction to international investigations of fighting Jihadism, Taliban's Suicide Bombings to cutting edge science as in Atomic Force Microscopy Technologies and the Anthropocene's effects in Northern New Jersey Woodcocks, once again RU-N students create an impressive exhibition.

Graduate and Undergraduate students filled the conference rooms of the Paul Robeson Campus Center on April 16th showcasing their months of intense study and discovery

on creatively displayed posters. Research into marketing, neuroscience, environmental studies, chemistry, creative writing and more were on display, revealing the rich and diverse scholarship undertaken.

Poster Presentation Day offers opportunities for students to improve their skills at making their research understandable to a wider audience and to learn about other research areas that might generate interdisciplinary collaboration, cross-pollination or simply - inspiration.

## Newark Public School STEM Day



Each year during Research Week students from Newark Public Schools are invited to visit RU-N's top of the line laboratories and have hands on experience. Students from Barringer STEAM Academy attended and visited, among other labs, Chemistry, Biology and Earth & Environmental Science labs.

This year students had more up-close experiences which included seeing and touching varieties of insects, snakes and bats. For

many of the students, they've never seen the inside of a science lab or heard about the many careers and opportunities in STEM.

The public school visits are an important part of Research Week in addressing the lack of opportunity for Newark's young people and the lack of diversity in the upper level of science research. The goal is to expose students to a greater variety of options for their future and to ignite interest in science.



# "Finding Your Scholarly Voice" - Faculty Panel

*A daunting task for emerging scholars is the work of finding their voice. During this year's Research Week, GSN hosted a panel of experienced faculty from a variety of backgrounds who shared their own successes (and challenges) with finding scholarly voice in the academy.*

## **Jerome Williams, Executive Vice Chancellor and Provost of Rutgers-Newark. Distinguished Professor and Prudential Chair in Business**

"It [your scholarly voice] can evolve," said Jerome Williams, "In my mind, it's never too late to decide what you want to do. From the very beginning I had a very strong interest in social justice but my advisors in graduate school wanted to steer me in a different direction, so it occurred to me that if I ever wanted to do what I wanted to do, I would have to go on an industry path and get through the program, get through university. Once I got tenure, I said well, I've done what they want me to do and now I'll do what I want to do in terms of my scholarly voice." "For me it's been a merger of things that were personal to things with a scholarly standpoint to bring those things together to create my scholarly voice."



## **Krista White, Digital Humanities Librarian At Dana Library, and Principle Investigator of a Seed Grant: "Digital Storytelling as 21st-Century Pedagogy"**

When I got here in 2012, there was no degree for what I do, for a Digital Humanities Librarian. It's an emerging discipline. I started my academic career as a Molecular Biology major but dropped out because I wasn't confident I could do the math. If I could talk to my 19 year-old self now, I would say "You can do the math. Stick with it" I went into art history and received a terminal master's degree. I went for a MLS combining my self-taught knowledge of digital media with my knowledge of Art History. When I saw the job at RU-N for a digital humanities librarian, I applied and got it. I'm still training myself to be a digital humanities librarian, I give lectures, sit on panels, teach and publish articles on the subject. But I'm not finished. I can't stress enough the importance of seizing opportunities when they come across your path. Take the Risk!



## **James Goodman, Professor of History, MFA Program in Creative Writing, and American Studies, and is the U.S. editor of the journal Rethinking History.**

I went to Columbia for my MFA because I knew I wanted to write. I went there in 1981 but there was something about the program at that particular time that made me miserable in terms of voice and scholarly voice. It was a time a lot like this, when Ronald Reagan was elected president in 1980 and it seemed like the world I grew up in, came to an end. But what I didn't like about the creative writing program then was that it was only about form and voice and shape but there was no substance. It seemed it was all about craft at this "intensely political moment." I wanted to write and I wanted to teach but I needed a subject so I picked history and got a PhD. My project as a grad student was to try to bring these things together - to write scholarly stories that "any intelligent Martian" could understand. And it's been my project ever since. All of my struggles have been about scholarly voice.



## **Taja-Nia Y. Henderson, Professor of Law, Steering Committee Member For Newark Reentry Legal Services (ReleSe)**

I went to college clueless. I ended up in history and with a whip-smart historian advisor who believed in me, in ways I didn't believe in myself. It's because of her, in conversation over two years, that I began to think maybe I could get a graduate degree, to think that maybe that's something possible for me. I applied to PhD programs and I got into some really good places. Somewhere along the way I ended up with a law degree and was practicing as a lawyer. I liked being a lawyer, I liked my clients - it was a great life. Then I got a call from someone asking me if I'd ever thought about going back to the academy. Rutgers Law School was looking at applications. I wasn't sure, but every opportunity that looks remotely attractive to you, throw your name in the hat. You simply never know what will be for you. It's not just about finding your voice, it's also about finding your place.





Dr. Charles Payne, Director of the Cornwall Center for Metropolitan Research, 2018 Doctoral and MFA Hooding Speaker

*"This is not an easy year to give a commencement speech. You should have had sense enough to be born at a better time. A commencement address should be short, funny and optimistic. I can promise you short. This is a hard moment to be light-hearted and optimistic, arguably a moment without precedent in the last century and a half. Our civic fabric is being stretched to the breaking point. A great many Americans feel that they have lost something they were entitled to, that their country no longer works for them, and they are striking out, in confusion and anxiety, at those around them, especially those around them who look different, or praise God differently, or understand their sexuality differently. We have reached a point where some politicians barely pretend to tell the truth, let alone respect the law. We have reached a point where the ideal of an independent press is threatened, where civil public discourse is no longer even an expectation. We are watching the social gains attained by social movements in the sixties steadily undermined, including a relentless effort to restrict the right to vote. Public life becomes one long reality show, with new scandals and outrages popping up before the old ones get a chance to get off stage. Meanwhile, while public life is reduced to public spectacle –serious issues go undiscussed. We cannot mount a real conversation about health care. With one of the world's highest rates of child poverty, we have no discussion about child poverty. We ignore the continuing degradation of the environment by people charged with protecting it.*

*This is the world into which you are graduating, and one could make an argument that things are likely to get worse before they get better. Nonetheless, nothing is more essential than believing that things can get better. To think otherwise is to turn your back on your ancestors. We are looking at hard times, but some of our ancestors looked at harder times than these.*

*I suspect some of you are the products of families that fled pogroms and ethnic cleansing; some of you are from families affected by war or the degradation of colonialism. Some of your families came from places where certain professions were closed to them or there were certain places they could not go. Some of your families fled prejudice and discrimination elsewhere only to find new forms of prejudice and discrimination here. Your foreparents survived all of that, and they survived well enough to build a platform under you that brought you to this time and place. A new museum opened this week, a memorial to the American tradition of lynching, to me a reminder of what my people had to pass through to make it possible for me to be here. If our foreparents passed through their trials with dignity and grace, we dishonor them if we despair at our challenges.*

*So where is your hope? Your hope is in the young people like you who, in the wake of the Parkland murders, are saying no to untrammelled access to weapons of war. Your hope lies in the young people of Black Lives Matter who are forcing a national rethinking about how policing can support rather than further alienate disenfranchised communities. Your hope is the women of the Me Too movement who have decided it is time to put an end to some of the most degrading forms of male privilege. Your hope lies in the possibility that the threats to the America we thought we knew, will produce a new commitment to seeing that this country lives up to its best ideals, not down to the worst temptations.*

*Ultimately, your hope has to rest on your own growth. I am sure that you not are the person you were when you entered college. We all grow when we encounter new people, new ideas, serious teachers, when we take on new responsibilities. If you can grow, so can others, including some of those people we most despair of now. Your hope is in them as well as in yourselves."*

# Rutgers-Newark Partners with University of Pretoria - Mamelodi



Rutgers-Newark faculty and graduate students join Mamelodi faculty and administration for a planning workshop, May 29, 2018.

Rutgers University-Newark through the Graduate School has entered into an exciting partnership with the University of Pretoria's Mamelodi campus, to share best practices, build capacity and collaborate under five areas: Strong, Healthy, and Safe Neighborhoods; Educational Pathways; Science and the Urban Environment; Economic Development; and Arts and Culture.

Mamelodi is a township in South Africa established under apartheid in 1953 as a blacks-only settlement. Today it is a large urban center with a population of more than 300,000, but still reeling from the effects of apartheid. Many youths, particularly young women, are not given the opportunity to access educational opportunities that could transform the communities they live in.

The Mamelodi Collaboration was initiated by the Rutgers Graduate School - Newark through Dean Farmbry in 2017, aided by a planning grant from the Kresge Foundation, for Rutgers-Newark and the University of Pretoria-Mamelodi to share resources, initiatives and personnel in addressing common problems of poverty, racism and lack of resources.

One of the innovative and exciting ways this collaboration can share resources is through the #WakandalsAPlace initiative. This a Science Technology Engineering and Math (STEM)

mentorship program, which will create a digital space for intellectual growth and collaboration between Mamelodi and Newark undergraduate and graduate students, mentors, curriculum, and research. Wakanda Is A Place is inspired by the concept of breaking down barriers in STEM and enabling youth in Mamelodi and Newark to see Wakanda in their own community, through context-driven and local research.

This initiative along with other projects that fosters the provision of educational opportunities for under-served students to study programs in STEM fields through sustainable partnerships between high schools, universities, business and international partners. This model allows students to be nurtured from early high school through academic enrichment in after school programs, on Saturdays and in Winter and Summer Schools.

This Pre-University intervention identifies highly talented students, addresses the problem of under-preparedness and challenges of transition to University. The objective is to implement a system which tracks the performance of students from the time they enter the Pre-University program through to graduation. Therefore, this collaboration aims to strengthen the current pre-university interventions that have led to notable success

in graduation rates of students that transition from these after school and out of school initiatives.

Both universities see their role as Anchor institutions, committed to raising the quality of life for their community as well as their students. Anchor institutions are enterprises such as universities that are rooted in their local communities through their mission, invested capital, and that harbor economic, human, intellectual, and institutional resources. Anchor institutions have the potential to bring crucial, and measurable, benefits to local communities. This collaboration aims to reduce the cycle of poverty and violence that the youth in socially and economically deprived communities experience, in Newark and Mamelodi respectively.

According to the American Community Survey 2006- 2010, 15.9% of Newark residents aged 25 and older didn't graduate high school, and of the 68.1% who graduated, only 12.3% went on to earn a bachelor's degree or higher. Similarly, Mamelodi is challenged with high drop-out rates, low matric pass rates, and extremely low university attendance rates. Therefore, the Mamelodi Collaborative presents a unique opportunity for the two institutions to support the development of their communities through the provision of education and in turn reduce poverty and inequality.

# RESOURCES

## 1 Scholarships & Fellowships

The Graduate School-Newark awards several scholarships each year such as: Inge R. Gambe Graduate Scholarship, GSN Dean's Scholarships, Hazel Vera Dean's Scholarship, and University Merit Graduate Scholarships. Fellowships include the Ralph Bunche Fellowship, Homeland Security Fellowship, Norman Samuels Fellowship and the Trustee's Fellowship and Dissertation Fellowships. For more info, contact the GSN office.

## 2 Fulbright Fellowships

Fulbright Fellowship applications are now open. For more info, please contact Dr. Kinna Perry, Associate Dean of the Graduate School.

## 3 Summer Travel Grants

The Graduate School-Newark awards a small number of travel grants each summer. These travel grants are for travel directly related to research (e.g. collection of data or archival visit) or travel related to coursework. Students must be enrolled in a GSN masters or PhD program (School 26) to be eligible to apply for funding. The maximum award amount is \$1,000.00.



NJ Gov. Phil Murphy makes state aid available to undocumented students. On May 10, 2018, Chancellor Nancy Cantor welcomed New Jersey Governor Phil Murphy, scores of undocumented students, campus and community supporters to Rutgers-Newark for the signing of legislation ensuring financial aid equity for Dreamers in New Jersey.



Queen Latifah, the hip-hop icon, award-winning actress, singer-songwriter, and producer, gave the keynote address to a full house at the Rutgers University-Newark commencement ceremony on May 14 at the Prudential Center.

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