

JHU National Fellowships Program
Gates Cambridge, Rhodes, Marshall, Mitchell, Churchill Scholarships
2021 Pre-Application Instructions

These instructions will guide you through the first portion of the GRMMC Application process, the Pre-Application phase. Please refer back to them as you complete the Pre-App form, as they are designed as an aid to help you deliver your most compelling responses.

To be considered as an applicant for these scholarships, you must assemble and email us your **Curriculum Vitae**, unofficial **transcripts**, and a completed **Pre-Application Form** (see below for details).

Submission Instructions

- **Deadline: Monday, March 15 at 9am EST**
- Merge all three documents into one PDF file. Title the PDF with your last name, first name, “Pre-App,” and 2021 (e.g., “Hamell Stephon Pre-App 2021.pdf”)
- Email the PDF to nfp@jhu.edu with the subject line “GRMMC Pre-Application”

Submission Details

1. Curriculum Vitae

- Please provide a current CV (two-page maximum).
- Include your name on both pages and insert a **small photograph** of yourself in the upper left-hand corner.
- Ensure that the nature of the activities you include is clear to your readers (i.e. avoid technical terms and describe organizations that might be unfamiliar to a reader).
- You are encouraged to include information about activities outside of your academic field as well (e.g. extracurriculars, volunteer work, leadership activities, etc.).

2. Unofficial Transcripts

- **JHU Transcript:** You can download your JHU transcript from SIS. If currently enrolled, please make sure that the transcript reflects your fall 2020 grades and spring 2021 classes.
- **Study Abroad Transcript:** If you studied or are studying abroad, include a transcript with names of courses and grades for completed classes.
- **Graduate Students:** If you are a JHU graduate student, please also include a transcript from your **undergraduate** institution.

3. Pre-Application Form

You can download this form from our website by going to any of the UK/Ireland scholarship pages on [the NFP website](#). The document asks you to provide some basic information as well as the following:

- **Scholarships you are interested in applying for.** Please read through our webpages and handouts from the information sessions to select scholarships that you believe would be a good match for you. If you are not certain yet, please check “Unsure.”
- **List of referees.** Please list all *potential* referees—ideally between 4-6, but 8 maximum—who

might write letters in support of your application. Your referees do not all need to be faculty at Hopkins or connected to Hopkins; however, you should list **at least two Hopkins faculty** members. You do not need to designate which application (i.e. Gates Cambridge, Rhodes, etc.) they will write for. Please indicate the name, title (for non-academics) or rank (for professors), affiliation, and the *type* of letter that person would write for you (e.g. academic, research, leadership, service, internship, athletics, character). Follow this model:

Examples

Dr. Susan Page
Associate Professor
Dept. of Computer Science
Johns Hopkins University
research letter

Mr. Daniel Garcia
Director, Youth Engagement
We Are One NGO
New York, NY
leadership letter

Please bear in mind that only the Rhodes accepts all categories of letters, and it requires one character reference (in addition to academic letters). The Gates Cambridge and the Churchill require academic letters only. For the Mitchell, letters of reference are related primarily to academic work, though those associated with service or work experiences are appropriate. For the Marshall, in addition to three academic letters, you will need one leadership reference.

Note: Letters cannot come from peers, graduate students, or postdocs.

- **Short-answer questions.** Please respond to all questions succinctly, within the noted length limits.

A. Describe the core academic issue that you give your energy to and wish to address in the future. What question drives you? How do you hope to address it through your career path? (150 words maximum)

Be as original as possible in your writing—do not write sentences other students could and do not include clichés. Instead, focus on how your own set of experiences has motivated you to pursue a particular academic path. **Be sure that the core issue you express here directly relates to the course of study/degree program that you propose in 3B.**

Example 1

We seem to accept that we are more divided, and less capable of civil discourse, than at any other time in recent memory. My research, and my broader interests, focus on understanding where and to what extent this is true. If it is, how can we reverse it? If not, why do we think (or, more precisely, feel) it so? These questions speak to the heart of my conception of diplomacy – not the practice of backroom policy negotiations so much as the more basic art of careful listening – and the reason I am so interested in the intersection of law, the humanities, and medicine’s reconciliatory power. As I continue my studies, the universality of this broader concept of diplomacy becomes increasingly apparent. I hope to promote the types of interpersonal interactions that, ultimately, prove the most durable foundations for understanding and cooperation.

Example 2

I have been a serious classical musician for most of my life, yet I have always wondered,

“What is the function of music?” It is remarkable that music, a universal feature of human culture, seems superficially to have no explicit purpose. When I came to university, I was captivated by cognitive science, a discipline where researchers from many backgrounds try to answer the question, “What is the function of the brain?” By merging these two fundamental questions through studies of both music and neuroscience, I hope to gain insight into the remarkable human capacity for musical communication.

B. Focusing on one of these scholarships, which specific degree in which department (at which university, for the Marshall or Mitchell) do you intend to pursue with this award? (150 words maximum)

Make sure your qualifications for the chosen academic program in the UK or Ireland are clear and note that you must have already taken advanced coursework in that discipline at Hopkins.

If you intend to apply for more than one scholarship—e.g. the Gates Cambridge and the Marshall—give an answer here only for one, either the Gates or the Marshall. Please note the difference between “taught courses” (ones that primarily involve coursework) and “research degrees” (ones that are primarily or entirely based on research projects). Note also that you may select a Master’s for all five scholarships and a PhD/DPhil for the Marshall, Rhodes, and Gates Cambridge.

- **For a research-based degree:** why did you choose this particular department (and/or PI) and how does the degree complement your training thus far?
- **For a taught course:** why did you choose this particular program and how does the course complement your training thus far?

Indicate as specifically as possible why this particular course (degree) and department are a strong fit for your academic trajectory, both past (e.g. make clear your qualifications to undertake this degree) and future (e.g. specific classes, potential PI or advisor, a degree or lab opportunity that exists only at university X and a few other places).

These scholarships are not an opportunity to pivot academically to explore a field in which you have not taken extensive coursework or conducted substantive lab work. For all of them, you must be admitted to your academic department in the UK or Ireland, for which you will be upheld to the strict admission standards of departments at universities that focus on specialization in one area rather than the American liberal arts education model.

Be sure to address all parts of the prompt.

Example 1 (Research MPhil for a Churchill Scholarship)

Considering the Churchill Scholarship, I would want to pursue an MPhil in Medical Science (Clinical Neuroscience) as a one-year full time research degree. Studying in this department would directly enable me to work on a research project related to traumatic brain injury identification and outcome analysis, while also providing invaluable guidance on important methodological considerations when conducting neurological clinical research. As the University of Cambridge is one of the principal management institutions of CENTER-TBI, the largest European project to understand traumatic brain injury, this collaborative department

is the ideal place to work at the forefront of brain injury research. My undergraduate education in neuroscience coupled with research training in the areas of neurological systems analysis, pediatric traumatic brain injury, and critical care rehabilitation synthesizes to serve as a crucial complement to the graduate program at Cambridge and the priceless opportunity to develop as a future clinician and scientist.

Example 2 (Taught MSc for a Marshall Scholarship)

If awarded the Marshall Scholarship, I hope to earn an MSc in Refugee and Forced Migration Studies at Oxford University – a subject area offered by only a few other graduate schools. This MSc’s broad scope will allow me to explore the needs of groups who are not considered ‘traditional’ refugees (such those forced to migrate in the contexts of war, climate change, and economic hardship), and train me to create policies for and conduct research on them. Furthermore, this MSc prioritizes intersection with multiple academic disciplines; I hope to subspecialize in legal and ethical perspectives, which will later prepare me for a career working for an international organization like UNHCR or advising bodies like the European Commission as they develop refugee policy. This degree builds upon my previous coursework centered on humanitarian aid and refugee policy, as well as my internship experience working with asylum seekers.

C. GRMMC Scholarships & Your Future Plans (Please answer each question in 1-2 sentences)

1. What is your career goal?

Explain what you ideally wish to accomplish in your career. While we recognize that this goal will likely change in the future, please focus on what you believe you would like to do as of this moment.

Example: My career goal is to conduct research as a physician-scientist to find hidden relationships between genomic data and patient outcomes, with the ultimate goal of personalizing the treatments for each cancer patient.

2. Why is pursuing the specific degree cited in 3B important to achieving this career goal?

Your task here is to connect how pursuing the specific academic degree in the UK or Ireland cited in 3B, including the resources and opportunities that come with this experience, moves you toward the career goal stated in Part 1 of this question.

Example (from the same application as above): This training [an MPhil in Genomic Medicine through Churchill scholarship at University of Cambridge] would be a great opportunity to learn more about not only how to incorporate genomic research into a clinical setting, but also how to gain inspirations for new directions of scientific research through the clinical experience.

D. Give a recent example, from within the last 2.5 years, that best depicts you as a leader, whether in an academic or non-academic context. (150 words maximum)

Leadership ability and potential are key criteria for selection in each of these scholarship competitions. While the definition of leadership varies for each of the five scholarships,

describing a situation that exemplifies how you have led others and what impact you had can be informative about which scholarship/s you might be best suited for.

Example 1 (from a Marshall application)

Returning home from the South Pacific, I launched Project Kiribati as my response to the sweeping effects of climate change on water access I had witnessed. The first international initiative designed to support a sustainable clean water infrastructure in its eponymous nation, Project Kiribati aims to assist communities suffering from a dearth of international aid relative to those possessing similar public health and economic development profiles. As I worked to secure donations and involve my peers, I realized that the disconnect between the aid Kiribati receives and the need for public health supplies Kiribati exhibits is partially an issue of awareness. While talk of CO2 projections failed to motivate many I spoke to, pictures of the farmers and families of Kiribati affected by rising sea levels proved more useful in generating interest. Indeed, these photographs were a very effective tool in my efforts to make Kiribati—a nation frequently omitted from maps—reappear.

Example 2 (from a Gates Cambridge application)

In my first year of college, I became involved with the Jail Tutorial Project, a student-run organization dedicated to providing free education to local inmates. Since then, I have taken a role as co-president of the group of 55 tutors. In this position, I doubled the number of locations our organization tutors and I am managing the launch of Baltimore's first free GED course for released inmates. My conversations with inmates have also made me keenly aware that, in the same city where I conduct breakthrough cancer research, there remain many systematic barriers to equal opportunity that we must collectively overcome. Though my work with inmates may seem different from my research, it is motivated by a common impulse: the desire to help others by actively addressing problems, be it poor prison education or cancer.

E. Your Winner's Biography. (150 words maximum)

The Gates Cambridge, Rhodes, Marshall, Mitchell, and Churchill organizations post short bios of the winners from each year's scholarship competitions on their websites. Reading them gives you a sense of who wins, the culture of each competition, and some trends in their respective selection processes. Drafting your own winner's bio will help you project yourself imaginatively into that role.

This exercise may compel you to regard your own accomplishments and aims in a different light. Below are some examples; you can view more on each organization's official website. Write only **one** "winner's bio" for yourself, even if you intend to apply for multiple scholarships. Imitate the form and tone of the scholarship competition's postings as closely as possible.

Note: Write from the future standpoint of having already won the scholarship (e.g. nine-twelve months from now). If currently a junior, talk about yourself as a senior; if a senior, talk about yourself in the fall/winter after you graduate, etc.

Examples

[Gates Cambridge] Katherine Robinson, United States, MFA Johns Hopkins University, BA Amherst College. Course: PhD English at Pembroke College. My interest in mythology grew out of time I spent volunteering at a Shetland marine mammal sanctuary after graduating

from Amherst College. Folklore I learned there showed me how mythological and folk traditions act as frameworks for understanding our relationship to nature and wildlife. This interest has fueled much of my research and writing, and I have become interested, too, in how poetry both represents and forges connections to the land around us. At Cambridge, my research will explore how Ted Hughes repurposed and retold early Celtic mythology in his poetry, and I will also chart connections between Ted Hughes's mythic and personal poetry. Finding metaphors for personal experience within mythic narratives—rife, as they are, with shape shifting and magical apparitions—is, I believe, a way to examine literature's transformative potential. I earned my MFA in poetry at Johns Hopkins University, and, while studying there, I began writing a book of poems inspired by my work with marine mammals and my studies of folklore.

[Rhodes] Alaleh Azhir is a senior at Johns Hopkins University with a triple major in Biomedical Engineering, Computer Science, and Applied Mathematics and Statistics. She has a perfect GPA (including an A+ in 22 courses). A Goldwater Scholar, she has many publications in genomics and various biomedical subjects in major national and international journals, and has done research at Harvard, MIT, the NIH, and laboratories in Switzerland as well as at Johns Hopkins. She mentors middle school students, edits a philosophy journal, runs arts programs for children in under-resourced neighbourhoods, and provides cooked meals for a shelter for survivors of domestic abuse. Alaleh immigrated from Iran when she was 14.

[Marshall] A native of Brooklyn, New York, Quenton Bubb graduated Phi Beta Kappa from Johns Hopkins University with an honors degree in Biophysics. From facilitating introductory chemistry problem solving sessions on campus to teaching science at a local high school and community center, Quenton enjoys mentoring and communicating science. He received a Goldwater Honorable Mention and UNCF/Merck Undergraduate Fellowship and intends to pursue a career as an MD/PhD. As a Marshall scholar, Quenton will pursue an MPhil at the University of Cambridge studying the biophysics of intrinsically disordered proteins. Outside of academics, Quenton is an avid listener of jazz music.

[Mitchell] Mohammad Modarres studies Public Health and Anthropology at Johns Hopkins University where his research focuses on how to restructure US sanctions polices to give international citizen sector organizations greater ability to provide public health resources to the Iranian people and ultimately to create diplomatic dialogue between the US and Iran. His interest in using sport and the arts for social development sent him to South Africa, to help FIFA's Football for Hope initiative provide youth communities access to health and educational services through football/soccer. A published political cartoonist, his artwork will be displayed in the permanent collection of the 9/11 Museum at Ground Zero. He will study Development Practice at University College Dublin.

[Churchill] Sandya Subramanian. Hometown: Grand Rapids, Michigan. Institution: Johns Hopkins (BS, Biomedical Engineering, Applied Mathematics and Statistics). To study: MPhil, Department of Clinical Neurosciences.

Sandya's interest is in extracting meaningful information from large neuroscience datasets for direct application in a clinical setting for a diagnostic or therapeutic purpose. In Clinical Neurosciences at Cambridge, students must choose two possible research projects. Sandya

will either work with Dr. Emmanuel Stamatakis in looking at fMRI data to study the default-mode network (DMN) or she will work with Dr. Peter Smielewski on using multimodal data from critically ill patients to assist in real-time decision-making. In high school, Sandya worked on a Science Olympiad team on a project to provide safe drinking water in rural Ghana. When she matriculated at Johns Hopkins, she was immediately drawn to computational neuroscience. A member of Tau Beta Pi, she has won a Goldwater Scholarship and won first place in the Collegiate Inventor's Competition (for the best undergraduate invention in the country). She has worked in research laboratories at Hopkins, MIT, and NIH.