Looking for a great opportunity?
Consider the Diversity Pre-doctoral Teaching Fellowship
The Office for Diversity in Graduate Education (ODGE) offers the Diversity Pre-doctoral Teaching Fellowship to support graduate students of color in completing their dissertations while simultaneously assisting our coordinate campuses in diversifying their curriculum.
Fellowship Description

• Appointment is for 9 months during fall 2013 and spring 2014.

• Aims to increase diversity in the University curriculum, instruction and among the faculty.

• Mentors doctoral candidates, particularly those who are underrepresented (US citizens and permanent residents), within the ranks of faculty, to teach at the Morris and Duluth campuses while writing the dissertation.

• Seeks fellows who are committed to teaching excellence in undergraduate education and who show strong potential for an academic career centered on teaching and research.
Fellowship Package

✓ $22,500 stipend
✓ Health insurance
✓ Mentorship by senior faculty
✓ Housing allowance (Duluth)
✓ Complimentary housing (Morris)
✓ Tuition benefit up to 14 credits per semester
✓ One-credit teaching practicum course (Duluth)
✓ Travel to a professional meeting or conference
BENEFITS
Reflections from past fellows

- Teaching autonomy and expansion of portfolio
- Having time to write
- Getting a glimpse into faculty life
Teaching autonomy and expansion of portfolio
Having the freedom to design and implement my ideal course was rewarding. I was able to showcase my research and teaching strengths without much curricular restriction.

Having a smaller class size than what I am accustomed to in the Twin Cities allowed me to really get to know my students and vice versa.
Although I am a historian, I had the opportunity to teach a course through the French Department in Foreign Languages and Literature, which was a great experience. It allowed me to engage in discussions with faculty about pedagogical approaches to the classroom.

This experience definitely helped me develop new teaching techniques and allowed me to develop new syllabi to add to my teaching portfolio.
For teaching, it was beneficial to have the autonomy to create my own classes (my dream classes); to have my own office space, and to be treated like an actual colleague as opposed to a fellow with office space.
Teaching in a new department improved my interdisciplinary credentials.
Having time to write
Talking about my writing progress with my faculty mentor and learning about her experiences provided the support I needed.

Having a generous stipend allowed me to focus less on balancing my finances and more on my research and writing.
Reduced teaching load gave more time for writing and dedicated writing days resulted in faster, better writing.
A glimpse into faculty life
Being accepted, as a graduate student, as a member of the faculty was an amazing experience, and helped me envision my future role in academia.
Because the fellowship gave me faculty status, I was invited to departmental advisory board meetings. This was an invaluable opportunity for networking, and led to a tenure-track appointment, which I readily accepted.
## Diversity Pre-doctoral Teaching Fellows

<table>
<thead>
<tr>
<th>2011-12</th>
<th>2012-13</th>
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<tbody>
<tr>
<td><strong>Morris Campus</strong></td>
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<tr>
<td>Tom Sarmiento, American Studies</td>
<td>Severine Bates, French</td>
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<td>Karissa White, American Studies</td>
<td>Michael Cheyne, History</td>
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<td><strong>Duluth Campus</strong></td>
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<tr>
<td>Jesse Field, Asian Languages and Literatures</td>
<td>Benjamin Agbo, Organizational Leadership, Policy and Development</td>
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<td>George Hoagland, Cultural Studies and Comparative Literature</td>
<td>Eun Joo Kim, English</td>
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<tr>
<td>Jessica Namakkal, History</td>
<td>Akiko Maeker, Organizational Leadership, Policy and Development</td>
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