

DEREK BOK CENTER FOR TEACHING AND LEARNING, RESOURCES

FALL TEACHING CONFERENCE & WINTER TEACHING WEEK:

- General Trainings for new/returning TFs
- Recur annually in mid-August and in mid-January, respectively
- Series of workshops, plenaries, presentations, modules, etc.
- Preregistration occurs several weeks beforehand; enrollment caps

BOK SEMINARS

- 6-week seminars, offered on rotating basis in fall and spring
- Meet once per week, typically for two hours
- Preregistration occurs right before start of term; enrollment caps
- Thematically-based, categorized in one of five ways:
 - Foundations
 - Methods & Practices
 - Equity and Inclusion
 - Communication and Language
 - Professional Development

Bok Center Teaching Certificates

- Two certificate-granting programs designed for Ph.D. GSAS students
- Requires multiple semesters (3-5) of work (ideal to begin as G4); can fulfill on a rolling basis
 - The Bok Center Teaching Certificate
 - Take two Bok Seminars
 - Take a departmental pedagogy course (i.e., Structure of Russian)
 - Do a Bok Center Video Consultation
 - Submit a Teaching Statement, Syllabus, Reflective Piece
 - The Bok Certificate in Teaching Language and Culture (ideal for Slavic!)
 - Teach a minimum of two semesters (at least one language)
 - Take one foundational pedagogy course (i.e., Structure of Russian)
 - Do a Bok Center Video Consultation; sign-up is found online
 - Take ROM-LANG 230: Teaching Languages, Cultures, and Literatures
 - Take two Bok Seminars
 - Submit a Teaching Statement, Sample Syllabus, and Sample Assignment

PEDAGOGY FELLOW (PF) POSITION

- Apply as G4/G5 for G5/G6 year through application process (questionnaire, essay, interview)
- Consult DGS, current PF, and folks at Bok before applying [cannot be combined with DCF]
- Counted as 1/5th worth of teaching, and paid accordingly [remember G5 is not funded]
- Application process opens in Feb., interview in March, acceptance in April, training in May
- Year-long position (Friday meetings, capstone project, staying active, support network)

CONFERENCES

Conferences are a big part in the “life” of a scholar. They are a good mix of entertainment and education (“edutainment”) and provide great opportunities for networking, catching up with old friends, building up your CV, and, most importantly, getting feedback on your research and announcing your interests to the academic community. Not all conferences are “equal,” though, and should be approached differently.

There are the national conferences (for us that's ASEEES and ATSEEL) at the “top” of the pyramid, then regional or subsidiary ones, and then graduate student conferences. All conferences are valuable in their own right, and it's good to get a feel for all of them in grad school, but conferences take time and money (organizing, presenting, writing, traveling, etc.), so you want to be strategic. There are also “pop-up” conferences organized by institutions/groups/individuals, so keep your eyes peeled; academic email list like SEELANGs or Facebook are good ways to stay in the know. Conferences will often be conceived of thematically, so it will be obvious to you, given your interests, whether you'd be a good fit to participate.

Once you identify a conference you want to attend, you will need to submit an abstract (250ish words) of the paper you plan to present (likely with a short bio) to the conference organizer. This is the easy part! Sometimes abstracts can be submitted as standalone pieces (this is often true for regional and grad student conferences) and the organizers will themselves place you on a panel, if they decide to accept your abstract. As with all things, conferences can be picky. For national conferences, though, you will need submit your paper as part of a panel, which you may need to organize. So, what's a panel?

Elements of a Panel:

- Three panelists (including yourself) whose presentations are somehow interrelated; each panelist will present their work in, typically, 20 minute intervals for a small audience.
- Chair, a “low-stakes” role: keeps track of time, introduces panelists, wraps things up.
- Discussant, someone who receives the presentations in advance of the conference, familiarizes themselves with the presentations and the broader topic, and then facilitates the Q&A session after the panelists have each presented; this is not another panelist.

For most conferences, you are allowed to participate in, at most, two of these roles. (Conference “rules” will always be subject to change depending on year, format, organizers, so familiarize yourself with the rules before you begin applying). You can be a panelist and a chair, but not a discussant; you can be a discussant and a chair, but not a panelist, etc. If you do participate in a conference, try to be a panelist!

So, let's say you have identified a conference, came up with a paper idea, and written an abstract, but you don't have a panel. What to do? You must organize it yourself, or search for a pre-existing panel being organized by someone else that you can slip into.

The latter option is, obviously, easier to do. Most conference websites will have viewable and editable spreadsheets that you can peruse to see what positions a panel is looking for; you will also get emails on academic list serves from panel organizers soliciting participants. Given your interests and availability, feel free to try and join. All you need to do is write the panel organizer with your abstract, bio, and reasons for wanting to participate, and they will decide. They may not always decide in your favor (though they'll always be nice about whatever they decide to do), so give yourself enough time to navigate this part.

If, though, you cannot find a pre-existing panel, you will need to organize it yourself. That means you will need to find several other panelists, a chair, and a discussant on your own. How is that done? There really is no one formula. People often have success through word of mouth, relying on personal contacts, using academic email lists, cold-emailing potential participants, even advertising on Facebook. When you invite others to participate on your panel you should have: (1) an abstract of your own paper and (2) an abstract for the *panel*. Someone who is invited will want to know what they're asked to participate

on; it also looks more professional to reach out to people with a formulated idea. I would not recommend inviting people to be the chair (at least at first) because sometimes people think the position is boring. Reach out to folks to be either panelists or discussants, even offering them to select their preference. (If you invite people to select roles, you will need to stagger who you ask and when, so you don't overlap.)

Once you know more people in the field—and are yourself already a little established—organizing panels becomes easier to do. At first, though, as a new grad student, you may run into a lot of nonresponses or hesitations: people's schedules book up fast, and older "big name" scholars are sometimes reluctant to work with yet unproven graduate students, but that culture (at least in Slavic) is changing. Once you do have a panel, you will need abstracts and short bios from each the panelists and a panel abstract to be compiled and submitted to the conference organizers (conferences will provide submission forms online). I would also allow the other panelists opportunities to fine-tune or add to the panel abstract that you write before submitting, so it creates a sense of shared ownership over the process. The conference will convene many months *after* submission, so this is truly a lengthy process that requires patience.

In short, organizing panels takes a bit of work, and you should allow yourself ample time. It's very obvious to everyone when a grad student is clamoring at the last minute for an extra panelist! Bigger conferences also disallow grad student-only panels, so you will need to get faculty on your panel to give it some weight in the eyes of the organizers. Try participating on a panel before organizing one. To be a part of conferences, too, you must be a member of the organization, which needs to be paid for ("membership dues"). While this is subsidized for students, when organizing a panel, do make sure that everyone on the panel has an active membership; you won't be able to submit unless everyone has paid their fees!

If in-person, expect to be away for a few days; you will need to coordinate your teaching schedule back home, campus doesn't stop because you're at a conference! When at a conference, do what feels good and interesting to you, and meet as many people as you can. Start small with a regional conference in your G1-G3 years, then move to nationals in your upper G-years. These forums are places to announce yourself as an emerging/new specialist in a specific area. Your first conferences will feel overwhelming, but they get better with time. A great place to meet people, hobnob with established and up-and-coming scholars, and get a "sense of the field" are the book fairs. They are fun, low-stakes, and often have great food and discounted prices on books.

Association for Slavic, East European
& Eurasian Studies (ASEEES)

December: Conference theme, call
for presenters/papers is announced

January-February: Panels will form;
Invites and ideas will start circulating

February-March: Submission deadline
for all proposed papers/panels

April-May: Announcements of
accepted panels

May-September: Prepare
and interface with panel as needed

October: Submit presentations to
discussants; practice however you can

November: ASEEES convenes

American Association of Teachers of Slavic
And East European Languages (AATSEEL)

February-March: Conference theme, call
for presenters/papers is announced

April-June: Panels will form;
Invites and ideas will start circulating

July-August: Submission deadline
for all proposed papers/panels

September: Announcements of
accepted panels

September-December: Prepare
and interface with panel as needed

January: Submit presentations to
discussants; practice however you can

February: AATSEEL convenes

DISSERTATION COMPLETION FELLOWSHIP (DCF)

BASICS

- DCF applications are available in January, most due in February (often on **2nd Friday**)
- You will need two evaluation forms (found on CARAT) signed by two committee people
- There are many different DCFs, be prepared to find/select right one for you (takes time)
- You must have a dissertation abstract (300-500 words) and table of contents prepared
- DCF cannot be combined with PF/GSAS positions; no teaching is permitted on DCF
- CARAT is often not intuitive, so be prepared to be patient; have everything as .pdf files
- DCF can only be accepted once, i.e., take DCF when you know for *certain* you'll finish
- You also won't hear back (typically) until beginning of May, so sit tight thru the winter

DIFFERENT DCFs AVAILABLE FOR SLAVIC

GSAS Dissertation Completion Fellowship

- Abstract/Table of Contents
- Two Evaluation Forms
- Updated CV
- Perks: not too many; this is standard DCF grant, funding at normal stipend level

Davis Center Dissertation Completion Fellowship

- Abstract/Table of Contents
- Two Evaluation Forms
- Updated CV
- Perks: Office Space at Davis Center

Mahindra Humanities Center Dissertation Completion Fellowship

- Abstract/Table of Contents
- Two Evaluation Forms
- Updated CV
- Unofficial Transcript
- Two Reference Letters (one be from primary dissertation advisor)
- Accepts only two
- Perks: Mahindra network, special invites to Mahindra events
- Quirks: strong preference to interdisciplinary projects, contemporary relevance

Radcliffe Center Dissertation Completion Fellowship

- Abstract/Table of Contents
- Two Evaluation Forms
- Updated CV
- Two Reference Letters (one must be from primary advisor)
- Statement of Interest (400-600 words)
- Accepts only three
- Perks: Radcliffe office space (private); Radcliffe network; slightly better pay

General Exam, Slavic

General Advice

- Studying for the exam, i.e., familiarizing yourself with the canon, is as important as the exam itself
- Think of the exam as training you to teach a survey course on Russian culture/literature
- Exams now occur at end of G3 year, so start planning in G2; summer is great time to study
- Everyone after the exam always says, “that wasn’t that bad”; you’re more ready than you think
- Pay attention, not exclusively but especially, to the starred texts on the long reading list
- Get your favorite copy of History of Russian Literature and read it alongside the primary texts
- Some people like to do practice test/prompts; department has old exams available for use
- The exam isn’t static; it evolves from year-to-year, so don’t treat a previous exam format as fixed

Format, Part One

- 8 passages, pulled from texts in original Russian (author; year; work will be identified) that you must analyze in writing, demonstrating your knowledge about each however you can
- The passages change from year-to-year, but they generally flow chronologically:
 - One medieval text, usually coupled with an icon/image
 - One eighteenth-century work, often a poem or a treatise about versification
 - Two/Three nineteenth-century works (usually a poem [Pushkin!] and prose)
 - Two/Three twentieth-century works (these selections sometimes include theory)
 - One “miscellaneous” document (a film clip; an opera; a play; piece of music, etc.)
- A good approach to each passage is to include the following in your answers:
 - Biographical information about the author
 - Information about larger cultural/historical backdrop in which text enters
 - Some close-reading of the passage itself; use your Russian language skills
 - Link the passage to other works by the author/the author’s peers/influences
 - Briefly explain how evaluations of the work evolved over time, across different eras
- Budget yourself 40 minutes(ish) per question; you will have 4 hours, but it moves fast

Format, Part Two

- A timed essay (48 hours), usually the prompt is sent on Friday and you have until Sunday
- Expectation is that you will use sources, include footnotes, do some research
- You are expected to use texts from different centuries to walk the question through time
- Feel free to incorporate different media (not just literature) and draw on your own specialty
- There is no “set length” but shoot for a ten-page paper (double spaced, with endnotes)

Review Process

- About a week(ish) later, you will meet with DGS and receive feedback on your exam
- You will also receive your essay back with comments/edits from various faculty members

Publishing

- Everyone person you talk to will have different opinions/thoughts about grad students publishing
- It's not the most helpful, but do what feels right for you based on your time, interests, experience
- If you want to publish you can; there are many, many different kinds of publications/outlets
- You should try to have at least some kind of publishing activity on CV before going on the market
- Publications are a way to establish your authority on a topic but also a way to show productivity
- Work with people: faculty, mentors, tutors, colleagues; publications should not be done alone
- The world of publishing (peer reviews; editors; journals) seems much scarier than it, in fact, is
- Anything that you plan to publish takes time; budget about a week per 1,500-2,000 words
- Publications also take ages to get published, sometimes as long as two years, or even more
- Editors care just as much about deadlines, email responsiveness, proofs, etc., as they do your ideas
- Publications also lead to more publications; editors will know you and maybe reach out again
- Every semester, identify one of your term papers as a potential, future article; keep a running list
- Keep track of the journals/outlets you read, those will be where you should start trying to publish
- Start small! Journals have "prestige values," so work your way up from low-mid-high tier
- All sorts of blogs/sites, with rules and styles of their own, need writers; keep your eyes peeled
- Strategizing publications/deadlines provides excellent time management skills for other projects
- Never be dismissive or unkind, even if you disagree with a scholar/idea; *productively* engage
- A sign that you are "ready" to publish is, if reading an article, you feel like you could've written it

Book Reviews

- Smallish assignments, about 1,000 words
- Low stakes; grad student reviews are encouraged
- To write a review, email the book review editor directly
- The book you review should be tied to your interests
- Journals often keep a list of books in need of review
- Some say reviews are a waste of time for grads
- But if you have time, why not? Maybe one or two?
- The book you review, you get to keep for free!

Book Chapters

- More serious than a review, less so than an article
- Calls for papers (CFPs) announced on listserves
- Tend to be 5,000-8,000 words in length
- A way to integrate yourself into a scholarly group
- These have an exceptionally long turnaround
- Very hard to compile for editors, so be punctual!
- Requires an abstract (500 words) beforehand
- You get a copy of the book, with your work in it!

Peer-Reviewed Articles

- These are the "lifeblood" of a field and the best way to prove your capability/productivity as a new scholar
- Having publications shows you have "ideas" just as much as it does your ability to work effectively with editors
- Do your homework about a journal (style guide, content, length, etc.) before trying to submit your work
- The typical length of a journal article is 8,000 words, including footnotes and endnotes (for some, 10,000 words)
- Sometimes journals will have thematic-based "special issues," these are great places to start making inroads
- At least in Slavic, editors and peer-reviewers tend to be friendly, constructive, encouraging; don't get intimidated
- *Slavic Review* and *SEEJ* are our biggest, "general interest" journals, so start with more specialized publications
- Don't reinvent the wheel; early articles should be contained analyses that offer a new take on certain texts/people
- Journals will have online portals where you submit work, edits; you do not need to be invited to submit an article
- Be prepared to provide a cover letter after the peer-review explaining how you incorporated the suggested edits
- Once you are peer-reviewed, no one can take that away from you, but, remember, these texts stay out there forever
- Article first goes to editor (who says yes/no), then to reviewers, then back to you, then back to them, then to print

TEACHING ASSIGNMENTS

February/March as a G2, observe G3's [see how current TFs do it!]

- Have a conversation with the TF observed
- Have a conversation with the PF
- Try to observe both language and literature (if possible)

April/May as a G2, Departmental survey

- Receive a survey from the department asking for your teaching preferences
- You can "make a case" for why you want to teach a course, but don't overdo it
- Department tries to honor preferences; but usually starts people with lang., then lit.

May as a G2, Teaching assignments announced

- Usually announced right before Spring Reception
- You will receive your assignments for the Fall *and* Spring semesters

G2 Summer, Interface with Fall course head [start early, i.e., late June]

- You may be asked to research, prepare .pdfs, come up with a poster design, etc.

August as a G3, Training

- Slavic department "in-house" training w/ German department (micro-teaching)
- Bok Center Fall Teaching Conference

September-December as a G3

- Teach, teach, teach (be observed by PF; it's very helpful)
- Actively interface with other TF's, course head, PF, Bok Center for support

January as a G3, Interface with Spring course head [start early, i.e., early January]

- You will have less time to prepare than you did over the summer for the fall course

February-March, as a G3, *Be* observed by G2's

- Have an individual conversation with observees, sharing your new wisdom

April as a G3, Teaching assignment process begins again for your G4 year

PAYMENT STRUCTURE, G3 & G4

Amount of Compensation

- You make the same as you would have during G1/G2 years in the G3/G4 years
- Nothing fundamentally changes, except for calculation method
- Payments will come on the 1st and the 15th of each month, not just the 1st

What is a "fifth" (1/5th)?

- Workload for Teaching Fellows is calculated in "term fifths" (1/5ths)
- A "fifth" is a unit of time representing 20% of a full-time workload
- Package includes two-fifths of teaching for 4 terms (80% of G1/G2 stipend per year)
- "Two-fifths" rounds out to about \$11,500 (based on 2020-2021 rates)

- This money comes on the 15th of each month

What is a “top-up”?

- To ensure that G3/G4-funding is equal to G1/G2 funding, you receive a “top-up”
- Top-up (\$3,930) adds to -- “tops off” -- the 2/5ths of teaching to G1/G2 stipend level
 - i.e., 100% G1/G2 stipend = 2/5ths teaching (80%) + Top-up (20%) for G3/G4
- Top-up is to ensure people don't have to teach more than 2/5ths workload per term
- This money comes on the 1st of each month [summer funding also stays the same]

Restrictions

- To receive “top-up” you must teach **exactly** 2/5ths [Slavic tries to ensure this]
- If you decide to teach more (i.e., 3/5ths) or less (i.e., 1/5th) you will lose the “top-up”
- Top-ups are *only* available during your 4 semesters of guaranteed teaching

Invoking/Deferring

- As stated above, you are guaranteed 2/5ths teaching for four semesters
- You must invoke your guaranteed teaching each semester through GSAS Aid Portal
- Or, you can choose to defer it for a later semester; consult with people before deferral
- People defer for a variety of reasons; can be advantageous [Brett, Raymond have]
- You may not defer teaching beyond G6 year; it aids you during G5 or G6, not later
- Invoke/Defer decisions must be made by July 1st (Fall) and December 1st (Spring)

TEACHING WORKLOAD, G3 & G4

Language/Literature

- Teaching literature, you'll often lead “section,” i.e., small-group discussion w/ students
- Teaching language, be prepared to lead class in target language
- Lesson planning and grading, especially student essays, will be biggest challenge
- Teaching can be all-consuming, but remember to study for Generals/Prospectus

TEACHING/FUNDING BEYOND G4

Floating G5-Year

- Teaching isn't guaranteed [though usually some will be available in Slavic/other depts]
- No teaching guarantee = \$0: you fill in the gaps [fellowships, PF, campus jobs, etc.]
- Tufts has an Ex-College that hires Visiting Lecturers per semester (very competitive)
- Plan ahead; this year is for writing your dissertation; you don't want money to ruin that

The G6-Year (the DCF-Year, not always, but can be)

- Apply for Dissertation Completion Fellowship (DCF) in February [two chapters needed]
- DCF returns your funding to your stipend (i.e., G1/G2) level for the academic year
- You are expected to complete your dissertation once you go onto DCF; no teaching
- You will be juggling finishing dissertation and navigating the job market; not easy
- Once you are awarded DCF, you cannot be awarded it again
- DCF is *not* guaranteed **after** the G7-year (you are still ensured it if you do go to G7)

G1-Year

Funding: Full stipend (paid on 15th), including summer stipend
Full course load (4 courses; strategize how to best approach requirements)
Get involved in department (GSAS workshops; events; lectures; meet faculty; being in Barker)
Explore academic interests; good time to begin a new Slavic language
The G-1 summer is an especially good one to shore up Russian language skills
Do a GASA workshop! These are low-stakes events that are good practice for conferences

G2-Year

Funding: Full stipend (paid on 15th), including summer stipend
Full course load (4 courses; strategize how best to continue doing requirements)
Think about how best to construct your minor field; start to narrow academic interests
Cultivate support network (faculty; other grad students; other departments, administrators, etc.)
Observe a current G-3 teaching; learn how grad students approach teaching
Do another GSAS workshop; maybe branch out to a regional conference
Begin thinking about Generals; the G-2 summer is a great period to buckle down, studying

G3-Year

Funding: Full stipend (a mix of GSAS and teaching pay; dispersed on 1st and 15th), summer included
Teaching, teach, teach! Teaching will be a whole new rhythm that requires time to adjust to
Tap into Bok Center; it's a good network to get involved in and it offers actionable help for teaching
Draft a plan for your preparation for the General Exam: reading groups, practice exams, study habits
Stay involved in department; don't fully disappear into your office; do another regional conference
Finish up any course requirements; share your Minor Field presentation with the department
Continue narrowing interests for dissertation; solicit advice from other grad students and faculty

G4-Year

Funding: Full stipend (a mix of GSAS and teaching pay; dispersed on 1st and 15th), summer included
Continue teaching and working with the Bok Center (consider beginning a Bok Center certificate)
Write prospectus, do a departmental colloquium, and figure out your dissertation committee
Plan, concretely, a writing, traveling and funding plan for your G5-, G6-, and, potentially, G7-years
Try presenting some of your preliminary dissertation work/ideas at nationals, ATSEEL or ASEEL
Think about publishing (reviews; chapters; articles) and how you could situate yourself into the field
Begin writing dissertation as soon as you get the greenlight; your prospectus/topic will evolve!

G5-Year

Funding: Empty year (you will be expected to fill in the gaps via grants, teaching, etc., listed below)
Year for dissertation writing; develop a writing routine and stick to it; interface with DGS, committee
Apply for Dissertation Completion Fellowship (DCF), if you decide to complete program in six years
Take a Bok Center workshop on writing job portfolio documents to get a head start on those
Start workshopping an article idea; keep your eyes peeled for Call for Papers (CFPs) of interest

Try to stay active in the department and get feedback wherever you can on dissertation
A good way to get experience, plus some money, is to teach somewhere over the summer

G6-Year***

Funding: Dissertation Completion Fellowship (cannot be combined with other grants/funding)

Ideally have some sort of publication(s) be in the process of getting out into the world to add to CV

Be super strategic in writing; life is made difficult for you if you go on DCF and do not finish on time

Stay active in department, and start to try and position yourself in wider field as an emerging face

Work on job portfolio documents: research & teaching statements, cover letters (lots of work!)

Figuring out what the next year's plans are; this is a big balancing act (talk to people)

Some funding opportunities for G5/G6

- Many grants, internal and external, have deadlines in the fall/winter of your G4-year; these include:
 - Fulbright Scholarship
 - GSAS Merit Scholarship
 - Krupp Foundation Dissertation Research Fellowship
 - Frederick Sheldon Traveling Fellowship
 - ASEEES/ATSEEL often advertise (limited; smaller) grants for graduate students
 - Derek Bok Center Pedagogy Fellow (PF)
 - Foreign Language and Areas Studies (FLAS) Award
- These are all very competitive and limited, so have multiple Plan B's and Plan C's
- All these will require recommendation letters, statements of interest, CV, etc., so they take time
- Plan to spend the fall of your G4-year making moves on the dissertation and applying for these
- The full range of options can be found via CARAT, which is ever-changing, so find what fits you
- Depending on the grant, these may provide funding for a semester or for a year
- There is usually extra teaching (1/5th) in department for doing language, but it's not a guarantee

Harvard-based opportunities

- Harvard is an enormous place with a lot to do, so keep your eyes and ears open for opportunities
- People often do campus jobs to supplement income: at cafes, libraries, tutoring centers, etc.
- Consider the Resident Tutor position offered through the College (talk to Raymond; Alex B.)
- Departments often need research assistants for course prep or administrative work, ask around
- Harvard has a huge summer school operation; it's a lot of work but pays well to teach a course

***This timeline is designed based on a six-year completion plan, but many graduate students, for professional and personal reasons, will often take an extra year and finish in their 7th-year. If that is the case, that means you will need a funding plan for two years (G5; G6), not just one.