A metaphor for the source of knowledge, this tree has been the emblem of the Academy of Distinguished Teachers since 1993.

Rashné Jehangir has dedicated her career to improving academic programs and classroom experiences at the U of M and across the country through her leadership, research, and exemplary teaching.

Many students identify the personal attention she gave them as transformational. And her emphasis on first-generation and bypassed student populations—the most difficult to retain—has made a measurable difference in students’ lives, say colleagues.

“I was one of the first in my family to attend college,” says a former student. “My freshman literature class with Rashné was like entering a new world. I went from nervous and unsure to confident and optimistic … I took the confidence I gained in her classroom and allowed it to transform me in every classroom since.”

Besides teaching, Jehangir has made significant contributions to curricular organization, creating integrated courses and organizing intentional learning communities that form the basis of incoming students’ experiences in the College of Education and Human Development.

A significant contribution was her leadership role in developing CEHD’s successful First Year Experience program, and she was instrumental in building a program emphasizing integration of students from under-represented groups into the culture of higher learning.

Her efforts have often made a big difference. “I credit Rashné for being my academic fairy godmother and seeing in me something I couldn’t yet see in myself—a capable and dynamic young woman,” says a former student.

“MY GOAL IS TO … CULTIVATE A CLASSROOM OF ’POSSIBILITY’— A SPACE AND PLACE WHERE WE CAN INTERROGATE BIG QUESTIONS, LEARN FROM THE LIVED EXPERIENCE OF OTHERS, AND BE TRANSFORMED TOGETHER.”

Rashné Jehangir, 2014–15 Distinguished Teacher 
Morse-Alumni Undergraduate Teaching Award

Associate Professor
Department of Postsecondary Teaching and Learning
College of Education and Human Development
University of Minnesota
Twin Cities

“My goal is to … cultivate a classroom of ‘possibility’—a space and place where we can interrogate big questions, learn from the lived experience of others, and be transformed together.”