

## **Academic Affairs, Columbia College—Columbia College Bulletin Project Fellow**

Academic Affairs manages the development and administration of academic curriculum, policies, and procedures for Columbia College; provides direction and support for our Core Curriculum; oversees the academic advising of our students; and assists the faculty of Columbia University in their exceptional work with our undergraduates. A key committee that Academic Affairs supports is the Committee on Instruction. The Committee on Instruction (COI) is responsible for approving proposals for new majors and other academic programs, new courses, and policy changes. The *Columbia College Bulletin* is the source of record for all degree requirements, and for all policies and procedures that the COI has reviewed and approved.

The *Columbia College Bulletin* Project Fellow will lead an investigation to reconsider the current organization of the *Bulletin*. By researching the history of the *Bulletin* in our archival files, and evaluating the comparable publications of our peer institutions, the fellow will gain an understanding of the ways that curriculum and academic policy are developed and communicated, and provide recommendations for updates to the *Bulletin's* current organization. Although the *College Bulletin* undergoes a thorough review before each academic year, the organization of the document has not undergone major change in some time. The fellow will help provide a fresh perspective on this important document of record. The fellow will focus on the architecture of Bulletins used by the College and peer institutions, and will come up with ways to classify the organization of bulletins, both qualitatively and quantitatively.

### **Fellow Responsibilities**

- Review and analyze the structure of the *Columbia College Bulletin*, as well as the Bulletins of peer institutions
- Analyze, discuss, and give feedback on patterns observed
- Suggest changes to the presentation of information that might provide students, faculty, and administrators with easier access to the information they require
- Potentially assist in brief archival research projects that support the Committee on Instruction in updating policies
- Possibly assist in the organization of materials for the COI

### **Fellow Learning Outcomes, Training, and Mentorship**

The fellow will build a knowledge base about academic administration through their analysis of the *Bulletins*, as well as via weekly meetings with Associate Director of Academic Affairs, Amy Kohn. The fellow will learn about the course approval process, and the process of updating policies in the *Columbia College Bulletin*. The fellow will develop an understanding of undergraduate requirements at Columbia College—how they apply to individual students, and how they have developed and changed over time. The fellow will meet with other staff in Academic Affairs to learn about the variety of administrator roles in the office.

### **Desired Qualifications**

- Highly organized
- Good computer skills (including familiarity with Excel, Google Docs)
- Ability to work well as part of a team

### **Expected Weekly Time Commitment**

5-10 hours, varying by week

### **Fellowship Mentor**

Amy Kohn, Associate Director of Academic Affairs, Curriculum Management

## **The Center for Justice – Justice Through Code (JTC) Fellow**

The Center for Justice is committed to ending mass incarceration and criminalization, and advancing alternative approaches to justice and safety through education, research, and policy change. Its mission is to help transform the approaches to justice from being driven by punishment and retribution to being centered on prevention and healing. The Center is interdisciplinary and works in partnership with schools, departments, centers and institutes across Columbia, other universities, government agencies, community organizations, advocates and those directly affected by the criminal justice system.

The fellow will be provided with the opportunity to work on two projects to support the continued development of Justice Through Code (JTC), an initiative of the Center for Justice, in partnership with the Tamer Center for Social Enterprise at Columbia Business School, which aims to end the cycle of poverty that contributes to incarceration and recidivism by providing life-changing access to the education, opportunities, and networks necessary to enter into high-wage growth careers in the tech sector. In the first project, the fellow will create a database of partner organizations, universities, and foundations that will be utilized to increase both the number of participants enrolled in JTC, and support the expansion of the model to partner universities. Additionally, the fellow will conduct research and provide recommendations for improvements to JTC's current program outcome measurements. After this project is completed, the fellow will help design a curriculum and supporting materials for a teaching development program that JTC will utilize to support Columbia undergraduate student TAs in learning the skills of teaching and best practices for supporting learners.

### **Fellow Responsibilities**

Project 1: The fellow will be responsible for conducting research on organizations in the NYC metro area providing services to returning citizens, universities that currently provide in-prison education programming, and foundations providing funding to organizations engaged in criminal legal system reform. Upon completion of this research, the fellow will provide a set of recommendations for the development of updates to JTC's database structure to ensure both reliable measurement of program outcomes and consistent engagement with these organizations.

Project 2: The fellow will work with program staff to identify the teaching needs and learning goals of JTC. Thereafter, fellows will utilize this information to conduct research on pedagogical best practices and resources that can be utilized during their development of a JTC teaching curriculum for student instructors and TAs of the course. The fellow will contribute to a completed curriculum upon completion of the project.

### **Fellow Learning Outcomes, Training, and Mentorship**

The fellow will be provided with real world experience in the management and development of educational programs targeted at underserved populations. Through this exposure, the fellow will develop skills in programmatic research often conducted in nonprofits as well as a deep understanding in the methods utilized for the accurate measurement of program outcomes to ensure consistent revenue for grant-funded programs. Center for Justice and Justice Through Code staff members will work in direct collaboration with the fellow to provide them with a clear understanding of the programmatic landscape in which JTC resides as well as training in coding

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and curriculum development. Additionally, the fellow will be provided with mentorship and guidance through regular check-ins on the progress of their work.

**Desired Qualifications**

- Effective communicator with a strong analytical and research background.
- Proficient in drafting and editing written work that covers complex topics in a clear and concise manner
- Comfortable working in a fast-paced environment that necessitates comfort with asking questions and taking ownership over their work
- Have a commitment and passion for utilizing their expertise and knowledge to drive social impact
- Coding and/or teaching experience a plus, but not required

**Expected Weekly Time Commitment**

10 hours

**Fellowship Mentors**

Claudia Rincón, Associate Director of Operations and Evaluation; and Aedan Macdonald, Program Manager, Justice Through Code

## **Center for Teaching and Learning – Teaching Development Program (TDP) Consultant**

The Center for Teaching and Learning (CTL) partners with faculty, students, and colleagues across the University to support excellence and innovation in teaching and learning. The CTL is committed to advancing the culture of teaching and learning for professional development, curricular enhancement, and academic support through its programs, services, and resources.

The CTL supports the professional development of Columbia graduate students across the University with current or future teaching responsibilities. The CTL also offers an array of support to graduate students to help them reflect on, improve, and measure their teaching at Columbia. Graduate students participating in the CTL's programs and services develop a sense of pedagogical agency, interdisciplinary exchange, and peer-driven inquiry that helps prepare them for the future in a variety of academic and professional settings. They also develop instructional practices that are learner-centered and inclusive.

The CTL's Graduate Student Programs and Services team seeks two graduate students to assist with program development and assessment in the Teaching Development Program. TDP Consultants will work closely with Dr. Caitlin DeClercq, an Assistant Director at the CTL. Both TDP Consultants will: Engage with ongoing, weekly activities to track, assess, and communicate TDP participant engagement, such as: (a) documenting participant registration and activity and (2) providing feedback to TDP participants through defined rubrics.

TDP Consultant 1 will develop and manage an additional, semester-long project centered on participant experiences in the TDP. For example: conceptualizing new approaches to introductory materials and supports; strategizing communication around the TDP; and/or initiating new cohort activities or resources for TDP participants.

TDP Consultant 2 will propose and conduct an assessment-related project within the TDP. For example, assessment projects may explore participant experiences in the TDP and related programming or document outcomes of engagement with the TDP.

In addition to the above, both fellows will present their work to CTL staff at the end of their FAA tenure.

### **Fellow Responsibilities**

FAA responsibilities, including decisions about the emphasis, order, and flow of work, will be mapped in dialog with the fellow, taking into account stated interests and signaled aptitudes.\* Generally, TDP Consultants should expect to:

- Document participant activity in the TDP in relevant spreadsheets
- Assess documentation posted by TDP participants in Courseworks and communicate feedback using program-specific rubrics and spreadsheets
- Strategize ways to engage targeted audiences
- Assess outcomes around program objectives
- Participate in the planning and delivery of TDP offerings
- Engage in weekly meetings with the CTL mentor and each other and, when appropriate, additional CTL staff

\*Please indicate area(s) of particular interest in your cover letter.

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**Fellow Learning Outcomes, Training, and Mentorship**

Through this opportunity, TDP Consultants will:

- Gain experience with methods of program assessment, design, and communications
- Develop strategic thinking for engaging various academic disciplines in teaching development
- Develop relationships with professional educational developers and administrators at Columbia
- Situate the above in the context of the fellow's own personal and professional goals
- Engage in weekly development meetings to check in about administrative and project work, discuss fellows' own development, and exchange feedback
- Professionalize their presentation skills by speaking about their work, insights, and professional development objectives with CTL staff at least twice during the semester

**Desired Qualifications**

The FAAs at the CTL will be expected to bring to this project the following:

- Familiarity with CTL programs and services for graduate students
- Demonstrated interest in graduate student teaching development
- Interest in working collaboratively with fellow graduate students and CTL staff
- Strong digital organization skills (or openness to learning)
- Ability to successfully manage short- and long-term deadlines simultaneously
- Familiarity with program goals and activities in the Teaching Development Program ([bit.ly/ctl-tdp](http://bit.ly/ctl-tdp)) is strongly encouraged, as is registration in the program itself (Registration for the TDP is available at any time to current Columbia doctoral students.)

**Expected Weekly Time Commitment**

8-10 hours

**Fellowship Mentor**

Caitlin DeClercq, Assistant Director, Graduate Student Programs and Services

## **Center for Veteran Transition and Integration – CVTI Program Fellow**

The Center for Veteran Transition and Integration (CVTI) was designed to support military service members during the transition from active service through higher education and into meaningful careers, enabling this generation of veterans to reach their full academic and career potential. Unlike many Centers based on college and university campuses, CVTI faces outward, toward the hundreds of thousands of veterans nationwide who are in transition to higher education and meaningful post-military careers. The Center's ability to establish partnerships and build collaborations with institutions across the country allows us to amplify the impact of our work, and to be of outsized assistance in resource-constrained environments.

There is a range of work available depending on the interests and expertise of Center for Veteran Transition and Integration Fellow. Primary opportunities lie in supporting the career and professional development of student veterans at Columbia University while helping develop pedagogical tools and resources to help improve the educational journeys of military veterans across the nation. The fellow may also work with student veteran ambassadors and student affinity group leaders from across campus to help students navigate the transition from the military to academic life. In addition, the fellow will have the opportunity to help develop and deliver educational and professional development programming to college administrators and nonprofit organizations nationwide that are working to improve services to student veterans and to manage and promote an academic lecture series.

### **Fellow Responsibilities**

- Help develop pedagogical tools and resources to help improve the educational journeys of military veterans
- Help deliver educational and professional development programming to college administrators and nonprofit organizations nationwide that are working to improve services to student veterans
- Depending on skillset, conduct general research into the demographics of student veteran populations
- Help manage and promote an academic lecture series

### **Fellow Learning Outcomes, Training, and Mentorship**

The fellow will gain a broad understanding of the challenges and opportunities facing military veterans as they transition into civilian education and post-military careers, and will have the opportunity to integrate this experience into broader understanding of the state of civilian-military relations in the United States. In addition, they will see firsthand the operation of a nonprofit academic center and be exposed to partnership management and assessment of ongoing programs. The fellow will work closely with the CVTI Director.

### **Desired Qualifications**

- Interest in the broad field of civilian-military relations
- Some familiarity with data management, online learning, survey research, and statistical analysis

### **Expected Weekly Time Commitment**

6 hours

### **Fellowship Mentor**

Jason Dempsey, Executive Director

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## **Columbia Community Service – CCS 75th Annual Appeal Fellow**

Columbia University recognizes the importance of its location in New York City and seeks to link its research and teaching to the vast resources of a great metropolis. Columbia Community Service (CCS), a program of Government and Community Affairs, supports the University's efforts to be a good neighbor by providing a means for faculty, staff, and retirees to contribute to their employee-giving campaign. With funds raised through each annual campaign, CCS gives grants to over 50 local nonprofits that help to address the needs of underserved individuals in our local community. Grantees focus on everything from education, food and emergency services, eldercare, the arts and the environment. CCS also facilitates in-kind contributions, volunteer opportunities, and workshops - connecting the University's resources to local non-profits.

Every year, the staff of CCS work to inspire the employees of Columbia University, Barnard College and Teachers College to contribute monetary gifts and/or time (as ambassadors) to the annual campaign. The CCS 75<sup>th</sup> Annual Appeal Fellow will assist the Director with addressing inquiries both internally and externally; preparing special donor acknowledgement letters; running donor reports; and, updating the CiviCRM grantee base.

### **Fellow Responsibilities**

- Assist CCS Director with updating grantee records on CCS database
- Assist with the grant-giving process by reading grant applications and providing feedback
- Assist with updating the CCS grant application for distribution to over 50 community organizations
- Respond to letters of inquiries from local community organizations
- Respond to inquiries from other departments at Columbia University, Barnard College, and Teachers College

### **Fellow Learning Outcomes, Training, and Mentorship**

The fellow will gain a good understanding of how to work with over 50 community organizations by addressing a variety of issues and concerns that may arise during the year and a strong understanding of the CCS grant-giving process. They will be trained in technical skills associated with data entry and database management on CiviCRM software.

### **Desired Qualifications**

- Some experience working in fundraising management or in the non-profit sector
- Excellent written and verbal communication skills
- Takes initiative
- Attention to detail
- Good interpersonal skills

### **Expected Weekly Time Commitment**

5-10 hours

### **Fellowship Mentor**

Joan Griffith-Lee, Director

## **Columbia University Press – Russian Library Fellow**

Columbia University Press advances knowledge about our world through essential writing and research focusing on the global, the urban, and the contemporary. For more than 125 years, our widely reviewed and award-winning books have brought new ideas and foundational understanding to students, academics across different disciplines, policy makers, and general readers around the world. Through our publishing program, we embody our parent institution's educational and research mission as well as its international reputation.

Columbia University Press plays a major role in bringing international literature to Anglophone audiences. In particular, its Russian Library series of literature translated from Russian is an emerging strength. The Fellow will manage the Russian Library's social media presence, in consultation with its editor and publicist. The project includes planning and implementing a social media campaign to celebrate the publication of the 25th book in the series, highlighting new and backlist titles. The Fellow may also have some editorial duties related to the Russian Library series, depending on availability and the interests of the Fellow.

### **Fellow Responsibilities**

- Writing and scheduling Tweets, Facebook posts, etc.
- Reading Russian Library works to find interesting quotes, facts, or contemporary resonances for social media
- Monitoring publications and social media for references to Russian Library titles
- Brainstorming new kinds of social media engagement
- Selecting excerpts for the blog
- Corresponding with translators about blog posts
- Pitching excerpts to outside publications for consideration
- Assisting with planning and promoting an event to mark the occasion of the 25th book

### **Fellow Learning Outcomes, Training, and Mentorship**

The fellow will work with both the Marketing and Acquisitions departments at the Press, gaining both communications and editorial experience. The fellow will be able to attend various meetings and will be exposed to many aspects of the publication process of a university press. This will be good preparation for a student interested in pursuing a career in publishing after graduation or interested in understanding more about how scholarly books are selected, edited, produced, and marketed.

### **Desired Qualifications**

- Interest in and familiarity with social media
- Interest in literary fiction/translation
- Strong writing skills
- Ability to work independently
- Creativity
- Interest in publishing
- Knowledge of Russian helpful but certainly not required

### **Expected Weekly Time Commitment**

7-8 hours

### **Fellowship Mentors**

Christine Dunbar, Editor; and Caitlin Hurst, Publicist



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## **GSAS Compass – Graduate Career Development Fellow**

As the career development office for the Graduate School of Arts and Sciences, GSAS Compass helps doctoral and master's students in the Arts and Sciences to identify, work toward, and achieve their post-graduation career goals. We are committed to creating an inclusive culture that fosters exploration, nurtures diverse interests, and assists in preparing GSAS students for a range of careers that are well suited to their individual skills, interests, values, and personalities. Above all, we empower students to harness their academic training in any career path they pursue.

Having opened our virtual doors in May 2020, we offer a variety of career development programming and services tailored to master's and doctoral students, including workshops, employer events, networking opportunities, and one-on-one advising. In addition, we maintain GSAS Connect—a new job and internship database and comprehensive career development portal.

GSAS Compass seeks three Graduate Career Development Fellows to liaise with PhD students in particular departments to help Compass determine their career development needs, identify employers and alumni who might be of interest to current students, and communicate and promote GSAS Compass programming. Each fellow will represent and work with a cluster of departments within a different academic division of the Faculty of Arts & Sciences: [Natural Sciences](#), [Humanities](#), and [Social Sciences](#). The divisional structure helps identify the research and intellectual priorities of related disciplines, and help Compass structure a more tailored approach to career development support. Fellows will make recommendations to GSAS Compass staff based on their liaison work and through researching graduate career development offerings at other institutions. Each fellow will propose, design, and deliver programming to students in their division.

### **Fellow Responsibilities**

Each fellow will:

- Liaise with each department in their division via regular meetings or email check-ins with student rep(s) from each department—these may be the ASGC rep or someone else.
- Write and disseminate communications to students in their division promoting tailored GSAS Compass activities. Fellows are expected to think strategically about the best ways to reach students in each department, including through department/division-specific student groups.
- Propose, design, and lead one event/program/workshop per semester for their division. Examples include an alumni panel, employer panel, or a workshop on a specific career development topic.
- Collate a list of potential employers appropriate for the disciplines in their division, based on their liaison work and some additional research and brainstorming.
- Perform some GSAS Connect database management related to event management and employer relations.

In addition to the above responsibilities, each fellow will have the opportunity to take on an additional project, depending on their skills, interests, and professional development goals. This is optional. Examples include:

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- Creation of job search resources for GSAS Connect Resource Library
- Data and evaluation—either internal (helping to evaluate programs we've run) or external (helping to do comparative research into graduate career development at other institutions)
- Various communications projects, including producing online content (social media, website, blog posts), designing print collateral (postcards, brochures, etc.), or formatting PowerPoint presentations
- Peer advising for résumé and cover letter reviews

**Fellow Learning Outcomes, Training, and Mentorship**

The fellows will be mentored by Rachel Bernard, Director of Graduate Career Development, and Associate Director Francesca Fanelli. The three fellows will meet as a group with the mentors weekly for one hour, in addition to shorter one-on-one meetings. They will be trained in basic career development theories and have the option to attend external professional development sessions offered by national groups including the Graduate Career Consortium and the Career Services Technology Meetup. Fellows will attend GSAS Compass workshops in preparation to propose, plan, and deliver their own. If any of the fellows is interested in peer advising, they will first shadow one-on-one resume and cover letter review appointments conducted by GSAS Compass staff. The mentors will provide regular guidance and feedback on the fellows' work.

**Desired Qualifications**

- Interest in graduate career development.
- Excellent written and verbal communication skills.
- Curiosity, creativity, and creative problem solving skills.
- Experience creating and delivering content.
- Each fellow must be a student in a department within the division they represent.
- Preference will be given to applicants who are able to commit to this position the full 2021-22 academic year.

**Expected Weekly Time Commitment**

8-10 hours

**Fellowship Mentors**

Rachel Bernard, Director; and Francesca Fanelli, Associate Director

## **Institute for Comparative Literature and Society (ICLS) – Synapsis Journal and ICLS Social Media Coordinator and Copy Editor**

The Institute for Comparative Literature and Society (ICLS) is an interdisciplinary academic institute consisting of over 100 affiliated faculty members, 200 graduate students, and 70 undergraduates. One of the Institute's primary goals is to provide support for cross-disciplinary and cross-regional comparative work, acknowledging the force of recent changes in the humanities, the social sciences, law, architecture, and the performing arts. ICLS is both a full-fledged curricular and degree-granting unit and a research hub. The Institute offers undergraduate majors in Comparative Literature and Society and Medical Humanities and graduate certificates in Comparative Literature and Society and Psychoanalytical Studies at the PhD-level. Current research initiatives include the *Synapsis* Medical Humanities Journal, a new Medical Humanities major and our Annual B.R. Ambedkar Lectures.

In Fall 2021, ICLS is seeking a social media coordinator and copy editor for our online medical humanities journal *Synapsis* and our B. R. Ambedkar lecture series and Medical Humanities programming. B. R. Ambedkar is arguably one of Columbia University's most illustrious alumni, and a democratic thinker and constitutional lawyer who had enormous impact in shaping India, the world's largest democracy. The Ambedkar Initiative links Columbia University with the anti-caste legacy of B. R. Ambedkar and recognizes his continued relevance to discussions about social justice, affirmative action, and democratic thinking in a global frame.

### **Fellow Responsibilities**

- Liaise with the Advisory Board of the *Synapsis* journal and with the ICLS Assistant Director in weekly meetings.
- Compose social media promotion for *Synapsis* journal, ICLS programming; manage promotional schedule; oversee the design of promotional images & composing weekly announcements.
- Under the guidance of the *Synapsis* Advisory Board, FAA will learn how to proofread & standardize articles written by regular writers of the *Synapsis*, communicating with the authors, creating posts (average 0-2 articles submitted weekly), & take an active role in curation.
- Assist with promotion by familiarizing with guests' work, recognize specific groups for publicity outreach.
- Strategize ways to engage target audiences. Improve on standard practices increasing engagement and awareness of programs.
- Work closely with the Assistant Director to assess impact & reach of our programming through tracking attendance and online engagement.
- Attend some events to compose brief synopses for social media & final annual reports.

### **Fellow Learning Outcomes, Training, and Mentorship**

This position will provide a unique opportunity to work with scholars in medical humanities and global anti-racism. In addition to working with the *Synapsis* Advisory Board and Dr. Hegele on editorial needs, our FAA will work closely with our Assistant Director Sarah Monks to learn how ICLS conducts self-assessments of our programming and designs and disseminates our communications. Our FAA will be trained and empowered to improve on our current practices. This is very much a collaborative environment. Our FAA will develop relationships with faculty and staff at ICLS and learn how emerging interdisciplinary fields make space for themselves in the changing University and public digital culture.

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**Desired Qualifications**

- Familiarity with the Institute for Comparative Literature and Society (<https://bit.ly/3ijjAXj>), *Synopsis* Journal (<https://medicalhealthhumanities.com>), and our Ambedkar (<https://bit.ly/3xkAoBN>) and Medical Humanities (<https://bit.ly/3xjvkxm>) series
- Enthusiasm for the work we do at ICLS and an interest in learning social media content creation and promotion strategies
- Strong digital organizational skills and good time management
- Impeccable writing and an eye for detail
- Flexibility and reliability

**Expected Weekly Time Commitment**

8-10 hours

**Fellowship Mentors**

Arden Hegele, Lecturer in English and Comparative Literature and Medical Humanities Fellow;  
and Sarah Monks, Assistant Director

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**Office of Academic Diversity and Inclusion, Graduate School of Arts and Sciences  
– OADI Fellows**

Many of the Office of Academic Diversity and Inclusion's (OADI) programs and resources are targeted to the unique needs of students from groups that historically have been underrepresented in higher education settings within the United States. We also offer programs and resources that are relevant for all students as we consider issues related to diversity and inclusion together. OADI's mission is three-pronged:

- Reduce institutional barriers to high-quality graduate education and training for students from underrepresented and otherwise marginalized backgrounds;
- Enhance the graduate-student experience to promote intellectual growth and excellence;
- Prepare graduate students from all backgrounds in the principles of diversity, inclusion, and educational equity.

The OADI fellows will serve as co-coordinators for the OADI Research Collective. The Research Collective is a cohort-based, year-long program comprising GSAS graduate students across multiple disciplines. Designed to be an incubator for interdisciplinary thought and an exercise in public scholarship, the Collective engages critical conversations about the impact that research and scholarship on, about, and implicating marginalized groups can have on the members of those communities as well as the broader academic enterprise. The two fellows will work together, with guidance and support from the Student Affairs Officer and the Associate Dean, to update and implement the application process for participants, draft a schedule of activities and planned content for the year, and lead participants in planning a culminating activity or event to showcase the Collective's work for the year.

**Fellow Responsibilities**

- Select participants and coordinate activities for the OADI Research Collective
- Plan and execute the Research Collective culminating activity or event

**Fellow Learning Outcomes, Training, and Mentorship**

- Horizontal leadership and consensus-building
- Facilitating discussions within an intellectually democratic space
- Learning and applying principles in public scholarship
- Planning, designing, promoting, executing, and assessing public events
- Exposure to and enhanced knowledge about basic administrative functions of graduate education offices

**Desired Qualifications**

- Highly organized and attentive to detail
- Situationally flexible
- Adept in written and verbal communications
- Self-directed
- Willing to collaborate and work in groups

**Expected Weekly Time Commitment**

7-10 hours

**Fellowship Mentors**

Afiya Wilson, Student Affairs Officer; and Celina Chatman Nelson, Associate Dean for Academic Diversity and Inclusion

## **Society of Fellows and Heyman Center for the Humanities – New Books in the Arts and Sciences Series (NBS) Assistant**

Founded in 1975 to support postdoctoral research in the humanities, the Society of Fellows in the Humanities is today the Society of Fellows and Heyman Center for the Humanities—dedicated not only to fostering innovative scholarship, but also to applying the critical, reflective, and interpretive practices of the humanities to address real-world challenges. Through workshops, conferences, lectures, seminars, performances, and public humanities collaborations, the SOF/Heyman offers opportunities for faculty, postdoctoral scholars, students, artists, practitioners, and community members to participate in cross-disciplinary inquiry intent on illuminating the past, engaging the present, and imagining new ways to produce knowledge that promotes the public good. The New Books in the Arts and Sciences is a series of events celebrating recent work by Columbia faculty. Each event generally features the author and four faculty respondents, three from Columbia and one external.

The GSAS fellow will assist with all aspects of the NBS including scheduling speakers, acquisition of reader copies, recording and running the event (in person or on zoom), and the recording, production, and editing of the New Books in the Arts & Sciences podcast, produced by SOF/Heyman. The fellow will work with a broad cross-section of Columbia and non-Columbia faculty, Columbia administrators, publishers, and booksellers. For the podcast, the fellow will work with the Communications & Web Manager to gather audio from live events and edit them into a podcast and/or recording additional audio (including interviews) for each episode. The fellow would ideally have an interest in podcast production, though previous experience is not necessary. Must be comfortable with recording their own voice, as the fellow would be "host" of the podcast. Equipment and editing tools will be provided. For the non-podcasting aspects of the position, the fellow will work closely with the person SOF/Heyman responsible for running the series.

Because much of the scheduling work for the fall semester series is nearing completion, during the early part of the fall semester the fellow will concentrate on learning how to produce the podcast and begin producing the podcast for selected concluded events. That will likely take an average of about 5 hours/week with some concentrated time learning the software and with individual episodes.

Near the middle of the semester, the fellow would begin to assist with the scheduling of the spring series. While the SOF/Heyman staff will do much of the correspondence, the fellow will be copied so that they can learn the process of putting together a series like this. Once an event is scheduled, we will likely hand off the coordination of book copies to the fellow. Throughout the fall, the fellow will shadow the staff at the events and assist as needed into the spring. Beginning in the middle of the fall semester, the organizing/scheduling work will likely be 2-3/week through the beginning of the spring semester. Later in the spring semester, the fellow will be able to focus completely on production of the podcast.

### **Fellow Responsibilities**

*Under supervision of SOF/Heyman staff members, assist with the management of the NBS including:*

- Correspond with book publishers and faculty to ensure that all panelists receive reader copies of books under discussion
- Act as backup or host for any Zoom events
- Be present during in-person events to assist with recording events, refreshments, check-in, collection of AV forms, etc.

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- Other assistance, as needed and as available

*Produce series podcast episodes*

- Collect audio and edit into podcast
- Conduct interviews and obtain supplementary audio material for episodes, as needed
- Act as host for podcast

**Fellow Learning Outcomes, Training, and Mentorship**

This is a wonderful opportunity for the fellow to learn how to organize an ongoing series from start to digital afterlife. They will learn how to manage a series featuring faculty from both inside and outside the university and also how to create a meaningful end product for the panels through the production of the podcast. They will gain the skills needed to produce an academic podcast. They will have the opportunity to shadow various colleagues throughout this process and will work closely with the Communications and Web Manager to gain the necessary skills for the production of the podcast. They will be invited to all of our programming meetings and some all-staff meetings.

**Desired Qualifications**

- While there is no experience with audio production necessary, the ideal candidate will be interested in podcasting. The podcast episodes vary a bit depending on who is producing them, so there is room for the fellow to put their own stamp on the project.
- They should also be
  - attentive to detail,
  - comfortable corresponding with faculty, and
  - interested in learning how to organize a multi-faceted series.
- Intellectual curiosity about the work of A&S faculty is key.
- Preference given to applicants who will be available for the full 2021-22 academic year.

**Expected Weekly Time Commitment**

8-10 hours

**Fellowship Mentor**

Lindsey Schram, Associate Director