

GSAS Fellowships in Academic Administration
Spring 2022 Position Descriptions

The 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 Teaching Development Program Consultant will assist with program development and assessment within the specific context of the CTL's Teaching Development Program and will work closely with Dr. Caitlin DeClercq, an Assistant Director at the CTL. In particular, the TDP Consultant can expect to:

- Engage in ongoing, weekly activities to track, assess, and communicate TDP participant engagement, such as: documenting participant registration and activity and/or providing feedback to TDP participants through defined rubrics.
- Develop and manage a semester-long project centered on the TDP, such as: strategizing communication around the TDP; initiating new cohort activities or resources for TDP participants; assessing participant experiences in the TDP and related programming; and/or documenting outcomes of engagement with the TDP.
- Present their project work, findings, and recommendations 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. Thus, applicants should indicate area(s) of interest in their cover letter.

Generally, the TDP Consultant 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, when appropriate, additional CTL staff

Fellow Learning Outcomes, Training, and Mentorship

Through this opportunity, the TDP Consultant will:

- Gain experience with methods of program assessment, design, and communications
- Develop strategic thinking for engaging various academic disciplines in teaching development

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- Develop relationships with professional educational developers and other administrators at Columbia
- Situate the above in the context of the fellow's own personal and professional goals
- Professionalize their presentation skills by speaking about their work, insights, and professional development objectives with CTL staff at least once during the semester

These outcomes will be supported by the CTL through:

- Weekly meetings to check in about administrative and project work, discuss fellow's own development, and exchange feedback
- Periodic meetings, as needed and desired, with CTL staff as an opportunity to learn about broader CTL offerings and flows; gain feedback and discuss insights about FAA work; and inquire about relevant skills and pathways to support the fellow's professional development
- The provision of resources or other supports as needed to aid with skill development as pertinent to FAA projects

Desired Qualifications

The fellow will be expected to bring to this position the following:

- Demonstrated interest in graduate student teaching development
- Interest in working collaboratively with CTL staff
- Strong digital organization skills (or openness to learning)
- Familiarity with CTL programs and services for graduate students
- 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) is strongly encouraged, as is registration in the program itself. (Registration for the TDP is available at any time to current Columbia doctoral students.)

Fellowship Mentor

Caitlin DeClercq, Assistant Director, Graduate Student Programs and Services

Columbia Engineering Graduate Career Placement & Professional Development and Leadership – Employer Relations Fellow and Professional Development Programs Fellow (Two Positions Available)

Columbia Engineering's Graduate Career Placement (GCP) and Professional Development and Leadership (PDL) teams are dedicated to helping our students achieve their full potential to become the engineering leaders of today and tomorrow. We work together closely to enhance student education through a wide variety of career and professional development opportunities. From recruiting partnerships with global organizations, to on-campus and virtual career placement, to professional development sessions, GCP Career Placement Officers (CPOs) educate our talented engineers and scientists and connect them with employers.

The PDL program empowers and educates Columbia engineers to maximize performance and achieve their full potential to become engineering leaders of today and tomorrow. PDL's core modules provide engineers with skills and perspectives needed to succeed in a fast-changing technical climate. The program consists of an array of engagements, online and in-person (i.e. courses, workshops, labs, competitions), where students develop professionally. At the school level, GCP and PDL operations are coordinated by Director Dr. Liz Strauss.

****Our office is offering two distinct fellowship opportunities. Please see full descriptions below and indicate which opportunity you are applying for in your cover letter.****

Position 1: Graduate Career Placement, Employer Relations Fellow

Fellow Responsibilities

Columbia Engineering's Graduate Career Placement team launched a new platform, Columbia Engineering Career Connect (powered by VMock), in the Fall 2021 term, to help facilitate employment for our students. As our staff has begun to source new and exciting opportunities, we have seen an influx of employers interested in joining the platform and engaging with our students. The FAA Employer Relations Fellow will contribute to our team in the following ways:

- Monitor and report on employer usage of Columbia Engineering Career Connect.
- Join and participate in meetings between the GCP team and their employer partners.
- Assess how employer opportunities in Career Connect match the preferences of the student users.
- Interpret report data and present findings to GCP staff.
- Identify any potential unmet student needs and present recommendations to GCP staff.
- Gain familiarity with the GCP program, student needs, and current practices.

Fellow Learning Outcomes, Training, and Mentorship

The Employer Relations Fellow will gain valuable skills in project management and collaboration across multiple teams. Through immersion in several different team meetings each week, the fellow will be able to identify the unique needs of various stakeholders and understand how to balance those needs when making recommendations for future initiatives.

The mentor and GCP team will provide the necessary training and support throughout the project, but are also excited to welcome a fellow who will bring an outside perspective and fresh ideas to the team. The fellow will also have dedicated space in the GCP's shared office to encourage communication and collaboration within the team.

Desired Qualifications

- Excellent written and verbal communication skills

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- Detail-oriented
- Efficiently able to organize work time and manage projects.
- Ability to work independently and collaboratively
- Background in data collection and analysis
- Forward-thinking attitude and sense of humor a must.

Fellowship Mentors

Ryan Day, GCP Manager, and Liz Strauss, Director

Position 2: Professional Development and Leadership, Professional Development Programs Fellow

Fellow Responsibilities

The PDL team is entering a level of maturity as we enter its fourth year as a degree requirement within SEAS. Our small-but-mighty team would appreciate a partner to expand our brand now that we have more robust, consistent offerings. Specifically for the FAA Fellow, this will take shape in the form of leveraging our rich data and analyzing trends in student feedback, registrations, attrition, and engagement. We would also like to leverage the doctoral perspective to increase our engagement with SEAS PhD students to satisfy their needs with a new strategy.

The PD Programs Fellow will:

- Experience program offerings and create recommendations for future development;
- Analyze current data outputs to determine program statistics for reporting purposes;
- Build future feedback mechanisms and develop strategies to address opportunities from FY2021; and
- Recommend doctoral professional development programming for SEAS populations.

Fellow Learning Outcomes, Training, and Mentorship

Through their work and active mentorship, the PDL Fellow will gain the following skills and knowledge:

- A greater understanding of curriculum development and academic program management and operations.
- A more agile ability to interpret and report on data and qualitative feedback, and translate that analysis into action items and implement for future projects.
- An appreciation for the various moving pieces of the higher education system and its strategic planning, structure, culture, and policies.
- Facility with analyzing feedback and engagement with doctoral populations to make a recommendation for future programming.

Desired Qualifications

- Excellent written and verbal communication skills and analytical skills.
- Knowledge of basic computer and web applications.
- Efficiently able to organize work time and manage projects.
- Attention to detail is critical.
- Forward-thinking attitude and sense of humor a must.

Fellowship Mentors

Gabby Lilienthal, PDL Program Manager, and Liz Strauss, Director

Dean of Students Office, School of General Studies – Coordinator for Academic Advising

The Dean of Students Office is the primary advising resource for undergraduate students at the School of General Studies. Students are matched with a dedicated advisor from matriculation to graduation and receive individually-tailored advising to support their particular academic interests and professional goals. Advisors provide guidance and clarity on University and GS policies and procedures, programs for academic and wellness support, and counsel students on their course selections each term, approving all courses counted toward fulfilling core requirements.

The Coordinator for Academic Advising FAA Fellow will serve as a key facilitator for incoming student onboarding processes and help provide a seamless transition for new students between the Office of Admissions and Academic Advising. The fellow will work closely with the Operations team to build systems and practices to communicate effectively with incoming students and advising deans about transfer credit exemptions and GS Core checklists. The fellow will gain an understanding of GS school policies and procedures, the GS core curriculum in the liberal arts, and best practices for working with and advising undergraduate students.

Fellow Responsibilities

- Evaluate transfer credit and complete core checklists for incoming students.
- Advise students through aspects of the graduate school and study abroad application processes.
- Offer individual academic support advising sessions through the Academic Resource Center.
- Co-facilitate Getting Things Done, a time management skills and support group.
- Create and lead a student workshop through the Mid-Semester Success Series in consultation with their mentor.

Fellow Learning Outcomes, Training, and Mentorship

The fellow will gain knowledge about the many aspects of academic advising and support for undergraduate students. Specifically, they will gain an understanding of the GS core, major, and overall requirements for completing the Columbia undergraduate degree. The fellow will become familiar with administrative processes and record keeping and acquire skills in reading and understanding transcripts and transfer credit. The fellow will have the opportunity to advise students through our graduate school advising program and study abroad advising, and assist with academic support programs, including Getting Things Done, the Mid-Semester Success Series, and individual consultations through the Academic Resource Center. Finally, the fellow will grow their understanding of the undergraduate student experience as it touches various offices within the university.

In addition the fellow will:

- Meet with their mentor weekly to discuss progress, questions, and areas for growth.
- Attend Dean of Student staff and advisor meetings.
- Participate in one-on-one meetings with various staff in the Dean of Students Office to learn more about their roles and responsibilities.
- Read through and discuss the FAA training handbook to discuss policies and procedures of the office and School of General Studies, FERPA, and approaches and best practices to working with and advising undergraduate students.
- Develop a firm knowledge and understanding of GS liberal arts core requirements.

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Desired Qualifications

- Teaching experience at the college level.
- An understanding of the General Studies student body comprising returning and non-traditional students, international and transfer students, and low-income and first-in-family students seeking an Ivy League degree full- or part-time.

Fellowship Mentor

Kristy Barbacane, Assistant Dean

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GSAS Writing Studio – Program Administration Fellows (Two Positions Available)

The GSAS Writing Studio is dedicated to supporting Arts and Sciences doctoral students in the process of writing the dissertation. The Studio offers workshops, one-on-one consultations, facilitated writing groups, dissertation writing retreats and sprints, and quiet writing stations and meeting rooms in Lehman Library. All Studio programs and groups are interdisciplinary by design.

The Program Administration Fellows will run the Studio's weekly Dissertation-Writing Sprints: three-hour blocks of facilitated co-working and accountability, offered both in-person and remotely. Sprint facilitation includes managing attendance, leading brief accountability/goal-setting practices at the beginning and end of each writing session, and maintaining a productive writing environment (e.g. troubleshooting Zoom or making coffee). In addition, each Program Administration Fellow will complete one ongoing, semester-long project (details below).

Fellow Responsibilities

- Lead one in-person Dissertation-Writing Sprint weekly (Tuesday or Thursday 9:00am-noon)
- Lead one remote Dissertation-Writing Sprint weekly (Monday, 9:00am-noon or Wednesday 4:00-7:00pm)
- Attend Studio staff development meetings, bi-weekly on Fridays from 11:00am-12:30pm
- Complete one ongoing, semester-long administrative project, in consultation with the Writing Studio Director
 - Project 1: Assess Studio data management processes; develop a plan for improvement; implement the plan in consultation with the Director
 - Project 2: In coordination with the Director, create one or two short video tutorials (e.g. a user's guide to the GSAS-developed dissertation templates)

*Please indicate your preferred project in your cover letter.

Fellow Learning Outcomes, Training, and Mentorship

Program Administration Fellows will participate in bi-weekly staff development meetings, which provide in-depth training in graduate writing support, as well as insight into designing and facilitating a responsive, peer-led writing-support program. These meetings will offer exposure to Writing Studies scholarship and writing center best-practices as well as to peer-developed resources and approaches to interdisciplinary graduate writing support.

In addition, the Sprints themselves expose facilitators to a diversity of writer experience, offering important insight into how different fields and departments approach the dissertation process.

If needed, Program Administration Fellows may use Studio meeting rooms (319M Lehman Library) to run remote Sprints or to work on Studio projects. In future semesters, past Program Administration Fellows who apply to become Studio Consultants will be strongly considered.

Desired Qualifications

- Ability to synchronously facilitate two weekly Sprints
 - One each, in-person: Tuesday OR Thursday 9:00am-noon; and one remote: Monday, 9:00am-noon OR Wednesday 4:00-7:00pm
- Demonstrated interest in peer writing support;
- Past participation in Studio events or groups;

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- Demonstrated interest in fostering community among graduate students;
- Familiarity with/ willingness to learn:
 - Project 1: Excel, Appointy (the Studio's booking platform), other data-management software as needed
 - Project 2: Word, Screencastify (or similar), simple video editing
- Ability to make a really good pot of coffee for IRL Sprint participants (or to identify and delegate coffee-making to someone who knows what they're doing).

Fellowship Mentor

Kate Daloz, Director, GSAS Writing Studio

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Public Books – Podcast Production Assistant

Public Books is an internationally recognized online magazine dedicated to making scholarly research and ideas accessible to a more general public. We publish essays that use an idea generated in the humanities, social sciences, and arts to reflect on recent books, music, television shows, films, or current events. We also publish interviews with scholars, university press editors, and artists. The majority of our contributors are academics at all career stages; the majority of our readers are people aged 25-34, both inside and outside the academy. We are committed to diversity and to gender parity in whom we review and who does our reviewing, and our content reflects that commitment.

In 2020, *Public Books* launched [Public Books 101](#), a podcast that turns a scholarly eye to a world worth studying. In the three miniseries we've produced so far—on [the internet](#), [the novel](#), and [data](#)—scholars and writers join our host to examine a single topic from many angles.

Next year, we'll be producing two new podcasts. The first, [Novel Dialogue](#), invites a novelist and a literary critic to talk about novels from every angle: how we read them, write them, publish them, and remember them. We're partnering with the podcast's creators—Aarthi Vadde and John Plotz—to co-produce a new season that will launch in February 2022. The second, as yet unnamed podcast, is a partnership with [Type Media Center](#) and hosted by [Eyal Press](#), the author of *Dirty Work*. On this show, guests like Rebecca Solnit and Ta-Nehisi Coates talk with Press about unexpected influences on their work.

Serving as Podcast Production Assistant, the Graduate Fellow will assist many aspects of podcast production, including those listed below and others to be determined in coordination between the fellow and mentor. The fellow will also be offered the opportunity to identify works for review, identify reviews, and commission an essay. Commissioning an essay is optional; it is **not** a requirement but many past fellows have valued the opportunity to make an editorial contribution. Because we have a producer for both seasons, prior knowledge of audio production and editing software is not required for this role.

Fellow Responsibilities

- Meet weekly with the mentor(s)
- Attend weekly one-hour *Public Books* staff meeting
- Contribute to the production of two new *Public Books* podcasts: transcribing, fact-checking, creating image assets, providing feedback on episodes, and writing promotional copy
- Identify works for review, identify reviews, and/or commission an essay (optional)

Fellow Learning Outcomes, Training, and Mentorship

The fellow will be exposed to all aspects of podcast production and learn how a show is produced, edited, and promoted. One of the missions of *Public Books* is to communicate well-researched, academic ideas to a broader public. By working to promote the two new podcasts, the Fellow will develop an understanding of how to communicate the importance of research to many different audiences.

The fellow will also be invited to join and actively participate in weekly staff meetings where the editorial staff discusses pitches, upcoming pieces, editorial projects, our book series, events, and more. Due to the nature of our small team, the fellow will be exposed to all aspects of magazine and podcast production. We encourage the fellow to communicate with us any areas of specific

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interest. We can dedicate time during the weekly mentor meetings to any other aspects of the magazine about which the fellow would like to learn more.

Desired Qualifications

- Excellent writing, communication, and recordkeeping skills
- Basic knowledge of design software (Adobe Suite) (preferred, but not required)
- Basic knowledge of HTML/CSS (preferred, but not required)

Fellowship Mentor

Kelley Deane McKinney, Publisher and Managing Editor

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Office of the Vice Provost for Academic Programs – Accreditation Fellow

The Office of the Vice Provost for Academic Programs (OVPAP) is responsible for overseeing the academic programs across three undergraduate schools and thirteen graduate and professional schools at Columbia University. In that capacity, OVPAP works closely with schools and programs to create new educational programs and initiatives, collaborates with academic units to establish educational partnerships with US and foreign universities and organizations, and manages the University's accreditation process with both state and federal entities. The office also manages a variety of internal funding competitions for faculty and graduate students, including the President's Global Innovation Fund (PGIF) and the Presidential Teaching Awards for Outstanding Teaching.

The Office seeks an Accreditation Fellow to play an important role in preparation for the University's decennial accreditation.

Accreditation is a voluntary process that is intended to strengthen, sustain, and foster confidence in the quality and integrity of an institution, and in the institution of higher education. It involves a deep look at institutional mission, and its links to judgement around quality, fiscal integrity, the maintenance of adequate institutional resources, and academic freedom of the faculty. It is also used as a measure of quality to enable access to federal financial aid.

The Accreditation Fellow will have an opportunity to engage in the accreditation process at the ground level, at its earliest stages. Preparation for accreditation includes conducting a detailed self-study of all schools and programs within the University, and culminates with a site visit during the 2024-2025 academic year. In order to continue planning for the next University accreditation review, the Accreditation Fellow will help with reviewing and summarizing the current MSCHE accreditation standards and self-study guidelines. The fellow will also review materials collected for the prior accreditation, identifying areas that will require significant updating, planning and preparation, and proposing areas of focus. Please see our website for further information: <https://provost.columbia.edu/content/university-reaccreditation>.

Fellow Responsibilities

As a member of the Office of the Vice Provost for Academic Programs team, the fellow will meet regularly with the Vice Provost and her senior staff, including opportunities to present their work to the OVPAP team. Based on their interests, the fellow will also have opportunities to gain exposure to other units with the Office of the Provost (faculty diversity and development, appointments and tenure, teaching and learning and online education, etc.). In particular, the fellow will:

- Assist with the creation of a detailed plan and timeline to address student learning in the reaccreditation process, based on the MSCHE standards and requirements;
- Conduct a detailed review of program curricula, learning outcomes, and assessments of learning outcomes; and
- Assist with the preparation of a data collection plan for the assessment of learning outcomes.

Fellow Learning Outcomes, Training, and Mentorship

The Fellow will gain an understanding of and experience with the role of national accreditation standards in higher education, and make a significant contribution to the strategic planning for, and development of, accreditation activities. This fellowship will also provide a close-up view

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into the work of planning and executing University-wide projects and initiatives, and an opportunity to play a role in an important institutional effort. This project will provide a rare view of the scope and breadth of Columbia's activities.

Desired Qualifications

- Excellent oral and written communication skills;
- Technological skills relevant to academic administration including experience with Microsoft Office; and
- Project planning skills.

Fellowship Mentor

Dana Palmer, Senior Associate Provost

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Office of the Vice Provost for Faculty Advancement – Research Fellow

The Office of the Vice Provost for Faculty Advancement collaborates with University partners to promote a climate of inclusive excellence. We offer faculty development, diversity, planning and community-building initiatives that help current and future faculty thrive.

Our office has produced a number of best practices guides, with a focus on faculty diversity and DEI work more broadly. We anticipate our Research Fellow would have three main projects: 1) Assisting with development of a Guide for Best Practices in Equity-Based Admissions, 2) Assisting with an update to our Guide to Best Practices in Faculty Search and Hiring and 3) Assisting with the evaluation of our faculty seed grants project. For the first two projects, we anticipate significant research and writing, and for the third there may be opportunities to interview faculty seed grant recipients and do some qualitative and quantitative data collection and analysis, under the guidance of our faculty advisors.

Fellow Responsibilities

- Program evaluation of our faculty seed grants program
- Writing and research for Best Practices Guides and communications projects
- Event support, in-person and/or remote, depending on COVID-19 guidelines

Fellow Learning Outcomes, Training, and Mentorship

The fellow would learn a great deal about how a central office works at a decentralized, elite institution like Columbia. They would also come away with a deep knowledge about both graduate admissions and faculty search, as well as University communications.

The fellow will gain knowledge regarding the three portfolios in the Office of the Vice Provost; Faculty Advancement, Inclusive Faculty Pathways, and Faculty Diversity and Inclusion. The fellow will also build relationships and collaborate with University partners to learn about faculty development, diversity, planning and community-building initiatives that help current and future faculty. Finally, the fellow will gain experience in communications and design as well as data and program analysis and achieve a greater understanding of higher education administration.

Through their project work and active mentorship, the fellow will gain skills in: teamwork, communications, problem solving, organization, networking, self-reliance, leadership, critical thinking, creativity, event planning, and data analysis.

Desired Qualifications

- Strong research and writing skills
- Attention to detail
- Discretion
- Enthusiasm
- Creative and innovative mindset
- Digital literacy
- Computational thinking

Fellowship Mentor

Adina Berrios Brooks, Associate Provost for Inclusive Faculty Pathways