

Fall 2026 Fellowship Opportunities

- [Center for Student Success and Intervention \(CSSI\)](#) - Operations and Engagement Fellow
- [Center for Teaching and Learning, Graduate Student Programs and Services](#) - Teaching Development Program (TDP) Fellow
- [Center for Teaching and Learning, Science of Learning Research Initiative \(SOLER\)](#) - Digital Content Fellow
- [Department of Biological Sciences](#) - BUMP Biology Coordinator
- [Department of French](#) - French Cultural Society Fellow
- [Division of University Life, Engagement & Education Department](#) - Program Assessment Fellow
- [GSAS Alumni Relations and Development](#) - Alumni Relations Fellow
- [GSAS Compass](#) - Professional Development Programs Fellow
- [GSAS Office of Academic Access and Engagement \(OAAE\)](#) Student Programming Fellow
- [GSAS Writing Studio](#) - Program Administration Fellows
- [Institute of African Studies \(IAS\)](#) - Strategic Initiatives Fellow
- [International Students and Scholars Office \(ISSO\)](#) - ISSO Professional Development Programming Fellow
- [Office of the Vice Provost for Campus Integration](#) - Columbia Connect Fellow
- [Office of the Vice Provost for Faculty Advancement \(OVPFA\)](#) - Faculty Advancement Fellow
- [School of General Studies, Office of Academic Advising](#) - Academic Advising Fellow
- [School of General Studies, Office of Academic Affairs](#) - Graduate School Coaching Fellow

Note

Read each position description carefully. As you decide which position to apply to, consider both the host office and the responsibilities involved in the role. Think about which opportunity will best help you develop professionally.

You might find that the role that is the best fit is in an office you are not familiar with.

Host Office	Center for Student Success and Intervention (CSSI)
Position Title	Operations and Engagement Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (Watson Hall)
Mentor(s)	Denée Jenkins, Director of Student Success and Intervention

Host Office and Fellowship Position Description

The Center for Student Success and Intervention (CSSI), part of the Division of University Life, supports students from across the University by helping them navigate university resources, connect with appropriate services, and access support during times of personal, academic, or financial need. As a student-centered office, CSSI works closely with campus partners to strengthen outreach, improve resource coordination, and support student well-being through responsive programs, referrals, and engagement efforts.

The Operations and Engagement Fellow will support CSSI's work by assisting with data tracking, program assessment, outreach coordination, event support, and basic needs resource planning. The fellow will help organize information related to programs, events, attendance, food pantry partnerships, resource distribution, and student engagement, while also contributing to a brief end-of-term report with key findings, observations, trends, gaps, and recommendations to inform future planning.

Fellow Responsibilities

- Prepare brief summaries, updates, and an end-of-term report highlighting key findings, observations, trends, gaps, and recommendations.
- Track and organize data related to programs, outreach, events, attendance, food pantry partnerships, resource distribution, and student engagement.
- Help develop simple tracking tools, dashboards, or spreadsheets to monitor trends, gaps, opportunities, and program impact.
- Analyze participation and engagement patterns to support future planning and decision-making.
- Support select outreach events, tabling, programs, and campus engagement efforts, including preparation, attendance tracking, documentation, and follow-up.
- Maintain shared trackers, calendars, spreadsheets, and planning documents to support team coordination.
- Attend select meetings, events, and internal professional development opportunities hosted by University Life.

Fellow Learning Outcomes, Training, and Mentorship

The fellow will gain hands-on experience in academic administration, student support operations, program planning, event logistics, outreach strategy, campus engagement, data tracking, assessment, reporting, food pantry and basic needs partnership coordination, cross-functional communication, and project management.

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>

The fellow will learn how administrative offices use data, student feedback, and day-to-day operations to improve student support, strengthen service delivery, expand resource navigation, and plan more effective programs within a university setting. The fellow will also gain experience turning data and observations into practical recommendations that can support office decision-making and help improve the student experience.

The fellow will be mentored by Denée Jenkins, Director of Operations and Engagement, and will meet regularly with their mentor to review priorities, discuss project progress, reflect on learning, and identify professional development goals. The fellow will be introduced to relevant team members, included in appropriate office meetings, and given opportunities to learn from staff across academic administration, operations, outreach, basic needs support, and student engagement. This fellowship is designed to give the fellow meaningful exposure to how student-centered work happens behind the scenes, while building transferable skills in communication, organization, analysis, collaboration, and project management.

Desired Qualifications

Strong candidates will bring some combination of the following:

- Strong organizational, communication, and follow-through skills.
- Interest in student support, outreach, basic needs, food access, resource navigation, or campus engagement.
- Ability to manage details, track information accurately, and support logistics from planning through follow-up.
- Ability to work independently while communicating clearly and consistently with a team.
- Interest in academic administration, student support operations, program coordination, assessment, or strategic operations.

Host Office	Center for Teaching and Learning (CTL), Graduate Student Programs and Services
Position Title	Teaching Development Program Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (Lewisohn Hall)
Mentor(s)	Mark Phillipson, PhD, Director, CTL Graduate Student Programs and Services

Host Office and Fellowship Position Description

The Center for Teaching and Learning (CTL) partners with faculty, students, and colleagues across Columbia 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 and pedagogical development of graduate students across Columbia through a range of offerings intended to help graduate students assess, reflect on, and improve their teaching in service of current and future instructional roles. 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, evidence-based, and inclusive.

Fellow Responsibilities

FAAs working with the CTL serve as Teaching Development Program (TDP) Fellows who assist with program development and assessment in the CTL's TDP (<https://tdpctl.columbia.edu/>). This includes engaging with ongoing, weekly activities to track, assess, and communicate TDP participant engagement. Fellows will also develop and carry out a semester-long project centered on TDP participant experiences, support, or assessment.

Generally, fellows should expect to:

- Assess documentation posted by TDP participants in Courseworks and communicate feedback using program-specific rubrics and spreadsheets
- Document participant activity in the TDP in relevant spreadsheets
- Strategize ways to engage targeted audiences
- Contribute to strategic discussions around TDP platform maintenance and migration
- Engage in weekly meetings with the CTL mentor and, when appropriate, other CTL staff
- Communicate project progress and findings to CTL staff at the end of each semester

Specific responsibilities, including decisions about the emphasis, order, and flow of work, will be mapped out in dialog with the FAA, taking into account stated interests and signaled aptitudes.

Fellow Learning Outcomes, Training, and Mentorship

Through this opportunity, TDP Fellows will:

- Gain experience with methods of program assessment, design, and communication
- Develop strategic thinking capacities 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 fellow's own development, and exchange feedback
- Professionalize their communication and presentation skills by speaking about their work, insights, and professional development objectives with CTL staff at least once during each semester

Desired Qualifications

- Familiarity with CTL programs and services for graduate students
- Demonstrated interest in graduate student teaching development
- Desire to work collaboratively with 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 (<https://tdp.ctl.columbia.edu/>) is strongly encouraged, as is registration in the program itself. (Registration for the TDP is available at any time to current Columbia doctoral and MFA students)

Host Office	Center for Teaching and Learning, The Science of Learning Research Initiative (SOLER)
Position Title	Digital Content Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (Butler Library)
Mentor(s)	Adam Brown, PhD, Associate Director

Host Office and Fellowship Position Description

SOLER is a branch of the Center for Teaching and Learning (CTL) that facilitates scientific efforts to better understand and improve teaching and learning in CU courses. We help faculty conduct relevant research in their own classrooms or in partnership with others by supporting project elements such as study design, data analysis, and dissemination of results. We also develop tools for *learning analytics*—mining data generated by students’ engagement with digital learning platforms. Centralized within CU (like the CTL as a whole), SOLER is well positioned to foster collaborations, support our affiliates, cultivate a scholarly community through events, train the next generation of scholars by recruiting graduate student assistants, and connect our work to the broader academic world. Learn more here: <https://soler.columbia.edu/>.

Fellow Responsibilities

The SOLER Digital Content Fellow will collaborate with Associate Director Adam Brown (Mentor) and other colleagues to support a key organizational element of our work beginning in Fall 2026: updating and enhancing the SOLER website.

The fellow will collaborate to develop new content and user-centered structures. Two areas of development are of the highest priority:

- Adapting the content and structure of our new SOLER proposal accelerator workshop program into a self-guided, on-demand form suitable for the website.
- Showcasing our work by creating detailed individual project pages and a browsable project landing page featuring an intuitive, thematic structure.

Fellow Learning Outcomes, Training, and Mentorship

The fellow will gain experience in academic administration working independently but under the close mentorship of Adam Brown as they address a variety of goals crucial for SOLER’s continued development. Doing so will provide the fellow with a unique opportunity to cultivate a range of skills across technical and aesthetic design, written communication, and interpersonal interaction while considering essential organizational elements such as marketing and user experience.

The fellow will receive the following training and mentorship:

- Receive mentorship from the Associate Director weekly to discuss progress, questions, and areas for growth.
- Attend occasional team meetings to learn the entire scope of SOLER’s work.

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>



Fellowships in Academic Administration

- Hone design and writing skills.

Desired Qualifications

- Excellent written and verbal communication skills
- Organizational skills and attention to detail
- Ability to work independently and communicate effectively with a variety of stakeholders
- Graphic design skills, familiarity with Canva, and aesthetic sense
- Web design skills (especially familiarity with Drupal) preferred

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Host Office	Department of Biological Sciences
Position Title	BUMP Biology Coordinator
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (600 Fairchild Center)
Mentor(s)	Harmen J. Bussemaker, PhD, Professor of Biological Sciences

*BUMP Biology Coordinators are expected to serve a two-year term. After the first year, the position will be sponsored through the Department of Biological Sciences, contingent on the availability of funding.

Host Office and Fellowship Position Description

Academic and professional networks, both formal and informal, play a key role in educational and career trajectories within the biomedical sciences and are critical for success in STEM fields. Facilitating access to undergraduate research experiences at Columbia University through one-on-one mentorship and guidance by peers and near-peers in particular has great potential for maximizing undergraduate student participation in STEM majors and career paths.

The *BUMP Biology* program helps undergraduates in the biological sciences navigate careers in academic STEM research and medicine, and provides modest, need-based, stipends that make initial research lab experiences financially feasible. The doctoral students participating in *BUMP Biology* as mentors also gain experience that will be of great value to them as they pursue their further careers.

BUMP Biology was originally conceived as the Black Undergraduate Mentorship Program, which in 2020 emerged from a collaboration between an undergraduate student group project in the Research Cluster on Science and Subjectivity in Columbia's Center for Science and Society, the Black Alumni Council at Columbia University, and a grassroots group named Biology Trainees Against Exclusion made up of graduate students, postdocs, and undergraduates in the Department of Biological Sciences. The program was first awarded a Provost Seed Grant on Addressing Racism, and subsequently a multi-year grant from the Graduate Equity Initiative (GEI) of the Faculty of Arts and Sciences, as well as support from the Simons Foundation. Most recently, the coordination of the program became a role in the Fellowships in Academic Administration (FAA) program that PhD students in the Graduate School of Arts and Sciences can apply for. As *BUMP Biology* has evolved, it continues to stay true to its mission to facilitate access to research experiences and give students from historically underprivileged populations a "bump" in mentorship and a sense of connectedness to the research community at Columbia that will benefit their academic and professional careers.

All applicants to *BUMP Biology* will be provided with mentorship and have access to all events organized by the program. Students will be considered for stipend support on an individual basis, with special consideration given to those applicants who: (i) are the first in their family to attend college; and/or (ii) have, either as a result of their socio-economic background, or challenging life experiences, overcome substantial obstacles on their journey to graduate school; and/or (iii) have lived or worked in a diverse environment; and/or (iv) have, through their education or work experience, demonstrated a commitment to serving historically underprivileged populations and/or the academic study of historically underrepresented populations.

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Fellow Responsibilities*Annual Programming Responsibilities:*

- Organize the annual BUMP research symposium in November: scout current mentees' interests, help mentees craft research abstracts and posters, and organize the logistics of the symposium itself (create a program booklet, invite attendees from across the Columbia research community, book the symposium room, manage catering)
- Release mentorship program applications in December: distribute mentee applications to the undergraduate population (including student organizations and classes) and distribute the mentor applications to the Department of Biological Sciences and the Zuckerman Institute
- Process mentorship program applications in January: read all mentor and mentee applications and pair undergraduate mentees with Trainee Research Mentors
- Organize BUMP Beehives (mutual support groups) led by mentee liaisons. This includes recruiting and interviewing mentee liaisons (seasoned BUMP mentees who volunteer)
- Organize annual mentor training in March to ensure that mentors are equipped with the cultural competency needed to be an effective mentor
- Onboard future coordinators in the Fall of the second year

Ongoing Responsibilities:

- Meet weekly with other fellows/coordinators and advisory faculty
- Process funding program applications every semester: review funding applications from BUMP mentees with faculty advisors during weekly meetings and coordinate with BUMP Biology admin in the Biological Sciences department to hire students onto payroll
- Supervise funding disbursement with BUMP Biology administration, including keeping track of awards given to students, spending, and grant balance
- Communicate regularly with BUMP mentees
- Advise BUMP mentors on how to help their mentees communicate with research faculty, apply for programs, and pursue research goals
- Assist in social programming for BUMP mentors and mentees. Examples include study groups, picnics, care bags, BUMP t-shirts, etc.
- Organize professional programming for BUMP mentees. Examples include panel events, networking opportunities, scientific writing or presentation workshops, etc.
- Maintain a connection with the network of alumni of the BUMP Biology program and of Columbia University who may act as career mentors, through regular communication and updates

Fellow Learning Outcomes, Training, and Mentorship

Fellows will gain a strong foundation in academic program administration, including managing the program application process, overseeing mentor-mentee pairing, coordinating stipend allocations, and more. Fellows will be mentored by Dr. Harmen Bussemaker and the other faculty coordinators of BUMP through regular meetings with a team that includes staff from both the academic and the business office of the Department of Biological Sciences. Fellows will be onboarded and trained by the outgoing BUMP Biology Coordinators.

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Desired Qualifications

- Highly organized
- Good computer skills (Excel, Google Docs, Google Forms)
- Strong writing skills
- Ability to work well as part of a team
- Enrolled in a STEM PhD program, ideally in GSAS Biological Sciences, and actively performing laboratory research
- Completed qualifying exam, *all* classes, and *all* TA requirements
- Able to complete the 2-year tenure before graduation
- Experience in extra-curricular organizing and/or undergraduate mentoring
- Committed to the goals of the BUMP Biology program

For more information, feel free to reach out to current BUMP coordinators Deme Geneva Fortson dgf2112@columbia.edu, Lena Kogan hvk2105@columbia.edu, or Viviana Vinci vv2373@columbia.edu.

Host Office	Department of French
Position Title	FCS (French Cultural Society) Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (Buell Hall)
Mentor(s)	Laurence Marie, PhD, Senior Lecturer in French

Host Office and Fellowship Position Description

In the wake of the pandemic, the Department of French established a task force aimed at rebuilding enrollments in the undergraduate major. One initiative launched by the task force was the revival of the French Cultural Society, a student organization that had previously focused on social events. Since 2021, the department has partnered with students to turn the FCS into a dynamic organization that hosts guests from the cultural and political spheres in addition to more informal gatherings. The department's objective is to bring together francophone students at Columbia and French majors and minors, and to nurture their shared interest in France and the Francophone world. To support the FCS, the department provides space, a small budget, and a faculty mentor, who helps students with outreach, recruitment and communication with members, partner institutions (such as the Cultural Services of the French Embassy/Villa Albertine), visiting speakers, and the Maison française. Last year, the FCS arranged visits with the Consul General of Belgium, the Cultural Counselor of France, and two CEOs of French-related start-ups; a guided museum tour; and several social events. The department has been quite successful in rebuilding undergraduate enrollments in French studies and in Columbia's study abroad programs in Paris, in large part due to the vibrancy of FCS.

The French Cultural Society (FCS) Fellow will serve as liaison among the Columbia French Cultural Society student group, the faculty mentor, the staff of the department, and the Maison française to help coordinate the activities of the FCS. One central strategic goal is to build a welcoming and inclusive community gathering current French/francophone FCS members, French majors and minors, along with all students learning French at the intermediate/advanced level. It is important that the fellow encourage students from these different groups to feel responsible and accountable for organizing guest speaker series (in the cultural, political, and professional world) that will appeal to the diverse members of the community. Bringing the different constituencies together requires creativity, tact, and persistence—an essential skill-set for future academics and academic administrators.

Fellow Responsibilities

The fellow will provide key strategic support to the FCS in developing their programming for the 2026-27 academic year and ensuring an inclusive environment for the membership.

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- Program management, in coordination with the FCS's two co-presidents and board, the faculty mentor, the French department, and the Maison française:
 - Participating in planned meetings with students, faculty, and staff;
 - Liaising with other organizations across New York City to identify which prominent francophone speakers are coming to New York during the academic year (e.g. Columbia and NYU Maison Française; French department; NYU Institute of French studies; villa Albertine; The French Consulate; L'Alliance (FIAF); Columbia Alliance program; other departments and institutes at Columbia)
 - Guiding FCS co-presidents to form a diverse board, with defined responsibilities and accountability
 - Conducting a landscape review of other similar student groups; helping FCS co-presidents find ways to foster common interests and pick relevant guest speakers
 - Contributing to communications with students, faculty, staff and outside parties about activities and speaker invitations. Helping to produce, review, and distribute promotional materials (title, picture, presentation of the event, flyers, emails, WhatsApp, Instagram)
- Assisting with event administration, including reserving space and assisting with set-up in preparation for guest lectures or other events. Occasionally ordering refreshments for events.
- Contributing to the biannual activity report

Fellow Learning Outcomes, Training, and Mentorship

The FCS fellow will develop valuable communication, interpersonal, and project management skills with occasional responsibility for recording expenses and writing activity reports. The fellow will also learn how to advise undergraduates in an extracurricular capacity.

The fellowship will begin with onboarding meetings with the faculty mentor, department chair, and staff of the Maison française to establish the fellow's responsibilities, go over best practices, and receive training. This meeting will be immediately followed by a meeting with FCS co-presidents. After this, the fellow will meet weekly with the faculty mentor to review tasks, plan for upcoming events and receive feedback. They will also be in regular communication with faculty and staff of the French Department and Maison française. There will be oral performance reviews with the faculty mentor and department chair at the beginning and end of the semester.

Desired Qualifications

- Strong interest in and, ideally, research that bears at least partially on French and Francophone issues.
- Ability to communicate in French (both verbally and in writing)
- Excellent interpersonal skills, including working with undergraduates.
- Excellent oral and written communication skills.
- Competency with Word, PDF, Google & Excel documents and the ability to learn to operate microphones & projection equipment.
- The ability to meet deadlines and stay on task while also showing initiative.

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>

Host Office	Division of University Life, Engagement & Education Department
Position Title	Program Assessment Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (Philosophy 209)
Mentor(s)	Prithak Chowdhury, Director of Student Engagement & Education (primary); Ixchel Rosal, Senior Associate Vice President of Strategic Student Engagement (co-mentor, as available)

Host Office and Fellowship Position Description

The Engagement & Education Department (E&E) within Columbia University's Division of University Life develops co-curricular learning experiences for students across the University's schools. Its work is guided by four core learning goals: Personal Development, Cultural Humility, Community Connections, and Social Responsibility. The department's portfolio includes leadership development, dialogue-based education, pre-orientation programs, graduate student engagement, and signature community-building initiatives. E&E approaches this work as curricular and developmental rather than purely event-based, and is actively building an assessment infrastructure to better understand and measure the student experience.

The Program Assessment Fellow will lead a departmental self-study using the Council for the Advancement of Standards in Higher Education (CAS) framework and will help translate the department's existing assessment approach into a set of tested tools and instruments. CAS is the national body whose standards define quality practice for co-curricular programs across higher education, and its Self-Assessment Guides give higher education departments a structured, evidence-based method for measuring themselves against those standards and planning improvements. The fellow will gain hands-on experience with the CAS program-review methodology, contribute to a self-study analysis of the department's functions, support the development of an action plan to inform departmental priorities, and develop insight into how a university department uses evidence to guide decision-making. This role offers substantive academic-administration experience that draws on a doctoral student's strengths in research, synthesis, instrument design, analysis, and writing. Prior familiarity with CAS is not required.

Fellow Responsibilities

The fellow will anchor their work in the departmental self-study and assessment operationalization process. In addition to this primary project, the fellow will participate in E&E team meetings and observe selected aspects of the department's program design and operations to build the institutional context needed for the work. Key responsibilities will include:

- Learning the CAS self-study methodology and relevant CAS standards.
- Scoping and planning the departmental self-study.
- Building an evidence inventory by gathering, organizing, and documenting materials needed to assess E&E against the selected CAS standards.
- Designing and refining standardized assessment instruments, such as survey items, reflection prompts, and rubrics, so that they can be used across programs with guidance from departmental leadership.

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- Piloting select assessment instruments in the fall and analyzing the results to determine whether the tools produce usable evidence of student learning.
- Designing and conducting an equity analysis using the CAS diversity, equity, access, and inclusion criteria to examine where E&E's programs and processes center, include, or overlook any particular student population.
- Supporting the departmental rating process by helping staff interpret evidence, discuss findings, and develop collective judgments.
- Drafting a self-study report and prioritized action plan that translates findings into recommended improvements for departmental practice.

Fellow Learning Outcomes, Training, and Mentorship

The fellow will develop a working command of outcomes-based assessment and program review in higher education, including how national professional standards support quality, accountability, and continuous improvement in the field of Student Affairs. The fellow will learn how to design assessment instruments, gather and evaluate evidence, conduct an equity-centered analysis, and translate scholarship, standards, and findings into practical recommendations for departmental improvement.

The fellow will also gain direct exposure to how a university department operates, including how priorities are set, how a division coordinates across offices, and how evidence informs administrative decision-making.

Mentorship will be sustained and scaffolded throughout the year. The fellow will meet weekly with the Director for guidance, feedback, and reflection on the project, as well as broader conversations about academic administration and professional pathways in higher education. The fellow may also meet with the Senior Associate Vice President as available. In addition, the fellow will participate in E&E team meetings, observe director-level assessment and strategy work, and have opportunities to shadow aspects of the department's planning and review cycles.

Desired Qualifications**Required Qualifications**

- Strong research, synthesis, analysis, and academic writing skills.
- Ability to work independently, manage competing tasks, and make steady progress on a semester-scale project.
- Interest in higher education administration, assessment, student affairs, or academic leadership as a possible career direction.

Preferred Qualifications

- Familiarity with program evaluation, outcomes assessment, professional standards, or program-review methodology.
- Interest in student learning and development, equity, and inclusion in educational settings.
- Comfort with qualitative analysis and basic quantitative analysis.
- Academic background in the social sciences, education, or a related field. This is welcome but not required; the work is well suited to doctoral students from any discipline who bring rigorous thinking, strong writing, and an interest in applied institutional work.

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>

Host Office	GSAS Alumni Relations and Development
Position Title	Alumni Relations Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (Low Library)
Mentor(s)	Erin Hussein, Director of Alumni Relations and Development

Host Office and Fellowship Position Description

The Graduate School of Arts and Sciences (GSAS) alumni community is a worldwide network of more than 48,000 master's, doctoral, and professional alumni whose continued engagement strengthens the intellectual, professional, and philanthropic life of the School. Through alumni events, volunteer leadership, career networking, student engagement, and philanthropic partnerships, the GSAS Office of Alumni Relations and Development fosters meaningful lifelong connections between alumni and GSAS.

The GSAS Alumni Relations Fellow will work closely with the Director of Alumni Relations and Development and the GSAS Alumni Association's Recent Alumni and Students Committee on a year-long strategic initiative focused on strengthening the transition from student to alumnus and deepening engagement during the first five years after graduation. Working at the intersection of alumni engagement, student affairs, communications, and institutional advancement, the fellow will help assess current programming, identify opportunities for increased engagement, and design and evaluate initiatives that strengthen the GSAS alumni experience.

In addition to leading this strategic project, the fellow will participate in the planning and assessment of signature alumni and student events, gaining firsthand experience in higher education administration, nonprofit management, communications, and institutional advancement.

Fellow Responsibilities

The fellow will:

- Serve as the primary staff partner to the GSAS Alumni Association's Recent Alumni and Students Committee, collaborating with committee members to develop, implement, and assess initiatives that strengthen the student-to-alumni experience.
- Lead a year-long strategic project examining recent alumni engagement and the transition from student to alumnus, with a focus on engagement during the first five years after graduation.
- Analyze participation trends across networking events, volunteer opportunities, communications, and other engagement activities, and develop recommendations to strengthen alumni engagement.
- Design and implement one or more pilot initiatives and assess their effectiveness through surveys, participant feedback, and engagement data.
- Participate in planning and evaluating selected events, including alumni networking programs and the GSAS Alumni Awards Dinner.

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>

- Collaborate with colleagues across Alumni Relations, Development, and Communications to advance alumni engagement initiatives.
- Conduct research on best practices in alumni engagement and higher education advancement.
- Contribute to communications, presentations, and reports supporting alumni engagement initiatives.

Fellow Learning Outcomes, Training, and Mentorship

Through this fellowship, the fellow will:

- Gain firsthand experience in alumni relations, higher education administration, and institutional advancement.
- Learn how strategic planning informs alumni engagement, volunteer leadership, and long-term fundraising.
- Develop skills in project management, program assessment, communications, and stakeholder engagement.
- Gain experience working with an alumni volunteer committee to develop, implement, and evaluate engagement initiatives.
- Learn to use qualitative and quantitative data to assess programs and inform strategic decision-making.
- Collaborate with colleagues across Alumni Relations, Development, and Communications.
- Lead a strategic project from planning through implementation and assessment, developing recommendations that will inform future GSAS alumni engagement initiatives.

Desired Qualifications

- Interest in higher education administration, nonprofit leadership, alumni relations, communications, institutional research, or advancement.
- Excellent written and verbal communication skills.
- Strong analytical and organizational abilities.
- Ability to manage independent projects.
- Experience with Excel, Google Workspace, or similar productivity software.
- Ability to synthesize information into clear recommendations.
- Excellent attention to detail.
- Ability to maintain confidentiality.
- Interest in collaborative, cross-functional work.

Host Office	GSAS Compass Office of Graduate Career & Professional Development
Position Title	Professional Development Programs Fellow
Fellowship Term	Fall 2026 and Spring 2027 (full academic year preferred)
Location	Hybrid (106 Low Library)
Mentor(s)	Rachel Bernard, PhD, Director, Graduate Career & Professional Development

Host Office and Fellowship Position Description

As the career and professional development office for the Graduate School of Arts and Sciences, [GSAS Compass](#) assists doctoral and master's students in identifying, working toward, and achieving their post-graduation career goals. Our mission is to empower students to navigate their professional journeys with confidence and purpose, and to harness their academic training in a wide range of careers.

GSAS Compass offers a variety of career and professional development programming and resources tailored to master's and doctoral students, including workshops, online learning, employer events, networking opportunities, and one-on-one advising. In addition, we maintain the GSAS Compass online portal on the Symplicity CSM platform, which includes a comprehensive Resource Library and job database, and provides access to our office's services.

The Professional Development Programs Fellow will focus on ONE of the following project areas, based on the selected fellow's interests and skills: strategic communications, program design and development, or peer career advising.

Fellow Responsibilities

In addition to focusing on one project area, the fellow will also contribute to some of Compass's day-to-day workflows, including:

- Assist with occasional events and workshops
- Compile material for biweekly GSAS student newsletter
- Develop and create weekly GSAS Compass Bulletin

The responsibilities are listed below according to the selected project area. ***Applicants should indicate in their statement of interest which project(s) they are interested in.***

Strategic communications - communicate Compass's offerings to the diverse population of students we serve by thinking creatively and strategically about the best ways to reach students in departments and programs across GSAS, and then creating content to help increase awareness about GSAS Compass and draw students to our programming and resources.

The fellow will:

- Design and execute marketing campaigns for particular programs and resources.
- Write news items and/or blog posts for the GSAS website.
- Learn and utilize basic marketing analytics methods to analyze GSAS Compass email marketing and improve engagement.

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>

- Design, draft, and edit emails, website copy, flyers, graphics, and social media posts about GSAS Compass events and services using Canva and Google Doc software.

Program design and development - assist with design and administration of some of Compass's largest programs and events, and design and deliver an original workshop or program in the spring term

The fellow will:

- Support operational aspects of Compass programming, including creating project timelines, designing registration forms and applications, etc.
- Design and edit event communications.
- Research, design, and deliver an original workshop on a professional development topic.

Peer career advising - advise GSAS master's and doctoral students on job application materials and interviewing

The fellow will:

- Shadow GSAS Compass career advisors and learn best practices for resume and cover letter writing and interviewing.
- Meet one-on-one with graduate students.
- Create and update career development resources.
- Lead a PhD Pathways Career Exploration Group in the spring term.

Fellow Learning Outcomes, Training, and Mentorship

The fellow will be fully embedded within the GSAS Compass team, which means that they will participate in weekly team meetings and gain exposure to the administration of a small student-facing office at a large research university. The particular training the fellow receives and the skills they develop will depend upon the project they choose to take on.

- *Strategic communications*: the fellow will develop skills and experience in marketing, strategic communications, and project management, as well as a portfolio of communications projects.
- *Programming*: the fellow will develop skills and experience in program and project management, event planning, and professional development curriculum design.
- *Career advising*: the fellow will develop skills and experience in individual advising, career development theory and methods, and small group facilitation.

Desired Qualifications

- Excellent written and verbal communication skills.
- Superior attention to detail, with the ability to also keep in mind the big picture.
- Time and project management skills.
- Thoughtful consumer of campus communications and able to generate creative ideas for how to connect with students digitally.
- An interest in career and professional development.
- For the strategic communications focus: Experience creating different types of content (promotional materials, email and website copy, social media posts, etc.) for a variety of audiences, an eye for design, and experience with Canva preferred.

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>

Host Office:	Office of Academic Access and Engagement (OAAE)
Position Title	Student Programming Fellow (two positions available)
Fellowship Term	Fall 2026, possible renewal in Spring 2027
Location	Hybrid (combination of on-campus and remote)
Mentor(s)	Afiya Wilson, Assistant Dean of Academic Access and Engagement

Host Office and Fellowship Position Description

The Office of Academic Access and Engagement is the space within the Graduate School of Arts and Sciences in which we enact, daily and intentionally, our commitment to create an intellectual collective that is reflective of the disparate experiences of its constituents. Many of OAAE's programs and resources are targeted to the unique needs of students who may be the first in their family to attend college or graduate school, or who may not have had access to intensive research experience in higher education settings. We offer programs and resources that are relevant for all students as we consider issues related to access and engagement together. OAAE's mission is three-pronged:

- Reduce institutional barriers to high-quality graduate education and training, especially for students from backgrounds that are historically underrepresented in higher education or otherwise marginalized;
- Enhance the graduate-student experience to promote intellectual growth and excellence;
- Prepare graduate students from all backgrounds in practices that promote civility, inclusion, and educational equity.

OAAE seeks two fellows, who will build out the framework and, pending student engagement in Spring 2027, co-facilitate the [OAAE Research Collective](#), a cohort of students conducting research in subjects of particular interest to underrepresented or marginalized communities, ideally engaging in public scholarship. This work might include an explicit focus on the social, educational, economic, health, environmental, and other inequities that derive from marginalization and exclusion, but can also focus on these communities in and of themselves.

Fellow Responsibilities

In the fall of 2026, Fellows are expected to:

- Meet regularly with OAAE staff to define the areas of research and potential supporting activities for Research Collective participants.
- Create and advertise the request for applications for the Research Collective; review applications, select participants, and extend invitations.
- Complete agreed-upon deliverables on deadline.

If there is a sufficient response to the Research Collective application, the fellows will be responsible for leading the Research Collective in the spring of 2027. Fellows would be expected to:

- Facilitate regularly scheduled meetings with participants in the Collective.
- Consult with OAAE to secure space for meetings and other logistics.
- Plan and schedule activities for the Collective, including a capstone event or activity.
- Complete agreed-upon deliverables on deadline.

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>

Fellow Learning Outcomes, Training, and Mentorship

Students will gain or expand the following skills:

- Identifying and describing opportunities for public scholarship in their work.
- Tailoring communications to different audiences.
- Facilitating scholarly discussions across multiple disciplines and audiences.
- Creating student-facing events and programming.

Desired Qualifications

- Organizational skills
- Situational flexibility
- Acute attention to detail
- Exceptional written and verbal communication skills
- Self-direction
- Willingness to collaborate and work in groups

Host Office	GSAS Writing Studio
Position Title	Program Administration Fellows (two positions available)
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (319M/321 Lehman Library)
Mentor(s)	Lauren Sperandio Phelps, PhD, Director, GSAS Writing Studio Anna Waller, PhD, Assistant Director, GSAS Writing Studio

Host Office and Fellowship Position Description

The GSAS Writing Studio is dedicated to supporting Arts and Sciences graduate students in the process of writing the thesis or dissertation. The Studio offers workshops, one-on-one consultations, facilitated writing groups, dissertation writing retreats and events, along with 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 Pomodoro sessions: two-hour blocks of facilitated co-working and accountability (25 minutes of work + 5-minute break), offered in a hybrid mode. Pomodoro facilitation includes communicating with participants (sending weekly reminders, etc.), managing attendance, timekeeping, leading very brief accountability/goal-setting practices at the beginning and end of each session, and maintaining a productive writing environment.

In addition, the GSAS Writing Studio Program Administration Fellows will work collaboratively on the Writing Studio's ongoing resource development project, in coordination with the Director and Assistant Director. The goal of this project is to enhance the on-demand resources available on the Writing Studio website and may include the following:

- Research layout, content, and scope of online writing resources from other Columbia programs and/or peer institutions
- Identify areas of interest for new resource modules and draft materials based on existing Writing Studio materials and/or independent research
- Design and update existing website resources, in accordance with GSAS and Columbia communication standards for content and style

Fellow Responsibilities

- Complete deliverables associated with the ongoing, semester-long administrative project (detailed above), in consultation with program mentors
- Lead two hybrid Pomodoro sessions/week
- Meet with Writing Studio staff for regular progress updates and professional development

Fellow Learning Outcomes, Training, and Mentorship

Program Administration Fellows will participate in bi-weekly staff development meetings, which will 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

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>

to Writing Studies scholarship and writing center best-practices as well as to peer-developed resources and approaches to interdisciplinary graduate writing support.

The fellow will also receive individual mentoring focused on planning and conducting their research and resource design project. More broadly, they will gain experience with the types of administrative work that underpin writing centers and similar student support programs.

In future semesters, past Program Administration Fellows who apply to become Studio Consultants will be strongly considered.

Desired Qualifications

- Demonstrated interest in peer writing support
- Demonstrated interest in fostering community among graduate students
- Creativity, curiosity, and attention to detail
- Experience with or interest in web design and writing for digital spaces
- Ability to make a really good pot of coffee for IRL Pomodoro participants (or to identify and delegate coffee-making to someone who knows what they're doing)
- Ability to facilitate 2-hour Pomodoro sessions during *at least two* of these four blocks:
 - Monday, 2-4pm
 - Tuesday, 10am-12pm
 - Wednesday, 10am-12pm
 - Thursday, 2-4pm

Host Office	Institute of African Studies
Position Title	Strategic Initiatives Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (Knox Hall)
Mentor(s)	Jinny Prais, PhD, Associate Director, Institute of African Studies

Host Office and Fellowship Position Description

Founded in 1959, the Institute of African Studies (IAS) is one of the oldest institutes in the United States devoted exclusively to the study of Africa. It serves as Columbia's central hub for African Studies. IAS provides academic leadership across the University, administers the GSAS Graduate Certificate in African Studies and the Africa Specialization in SIPA, and supports students through advising, curricular initiatives, and programming spanning politics, history, culture, and the arts. The Institute maintains a growing record of its institutional history and supports a vibrant undergraduate and graduate student community through initiatives such as Africa House.

The Institute seeks a Strategic Initiatives Fellow to support this work by strengthening its institutional archive; documenting the history and current activities of African students and Africa-focused student organizations at Columbia; developing preliminary materials that could support future oral history work; engaging with Africa House and the Institute's broader student network; and researching foundation and grant opportunities relevant to the Institute's growth.

Fellow Responsibilities

The fellow will:

- Review and organize existing Institute materials, including event records, flyers, photographs, reports, newsletters, and program descriptions, and identify records, past participants, and organizations relevant to the history of African student engagement at Columbia. This work will contribute to a clearer institutional timeline and strengthen the Institute's archival record.
- Engage with Africa House and Africa-focused student organizations to document current student life and activities for the Institute's institutional archive and draft a preliminary oral history plan that identifies potential participants, interview themes, and outreach strategies.
- Research foundation and grant opportunities relevant to the Institute's growth and maintain a running list of funding prospects and application deadlines.
- Assist with drafting grant proposals as opportunities arise.
- Attend select Institute meetings and assist with occasional Institute events.

Fellow Learning Outcomes, Training, and Mentorship

The fellow will be mentored by Jinny Prais, Associate Director of the Institute of African Studies and a scholar of African intellectual history. The fellow will gain exposure to how a scholar-administrator integrates research, teaching, and institution-building at a research university. This includes hands-on experience in archival organization, oral history planning,

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student engagement and programming, funding research, and proposal development. The fellow and mentor will meet weekly for project planning and feedback.

By the end of the fellowship, the fellow will have gained experience conducting archival and institutional research, organizing historical materials, identifying potential sources and participants, developing an institutional timeline, and documenting student organizations and activities. The fellow will also have prepared preliminary materials that could support future institutional or oral history projects, applied research skills to identify relevant funding opportunities, and, as appropriate, contributed to the preparation of grant proposals.

Desired Qualifications

- Strong research, writing, and organizational skills.
- Ability to manage multiple projects and deadlines.
- Ability to build relationships with student groups.
- Background or interest in African Studies or African diaspora studies.
- Experience with archival work, interviews, or grant writing is a plus.

Host Office	International Students and Scholars Office (ISSO)
Position Title	Professional Development Programming Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (ISSO, Armstrong Hall)
Mentor(s)	James Lee, Assistant Director, International Student Professional Development Programming

Host Office and Fellowship Position Description

Columbia University’s International Students and Scholars Office (ISSO) supports, upholds, and enhances the global vision of Columbia University. ISSO serves the international population at the University with broad-based immigration expertise through exemplary, effective, and empathetic service. ISSO offers programs and services that facilitate a successful transition and adjustment to the US and Columbia University, foster a vibrant and inclusive community, provide professional development, and promote global engagement.

The Professional Development Programming Fellow will assist with the ongoing development and promotion of ISSO GLASS, a leadership and professional development program, which services Columbia’s international community. The fellow will work closely with members of the ISSO Programming Team as well school/departmental stakeholders and the populations served through ISSO. This position will not be involved in immigration advising or related services.

Fellow Responsibilities

- Design and produce a schedule of LinkedIn posts that reflect the goals of the ISSO GLASS program
- Produce a series of marketing materials and reports measuring participation and learning outcomes
- Contribute to a roster of potential session/workshop facilitators to grow the program portfolio
- Develop and deliver a relevant workshop/session/course/offering as part of the schedule of ISSO GLASS program offerings

Fellow Learning Outcomes, Training, and Mentorship

The experiences will focus on the behind-the-scenes planning and preparation of managing a professional development program that serves a globally diverse population. The fellow will be immersed in intercultural team work and have opportunities to learn about and apply intercultural communication skills as well as public speaking skills.

Training will include general onboarding to the larger ISSO and more specifically to the operations of the Programming Team. There will be specific time allotted to ensure the fellow is trained in the use of office systems, platforms and software used by the ISSO Programming Team. Additionally, the fellow will participate in the “Introduction to ISSO GLASS” and “Introduction to Cultural Intelligence” sessions.

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>



Fellowships in Academic Administration

There will be weekly individual check-in meetings and the fellow will also be part of weekly Programming Team meetings. The fellow will work a partial day (approximately 4 hours) in the office each week, with the flexibility to complete their remaining 6 hours remotely. The fellow will be invited to other ISSO staff meetings and/or training as appropriate.

Desired Qualifications

- Required: Experience living in a culture other than your home culture
- Required: Experience using and maintaining a presence on LinkedIn
- Preferred: Proficiency in two or more languages
- Preferred: Experience giving presentations and speaking in front of groups

Host Office	Office of the Vice Provost for Campus Integration
Position Title	Columbia Connect Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (Low Library)
Mentor(s)	Ushma Neill, PhD, Vice Provost for Campus Integration

Host Office and Fellowship Position Description

The newly established Office of the Vice Provost for Campus Integration was formed to provide strategic and operational direction to strengthen collaboration and integration across Columbia's campuses, working closely with deans, faculty, and academic and administrative leaders to connect research, education, and institutional initiatives that span schools and units. The Campus Integration portfolio focuses on building durable structures that support interdisciplinary programs, shared resources, and joint initiatives.

A critical recommendation that came out of the [2025 Presidential Taskforce on Columbia's Research Mission](#) was to establish **Columbia Connect**, a cross-school hub designed to accelerate discovery, translation, and innovation across schools by bringing faculty from different schools together when they concentrate on similar themes or when an opportunity for collaboration emerges. A formalized collaborative milieu and structure could give Columbia a competitive advantage for grand-challenge, center-scale federal, and philanthropic opportunities in high growth areas where interdisciplinary action is required for global leadership. A proactive faculty interest matching tool is needed to support this hub.

The Columbia Connect Fellow would provide an opportunity for a technology-minded graduate student interested in both building new tools and systems to support cross-disciplinary faculty and in honing skills for project development and management. While situated under the Vice Provost for Campus Integration, it is very likely the Fellow would also work closely with the Office of the Vice Provost for Faculty Advancement, members of the office of the Executive Vice President for Research, and administrators in school-based Offices of Research.

Fellow Responsibilities

The fellow will be tasked with creating a tool to match faculty across departments, schools, and campuses to be responsive to new funding opportunities. The fellow would likely also help in the design of support mechanisms for researchers, as well as for school-based Offices of Research.

Primary projects and responsibilities:

- Use AI and other programming skills (likely Chat GPT and Codex) to build a tool to undergird the vision for Connect, with inputs from faculty profiles and publications; funding mechanisms especially in collaborative opportunities; timelines and calendars.
- Provide benchmarking, background research, and support as the team helps to define the rest of Connect: governance, scope of authority, programmatic elements (panels, workshops, symposia), administrative needs, and seed programs.
- Contribute to discussions of integration of Connect operations with existing offices for sustainability and efficiency.

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>



Fellowships in Academic Administration

Fellow Learning Outcomes, Training, and Mentorship

The fellow will build:

- An understanding of what tools, notification practices, and grant opportunities are most important to support researchers
- A deep understanding of grant development and management
- Exposure to many grant-supported science faculty and trainees across Columbia University
- Administrative skills and experience that can be transferred to a variety of professional realms, both within research administration and higher education
- Skills in navigating and fostering relationships with trainees, faculty, and administrators

The fellow will receive training and mentorship from the Campus Integration team with weekly meetings to discuss progress, questions, and to make design decisions. The Fellow will work both independently and under mentorship of the Vice Provost, Ushma Neill, and the Associate Provost, Christina Powell. A group focused on Connect will likely develop over Summer 2026 and the Fellow will be anticipated to attend bi-weekly meetings of this group.

Desired Qualifications

- All fields of study are welcomed; those with knowledge of grant-supported research preferred
- Fluency with AI and dashboard/tool development; close work with the CUIT emerging technologies team (and other partners) will provide additional support
- Strong organizational skills and attention to detail
- Excellent written and verbal communication skills; sense of humor
- Ability to organize work time, prioritize tasks, and manage projects efficiently

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>

Host Office	Office of the Vice Provost for Faculty Advancement
Position Title	Faculty Advancement Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (Low Library)
Mentor(s)	Brent Wells, PhD, Associate Provost for Faculty Advancement Caitlin DeClercq, PhD, Director, Faculty Advancement Initiatives

Host Office and Fellowship Position Description

The [Office of the Vice Provost for Faculty Advancement](#) is committed to supporting Columbia faculty at all career stages as they navigate the evolving challenges of academic life and strive for professional success. Our efforts are guided by the conviction that faculty flourish best within a climate that values community, encourages collaboration, and promotes academic innovation. In support of this work, we partner across the University to advance faculty development and support faculty success. This looks like: actively listening to faculty needs, responding with a range of supports, building meaningful connections between faculty, and celebrating faculty success.

The **Faculty Advancement Fellow** partners with senior leaders on the Faculty Advancement team to help inform, implement, and assess this work. On a week-to-week basis, this includes attending and participating in team meetings; working independently and collaboratively with OVPFA staff on administrative and programmatic initiatives (the specifics of which will be determined in partnership with the Fellow); becoming familiar with the office's day-to-day workflows and communication practices; and liaising with other offices, departments, and faculty in support of Faculty Advancement initiatives and/or the Fellow's professional development.

While meetings are typically held in person in Low Library, independent work may be completed remotely as desired.

Fellow Responsibilities

- Attend weekly team meetings (once/week) and a 1/1 meeting with a mentor
- Contribute to 1-2 team project areas through a combination of planning meetings and independent work. Likely office priorities for the Fall 2026 semester include the following:
 - Define and implement a system for tracking faculty engagement, and satisfaction, with OVPFA programming and initiatives
 - Strategize content and assess the outcomes of departmental presentations and faculty engagement (re-introductions to our office)
 - Become familiar with the range of supports available to Columbia through the [NCFDD](#) and propose a strategy for amplifying these resources more broadly, and assess usage
 - Plan and organize a process to review, edit, and re-publish the OVPFA *Guide for Faculty Mentoring*
 - Create an annotated, interactive map of campuses to accompany new "Becoming Columbia Faculty" series of programming

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>



Fellowships in Academic Administration

- Conduct secondary research as needed to inform committee work and Provostial initiatives (e.g., mentoring programs) managed by the office

Note: project assignments will be made in dialogue with the selected FA Fellow according to mutual needs, interests, and strengths.

Fellow Learning Outcomes, Training, and Mentorship

Through a combination of team and 1/1 meetings with the OVPFA team and mentors, as well as additional development-centered activities (informational interviews, independent skill-building and research, shadowing staff in workshops and presentations), the Faculty Advancement Fellow will:

- Learn about faculty needs and interests across disciplines, appointment types, and career stages
- Consider how various resources and initiatives can best be mobilized to support faculty needs and interests
- Gain experience managing and assessing large, faculty-facing projects
- Experience the typical communication and workflows of a fast-paced, central administrative office
- Hone skills in professional communication (written and verbal), data analysis, and needs assessment

Desired Qualifications

- Prior experience with program development and/or assessment preferred but not required
- Experience developing compelling communications and informative presentations
- Tech savvy and familiar with open-source mapping software

Host Office	School of General Studies, Office of Academic Advising
Position Title	Academic Advising Fellow
Fellowship Term	Fall 2026, with the possibility of renewal for Spring 2027
Location	Hybrid (Lewisohn Hall)
Mentor(s)	Lauren Manzino, Assistant Dean of Advising

Host Office and Fellowship Position Description

The School of General Studies (GS) serves undergraduate students from a wide range of backgrounds, including transfer and part-time students, first-generation and low-income students, veterans, international students, and students in dual BA programs in partnership with Science Po, Trinity College Dublin, Tel Aviv University, City University Hong Kong, and the Jewish Theological Seminary. The Dean of Students Office is the primary advising resource for all undergraduate students at GS. Each student is matched with a dedicated advisor from matriculation to graduation and receives individually tailored advising to support their academic interests and professional goals. Advisors provide guidance and clarity on University and GS policies and refer students to programming for academic and wellness support. Advisors also counsel students on their course selections each term, approving all courses counted toward fulfilling core requirements.

The fellow will have the opportunity to gain a wider understanding of GS school policies and procedures, the GS liberal arts core curriculum, and best practices for advising the general GS undergraduate population as well as students in the international dual BA programs. The fellow will gain experience in student-facing and non-student-facing administrative roles that are essential to the work of the Dean of Students Office. The fellow will also be encouraged to assist with new student Academic Planning Sessions, New Student Orientation inclusion sessions and support the GS Academic Resource Center's peer tutoring program with resource development, training for student staff and facilitation of academic coaching/tutoring sessions.

Fellow Responsibilities

- Become familiar with GS core curriculum, major and minor programs, and criteria for degree fulfillment
- Support the onboarding of incoming students and help provide a seamless transition for new students between the Office of Admissions and Academic Advising, including preparing new students for introductory meetings with their assigned academic advisor
- Depending on need, the fellow may have the opportunity to advise students as part of the GS graduate school coaching program, co-facilitate the time management and skills and support group, offer individual academic support sessions through the GS Academic Resource Center (ARC), create/facilitate other academic skills-based workshops, support/co-facilitate New Student Orientation inclusion program sessions
- In consultation with their mentor and in coordination with office needs, the fellow's interests and professional development goals will be considered when prioritizing responsibilities

For more information about the GSAS Fellowships in Academic Administration, visit <https://www.gsas.columbia.edu/content/gsas-fellowships-academic-administration>

Fellow Learning Outcomes, Training, and Mentorship

In this position, the fellow will gain knowledge about the various aspects of academic advising and support for undergraduate students. They can expect to build an understanding of the GS core, major, and other requirements for completing the Columbia undergraduate degree. The fellow will also become familiar with administrative processes and will gain experience advising and equipping students through our academic support programming.

The fellow will receive training and mentorship by meeting weekly with their mentor to discuss progress, questions and areas for further learning. They will read and become familiar with the FAA training handbook, have regular discussions with their mentor about GS and university policies and processes, and be introduced to approaches and best practices for advising undergraduate students in the general population and in the International Dual BA programs. The fellow will also be invited to attend weekly staff and advisor meetings including GS staff meetings, advising team meetings, and dual BA advising team meetings. The fellow will have the opportunity to meet one-on-one with various staff in the Dean of Students Office to learn more about their roles and responsibilities.

Desired Qualifications

- An interest in working with General Studies students from diverse backgrounds including returning and non-traditional students, international students, dual BA students, transfer students and low-income and first-in-family students seeking an Ivy League degree
- Understanding of and desire to assist office initiatives within the context of student-centered support and success practice and programming
- Teaching experience at the college level
- Strong communication and organizational skills

Host Office	School of General Studies, Office of Academic Affairs
Position Title	Graduate School Coaching Fellow
Fellowship Term	Fall 2026
Location	Hybrid (Lewisohn Hall)
Mentor(s)	Jie Jenny Li, EdD, Senior Assistant Dean for Academic Affairs

Host Office and Fellowship Position Description

The School of General Studies supports a diverse undergraduate community, welcoming students from varied backgrounds such as transfer and part-time students, first-generation and low-income students, veterans, and international students. Our unique student population also includes those in dual BA programs with other institutions including Sciences Po, Trinity College Dublin, Tel Aviv University, City University of Hong Kong, and the Jewish Theological Seminary.

The Office of Academic Affairs at the School of General Studies (GS) provides robust support to GS students in areas such as undergraduate research opportunities and funding, graduate school coaching, pre-law and fellowship advising, curriculum development, and recognition through academic honors and awards. As a key member of this team, the Graduate School Coaching Fellow will work closely with GS students, guiding them through each step of planning and preparing for postgraduate study. This role includes advising students one-on-one and collaborating with staff to deliver workshops on the graduate school application process.

Fellow Responsibilities

- One-on-One Advising for Graduate School Exploration and Application:** Provide personalized advising sessions for GS students who are considering or actively applying to graduate programs. Assist students in identifying programs that align with their academic and professional goals, clarify admissions requirements, and offer strategic guidance tailored to each student's unique background and aspirations.
- Application Review and Feedback:** Conduct thorough reviews of students' application materials, including resumes, personal statements, and supplemental essays. Provide detailed feedback on content, structure, and language to help students present their qualifications compellingly and meet the standards of competitive graduate programs.
- Graduate School Workshops:** Collaborate in designing and co-hosting graduate school workshops covering topics such as selecting the right programs, building a competitive application profile, crafting compelling personal statements, and preparing for admissions interviews. Design each workshop to address common application challenges, offering practical, step-by-step guidance to boost students' readiness and confidence throughout the application process.

Fellow Learning Outcomes, Training, and Mentorship

In this role, the Graduate School Coaching Fellow will cultivate essential advising skills, developing strategies tailored to support GS's diverse student body as they explore and apply to graduate programs. Through comprehensive training in post-graduate advising best practices, a detailed overview of the graduate admissions landscape, and effective, student-centered workshop design, the fellow will gain both the expertise and confidence to guide students in making thoughtful, informed post-graduate plans.

Regular mentorship meetings will provide ongoing feedback and insights, enabling the fellow to refine their communication skills, especially in delivering constructive and detailed feedback on application materials like personal statements and resumes. Additionally, the fellow will have the opportunity to engage in and contribute to special projects related to workshop design, supporting students pursuing research and fellowships, and more. They will also be invited to participate in team meetings, gaining insights into various facets of academic affairs. This position provides extensive professional development opportunities, including mentorship discussions focused on exploring career paths in higher education, academic advising, graduate school coaching, and beyond.

Desired Qualifications

- A passion for supporting students in achieving their post-graduate goals, with a commitment to fostering an inclusive, supportive environment.
- Knowledge of the graduate admissions landscape and application requirements, or a willingness to learn about various program requirements across disciplines.
- Strong verbal and written communication skills, with the ability to offer clear, constructive feedback on written materials and facilitate engaging workshops.
- Strong organizational skills with attention to detail, capable of managing multiple student cases and workshop preparations simultaneously.
- Sensitivity to the needs of a diverse student body, including non-traditional, international, and first-generation students, with a commitment to equity and inclusion in advising practices.