

C3 and LADO



CREATING
CONNECTIONS
CONSORTIUM

The C3/LADO at Berkeley event is designed to cultivate interest in liberal arts colleges and to introduce liberal arts college teaching and scholarship opportunities (including the C3 postdoctoral fellowships) to underrepresented graduate students. Two full-day workshops were held in the fall of 2013 at Berkeley and Columbia. Many graduate students attended, together with a number of LADO and R1 faculty and institutional leaders. Both events provided a wealth of information about academic life at liberal arts colleges, requirements to apply to faculty positions, and the C3 postdoctoral fellowship program. Through shared meals, discipline-specific workshops, and drop-in Q&A sessions,

personal connections between LADO representatives and graduate students were established, as well as with R1 faculty and officials interested in the mission of liberal arts colleges and in establishing collaborations with liberal arts colleagues. LADO and C3 return to Berkeley and Columbia this fall to continue the conversation. Read on to learn more about LADO, C3, and the C3 programs.

Liberal Arts Diversity Officers Consortium (LADO)

The Liberal Arts Diversity Officers Organization (LADO) was founded in 2007 as a consortium of liberal arts colleges to promote best practices and innovative strategies in the areas of diversity, equity and inclusion. LADO is dedicated to facilitating systematic and systemic change to promote diversity, equity, and inclusion, in support of academic excellence and learning across all constituencies, at colleges and universities with a core commitment to liberal arts education. The consortium aims to work together to address the unique challenges and opportunities in liberal arts communities around issues of diversity and equity, in recognition of the significant potential of liberal arts graduates and institutions to engage in research and service that will contribute to transforming society.

Member institutions are...

Amherst College	Bates College	Bucknell University	Connecticut College
Dickinson College	Hamilton College	Hampshire College	Lafayette College
Middlebury College	Mount Holyoke College	Providence College	Reed College
Sarah Lawrence College	Smith College	St. Olaf College	Trinity College
Union College	Wellesley College	Wesleyan University	Williams College

A list of available opportunities at LADO colleges can be downloaded on the C3 website (<http://c3transformhighered.org/c3-programs/workshops/c3-at-berkeley-resources>)

Creating Connections Consortium (C3)

C3 capitalizes on a dialogue that began in 2008 among the diversity officers and academic leaders of the member-schools of LADO, with colleagues at the University of California, Berkeley and Columbia University, and with the Center for Institutional and Social Change at Columbia Law School. All have played an important role in shaping the consortium.

C3 emerged from the need and desire to face a negatively reinforcing cycle: as liberal arts colleges fail to recruit and retain faculty members from underrepresented groups, they limit their ability to provide their underrepresented students with role models and mentors, which results in fewer of these students aspiring to careers in academia or in the public service.

Higher education institutions face common barriers to attracting and retaining underrepresented graduate students and faculty. A growing body of scholarship demonstrates that these barriers can only be overcome with sustained and intentional collaboration among institutions that do not ordinarily interact. Institutional transformation will be necessary for both liberal arts colleges and research universities to be able to attract and sustain a diverse group of students and faculty.

In its first year, C3 built on a foundation of shared commitment to transformational diversity and a track record of collaboration through the LADO consortium and the Center for Institutional and Social Change, to become a model for cross-institutional collaboration. A values and commitment-based enterprise, C3 motivates participants and leadership to invest time, resources, and intellectual capital to realize its mission:

To advance innovation and transformation in higher education to enable students and faculty, whatever their identities, backgrounds, or institutional positions to access, thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of others.

The goals of C3 are ambitious, and will be reached by leveraging the creative power of institutions to affect individuals at critical junctures along the academic pathway from undergraduate studies to the professoriate. The two fellowship programs, the C3/LADO visits to Berkeley and Columbia, and central aspects of the Summit all aim to provide information, support, capacity building and new connections at a time when undergraduate and graduate students are contemplating their post-graduation future. The “Pathway Approach Through Higher Education” diagram illustrates C3’s approach (appended at the end of this document).

C3 Postdoctoral Fellowship Program

The C3 Postdoctoral Fellowship program is at the heart of the C3 strategy. Its fellows, coming from two prestigious research institutions:

- Experience first hand the many advantages of working in a liberal arts college environment

- Benefit from frequent interaction with senior faculty mentors and with other postdoctoral fellows at the three host colleges.
- Engage with underrepresented undergraduate students to help them actively consider and be prepared for graduate school.
- Explore open faculty positions at LADO colleges.

Terms

The annual stipend for the position is \$44,000/year for two years, with a one-time research allowance of \$10,000, and a travel allowance of \$3,000/year for two years. The hosting colleges also provide health and dental benefits.

During the period of residence at Connecticut College, Middlebury College or Williams College, the C3 Postdoctoral Fellows are affiliated with an appropriate department or program and are expected to teach two one-semester courses each year, normally one per semester.

Applications for the 2015-2017 fellowship opens on October 1, 2014. The deadline is November 14, 2014. In the meantime, if you have questions about how to prepare your application the C3 Postdoctoral Fellowship Program, please go to <http://c3transformhighered.org/c3-programs/postdoctoral-fellowships> for program and application information, or get in touch with Carla Trujillo at UC Berkeley (carlat@berkeley.edu) or Andrea Morris at Columbia (arm2204@columbia.edu).

C3 Postdoctoral Fellows (2014-2016 Cohort)

Connecticut College Fellows

Siri Colom received her PhD in Sociology at **UC Berkeley** in 2014. She holds a BA in English and Peace and Justice Studies from Tufts University, and MA in Applied Sociology from the University of Massachusetts Boston and an MA in Sociology from University of California Berkeley. Her work emerges from an interest in urban sociology and social change and touches on issues of class, race, environment, space, politics of the everyday, and urban political apparatuses. She spent 18 months engaged in ethnographic fieldwork for her dissertation "Beyond Defeat: the Politics of Visibility in Post-Katrina New Orleans". Prior to her work on New Orleans, she researched the intersection of Afro-Cuban religions, tourism, and the state in Havana, Cuba. Before her academic career she taught music at an elementary school, ran a program for Latino high school students, was a staff photographer for Boston's Black newspaper, worked for a dialogue organization, and traveled solo for a half a year.

Seema Golestaneh is a PhD Candidate in socio-cultural anthropology at **Columbia University**. She holds a BA from Barnard College and an MA also from Columbia. Her research interests include the anthropology of Islam, knowledge production and the everyday, and anthropological and aesthetic theory.

Tony Lin received his PhD in Slavic Languages and Literatures at **UC Berkeley** in 2014, with a dissertation on the history of Fryderyk Chopin's reception in Russian and Polish literature and culture. He has published on topics ranging from Russian literature and music to Polish theater. A recipient of fellowships such as the IIE Fulbright and the Fulbright-Hays Doctoral Dissertation Research Abroad grant, Lin has also been recognized for his excellence in

teaching, winning the Outstanding Graduate Student Instructor award at Berkeley in 2010. In addition, Dr. Lin is an accomplished pianist, having graduated from Northwestern University's School of Music and given numerous recitals in the United States and Europe. He speaks six languages besides English (Mandarin Chinese, Taiwanese, Polish and Russian fluently; German at an advanced level; French at the intermediate level), and he looks forward to learning many more.

Middlebury College Fellows

J Finley earned a BA at Hampshire College in 2004 and completed her doctorate in African Diaspora Studies at **UC Berkeley** in 2013. Her research focuses on black women's history and performance, particularly representations and the circulation of black womanhood in expressive culture. Her dissertation, "Firespitters: Performance, Power, and Payoff in African American Women's Humor, 1968-Present," explored the social, cultural, and political production of black women comics. As a postdoctoral scholar, her goal is to produce a book manuscript looking at the political and cultural significance of black women's comedy. In addition to her scholarly work, she had the opportunity to work as a research fellow at the African American Museum in Philadelphia in 2012-2013, where she was a curatorial assistant for the exhibit Come See About Me: The Mary Wilson Supremes Collection, which used The Supremes' performance gowns to tell a story of how black women helped transform American popular culture in the 1960s.

Alvin Henry joins Middlebury College's Department of English and American Literature from the **UC Berkeley**. As a scholar of African American culture, Henry's book project investigates the question of black identity after slavery. Drawing on literary and cultural archives from the twentieth century, Henry argues that the black Bildungsroman ends not with the formation of a coherent black subject and her integration into society, as in the Western Bildungsroman, but with her deformation. He shows how African American authors, performers, and politicians sought to cast off the identities given to them from white culture before beginning to forge their own. Thus, his project reclaims a tradition that rejected the narrative of racial uplift that dominated the last century. Besides the academic study of African American culture, Dr. Henry has worked for the NAACP as a teacher and for an urban school district helping to bring after school, summer school, health services, and community services to low-income families. Dr. Henry also trained as an ethnographer and worked with unhoused youth in San Francisco. He looks forward to exploring Vermont by bike and in the snow.

Nathaniel G. Nesmith, who earned a B.A. and M.A. in Criminal Justice from John Jay College of Criminal Justice, is a 20th- and 21st-century drama specialist with an M.F.A. in playwriting and a Ph.D. in theatre from **Columbia University**. He has published articles in *American Theatre*, *The Dramatist*, *The Drama Review*, *The New York Times*, *The Yale Review*, *Text & Presentation*, *African American Review*, and other publications. His Columbia University dissertation, *Freedom and Equality Now! Contextualizing the Nexus between the Civil Rights Movement and Drama*, explores issues that were central to the American Civil Rights Movement.

Williams College Fellows

Alma Granado received her PhD from **UC Berkeley** in 2014. She completed her dissertation with the support of the University of California's Chancellor's Fellowship and a Ford Foundation Dissertation Fellowship. She has extensive experience teaching reading and composition, Latino and multiethnic literature, immigration, and ethnic studies. Her work broadly examines how post-1960s Chicano literature has depicted immigration and migration not only in their physical and geographical dimensions, but also as a psychological, gendered,

queered, often violent, ideological movement that is shaped by contradicting sources of power and material realities. Through the lens of women of color, queer, and political theories, she argues that these stories and novels necessarily reproduce the tension between globalized circuits of power and the simultaneous reinforcement of territorial sovereignty in fractured narrative forms that theorize power and lay bare how Chicana/o writers posit both literary and embodied protests to hegemonic formations of power. She will work to turn her dissertation into a book manuscript while at Williams and looks forward to teaching in the Latino/a Studies Program.

Saulghee Lee is a C3 Program Postdoctoral Fellow in English at Williams College, his alma mater. He received his Ph.D. in English at **UC Berkeley** in 2014. His dissertation, "Other Lovings": Abjection, Love Bonds, and the Queering of Race, explores the function of love in contemporary African-American and Asian-American literature, discussing works by Audre Lorde, Amiri Baraka, David Henry Hwang, Chang-rae Lee, Adrian Tomine, and Gayl Jones, as well as the cultural phenomena of "Linsanity" and "Afro-pessimism." His research interests include queer theory, psychoanalysis, and the Frankfurt School, in addition to his fields of black and Asian American studies. At Berkeley, he taught courses on experimental writing, hip-hop culture and poetics, black visual art, autobiography, and the Black Arts movement, in addition to assisting in courses on Shakespeare, the American novel, disability studies, American poetry, and African-American fiction. He graduated from Williams with highest honors and as a Mellon Mays fellow in 2007.

Reginold Royston received his PhD in African Diaspora Studies with a designated emphasis in New Media at **UC Berkeley** in 2014. Reginold's areas of interest include Science & Technology, media, modernity and race, Online education, and IT for Social Change. His dissertation, "Trending in Ghana: Homeland, Diaspora and New Media Publics," investigates how diaspora is deployed in discourse on development; in news, social and entertainment media; and in the social imaginary of Ghana.

C3 Undergraduate Fellowship Program

The C3 Undergraduate Fellowship Program provides mentored graduate-level research experience and training towards applying and succeeding in graduate school. The undergraduate fellows experience a new academic and social environment in the most dynamic and diverse regions of the country. They extend their social and professional networks with faculty, graduate students, and undergraduate students from other schools. The undergraduate fellows not only assist their faculty mentor with research, but also have the opportunity to develop their own research project under the guidance of their faculty and graduate student mentors. At the end of the research experience, the undergraduate fellows present their findings to faculty, graduate students, and the campus community at a Research Symposium. In addition to conducting research, the undergraduate fellows participate in weekly seminars, workshops, and group events; get insider knowledge and preparation for the graduate school application process; and take a GRE preparation class.

The C3 Undergraduate Fellowships are open to rising juniors and seniors from all LADO colleges studying in the arts, humanities, humanistic social sciences, and mathematics.

C3 Undergraduate Fellows spend eight weeks at either Columbia University or the University of California, Berkeley working with faculty and graduate student mentors.

Program information and fellows bios are available on the C3 website (<http://c3transformhighered.org/c3-undergraduate-fellows-2014>).

C3 Summit

The C3 Summit, hosted by a different LADO college each year, brings together underrepresented students from LADO institutions and 20 pre- or post-doctoral candidates from UC Berkeley and Columbia University. The first C3 Summit took place March 28-30, 2014 at Connecticut College.

The summit provides structured and informal time for undergraduate students, graduate students and faculty to network and learn about their academic backgrounds, their current research, and the challenges they face in the university environment. The Summit also allows academic officers from LADO schools to meet with attending UC Berkeley and Columbia graduate students to provide feedback on presentations of dissertations/research papers according to the research and teaching purposes of liberal arts colleges, and discuss current employment opportunities at LADO member institutions.

For information on the C3 Summit 2014, please visit the C3 website (<http://c3transformhighered.org/summit2014>)

Pathway Approach through Higher Education

