

## GSAS Professional Development Competencies for Graduate Students in Arts and Sciences Master's and Doctoral Programs

### Professional development mission statement

*GSAS presents co-curricular opportunities for students to develop skills, reflect upon their evolving professional identities, and demonstrate agency in their professional growth.*

### Competencies

*Introduction:* Professional competencies are knowledge, skills, and abilities that equip individuals for success in life and work in their chosen careers. The GSAS competency framework consists of eight professional competencies, which are listed below. These competencies are overlapping (skills and key concepts may be associated with more than one competency area), iterative (each requires continual evaluation and improvement over the course of your professional journey), and transferable (can and should be applied in many different educational and professional contexts).

Key to demonstrating agency in one's professional growth is charting one's own developmental journey through these competency areas. Some may need more nourishment than others, and the need to work on each will ebb and flow throughout each student's time in graduate school.

<a href="#"><u>Leadership &amp; Collaboration</u></a>	<a href="#"><u>Research &amp; Analysis</u></a>	<a href="#"><u>Teaching &amp; Mentoring</u></a>	<a href="#"><u>Diversity, Equity &amp; Inclusion</u></a>
<a href="#"><u>Project Management</u></a>	<a href="#"><u>Communication</u></a>	<a href="#"><u>Career Planning</u></a>	<a href="#"><u>Well-being &amp; Wellness</u></a>

### Leadership and collaboration

Build and maintain collegial relationships in diverse teams to ensure effective decision-making and achieve shared goals.

Skills/key concepts:

- Work with others to identify and work toward common goals
- Take on different roles in a team environment
- Demonstrate sound judgment in decision making
- Influence others' thinking and actions in pursuit of a common goal
- Exercise initiative
- Practice effective listening
- Consider multiple perspectives and practice empathy
- Identify and maximize individual team members' strengths
- Navigate institutional constraints with diplomacy and tact

## **Project management**

Plan, organize, and oversee projects, mobilizing people and resources to achieve predefined goals.

Skills/key concepts:

- Set project goals and determine necessary steps to achieve those goals
- Create realistic project timelines and meet incremental deadlines
- Identify stakeholders and collaborators, and delegate responsibilities to others appropriately
- Create a budget and monitor spending
- Plan and implement activities in service of project goals
- Assess available resources and use resources efficiently
- Troubleshoot, problem solve, and prioritize as obstacles arise
- Evaluate processes continuously and adjust as needed
- Evaluate outcomes and distill lessons learned

## **Research and analysis**

Apply disciplinary-based and/or functionally appropriate methodology to produce new knowledge or gather and distill existing knowledge to inform one's work.

Skills/key concepts:

- Ability to work independently
- Creative problem solving
- Collect accurate data
- Use quantitative and qualitative methods to analyze data
- Analytical and critical thinking
- Contribute to important conversations in a specific field of study
- Identify salient questions and apply appropriate methodology to respond to those questions
- Apply research findings to inform solutions to real-world problems
- Conduct research ethically and comply with procedural protocols

## **Communication (oral and written)**

Exchange information and ideas with others.

Skills/key concepts:

- Convey ideas and information through the use of written language
- Convey ideas and information through the use of spoken language
- Convey ideas and information through visual materials and other nonverbal communication
- Adapt communication method and tone to different settings, topics, and interlocutors
- Listen actively, restating what you understand your interlocutor to be saying
- Develop comfort with the drafting and revision process
- Develop facility in multiple languages
- Develop facility in digital and print media (newsletters, podcasts, video, social media, etc.)

## Teaching and mentoring

Plan and deliver inclusive, evidence-based learning experiences for individuals and groups of learners.

Skills/key concepts:

- Set and communicate clear expectations and learning outcomes
- Use multiple modalities to facilitate student learning
- Assess student learning
- Deliver constructive feedback
- Practice inclusive pedagogy
- Facilitate learning and discussion in different settings (e.g. classroom, lab, one-on-one) and in different roles (e.g. instructor, mentor, tutor, coach)
- Reflect on evaluations/feedback to adjust teaching approaches

## Career planning

Identify career goals and make a realistic plan to work toward achieving those goals.

Skills/key concepts:

- Practice self-reflection and maintain awareness of one's skills, interests, and values
- Set specific, measurable, achievable, realistic, and time-bound goals, i.e. SMART goals
- Imagine and explore multiple possible futures
- Build and maintain a professional network
- Create effective job search materials
- Seek out and engage in experiential learning opportunities
- Apply skills, knowledge, and experience in different professional contexts

## Diversity, equity, and inclusion

Understand and apply key concepts and practices in engaging diverse populations and perspectives in research and scholarship, teaching and learning, and service.

Skills/key concepts:

- Recognize and distinguish among key concepts related to diversity (such as inclusion, equity, belonging, underrepresented, social justice, anti-racism)
- Describe various dimensions of diversity (e.g., race/ethnicity, gender, socioeconomic status)
- Summarize aspects of diversity (e.g., compositional, historical, psychosocial climate) within a higher education context
- Engage with and include diverse people, groups, organizations, and perspectives in research, teaching, and scholarship
- Demonstrate cultural humility
- Develop strategies for addressing systemic inequities

## Well-being and wellness

Maintain physical, emotional, and mental well-being through a holistic, active, and continuous practice of self-reflection and personal development.

Skills/key concepts (drawing from Columbia Health Dimensions of Well-being):

- Seek fulfillment in work, school, and other aspects of life
- Identify and manage feelings and emotions
- Build resilience in response to challenges
- Assess mental health and emotional bandwidth and seek support when needed
- Access and manage financial resources to meet current and on-going needs
- Nurture curiosity and seek intellectual challenge
- Take care of one's body through healthcare, diet, and exercise
- Develop positive, supportive, and ongoing connections to others
- Seek and express meaning and purpose by connecting to self, others, nature, and the significant or sacred