

Faculty Competencies Version 2

Domain — category

Competency — sub-category

Behaviors — skill targets

Domains: Teaching, Education, Leadership, Communication, Scholarship, Anti-Racism, Professionalism

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Domain 1: Teaching

Competencies

1. Goals and Expectations
2. Self-reflection
3. Assessment
4. Feedback
5. Learners in Difficulty
6. Safe Learning Environment
7. Diversity, Equity, Inclusion and Anti-racism Teaching
8. Socio-cultural and Socio-political Awareness
9. Teaching Strategies
10. Adult Learners

Left to right: Increasing skill level

Competency	Level A (Behaviors)	Level B	Level C	Level D
<u>Goals and Expectations</u>	Identifies the learner's goals Describes the institutional goals for the learning experience Communicates clear expectations to	Collaborates with learner to prioritize goals Assists learner to align institutional goals with learner goals Clarifies roles and	Integrates learner's goals into teaching activities Facilitates opportunities for learner to meet goals Collaborates with learner and	Coaches and monitors learner's progress toward goals Fosters accountability of learner and clinical team to collaboratively meet

	learner as educational experience begins	responsibilities with learners and clinical team	clinical team to adjust expectations based on learning context	responsibilities
<u>Self-Reflection</u>	Identifies the importance of self-reflection skills for learner	Creates opportunities for learner to actively engage in self-reflection	Discusses barriers and solutions discovered through self-reflection	Review self-reflection with learner to ascertain learner's progress
<u>Assessment</u>	Describes the differences between formative and summative assessment	Maintains a record of observed behaviors to evaluate learner progress	Applies various mechanisms for assessing learner progress	Facilitates improvement of assessment tools
<u>Feedback</u>	Recognizes the bi-directional nature of feedback Identifies feedback as important for learner progression	Helps the learner develop skill in giving feedback Engages learner in setting expectations and provides learner with timely and actionable feedback	Requests and listens to learner feedback and is able to reflect on potential changes Helps learner initiate an actionable learning plan based upon feedback	Consistently seeks feedback and adjusts teaching behavior to be learner-centered Helps the learner make meaning of feedback and select strategies for a development plan
<u>Learners in Difficulty</u>	Recognizes that a learner can have contextual and multifactorial difficulties Recognizes when a learner is not meeting expectations	Seeks to understand contextual factors that may be influencing learner's behavior Discusses observed behaviors with learners in	Collaborates with learner and institution to overcome contextual barriers Coordinates learning plans for learners in difficulty	Works with institution to remove contextual barriers and improve practices for assisting learners in difficulty Builds systems

	Describes approach to the learner in difficulty	difficulty and seeks institutional support if needed Engages in developing learning plans for learners in difficulty		for supporting and assisting learners in difficulty
<u>Safe Learning Environment</u>	Acknowledges when beliefs, attitudes, language, and behaviors are influencing the learning environment Promotes physical, emotional, and social safety in learning environments	Engages learner and colleagues in identifying barriers to a safe learning environment Identifies and disrupts the imposition of increased labor and cognitive and emotional load on minoritized colleagues and learners	Identifies areas for change in own institution to help promote safety in the learning environment Addresses barriers and aids in creating learning environments that promote safety Demonstrates the internalization of inclusive and antiracist beliefs, attitudes, language, and behaviors	Leads others in addressing the promotion of safety in the learning environment Leads others in promoting inclusive and antiracist beliefs, attitudes, language and attitudes Demonstrates improvement in learning environments that promote safety through interventions
<u>Diversity, Equity, Inclusion, and Anti-Racism Teaching</u>	Identifies the impact of bias on health care and health outcomes Recognizes that language and content in one's own teaching has the potential to include bias	Reviews language and content in one's own teaching to remove areas that promote bias and oppression Intentionally incorporates principles of	Demonstrates improvement in language and content of teaching Teach others to recognize biased language and content Works	Leads collaborative efforts to promote diversity, equity, inclusion, and antiracism into all the teaching <i>at</i> one's own institution Disseminates

	and oppression	diversity, equity, inclusion, and antiracism into all of one's teaching (precepting, didactics, rounds, assessment and evaluation, etc.)	collaboratively to promote diversity, equity, inclusion, and antiracism into all the teaching in own's department	teaching strategies that promote diversity, equity, inclusion, and antiracism <i>outside of</i> one's own institution
<u>Sociocultural and Sociopolitical Awareness</u>	<p>Recognizes the importance of sociocultural and sociopolitical values and differences</p> <p>Identifies the impact of sociocultural biases* (including teacher bias) and stereotyping on learners</p>	Teaches and communicates effectively with learners who are socioculturally and sociopolitically different from self	Addresses conflicts caused by differences in sociocultural and sociopolitical values and beliefs	Teaches and role models how to consider personal, sociocultural and sociopolitical contexts when working with learners, even in complex and/or stressful situations
<u>Teaching Strategy</u>	Acknowledges that different teaching strategies are beneficial	<p>Actively invites learners' perspectives, knowledge, and insights to co-create strategies to enhance learning</p> <p>Demonstrates different learner-centered teaching modalities</p>	<p>Reflects on appropriate teaching strategy for specific learner and context</p> <p>Uses growth mindset(1) to align and adjust teaching strategies to meet learners</p>	Coaches others in how to adjust teaching strategies to meet learners' needs
<u>Adult Learners</u>	Recognizes that learners have their own diverse	Explores learners' background, knowledge, and	Actively incorporates learners' unique background,	Co-creates systems with learners to support a

	backgrounds and experiences	experience	knowledge, and experience in learning plans	diversity of learner styles
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(1) Dweck, C., 2016. Mindset: The New Psychology of Success. 2nd ed. New York: Random House.

*Sociocultural biases include class, gender identity and expression, sexual orientation, race, ethnicity, ability (mental or physical), education, age, language, finances, religion, body habitus, etc.

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