

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

Increasing skill level

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

<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
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Competency	Level A	Level B	Level C	Level D
<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 bidirectional 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 Describes approach to the learner in difficulty	Seeks to understand contextual factors that may be influencing learner's behavior Discusses observed behaviors with learners in difficulty and seeks institutional support if needed Engages in developing learning plans for learners in difficulty	Collaborates with learner and institution to address and overcome contextual barriers Coordinates learning plans for learners in difficulty	Works with institutions to remove contextual barriers and improve practices for assisting learners in difficulty Builds systems for supporting and assisting learners in difficulty

Competency	Level A	Level B	Level C	Level D
<u>Safe Learning Environment</u>	<p>Acknowledges when beliefs, attitudes, language, and behaviors are influencing the learning environment</p> <p>Promotes physical, emotional, and social safety in learning environments</p>	<p>Engages learner and colleagues in identifying barriers to a safe learning environment</p> <p>Identifies and disrupts the imposition of increased labor and cognitive and emotional load on minoritized colleagues and learners</p>	<p>Identifies areas for change in own institution to help promote safety in the learning environment</p> <p>Addresses barriers and aids in creating learning environments that promote safety</p> <p>Demonstrates the internalization of inclusive and antiracist beliefs, attitudes, language, and behaviors</p>	<p>Leads others in addressing the promotion of safety in the learning environment</p> <p>Leads others in promoting inclusive and antiracist beliefs, attitudes, language and attitudes</p> <p>Demonstrates improvement in learning environments that promote safety through interventions</p>
<u>Diversity, Equity, Inclusion and Anti-racism Teaching</u>	<p>Identifies the impact of bias on health care and health outcomes</p> <p>Recognizes that language and content in one's own teaching has the potential to include bias and oppression</p>	<p>Reviews language and content in one's own teaching to remove areas that promote bias and oppression</p> <p>Intentionally incorporates principles of diversity, equity, inclusion, and antiracism into all of one's teaching (precepting, didactics, rounds, assessment and evaluation, etc.)</p>	<p>Demonstrates improvement in language and content of teaching</p> <p>Teach others to recognize biased language and content</p> <p>Works collaboratively to promote diversity, equity, inclusion, and antiracism into all the teaching in own's department</p>	<p>Leads collaborative efforts to promote diversity, equity, inclusion, and antiracism into all the teaching <i>at</i> one's own institution</p> <p>Disseminates teaching strategies that promote diversity, equity, inclusion, and antiracism <i>outside</i> one's own institution</p>

<u>Sociocultural and Sociopolitical Awareness</u>	Recognizes the importance of sociocultural and sociopolitical values and differences Identifies the impact of sociocultural biases* (including teacher bias) and stereotyping on learners	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	Actively invites learners' perspectives, knowledge, and insights to co-create strategies to enhance learning Demonstrates different learner-centered teaching modalities	Reflects on appropriate teaching strategy for specific learner and context Uses growth mindset ¹ to align and adjust teaching strategies to meet learners	Coaches others in how to adjust teaching strategies to meet learners' needs
<u>Adult Learners</u>	Recognizes that learners have their own diverse backgrounds and experiences	Explores learners' background, knowledge, and experience	Actively incorporates learners' unique background, knowledge, and experience in learning plans	Co-creates systems with learners to support a diversity of learner styles

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.

Domain 2: Education

Competencies:

1. Educational Philosophy
2. Learning Theory
3. Curriculum Development
4. Curricular Values Alignment

Competency	Level A	Level B	Level C	Level D
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<u>Educational Philosophy</u>	Recognizes educational philosophy drives effective teaching	Explores educational philosophies	Articulates personal educational philosophy	Applies a collaborative and consistent philosophy across educational activities
<u>Learning Theory</u>	Identifies principles of adult learning theory	Defines major theories, conceptual models, and best practices of medical education in program design/ implementation	Applies major theories, conceptual models, and best practices of medical education in program design and implementation	Evaluates major theories, conceptual models and best practices of medical education in program design and implementation
<u>Curriculum Development</u>	Recognizes the value of a structured process for curriculum development	Contributes to curriculum development in a structured manner	Develops curriculum in accordance with best practices	Mentors colleagues in curriculum development
<u>Curricular Values Alignment</u>	Acknowledges that language and content in one's own curriculum may promote bias and oppression	Reviews and changes language and content to remove areas that promote bias and oppression in one's own curriculum Intentionally includes principles of diversity, equity, inclusion, and antiracism into one's own department	Works collaboratively to review and change curriculum in one's department Disseminates curricula that promotes diversity, equity, inclusion, and antiracism <i>within</i> one's own institution	Works collaboratively to integrate diversity, equity, inclusion, and antiracism into the curriculum outside of one's own institution Disseminates curricula that promotes diversity, equity, inclusion, and antiracism <i>outside</i> one's own institution

Domain 3: Leadership

Competencies:

1. Values Clarification
2. Safety, Diversity, Equity, Inclusion, and Belonging
3. Setting Standards
4. Compliance and Accreditation
5. System Improvement

6. Financial Stewardship
7. Collaboration and Teamwork
8. Human Resource Management
9. Leadership Continuity

Competency	Level A	Level B	Level C	Level D
<u>Values Clarification</u>	Demonstrates knowledge of program history, mission and vision	Consistently role models values and action congruent with mission	Advocates to influence culture to align and strengthen program mission	Leads and evaluates initiatives for value-based outcomes that support program mission
<u>Safety, Diversity, Equity, Inclusion, and Belonging</u>	Articulates value of safety, diversity, equity, inclusion and belonging in order to build trust	Demonstrates organizational commitment to culture of safety, diversity, equity, inclusion, and belonging in order to build trust	Builds systems to ensure culture of safety, diversity, equity, inclusion, and belonging in order to build trust	Provides leadership to achieve a culture of safety, diversity, equity, inclusion, and belonging in order to build trust
<u>Setting Standards</u>	Describes organizational goals and standards	Identifies organizational strengths and areas of improvement	Evaluates identified organizational goals and standards	Leads initiatives to achieve organizational goals and standards
<u>Compliance and Accreditation</u>	Demonstrates knowledge of relevant standards	Effects improvements to meet or exceed compliance standards	Analyzes regional and national trends to anticipate opportunities for improvement	Leads regional/national changes in compliance standards to address professional and societal needs
<u>System Improvement</u>	Identifies relevant process improvement projects in department	Successfully completes system process improvement	Serves as subject matter expert in process improvement for organization	Leads process improvement initiatives

<u>Financial Stewardship</u>	Describes basic principles of resource allocation	Manages funds and budgets in alignment with program mission and values	Collaborates with others to anticipate needs and plan for resourcing	Leads initiatives to ensure long-term program sustainability
<u>Collaboration and Teamwork</u>	Acknowledges and makes use of unique values, strengths and styles among peers and stakeholders Identifies key drivers of effective teamwork	Facilitates integration of unique values, strengths and styles among peers and stakeholders Applies principles of teamwork to promote positive team dynamics	Ensures that peers and stakeholders remain open to alternative perspectives, approaches, and styles Implements and sustains team performance	Teaches and role models interprofessional collaboration, respecting unique values, strengths and styles among peers and stakeholders Acts as a resource to the team to develop trust and coach members
<u>Human Resource Management</u>	Describes principles of effective HR management	Successfully manages human resources to fulfill the mission, vision and values of the organization	Identifies gaps in human resource management skills in department and contributes to addressing them	Teaches and mentors others in HR management
<u>Leadership Continuity</u>	Identifies options for leadership succession	Analyzes succession options to ensure leadership continuity	Implements succession plans to ensure leadership continuity	Institutes program infrastructure to ensure leadership continuity

Domain 4: Communication

Competencies:

1. Public Speaking
2. Use of Technology
3. Negotiation and Conflict Management
4. Facilitation Skills
5. Active Listening
6. Written Communication

Competency	Level A	Level B	Level C	Level D
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<u>Public Speaking</u>	Describes the skills necessary to lead an effective large group teaching session	Demonstrates confidence, composure and clarity during large group sessions within own department	Demonstrates confidence, composure and clarity during large group sessions in other departments and other institutions	Demonstrates confidence, composure and clarity while delivering presentation at national venue
<u>Use of Technology</u>	Describes established departmental norms for technology use Uses technology in a manner which enhances communication	Follows established departmental norms for technology use Ensures documentation is timely, complete, and accurate	Educates peers and residents regarding departmental norms for technology use Teaches effective use of technology to exchange information	Contributes to quality improvement in departmental norms for technology use Adapts systems to improve communication with other providers, and systems
<u>Negotiation and Conflict Management</u>	Describes basic principles of effective negotiation Identifies situations that include conflict	Demonstrates ability to negotiate low stakes outcomes Demonstrates basic skills in managing conflict with colleagues and learners	Demonstrates ability to negotiate high stakes outcomes Demonstrates basic skills in managing conflict with colleagues and learners	Coaches others in effective negotiation skills Coaches others in conflict management skills
<u>Facilitation Skills</u>	Recognizes the importance of including all participants	Invites others to express ideas, concerns, and opinions	Manages conflict within the group setting	Coaches others to develop facilitation skills
<u>Active Listening</u>	Defines the skills required for effective active listening	Takes initiative to incorporate active listening skills in teaching and learning	Teaches peers and learners effective active listening skills	Coaches others to develop active listening skills

<u>Written Communication</u>	Acknowledges professional communication including adhering to written etiquette	Generates clear written communication that conveys message effectively	Teaches learners how to improve written communication	Coaches colleagues and leaders in effective written communication
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Domain 5: Scholarship

Competencies:

1. Quality Improvement
2. Dissemination of Scholarship
3. Grant Development
4. Peer Review
5. Research Management
6. Research Methods
7. Human Subject Protection

Competency	Level A	Level B	Level C	Level D
<u>Quality Improvement</u>	Demonstrates basic knowledge of domains, measures and tools associated with QI work	Collaborates in the design and implementation of successful QI projects	Mentors learners in conducting their own QI projects	Leads QI initiatives in local, regional or national venues
<u>Dissemination of Scholarship</u>	Identifies aspects of work that have potential for publication and/or conference presentation	Collaborates with colleagues to disseminate work Prepares and presents work at local, state, and/or regional conferences	Publishes work in peer-reviewed publication and presents work at national venues	Leads national and/ or international collaboratives to share and disseminate work
<u>Grant Development</u>	Identifies funding opportunities to meet project requirements	Collaborates with others in a grant submission team	Drafts and submits projects that are successfully funded	Manages grant funding and associated project implementation, data, and outcomes

<u>Peer Review</u>	Recognizes principles of peer review process	Engages in peer-review activities (e.g. for a professional journal)	Coaching or supporting others in peer-review activities.	Leads and advocates for peer review activities.
<u>Research Management</u>	Demonstrates knowledge of training, credentialing, budgets and tools to support projects and teams	Develops a systematic approach to guiding project teams in an effective and efficient manner	Integrates best practices and evidence-based approaches for optimizing projects and teams	Leads and mentors across multiple projects and/or departments
<u>Research Methods</u>	Identifies and utilizes appropriate resources to ensure appropriate selection of data collection and analysis tools	Demonstrates advanced knowledge and application of research methods	Demonstrates advanced knowledge and application of research methods and teaches others	Engages in development and validation of research tools
<u>Human Subject Protection</u>	Describes the bioethical principles related to the protection of human subjects in research	Identifies human subject protection issues within research described in a protocol	Resolves issues of human subject protection when they occur	Teaches/consults on the bioethics of human subject protection to peers, learners or the public

Domain 6: Anti-Racism (and other forms of oppression)

Competencies:

1. Institutionalized Racism
2. Personally Mediated Racism
3. Internalized Racism

Competency	Level A	Level B	Level C	Level D
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<p><u>Institutionalized Racism*</u></p>	<p>Recognizes and acknowledges how racism is embedded in institutional structures</p>	<p>Acknowledges the history of systemic racism in institutional policies and procedures and identifies areas of change needed to address structural racism</p>	<p>Actively collaborates to address structural racism by changing organizational systems that perpetuate racial inequity and injustice</p>	<p>Works collaboratively within and outside the organization to change institutional structures to dismantle racist policies and procedures and to address equitable access to power</p> <p>Demonstrates improved metrics resulting from proactive interventions to reduce or eliminate institutionalized racism</p>
<p><u>Personally Mediated Racism*</u></p>	<p>Identifies personally mediated racism in others</p> <p>Recognizes that personally mediated racism can be intentional or unintentional and can be manifest through acts of commission or omission</p>	<p>Identifies personally mediated racism in one's individual behavior</p> <p>Articulates the concepts of intent vs impact in communication</p>	<p>Openly acknowledges when one's own intent does not match the impact of their behavior</p> <p>Actively addresses the impact of one's own behavior</p> <p>Commits to allyship and its behaviors</p>	<p>Leads others to acknowledge when intent does not match the impact</p> <p>Leads others to work to repair the unintended impact</p> <p>Works in solidarity with oppressed groups in the struggle for justice</p>
<p><u>Internalized Racism*</u></p>	<p>Defines the concepts of internalized racial superiority and internalized racial oppression</p> <p>Recognizes that internalized processes are often unconscious and can be reduced if not eliminated</p>	<p>Reflects on and acknowledges personal relationship with these concepts.</p> <p>Acknowledges the impact of internalized systems of privilege, stigmatization, and power on one's own beliefs, thoughts, language, and behaviors</p>	<p>Advocates for dismantling racialized hierarchies</p> <p>Promotes the awareness and analysis of internalized processes in one's self and others</p> <p>Prioritizes and centers disempowered and actively excluded voices</p>	<p>Supports and/or leads collective action to disrupt systems of unearned privilege and disempowerment</p> <p>Mentors others in disrupting systems of unearned privilege and disempowerment</p>

*Camara Phyllis Jones, MD, MPH, PhD. Levels of Racism: A Theoretic Framework and a Gardener's Tale

Domain 7: Professionalism

Competencies:

1. Professional and Ethical Standards
2. Well-being
3. Cultural Awareness and Bias Mitigation
4. Culture of Safety, Diversity, Equity, Inclusion, and Belonging
5. Advocacy
6. Professional Development and Mentorship

Competency	Level A	Level B	Level C	Level D
<u>Professional and Ethical Standards¹</u>	Identifies standards of professional and ethical behavior	Demonstrates ethical and professional behavior consistently	Demonstrates ethical and professional behavior when challenged with ethical dilemmas	Promotes individual and collective fulfillment of the highest values, obligations, and professional duties
<u>Well-being</u>	Identifies importance of physical, mental and emotional well-being for self and others	Self-reflects and discusses well-being strategies with others	Models and practices attention to well-being of self and others	Leads and demonstrates behaviors that enhance well-being outcomes for self and others
<u>Cultural Awareness and Bias Mitigation</u>	Recognizes that each person has a unique cultural background Recognizes that discrimination exists in medicine (e.g. racial, cultural, gender)	Defines concepts of implicit biases and micro-aggressions in self and others, and understands how these concepts impact learning environment, participants, and systems Identifies potential implicit biases in work environment	Recognizes implicit biases and micro-aggressions in self and others Openly acknowledges observations of implicit bias in self and others Acts to mitigate the effects of implicit biases and micro-aggressions, assisting learners staff, and faculty to respond to individual incidents appropriately (e.g. utilizing tools such as bystander and upstander training)	Advocates for equity and contributes to institutional and/or professional organizational efforts to address workplace biases Leads the organization to show improvement in reducing the incidences of bias and microaggressions

<u>Culture of Safety, Diversity, Equity, Inclusion, and Belonging</u>	Acknowledges the importance of a culture of safety, diversity, equity, inclusion, and belonging to build/enhance trust	Demonstrates how one's values and behaviors enhance a culture of safety, diversity, equity, inclusion, and belonging and build/enhance trust	Leads others in the department and organization to align their values and behavior to nurture a culture of safety, diversity, equity, inclusion, and belonging in order to build/enhance trust	Leads others outside the organization to align their values and behavior to nurture a culture of safety, diversity, equity, inclusion, and belonging to build/enhance trust
<u>Advocacy</u>	Recognizes faculty responsibility to advocate for patients, learners, medical education, and family medicine as a specialty	Advocates for patients, learners, medical education and family medicine when opportunities arise	Pro-actively develops advocacy skills and consistently acts as an advocate	Teaches advocacy skills and leads change at system, local or national level.
<u>Professional Development and Mentorship</u>	Recognizes the value of professional development Recognizes need to seek mentorship Reflects upon own performance	Engages in professional development activities Engages a mentor and maintains an on-going mentorship relationship Identifies personal self-improvement goals	Creates and disseminates evidence-based professional development curricula Develops personal mentorship skills Engages in ongoing self-reflection and self-improvement process	Leads professional development programs to promote continuous improvement Provides effective mentorship for colleagues and learners Models and supports colleagues in process of self-reflection and improvement

¹AMA Ethical and Judicial Affairs - Code of Professional Ethical Standards

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Numbers Breakdown:

Domain	# of Competencies	# of Behaviors
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Teaching	10	71
Education	4	19
Leadership	9	40
Communication	6	32
Scholarship	7	29
Anti-Racism	3	24
Professionalism	6	35
Total		