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Parent Policy: PGME Trainee Assessment of Teacher Policy

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## PGME Trainee Assessment of Teacher Procedure

<b>Office of Accountability:</b>	Faculty of Medicine & Dentistry (FoMD)
<b>Office of Administrative Responsibility:</b>	Postgraduate Medical Education (PGME)
<b>Approver:</b>	Postgraduate Medical Education Committee (PGMEC)*
<b>Classification:</b>	Teaching and Learning
<b>Scope:</b>	Residency Programs, Area of Focused Competence Programs

\* This document was also reviewed at the Clinical Department Chairs' meeting April 12, 2023.

### Purpose

This procedure follows the principles outlined in the parent policy. For the purposes of this document,

- The term "teacher" or "teaching faculty" refers to physicians or other professionals who teach residents or Area of Focused Competence fellows (hereby referred to as trainees) in the clinical or non-clinical setting.
- The term "teaching faculty assessment" refers to the assessment of the teaching performance of the teacher(s).
- Residency programs and Area of Focused Competence programs are referred to as training programs.

This procedure applies to the teaching performance of the teaching faculty. Professionalism concerns about teaching faculty are covered in other policies and procedures.

This procedure acknowledges that the assessment of teaching is multifaceted, should not be based solely on one method of evaluation, and that the trainees' assessment of teaching faculty is only one component of the Faculty of Medicine and Dentistry's overall assessment of teaching performance.

## **PROCEDURE**

(see Appendix A - Trainee Assessment of Teacher Overview)

### **1. Teacher Assessment**

- a. The reporting of teaching faculty assessment should follow the process and procedure of the individual Department. This typically includes the training program sending evaluation forms to, and collecting these evaluations from, trainees on the teaching performance of the teaching faculty. Program Directors should ensure they understand the process.
- b. The PGME office will make tools available (for example, one45) to academic departments and training programs for the assessment of teaching faculty.
- c. Typically, trainee input should be a component of the teaching faculty assessment process.
- d. Teaching faculty assessment should include traits or behaviors that can be objectively assessed to allow useful feedback to the teacher.
- e. Training programs should provide individual teachers with an anonymized summary of their teaching faculty assessment on a regular basis, ideally at least annually if circumstances permit.
- f. Typically, this anonymized summary should only be sent out to the teacher after 3 or more assessments have accumulated.
- g. There may be situations where it is difficult to provide timely feedback to teachers while simultaneously preserving the trainees' anonymity (for example, when a teacher works with few trainees per year). In these situations, training programs should use one of the strategies listed in Appendix B depending on their context, or come up with a suitable alternative to provide timely, anonymized feedback to teachers.

### **2. Reporting and Follow up for Teaching Faculty Assessment**

- a. At least once per year, the teaching faculty assessment should be sent to the academic lead who has one-over authority over the teacher regardless of the number of trainee respondents. This will typically be the Department Chair or someone the Department Chair designates for this purpose, such as the Divisional Director, a Site Lead, or an Associate Department Chair. (In other words, releasing this information to the academic lead should not wait until 3 or more assessments by trainees have accrued).
- b. It is the responsibility of the Department Chair or their designate to deal with concerns of underperformance or acknowledge good performance while adhering to University and FOMD guidelines and procedures and preserving the anonymity of the trainees who provided the feedback.
- c. The Program Director may also receive copies of the teaching faculty assessment. Alternatively, there must be a mechanism for the Department Chair or their designate to apprise the Program Director of any concerns or accolades identified of individual teachers.
- d. There are times when the Program Director may learn about concerns with the teaching performance of individual teachers through ways other than the formal teaching faculty assessment. For example, this may occur during meetings with the trainees or through trainees' evaluations of the rotations. In these situations, and with the understanding of their Department Chair or their designate:
  - The Program Director will typically notify the Department Chair or the Department Chair's designate for further action.
  - There may be instances where the Program Director believes they can first try to informally resolve the issue with the individual teacher. At their discretion, the Program



Director may attempt this and involve the Department Chair or the Department Chair's designate if informal resolution cannot be achieved.

- If the Program Director is unsure how to proceed, they can contact the Associate Dean, PGME, for advice.
- e. The Department Chair or their designate must update the Program Director with actions or plans that have a direct impact on the training program, such as temporary removal of learner contact or remediation for the teacher.
- f. If teacher remediation is required, the Department Chair or their designate has the discretion to consult and/or collaborate with the Program Director, but still retains responsibility for teacher remediation.

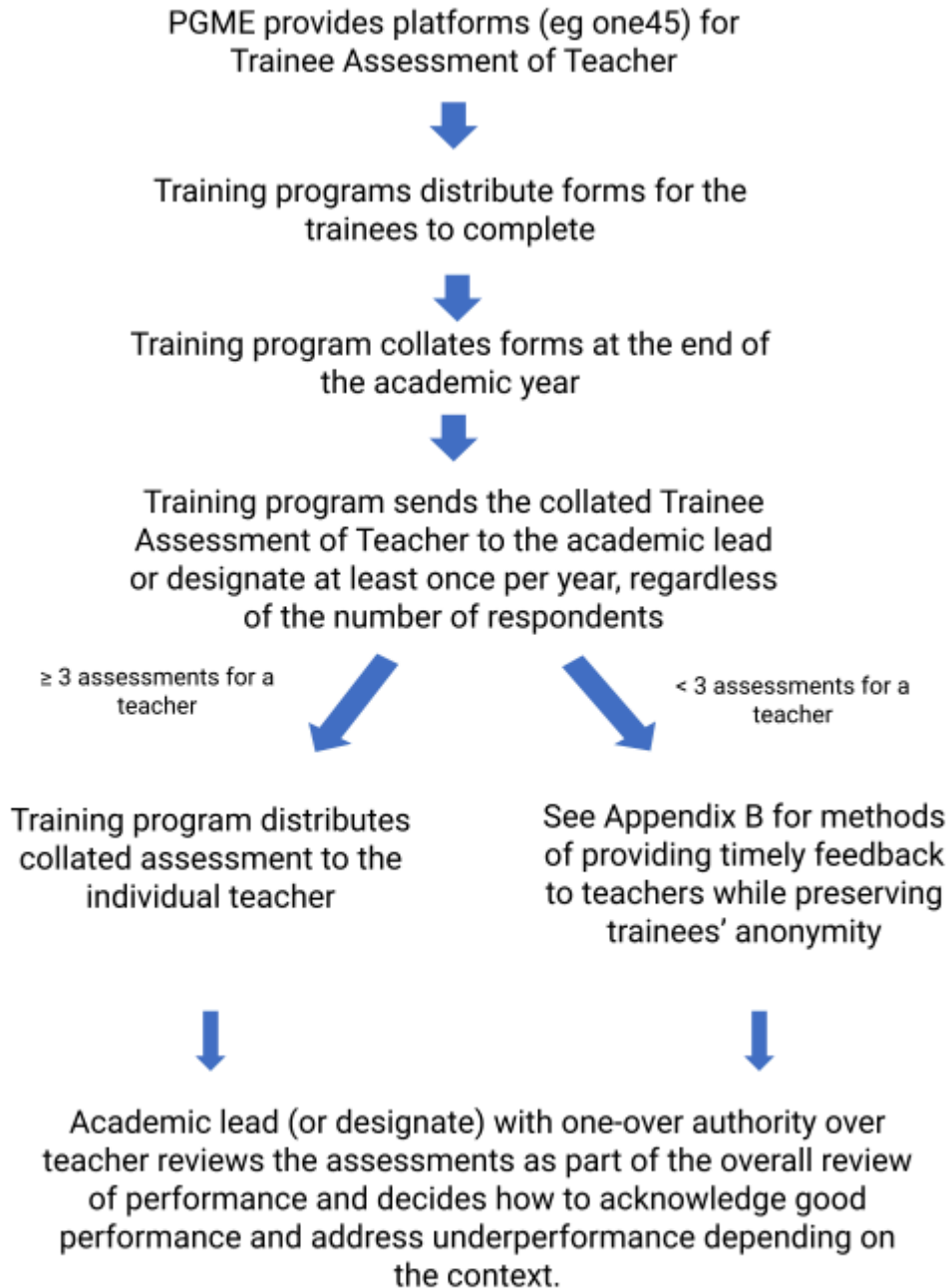
### **3. Teacher Appeals**

- a. Teaching faculty who wish to appeal decisions that were based on the teaching faculty assessment shall do this to their academic lead, such as the Department Chair or their designate.

### **DEFINITIONS**

There are no definitions for this document.

## APPENDIX A: Trainee Assessment of Teacher Overview



## **APPENDIX B: Methods for Programs to Provide Timely Feedback to Teachers While Preserving Anonymity of Trainees**

Providing anonymous yet timely feedback to teachers can be difficult when a teacher works with few trainees per year or other similar circumstances. Listed below are methods programs can use to mitigate this difficulty, as well as potential advantages or disadvantages of each method. Training programs should choose one or more of these methods to suit their specific context if they are unable to develop their own solution.

1. Programs can pool your trainees' assessments of teachers with other learners such as off-service residents, elective residents, or clinical fellows. This helps anonymize the feedback to teachers who work with few of your program's own trainees. However, the feedback might not be specific to your trainees, requires a common assessment form, and does not help for faculty who do not work with other learners such as off-service residents.
2. If the training duration is one or two years, programs can collate the 2 or 3 preceding years of evaluation data on a teacher and release this information to that teacher every year or every other year on a rolling basis. This helps anonymize the feedback to faculty who work with few trainees. However, data from an individual trainee might show up more than once when information is collated and released in this manner.
3. Your entire cohort of trainees can provide a group assessment of each teaching faculty member. This will not work if there are only 1 or 2 trainees in the program.
4. Training programs can use PGME's EPA-triggered assessment in the CBME.med platform. This will help gather feedback to teachers who provide episodic or unscheduled teaching to trainees and who otherwise wouldn't be identified as scheduled teachers for the rotation. However, the same limitation of requiring 3 or more evaluations before the collated results are sent to the teacher would still apply.
5. Every year, the program can summarize the top themes of the trainees' feedback for all teachers. Teachers might not receive their own individual assessment if insufficient trainees provide that feedback, but they could self-reflect on their own individual performance in relation to this overall feedback to all teachers. However, this requires teachers to have insight as to how their performance compares to these feedback themes.
6. The FOMD's Office of Faculty Development can arrange peer-review of teaching. Teachers are then paired with other teaching faculty who observe, and give feedback on, each other's teaching performance. However, this takes effort and time to coordinate and arrange, and may not include direct feedback from the trainee.
7. Training programs or Departments can ask teaching faculty to write down reflections on their teaching performance using a blank teacher assessment form to guide their reflection. However, this requires teachers to have insight into their teaching performance.