

Original Approval Date: June 5, 2023
 Effective Date: June 5, 2023
 Editorial Revision: June 26, 2023
 Approximate Review Date: June 2027

Parent Policy: PGME Trainee Assessment of Teacher Policy

PGME Trainee Assessment of Teacher Procedure

Office of Accountability:	Faculty of Medicine & Dentistry (FoMD)
Office of Administrative Responsibility:	Postgraduate Medical Education (PGME)
Approver:	Postgraduate Medical Education Committee (PGEC)*
Classification:	Teaching and Learning
Scope:	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 evaluations to, and collecting 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 maintaining the trainees' anonymity can be difficult (for example, in training programs with one or few trainees), or it would take an excessively long time before 3 or more assessments accumulate (for example, for teaching faculty who work sporadically with trainees). In these situations, we recommend the following strategies to provide timely, anonymized feedback to teachers:
 - i. The teaching faculty assessments provided by trainees can be pooled with other learners such as off-service residents, elective residents, or medical students.
 - ii. The entire cohort of trainees can provide an annual group teaching faculty assessment of individual teachers.
 - iii. The FOMD's Office of Faculty Development can arrange peer-review of teaching where teaching faculty are paired with other teaching faculty who observe, and give feedback on, each other's teaching performance.
 - iv. Training programs or Departments can compile a composite, aggregated, anonymized summary of the top 3-5 positive teaching behaviors that trainees observe of all teaching faculty. Individual teachers may then be given this summary and asked to reflect on their own performance in comparison to these behaviors. Program Directors can seek guidance from the Associate Dean, PGME, on how to do this.
 - v. Training programs or Departments can ask teaching faculty to write down reflections on their teaching performance, using a blank trainee assessment of teacher form to guide their reflection.

2. Reporting and Follow up for Teaching Faculty Assessment

- i. The teaching faculty assessment should be sent to the individual who has one-over authority over the teacher. 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.
- ii. It is the responsibility of the Department Chair or their designate to deal with concerns about an individual's teaching performance while adhering to University and FOMD guidelines and procedures.
- iii. 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.
- iv. 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, 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.
- v. 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.
- vi. 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 related to their teaching faculty assessment shall do this to the Department Chair.

DEFINITIONS

There are no definitions for this document.

Appendix A - Trainee Assessment of Teacher Overview

