Assessment of Teachers

Classification Residency Training	
Approval Authority PGME Committee	
Implementation Authority Associate Dean, PGME	
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1   Purpose

Preamble

The CanERA Standards of Accreditation require that all teaching faculty receive regular feedback that includes resident input and balances timely assessment of teaching performance with the need to preserve learner confidentiality. The teacher assessment process is grounded in principles of quality improvement and is intended to improve the resident experience while providing meaningful feedback to faculty. This requirement applies to all faculty involved in teaching postgraduate trainees.

Principles

Provision of regular and timely feedback is central to a process of continuous quality improvement both for individual teachers, postgraduate training programs and for Divisions/Departments as a whole.

Teacher assessment is a requirement of the Accreditation Standards for both the Royal College of Physicians & Surgeons of Canada, and the College of Family Physician of Canada.

Residents play an important role in assessment of teaching faculty. Completion of teaching assessments reflects professionalism and leadership.

2 Scope
The policy applies to full time and part time academic faculty, regardless of rank or university affiliation, as well as clinical faculty members.

3 Definitions

a) "Academic Advisor" means a faculty member who establishes a longitudinal relationship with a Resident for the purpose of monitoring and advising with respect to educational progress.

b) "Associate Dean" means Associate Dean of Postgraduate Medical Education in the Cumming School of Medicine at the University of Calgary. The Associate Dean is the faculty member responsible for the overall conduct and supervision of PGME within the faculty.

c) "CBME" means Competency Based Medical Education, a medical curriculum paradigm that focuses on outcomes (acquisition of skills, competencies, or Program elements) that may or may not be constrained by defined periods of time, such as Rotations, for their acquisition. In this Policy, CBME Program refers to both an entire Program and a stream within a Program that is based on CBME.

d) "CFPC" means the College of Family Physicians, the body responsible for Program accreditation, examination, and Resident certification for CFPC disciplines.

e) "CPSA" means the College of Physicians and Surgeons of Alberta.

f) "Educational Experience" means an experience in a particular environment or set of environments selected/designed to support the Resident's achievement of competencies. This may or may not occur in a block, or Rotation. Other terms used are: "block", "training experience", or "Program element".

g) "PGME" means Postgraduate Medical Education in the Cumming School of Medicine at the University of Calgary.

h) "Preceptor" means a physician responsible for a period or segment of the Resident's professional medical training, teaching, and instruction and who contributes to the evaluation or assessment process. This includes consulting physicians. In CBME, it means a physician who is responsible to teach, guide, observe, and assess the educational activities of the Resident. "Attending Physician" or "Supervisor" are equivalent terms used.

i) "Program" means a RCPSC or CFPC accredited residency training program in the Cumming School of Medicine at the University of Calgary.

j) "RCPSC" means the Royal College of Physicians and Surgeons of Canada, the body responsible for Program accreditation, examination, and the Resident certification for RCPSC disciplines.

k) "Resident" means a postgraduate trainee registered in a PGME training Program that is administered by the Cumming School of Medicine and leads to RCPSC or CFPC certification.

4 Standard/Practice

4.1 PGME training programs will work with PGME and their Department/Division to establish a process for faculty assessment and feedback that is specific to their context, meeting the requirements for accreditation and the needs of the faculty.

4.2 A comprehensive process for faculty assessment includes feedback from learners as well as other sources of information related to resident education as available (for example assessment platform metrics, teaching audits, etc.)

4.3 All faculty engaged in teaching PGME trainees must expect to receive anonymized feedback from learners.

4.4 Faculty may be assessed for an of the following educational experiences:
- Bedside/clinical teaching
- Didactic lectures
- Small group teaching
- Academic half-day teaching
- Simulation activities
- Mentorship
- Academic supervision

4.5 Faculty teaching assessment will be viewed by the Program Director, Division and/or Department Head, as determined internally, in a timely fashion (at least yearly).

4.6 Concerns regarding teaching performance or behavior will be addressed by Program/Department/Section leadership with an appropriate action plan established in a timely fashion.

4.7 Collated feedback for teachers will be made available to faculty members at regular intervals, as determined by the Section or Department, with the goal of protecting resident anonymity. Including feedback from off-service residents (such as by using the PGME Teacher Assessment Form) can assist in increasing the amount of feedback, particularly in programs with small numbers of residents. This will occur no less than every 12 months, unless there are insufficient evaluations, in which case, the Division, Department will provide feedback in a different format.

4.8 Teachers are responsible for reviewing their assessments and to consider strategies to address Areas for Improvement. The use of facilitated reflection with a Section/Department leader can be used to assist teachers in identifying areas for improvement and making plans for change.

4.9 Teachers will be supported by their Section/Department/PGME to access appropriate and robust Faculty Development opportunities to enhance teaching skills as required, including access to enhance/remediate teaching skills through programs offered at the Cumming School of Medicine's Office of Faculty Development (OFD).

Teaching workshop listings can be accessed via the OFD website:
https://cumming.ucalgary.ca/office/ofd

Online resources for educators are available via Faculty Resources on the OFD website.

The Office of Faculty Development also offered tailored workshops, individual consultation and 1:1 mentoring as required and appropriate.

4.10 Concerns relating to teaching assessments or series of assessments will be managed internally by Sections and Departments and can be supported by PGME to navigate the challenges involved in understanding the meaning of anonymous feedback while protecting learners.

4.11 All PGME trainees are expected to complete an assessment of teacher performance at the end of a rotation or educational experience. Sufficient participation by learners in providing this feedback will be considered when assessing a resident's Professional CanMeds role.

4.12 Narrative comments submitted by learners are expected to be entered in a professional manner and will generally remain unedited when reports are made available to faculty.

4.13 Faculty assessment must take place in a secure and safe environment without negative ramifications for learners or groups of learners. Completed assessments must be held in confidence and anonymized prior to distribution to Division/Department leadership or individual faculty members.

4.14 Information in the narrative comments may be edited when the program leadership believes it may compromise the goal of resident anonymity; the comment should retain the intended feedback without identifying details.

4.15 The home Program Director will orient residents to the process and procedures in place for assessment of teaching faculty.

4.16 Program and Department staff will manage the administrative logistics of assessing faculty.

4.17 The PGME associate Dean is available to support Programs, Department/Section leads in reviewing concerning feedback and preparing action plans.

4.18 PGME staff are available to support Programs in their use of the Teacher Assessment Form, and in aggregating feedback from residents across programs.

5 Approval Authority PGME Committee ensures appropriate rigor and due diligence in the development and/or revision of this Operating Standard

6 Responsibilities The Associate Dean, PGME has the following responsibilities:

6.1 To ensure that University of Calgary staff is aware of and understands the implications of this Operating Standard and related procedures.

6.2 To monitor compliance with this Operating Standard and related procedures.

6.3 To regularly review this Operating Standard and related procedures to ensure consistency in practice.

7 Related Policies PGME- Resident Supervision Policy

8	Related Operating Standards	PGME - Safe Learning Environment Operating Standard

UCalgary – Faculty of Medicine Professional Standards for Faculty Members and Learners
faculty-of-medicine-professional-standards-code-of-conduct-pgme-mar08-v1.pdf

https://cumming.ucalgary.ca/office/precision-equity-social-justice/activities-resources/edia-documents/policies-operating-standards

9	Related Information	Residents must be given a copy of, or access to, this document, as well as any program-specific documents relating to resident expectations, assessment, and safety when they enter a PGME Program at the University of Calgary.

10	References	Office of Faculty Development https://cumming.ucalgary.ca/office/ofd

11	History	2021	Drafted
		February 23, 2021	Approved by PGME Committee
		February 3, 2025	Revisions
		May 27, 2025	Approved by PGME Committee