

<b>Policy Name:</b>	<b>Evaluation of Faculty by Residents</b>
<b>Application/ Scope:</b>	<b>All PGME Programs</b>
<b>Approved (Date):</b>	Policy Development Committee: December 19, 2019; PGME Executive Committee: April 14, 2020; Dean's Council, October 6, 2020; PGME Executive, June 8, 2021
<b>Review Date:</b>	Five years from the approved date
<b>Revised (Date):</b>	
<b>Approved By:</b>	Faculty Executive Council: November 17, 2020, College Executive Council: August 17, 2021

## BACKGROUND

The **CanERA** Standards of Accreditation for Institutions with Residency Programs and the **CanERA** Standards of Accreditation for Residency Programs require that “there is an effective process for the assessment of teachers involved in the Residency Program, aligned with applicable central processes, that balances timely feedback with preserving resident confidentiality”. The evaluation of the teaching faculty includes the following principles:

- The opinions of the residents must be among the factors considered in the review
- There must be an effective mechanism to provide teaching faculty in the Residency Program with honest and timely feedback of their performance
- There must be a mechanism in place for rotation and faculty evaluation that respects resident confidentiality
- There must be a mechanism in place for the Residency Program Committee/Department/PGME Office to effectively act on the information obtained through faculty evaluation

## DEFINITIONS

**CanERA** – means Canadian Excellence in Residency Accreditation and refers to the system of residency education accreditation developed by CanRAC

**CanRAC** – is the Canadian Residency Accreditation Consortium, comprised of the three medical residency education accrediting colleges in Canada: Royal College of Physicians and Surgeons of Canada, College of Family Physicians of Canada (CFPC) and Collège des médecins du Québec (CMQ)

**CPSM** – College of Physicians and Surgeons of Manitoba

**Faculty Feedback Form** – is an abbreviated form provided in the curriculum management system for the optional use to obtain feedback on preceptor performance. This form may be used to supplement but **not** to replace the Preceptor Feedback Form

**KEEP IT UP Button** – an online mechanism for residents to recognize excellence in teaching faculty independent of the Preceptor Feedback Form/Faculty Evaluation Form

**OEFD** – Office of Educational and Faculty Development, Rady Faculty of Health Sciences

**Office of Academic Affairs** - is the office overseen by the Vice-Dean Academic Affairs, Rady Faculty of Health Sciences. This office has delegated responsibility from the Dean Rady Faculty of Health Sciences of faculty evaluations, promotion/tenure, accreditation and faculty development.

**Office of Professionalism** – is the office overseen by the Associate Dean, Professionalism and the team available to all faculty and learners within the Max Rady College of Medicine through a variety of proactive and reactive activities to ensure that all teaching faculty and learners are held to professional standards consistent with the practice of medicine, recognizing the responsibility and privilege that accompanies the physician role

**PGME** – means Postgraduate Medical Education and refers to the Office of Postgraduate Medical Education, which operates within the Max Rady College of Medicine. It represents postgraduate medical education at the University of Manitoba through residency, fellowship, Areas of Focused Competence, post-doctoral and other training programs. The programs which PGME oversees are those accredited by the Royal College of Physicians and Surgeons of Canada (RCPSC), the College of Family Physicians of Canada (CFPC), the Canadian Psychological Association (CPA), the Canadian Academy of Clinical Biochemistry (CACB), the Canadian College of Microbiology (CCM) and the Canadian College of Medical Genetics (CCMG). Applicable to all of its training programs, PGME develops and administers policies and governs through the PGME committees. The PGME Office is overseen by the Associate Dean, PGME, Max Rady College of Medicine

**PGME Student Affairs and Wellness Office** – serves as a liaison to many campus services such as career and personal coaching, student accessibility services and student advocacy. Work on behalf of postgraduate trainees with all levels of medical program administrators, Deans, faculty and various departments in the Max Rady College of Medicine

Preceptor Feedback Form – is the main form used for obtaining feedback on preceptor performance. It has a standardized format. PGME Programs may customize this form by adding questions or content, but may not remove any of the pre-set content. This is the mandatory form that must be used on a scheduled basis

**SPEAK UP Button** – an online mechanism for residents to report urgent concerns anonymously and confidentially

## 1. PURPOSE

- 1.1 To provide guidance for the Residency Programs with respect evaluation of teaching faculty by residents

## 2. POLICY STATEMENTS

- 2.1 Residency Programs must have a strategy for how they will distribute faculty evaluation requests to residents in a manner that ensures the appropriate volume of feedback for each member of the teaching faculty

- 2.2 There are two (2) specific evaluation forms designated for use in the evaluation of PGME teaching faculty: 1. **Faculty Feedback Form** and 2. **Preceptor Feedback Form/Faculty Evaluation**. Each of these evaluation forms has a specific indication for use by Residency Programs depending on the logistics of the Residency Program and the following conditions:
- 2.2.1 The Preceptor Feedback Form/Faculty Evaluation (see Appendix 1) must be utilized on a regular basis. Residency Programs may meet this requirement through distribution at the end each learning experience or through distribution on a regular schedule throughout the academic year (e.g., quarterly) or both
- 2.2.2 Residency Program may supplement the regular use of the Preceptor Feedback Form/Faculty Evaluation by using the Faculty Feedback Form for individual brief exposures such as a single day shift, call shift, clinic, or similar exposures, provided that it does not detract from the use of the Preceptor Feedback Form
- 2.3 It is the professional obligation and responsibility for residents to evaluate the faculty members who have been involved in their teaching. Failure of the resident to comply with timely completion of Preceptor Feedback Form/Faculty Evaluation Forms will be considered a breach of professionalism
- 2.4 There is a mechanism for residents to report serious concerns regarding egregious behaviour by a member of the teaching faculty on an urgent basis by means of any of the following:
- Confidential online **SPEAK UP Button** (see Appendix 2 and 3)
  - Direct reporting to Program Director
  - Direct reporting to Associate Dean, PGME Student Affairs & Wellness
  - Direct reporting to Associate Dean, Professionalism
  - Direct reporting to Associate Dean, PGME
- 2.5 There is a mechanism for residents to recognize and report excellence in teaching by faculty through the online **KEEP IT UP Button**, which is independent of the Preceptor Feedback Form/Faculty Feedback Form process (see Appendix 2 and 3)
- 2.6 Feedback from residents pertaining to faculty evaluation will be processed and managed in a manner that takes into account and protects resident confidentiality and anonymity
- 2.7 Concerns regarding teacher behaviour will be addressed in a fair and timely manner, including reporting to CPSM
- 2.8 Aggregated anonymized faculty evaluation feedback from residents will be reviewed on an annual basis to inform and support the following:
- Teacher recognition
  - Continuous improvement of Residency Programs
  - Faculty development initiatives
- 2.7 Teaching faculty and residents must be aware of the process to report concerning or egregious behaviour by teachers

### 3. PROCEDURES

3.1 With respect to resident participation in faculty evaluation, the following apply:

3.1.1 All residents will receive an orientation by the Home Residency Program Director that addresses the following:

- The purpose of faculty evaluation by residents
- The use of collected data
- The importance of constructive feedback

3.1.2 All residents will complete the Preceptor Feedback Forms/Faculty Evaluation Forms in accordance with the specific frequency and pattern of distribution required by their Residency Program. The completed evaluation form should include a summary of the resident's learning experience with the respective member of the teaching faculty with the with appropriate comments

3.1.2.1 Residents' comments on the Preceptor Feedback/Faculty Evaluation forms will remain unedited when the forms are made available to faculty unless the comments provided are felt to be of an unprofessional nature

3.1.2.2 Residents are encouraged to use the online SPEAK UP Button for more urgent faculty evaluation and management of more serious concerns of an egregious nature such as those related to intimidation or harassment

3.1.2.3 Failure of a resident to comply with the responsibility of timely (within two (2) weeks of completion of rotation/educational experience) completion and submission of the Preceptor Feedback Forms/Faculty Evaluation Forms may result in the following, although exceptions may be granted in exceptional circumstances:

- Documentation of the professionalism breach in the resident's academic record/file
- Inability of the resident to obtain a "letter of good standing" from the PGME Office

3.2 With respect to teaching faculty, the following apply:

3.2.1 All teaching faculty will expect to be assessed by residents

3.2.2 To protect residents' anonymity, faculty will receive individualized reports when a **minimum of three (3) residents have evaluated them at a minimum of every two (2) years**

3.2.2.1 If three (3) resident evaluations are not available for faculty within two (2) years, then the Residency Program will make efforts to find alternative means to protect resident anonymity such as combining/collating faculty evaluations or obtaining evaluation information from other sources such as resident retreats

3.3 With respect to the Vice-Dean Academic Affairs, Rady Faculty of Health Sciences, the following apply:

3.3.1 An appointed individual in the Office of Academic Affairs (Vice-Dean), Rady Faculty of Health Sciences will oversee faculty evaluation and the aggregation, analysis and

the reporting of the faculty evaluation data in a manner that protects resident anonymity and confidentiality (see Appendix 2 and 3, Process Map)

- 3.3.2 Information from the evaluation of faculty by residents will be reviewed and managed in a timely manner by the Vice-Dean, Academic Affairs (see Appendix 2 and 3, Process Map)
- 3.3.3 Information from the SPEAK UP Button and KEEP IT UP Button will be reviewed and managed in a timely manner by the Office of Professionalism (Associate Dean, Professionalism) (see Appendix 2 and 3)
- 3.3.4 Positive feedback from faculty evaluations forms will be forwarded from the Vice-Dean, Academic Affairs to be included as part of any KEEP IT UP feedback

3.4 With respect to the PGME Office, the following apply:

3.4.1 Aggregated anonymized faculty evaluation reports will be provided to the Associate Dean, PGME in order to recognize and reward teacher excellence and to facilitate Residency Program improvement

3.4.1.1 Teaching faculty will be recognized and rewarded for their teaching excellence through PGME teaching awards and through faculty promotion

3.4.2 Residents who do not comply with timely completion and submission of Preceptor Feedback Forms/Faculty Evaluation Forms will be cited for breach of professional responsibility and the following may occur, although exceptions may be granted in exceptional circumstances:

- Documentation of the professionalism breach in the resident's academic record/file
- Failure of the resident to obtain a "letter of good standing" from the PGME Office

3.5 With respect to the Residency Program/ Department, the following apply:

3.5.1 Aggregated anonymized faculty evaluation reports will be provided to the Department Heads in order for the following to occur:

- Teacher recognition through Departmental awards and through faculty promotion
- Scheduling of faculty development initiatives to improve teacher performance through OEFD and other initiatives such as faculty coaching
- Reporting of teacher performance and/or status to CPSM, if necessary

3.6 Teaching faculty who might disagree with their evaluation feedback have the option to appeal the decision through the Rady Faculty of Health Sciences Appeals process

**POLICY CONTACT:** Associate Dean, PGME

## REFERENCES

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CanERA, General Standards of Accreditation for Residency Programs  
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Max Rady College of Medicine, PGME Student Affairs and Wellness Office  
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Max Rady College of Medicine, Professionalism Office  
[http://umanitoba.ca/faculties/health\\_sciences/medicine/professionalism/index.html](http://umanitoba.ca/faculties/health_sciences/medicine/professionalism/index.html)

University of British Columbia, PGME Resident Evaluation of Faculty  
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University of Manitoba, Former Faculty of Medicine Promotion & Tenure guidelines  
[http://umanitoba.ca/faculties/health\\_sciences/academic/media/promotion\\_and\\_tenure\\_document\\_v\\_April2016.pdf](http://umanitoba.ca/faculties/health_sciences/academic/media/promotion_and_tenure_document_v_April2016.pdf)

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University of Manitoba, Max Rady College of Medicine, Prevention of Learner Mistreatment Policy  
[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/ed\\_dev/media/Policy\\_for\\_Prevention\\_of\\_Learner\\_Mistreatment\\_June\\_21\\_2018.pdf.pdf](http://umanitoba.ca/faculties/health_sciences/medicine/education/ed_dev/media/Policy_for_Prevention_of_Learner_Mistreatment_June_21_2018.pdf.pdf)

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## **APPENDICES**

Appendix 1 - [Preceptor Feedback Form/Faculty Evaluation Form](#)

Appendix 2 - [Process Map – Evaluation of Faculty by Residents](#)

Appendix 3 – [Learner Evaluation of Faculty in Teaching Setting](#)