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| Title: | Assessment of Teachers by Learners | | Number: | 022 |
| Approved By: | Undergraduate Medical Education Committee | | | |
| Approval Date | 19 June 2019 | Next Review: | 01 May 2022 | |
| Effective Date: | 01 July 2019 | | | |
| Audience: | Faculty, Staff, Learners | | | |
| Purpose: | To provide rules and procedures for assessment of teachers by learners and the subsequent feedback to faculty members | | | |
| Related Policies and Procedures: | <ol style="list-style-type: none"> 1. UBC Policy on Student Evaluation of Teaching (SEOT) 2. Policy on Clinical Faculty Appointments 3. Collective Agreement between UBC and the Faculty Association 4. Professional Standards for Learners and Faculty Members in the Faculties of Medicine & Dentistry at UBC 5. Process to Address Complaints of Mistreatment of Learners or Concerns About the Learning Environment 6. UGME Process to Address Complaints of Mistreatment of Learners or Concerns About the Learning Environment | | | |
| Exclusions: | Peer Assessment and Teacher Self-Assessment | | | |
| Calendar Statement | None Required | | | |
| Contact | Assistant Dean, Faculty Development | | | |

Preamble

The Undergraduate Medical Education (UGME) program requires that ALL teachers are assessed and receive feedback on their teaching. This policy applies to all teaching faculty, clinical faculty and full or part time academic faculty. A “teacher” in this policy refers to a tutor, an advisor, an instructor, a preceptor, and a lecturer.

This policy covers learner assessment of each teacher in the learning environment with respect to that teacher's proficiency as an academic and/or health professional. Depending on the learning experience, assessment of teachers by learners could occur after learners have spent a certain amount of time with a teacher, e.g., after each teaching session, or according to a predetermined assessment schedule. This Policy does not deal with concerns of potential personal mistreatment of the learner by the teacher. Learners are directed to the UBC Faculty of Medicine [Mistreatment Help website](#).

The UBC Faculty of Medicine **Policy and Procedures for Assessment of Teachers by Learners** is guided by the principles for Student Evaluation Of Teaching articulated in the [UBC Policy on Student Evaluation of Teaching \(SEOT\)](#). SEOT states that the evaluation of teaching should be learner-focused and that the products of evaluations should be used to improve the learning experience. The requirement for teacher assessment by learners is included in the [Policy on Clinical Faculty Appointments](#); “student opinion” sought through formal procedures is listed as a method of “teaching evaluation” in the [Collective Agreement between UBC and the Faculty Association of UBC](#). Additionally, the MDUP seeks to comply with standards on faculty feedback and the use of learner evaluation data in program improvement, set by the [Committee on the Accreditation of Canadian Medical Schools \(CACMS\)](#)¹

¹ **4.4 Feedback to Faculty:** A medical school faculty member receives regularly scheduled and timely feedback from departmental and/or other programmatic or institutional leaders on his or her academic performance and progress toward promotion and, when applicable, tenure.

8.5 Use of Student Evaluation Data in Program Improvement: In evaluating medical education program quality, a medical school has formal processes in place to collect and consider medical student evaluations of their required learning experiences, teachers, and other relevant aspects of

Procedural details may be added or amended at the recommendation of the Undergraduate Medical Education Committee provided they conform to the approved policy.

Definitions

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| Assessment | The methods and tools used to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Results are used to inform academic advising, progress and promotion decisions. |
| Data | Facts and statistics collected together for reference or analysis. Teacher assessment data is comprised of numerical ratings and written comments submitted by learners. |
| Electives | Learning experiences of the learner's choosing |
| Evaluation | Assessment/appraisal of the degree of success in meeting the goals and expected results (outcomes) of the organization, service, program, population or patients/clients. Evaluation uses aggregate data and provides recommendations to enable decision makers to plan, monitor, and ensure quality improvement at a programmatic or institutional level, i.e., courses, clerkships or programs in the UGME. Evaluation Studies Unit conducts program evaluation studies for various curricular elements and projects in undergraduate medical education. They do not assess individual level performance but may use aggregate assessment data as one source of evidence for program evaluation. |
| Low Performance Flag (LPF) | Generated automatically when a learner disagrees or strongly disagrees with the standard global rating statement: "Overall, the Instructor is an effective teacher". LPFs are shared with the instructor's supervising faculty for that course or rotation. |
| Mistreatment | See Mistreatment Help for categories of mistreatment (general, sexual, racial/ethnic, sexual orientation/gender identity) as defined by the American Association of Medical Colleges. |
| Professional Conduct | The set of attitudes, behaviours and characteristics deemed desirable in members of a profession and which define the profession and its relationship to its members and to society – see Professional Standards for Learners and Faculty Members in the Faculties of Medicine & Dentistry at UBC |
| Required Learning Experience | An educational unit that is required of a student in order to complete the medical education program. These educational units are usually associated with a university course code and appear on the student's transcript. (CACMS lexicon 2021-22) |
| Supervising Faculty | This includes preceptors, course leads, site directors, clerkship and elective directors. |

Policy

1. Teachers will be regularly assessed by learners on their teaching at the end of a required learning experience.
2. Individual teacher assessment reports will be distributed to teachers twice per year, unless there is insufficient teacher assessment data. Individualized teacher assessment reports may be accessed by the Regional Associate Deans or designates, Department Heads and supervising faculty or designate, as deemed necessary. The Associate Dean, UGME may be granted access in cases of learning environment issues or student mistreatment.
3. Aggregated anonymized teacher assessment data will be made available to Faculty Development, Evaluation Studies, and other relevant program areas, for program improvement. This data will be made available to the University of British Columbia as directed in the SEOT policy.

Guiding Principles

1. **Anonymize Learners:** In Teacher Assessment by Learners, the anonymity of a learner is essential and must be protected. All teacher assessments by learners must be anonymous. In instances of one-on-one or small group teaching where **fewer than four (4)** learners have assessed a teacher, care must be taken to ensure that learners' identities are protected. In these cases, individualized teacher assessments by learners will only be released to the teacher when the learner or group of learners are no longer in the sphere of influence of the teacher (e.g., through the continuum of undergraduate and postgraduate training), as verified by the Supervising Faculty and/or program staff.
2. **Centralize the Assessment System:** There will be a centralized online system in place to collect, disseminate, and store teacher assessment data securely. This centralized online system will be the sole repository of data for Assessment of Teachers by Learners. Setup, collection and retrieval processes will be automated in accordance with the platform's capabilities.
3. **Secure data and protect confidentiality:** As per the principles of the [Acceptable Use and Security of UBC Electronic Information and Systems Policy](#), teacher assessment data will be protected from unauthorized access, corruption, and any detrimental actions. Teacher assessment data and reports will only be distributed by the Teacher Assessment Support Team. All recipients of teacher assessment data should follow the principles outlined in the above mentioned policy.
4. **Establish accessibility for supervising faculty:** Access to individual teacher assessment data will be granted to the Regional Associate Deans or designates, Department Heads and supervising faculty or their designate through a secure electronic platform. The Associate Dean UGME may be granted access in cases of learning environment issues or student mistreatment.
5. **Standardize processes and instruments:** Assessment of Teachers by Learners will be performed using standardized instruments across uniform learning environments (Clinical, Academic/ Large and Small Group Forms). Teachers will receive their individualized report(s) within the guidelines that protect learners' anonymity.
6. **Promote Continuous Quality Improvement (CQI) and Faculty Development:** Utilize aggregated anonymized teacher assessment data to inform and support CQI activities and faculty development initiatives. Adopting a CQI model could aid in the development of strategies that accommodate changing program needs and/or technology.

Procedure

Learners

1. All learners will receive an orientation by the Director, Teacher Assessment, and Teacher Assessment Support Analyst, that addresses the purpose of Assessment of Teachers by Learners, the use of collected data, provision of constructive feedback, and the avoidance of malicious feedback.

2. All learners are required to complete teacher assessments after completion of a required learning experience.
3. Learners' comments on assessment forms will remain unedited when teacher assessment reports are made available to teachers.
4. If Low Performance is flagged, the assessment is reviewed by supervising faculty. If the comments are found to be unprofessional, the entire form is removed from the teachers report.

Teachers

1. All teachers can expect to be assessed by learners.
2. Individual teacher assessment reports will be distributed to teachers twice per year, unless there is insufficient teacher assessment data. To protect learners' anonymity, teachers will only receive individualized reports when a minimum of four (4) learners have assessed them. Relevant Supervising Faculty will receive individualized teacher assessment reports four weeks prior to the individual teacher.
3. Upon request, Individual Teachers and Supervising Faculty (or their designate) will have access to historical individual teacher assessment reports.
4. Low performance assessments of teachers will be flagged to the relevant Supervising Faculty, the Regional Associate Deans, and the Director, Teacher Assessment; to protect learner anonymity, feedback will be provided at the discretion of the Supervising Faculty. The Associate Dean, UGME may be granted access in cases of learning environment issues or student mistreatment.
5. Faculty development will be made available to teachers.
6. All teachers must have a profile in the central assessment system.

Program / Department

1. The Director, Teacher Assessment will oversee teacher assessment and the aggregation and analysis of the data.
2. Annually, Regional Associate Deans, Department Heads and Supervising Faculty will receive an individualized summary report.
3. Annually, aggregated anonymized teacher assessment reports will be provided to Regional Associate Deans, Department Heads, the Associate Dean, UGME, the Assistant Dean, Faculty Development, Evaluation Studies, and other relevant program areas, for program improvement. UGMEC will receive and review reports as a standing annual item on the UGMEC agenda. Reports and data will be provided to the UBC Provost's Office on SEOT.
4. Data access requests by the Office of Clinical Partnerships & Professionalism must first be approved by the Regional Associate Dean or designate.
5. Program and departmental staff will continue to manage the administrative logistics of assessing teachers (set-up of teacher assessment send outs, follow up with learners on teacher assessment completion etc.). Training and system support will be provided by the Teacher Assessment Support Team to departments to manage the new processes. Teacher assessment reports will only be managed and distributed by the Teacher Assessment Support Team.
6. Program and departmental staff may identify teachers without assessments so that they are actively targeted for teacher assessment in a timely manner and system alerts are reviewed and escalated as necessary.

Governance

This policy is the purview of the Student Assessment Subcommittee (SAS), a subcommittee of the Undergraduate Medical Education Committee (UGMEC). The SAS can recommend changes to this policy to the UGMEC.



Review History

| Action | Committee | Date | Status |
|---------|---|-----------------|---------------------------|
| Created | Student Assessment Subcommittee | April 21, 2016 | Recommended |
| Review | Policy Advisory Subcommittee | May 9, 2016 | Endorsed |
| Review | MD Undergraduate Education Committee | May 16, 2016 | Approved |
| Review | Policy Advisory Subcommittee | June 14, 2018 | Endorsed |
| Review | Undergraduate Medical Education Committee | June 18, 2018 | Approved |
| Review | Policy Advisory Subcommittee | May 30, 2019 | Revised |
| Review | Undergraduate Medical Education Committee | June 17, 2019 | Approved with minor edits |
| Update | PAS – minor edits to contact information | 9 November 2020 | Done |