

Title:	Assessment of Teachers by Students	Number:	022
Approved By:	Undergraduate Medical Education Committee		
Approval Date:	16 December 2024	Next Review:	01 November 2027
Effective Date:	16 December 2024		
Audience:	Faculty, Staff, UBC MD Students		
Purpose:	To provide directions and procedures for the process of Assessment of Teachers by Students and the subsequent feedback to faculty members ("Teacher Assessment")		
Related Policies and Resources:	<ol style="list-style-type: none"> 1. Collective Agreement between UBC and the UBC Faculty Association 2. Committee on the Accreditation of Canadian Medical Schools (CACMS) 3. Faculty of Medicine Policy on Clinical Faculty Appointments 4. Faculty of Medicine Prevention and Response to Unprofessional Conduct, Learning Environment and Learner Mistreatment Concerns Process 5. Learner Mistreatment Help website 6. Professional Standards for Learners and Faculty Members in the Faculties of Medicine & Dentistry at UBC 7. UBC Policy on Student Evaluation of Teaching (SEOT) 8. UBC Policy SC 14 – Acceptable Use and Security of UBC Electronic Information and Systems 9. Policy 008 Appendix - Resident Teacher Assessment by Learner- Process 		
Exclusions:	Peer Assessment and Teacher Self-Assessment		
Calendar Statement	None Required		
Contact	Director, Teacher Assessment, MDUP		

Preamble

The MD Undergraduate Program (MDUP) requires that all teachers be assessed and receive feedback on their teaching. This policy applies to all members who hold a faculty appointment and teach UBC MD students.

This policy guides students in providing feedback to teachers on their learning experience in a particular session. Depending on the learning experience, Assessment of Teachers by Students could occur after students have spent a certain amount of time with a teacher, e.g., after each teaching session, or according to a predetermined assessment schedule. Information about a learning environment incident, unprofessional conduct, or possible learner mistreatment should be disclosed or reported to the Learning Environment Advisor in the Office of Respectful Environments, Equity, Diversity & Inclusion (REDI) via email or through the online disclosure form on the UBC Faculty of Medicine Learner Mistreatment Help website.

The UBC Faculty of Medicine Policy and Procedures for Assessment of Teachers by Students is guided by the principles for Student Evaluation of Teaching articulated in the UBC Policy on Student Evaluation of Teaching (SEOT). The SEOT states that the evaluation of teaching should be student-centered and that the products of evaluations should be used to improve the learning experience. The requirement for teacher assessment by students is included in the Policy on Clinical Faculty Appointments, and "student opinion" sought through formal procedures is also included 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 student evaluation data in program

improvement, set by the Committee on the Accreditation of Canadian Medical Schools (CACMS).¹

Definitions

Alert	A notification generated automatically by the central online assessment system when a student disagrees or strongly disagrees with the standard global rating statement: "Overall, the Instructor is an effective teacher".
Assessment of Teaching Experience by Students ("Teacher Assessment")	The process to provide faculty and teachers with both positive and constructive feedback from students based on their learning experiences with the teacher in the teaching sessions.
Data	Facts and statistics collected for reference or analysis. Teacher assessment data comprise numerical ratings and written comments submitted by learners.
Faculty Lead(s)	Medical school leadership who provides oversight of the teaching and learning experience. May include course leads who have oversight of a particular course/clerkship, provincial course/pillar leads and/or site (local) leads for portfolio/clinical skills/case-based learning (Years 1 & 2), departmental undergraduate education directors and/or distributed site leads/directors (Years 3 & 4), as applicable.
Learning Environment and Learner Mistreatment	See the Learner Mistreatment Help website for information on the Faculty of Medicine's expectations of conduct in the learning environment. The website also describes categories of mistreatment (general, sexual, racial/ethnic, sexual orientation/gender identity) and how students experiences in the learning environment can be disclosed or reported to Learner Mistreatment Advisor in the UBC Faculty of Medicine's Respectful Environments, Equity, Diversity and Inclusion (REDI) Office either directly or through the confidential online system on the website.
Professional Conduct	The expected behaviours that 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
Student	An individual enrolled in the UBC MD Undergraduate Program
Teacher	An individual who teaches or instructs learners in academic, clinical and/or non-clinical environments (e.g., a tutor, an advisor, a coach, an instructor, a preceptor, a lecturer).
Head of Unit	An individual who oversees an academic department/ school/ division and its operations. Head of Unit includes Department Heads, School Directors, and their delegates (e.g. Division Heads) .

Guiding Principles

1. Providing respectful, positive and constructive feedback through an anonymized process is valuable and necessary to ensure that diverse perspectives are heard. Maintaining the anonymity of learners is an overriding principle, and students' identities will not be disclosed.
2. To protect teachers' privacy, there is a centralized online system in place to collect, disseminate, and

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 their 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 the medical education program.

store teacher assessment data securely. This centralized online system will be the sole data repository for the Assessment of Teachers by Students. Setup, collection and retrieval processes are automated in accordance with the platform's capabilities.

3. Data and personal information are managed according to the Acceptable Use and Security of UBC Electronic Information and Systems Policy, and teacher assessment data is protected from corruption and unauthorized access or disclosure.
4. Individual identifiable teacher assessment data is confidential, and access is restricted to individuals or offices identified in this policy
5. Assessment of Teachers by Students uses standardized instruments across uniform learning environments (clinical, academic/large and small group forms). Teachers will receive their individualized report(s) in accordance with the guidelines set out in this policy.
6. Anonymized teacher assessment data are utilized to inform and support continuous quality improvement (CQI) activities and faculty development initiatives to support strategies that accommodate changing program and technology needs, and life-long learning principles for teachers.

Policy

1. At the end of a required learning experience, students are required to use the teacher assessment forms to provide faculty and teachers with anonymous, respectful, positive and constructive feedback based on their learning experiences with the teacher in the teaching session.
2. Teacher assessments are sent to Faculty Leads for review. Those that disclose concerns about professional conduct, learning environment and student mistreatment may be flagged by the Faculty Lead and forwarded to the respective Regional Associate Dean (RAD). The RAD will usually consult with the Head of Unit when engaging with individual Teachers, depending on the seriousness of the concern, and may consult with the REDI Office Learning Environment Advisor and/or Dean's Office HR to seek advice on further action.
3. Teachers are provided with a report summarizing their feedback once a minimum of 4 new assessments from students have been submitted, up to a maximum frequency of twice per year.
4. Individual teacher assessment (aggregate) reports are provided to the respective RAD, or designates, Head of Unit, and Faculty Leads (within their purview).
5. Aggregated anonymized teacher assessment data is made available to the Office of Faculty Development, the Evaluation Studies Unit, and other relevant program areas, for program improvement. Upon request, this data is made available to the University of British Columbia as directed in the SEOT policy.
6. Once a year, after end of year reports have been released to the individual teachers, all alerts (excluding those removed) received in that academic year will be reviewed by Director, Teacher Assessment. Alerts that may include a learning environment concern will be shared with the respective RAD and Head of Unit, including any follow-up on whether the teacher has been contacted and by whom.
7. Teacher assessment data and reports are only distributed by the Teacher Assessment Support Team through secured electronic platforms within UBC. All recipients of teacher assessment data must comply with this policy and UBC's Acceptable Use policy, which is noted above.
8. All teachers in the MDUP must have a profile in the central assessment system.

Procedure

Students

1. All students receive an orientation on an annual basis by the Director, Teacher Assessment (MDUP), and Teacher Assessment Support Manager, that addresses the purpose of Assessment of

Teachers by Students, the use of collected data, including the Faculty of Medicine process for concerns related to the learning environment, professionalism, mistreatment and the provision of positive and constructive feedback.

2. Students are expected to complete a teacher assessment form after the completion of a learning experience, as prompted by the Teacher Assessment Support Team.

Teachers

1. Every six months, teachers receive a summary of feedback, provided that 4 or more students have submitted assessments over that period.
2. If less than four assessments are received in a six-month timeframe, feedback continues to be collected until a cumulative minimum of 4 or more new assessments have been submitted. Once this threshold is achieved, the teacher receives a summary of their feedback.
3. Constructive feedback may be difficult to receive, and teachers are encouraged to seek support from peers, Faculty Lead, Faculty Development, RAD, and/or Head of Unit to help process feedback or improve teaching performance.
4. If a teacher continues to have less than four (4) cumulative student assessments and it is not possible to ensure that students' identities are protected, the individualized teacher assessments by those students are only be released to the teacher when the members of the group have completed the continuum of undergraduate and postgraduate training at UBC, as verified by the Faculty Lead(s) and/or program staff.
5. Upon request, individual teachers are given access to their historical individual teacher assessment reports.
6. Upon request, the respective RAD and Head of Unit are given access to relevant historical individual teacher assessment reports for teachers they oversee.
7. The respective RAD and Head of Unit may be granted access to assessments in cases where they are engaged in a learning environment or mistreatment report process.
8. When a student disagrees or strongly disagrees with the standard global rating statement: "Overall, the Instructor is an effective teacher", the student's feedback is forwarded to the relevant Faculty Lead(s), with the respective RAD or designate, and the Director, Teacher Assessment copied on the communication. Where appropriate as determined by RAD or designate, the Head of Unit is also included.
9. Alerts received for a Faculty Lead are sent to the respective RAD for review, and the RAD will engage with the Head of Unit where appropriate. In addition, reports for Faculty Leads with insufficient assessment data (i.e., less than 4 forms) are sent to the respective RAD for review.
10. Alerts received for RADs are sent to the respective Faculty Lead for review. The relevant Head of Unit approves requests to remove comments or forms from RAD's assessments, when needed.
11. Where there is a concern about maintaining student anonymity, feedback to the teacher is provided at the discretion of the Faculty Lead(s).
12. Faculty development is made available to teachers.

MDUP / Faculty of Medicine Department(s)

1. The Director, Teacher Assessment (MDUP) oversees the teacher assessment process, the privacy and confidentiality of the data collected, and the aggregation and analysis of the data.
2. Faculty Lead(s) receive reports one month before they are released to individual teachers, to review learner feedback.
3. Assessment results are not given to teachers until after they have submitted final marks for the module(s) in which they are being evaluated.
4. If an Alert is generated, the assessment is reviewed by the Faculty Lead(s). If Faculty Lead(s) determine that the comments are contrary to the tenets of constructive feedback, the respective RAD must be consulted and agree with the decision to remove the comments or, if necessary, the

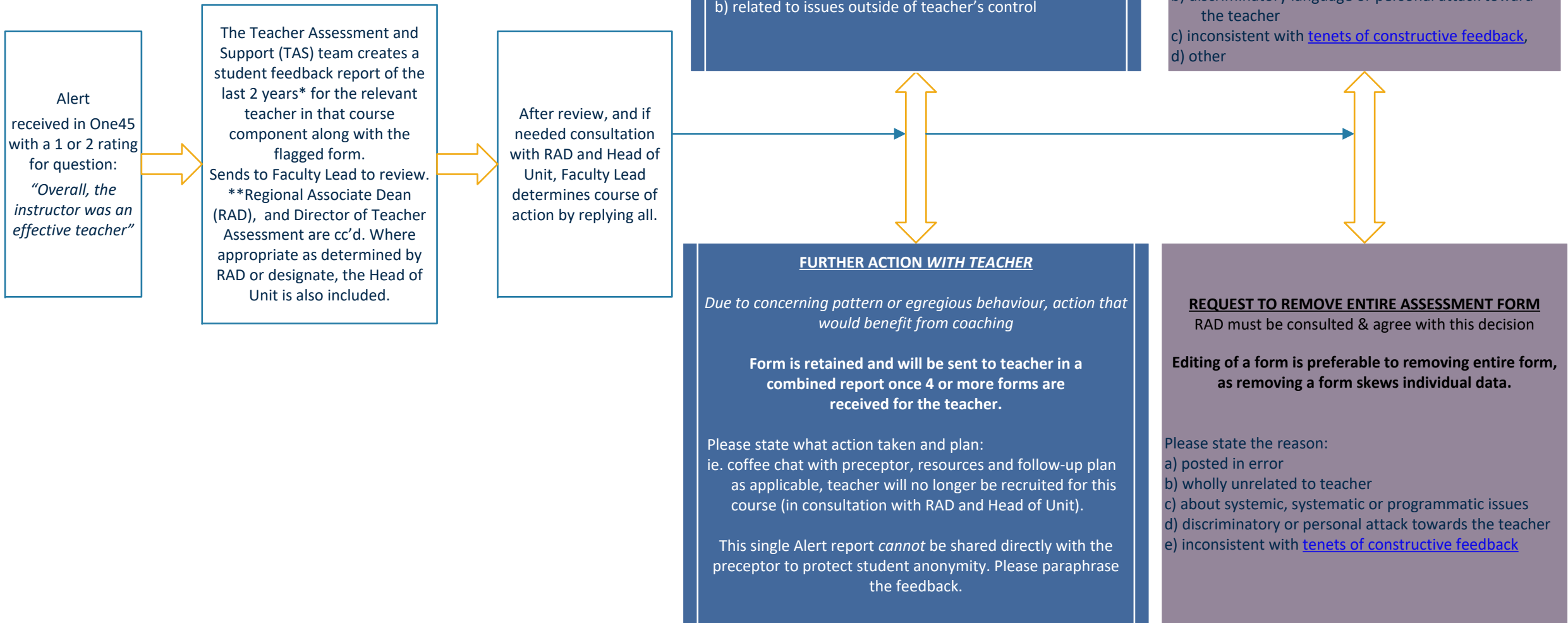
entire assessment from the teacher’s report. Please see Appendix 1 for the “Approach to Alerts Framework”.

5. Annually, the respective RAD, Head of Unit, and Faculty Leads receive individualized (identifiable) summary reports for teachers in their designated site, department/division, or course/clerkship.
6. Upon request, aggregated anonymized teacher assessment reports for the current year are provided to the respective RAD or designate, Head of Unit, the Associate Dean, UGME, the Associate Dean, Faculty Development, the Evaluation Studies Unit, and other relevant program areas for program improvement. UGMEC receives and reviews these aggregated anonymized reports annually.
7. Program and departmental staff, along with the Teacher Assessment Support Team, manage the administrative logistics of the teacher assessment process (set-up of teacher assessment send outs, follow up with learners on teacher assessment completion, etc.).
8. Training and system support is provided by the Teacher Assessment Support Team to departments to manage new processes.
9. Teacher Assessment reports are managed and distributed only by the Teacher Assessment Support Team.
10. Program and departmental staff may identify teachers without assessments so that they can be included in the teacher assessment process in a timely manner.

Review History

Action	Committee	Date	Status
Created	Student Assessment Subcommittee	April 21, 2016	Recommended
Reviewed	Policy Advisory Subcommittee	May 9, 2016	Endorsed
Reviewed	MD Undergraduate Education Committee	May 16, 2016	Approved
Reviewed	Policy Advisory Subcommittee	June 14, 2018	Endorsed
Reviewed	Undergraduate Medical Education Committee	June 18, 2018	Approved
Reviewed	Policy Advisory Subcommittee	May 30, 2019	Revised
Reviewed	Undergraduate Medical Education Committee	June 17, 2019	Approved with minor edits
Updated	Policy Advisory Subcommittee	9 November 2020	Minor edit Endorsed
Reviewed	Policy Advisory Subcommittee	17 November 2022	Revised
Reviewed	Legal Counsel	02 July 2023	Revised
Reviewed	Undergraduate Medical Education Committee	17 July 2023	Additional review requested
Reviewed	Policy Advisory Subcommittee	18 July 2024	Revised
Reviewed	Legal Counsel	6 August 2024	Endorsed
Reviewed	Undergraduate Medical Education Committee	16 September 2024	Approved
Reviewed	Faculty of Medicine HR	28 November 2024	Revised
Reviewed	Department Heads and School Directors	04 December 2024	Endorsed
Reviewed	Undergraduate Medical Education Committee	16 December 2024	Approved

Appendix 1: APPROACH TO ALERTS FRAMEWORK



The vast majority of all completed teacher assessment forms by learners (including Alerts) will not require further action by Faculty Leads and can be retained in their original state and released to the teacher for their own review and reflection once at least 4 assessment forms have been received.

Key points to Alert Management (please see Policy 022):

- Student anonymity is our overriding principle and all reports are anonymized. If a student, who submitted a form that resulted in an alert, is somehow inadvertently able to be identified, there should be no contact with the student as this will be in contravention of policy.
- Once there are at least 4 assessment forms for this teacher, an anonymized and aggregated report can be provided to them with this feedback included. Depending on the regularity of teaching, this can take months up to years for a specific teacher.
- Feedback that is malicious, egregiously offensive or discriminatory towards the teacher will be actioned upon by the Faculty Leads in a systematic and timely manner.
- Likewise, feedback that expresses a learner’s concern that a discriminatory, egregiously offensive or malicious action occurred during the learning experience will also be actioned upon by Faculty Leads in a systematic and timely manner. Faculty lead may consult with respective RAD and Head of Unit, as appropriate.
- Feedback that aligns with the tenets of constructive feedback is valuable and shouldn’t be removed, as a default. All teachers can improve in their teaching skills, including creating a more diverse, equitable and inclusive learning experience, as part of life-long learning.
- We want to support a culture where receiving helpful, constructive feedback is encouraged.
- In order to secure confidential data included in each alert, the shared document will be restricted to “view only” and will not download.
- The Faculty Lead is notified if the teacher in question received any additional alerts in the current or previous years for that course component only. RADs will receive a separate communication if the teacher has alerts in other course components.
- Alerts received for a Faculty Lead are sent to the respective RAD for review, and the RAD will engage with the Head of Unit where appropriate. Alerts received for RADs are sent to the relevant Faculty Lead for review. The relevant Head of Unit approves requests to remove comments or forms from RADs’ assessments, when needed.
- TA Team tracks all alerts and responses. All alerts have to be responded on and resolved by end of the academic year. Reminders will be sent to Faculty Leads who have not responded.
- During the academic year and at the end of the academic year, the Unit Head will receive an alerts report that includes all alerts (including removed) for teachers who belong to their department.

Learning Environment Process for Alerts

- Once a year, after end of year reports have been released to the individual teachers, all alerts (excluding those removed) received in that academic year will be reviewed by Director, Teacher Assessment. Alerts that may include a learning environment concern will be shared with the respective RAD and Head of Unit, including any follow-up on whether the teacher has been contacted and by whom.

*If there is no student feedback on teaching in the last 2 years, the Teacher Assessment Support Team will check the last 5 years.

**RADs are included in every Alert for their site, to be able to collaborate with the Faculty Leads as appropriate, including but not limited to decisions to edit or remove forms. The Director, Teacher Assessment is included in every Alert sent in order to assist in implementation or interpretation of Policy 022.