

Medical Education Program Evaluation Committee (Med Ed PEC)

Terms of Reference

Authority

The Medical Education Program Evaluation Committee (Med Ed PEC) is a subcommittee of the Medical Education Strategic Advisory Committee, operating under the authority of the Vice Dean, Medical Education.

Purpose

The committee is responsible for providing strategic direction and leadership for the development of program evaluation principles, guidelines, processes, and practices relevant to education programs that comprise the Medical Education portfolio. With the goal of enabling and supporting integrated, aligned or harmonized program evaluation approaches across the Medical Education portfolio, the committee's direction and leadership will be informed by program-based accreditation requirements and expectations and in alignment with Temerty Medicine and Medical Education strategic plans.

In support of its mandate, the committee oversees program evaluation practices across the educational continuum, including teacher assessment systems and tools, and helps ensure alignment between the education technology systems, data collection and use, and associated reporting practices.

Operationalization of the program evaluation principles, guidelines, processes, and practices developed by the committee will be supported by the appropriate MD Program, PGME and CPD education leaders, administrative staff and committees.

Roles and Responsibilities

In collaboration with appropriate education and administrative leaders as well as relevant Medical Education and program-specific committees, the committee is responsible for providing strategic direction and leadership in the following areas:

Program Evaluation

- Identify program evaluation priorities relevant to education programs that comprise the Medical Education portfolio as well as strategic reporting required to support program planning, accountability and decision-making.
- Develop and implement evidence-based program evaluation strategies across the medical education continuum.
- Promote a harmonized approach to program evaluation across MD, PGME and CPD programs.
- Provide oversight and direction regarding program evaluation principles, guidelines, processes, practices, systems and tools.

- Provide direction regarding the standardization of rotation evaluations across MD and PGME programs.
- Support compliance with accreditation standards and continuous quality improvement (CQI) practices.
- Support accreditation processes by integrating program evaluation data to identify potential signals and areas for improvement.

Teacher Assessment

- In coordination with Assessment Committee for Temerty Postgraduate Medical Education (ACT), and the MD Program Evaluation Committee (MDPEC) develop and implement a Teacher Performance Dossier (TPD) to capture and monitor all teaching performance.
- Provide oversight and direction for the design, implementation and continuous improvement of evaluation tools for non-clinical teaching encounters and peer-to-peer feedback systems.
- Provide oversight and direction for the development of a fair and comprehensive appeals process for teacher assessments, ensuring standardization across departments and the educational continuum
- Advocate for the refinement of how teacher assessment data is used in the promotions process, ensuring alignment with best practices for evaluating teaching performance.

Education Technology

- Facilitate conversations to ensure education technology systems support program evaluation processes (Data collection, analysis and reporting).
- Facilitate the development and implementation of technology solutions for evaluation tools and practices.

Continuous Improvement

- In coordination with PGME Curriculum Committee, and Assessment committee; as well as MD Program Curriculum and Assessment committees, support the evaluation of the implementation and outcomes of new or refined models for Clinical training. (i.e., Competency by Design (CBD) model in PGME, and implementation of EPAs in MD Program).
- Support the development of a community of practice around CBD evaluation.
- Integrate program evaluation with accreditation processes to enhance data-driven decision-making and support the transition towards a Continuous Quality Improvement model.

Membership

- Director, Program Evaluation, Medical Education (Co-Chair)
Note: The second co-chair will rotate every 2 years between representatives from Undergraduate Medical Education, Postgraduate Medical Education and Continuing Professional Development to ensure equitable representation.
- PGME Faculty Lead, Accreditation
- PGME Faculty Lead, Curriculum
- PGME Faculty Lead, Assessment
- Project Manager, Curriculum

- Departmental/faculty experts/ scientists in Program evaluation/Faculty assessments (5)
- Department of Surgery, Vice-Chair of Clinical Teaching
- Department of Family and Community Medicine representative
- MD Program Clerkship representative
- PGME Trainees (1 Resident and 1 Clinical Fellow)
- Director, Policy, Analysis, and Systems, PGME
- Manager, PGME Education Systems
- MedIT, Temerty Faculty of Medicine representative
- Office of Inclusion and Diversity representative
- MD Program student representative
- Manager, Accreditation and Program Evaluation, PGME
- Manager, Accreditation, MD Program
- Manager, Office of Assessment and Evaluation, MD Program
- CPD representative

A single member, including ex officio members, may represent more than one constituency.

Non-voting guests, including administrative staff and individuals with relevant experience or expertise may be invited at the discretion of the Co-Chairs.

Operational Arm

The Data Management and Analytics Advisory Committee (DMAAC) will serve as the operational arm of the Med Ed PEC. DMAAC will continue to lead and collaborate on directions for medical education data usage and governance within Temerty Medicine (including system-driven and demographic-based data), integrating where possible with other dependencies such as TAHSN and MedIT to ensure efficiency and accountability. Additionally, DMAAC will enable and support the operationalization of the harmonized program evaluation practices across MD, PGME and CPD, rotation evaluation changes, faculty assessment portfolio, and accreditation support.

Appointment to the Committee

Constituency-based members will be appointed by the Vice Dean, Medical Education in consultation with the constituencies being represented and the Director, Program Evaluation, Medical Education. The Vice Dean, Medical Education and Director, Program Evaluation, Medical Education will strive for a diverse and inclusive membership

Term

Constituency-based members will normally serve terms of 1-3 years, with the possibility of renewal at the discretion of the Vice Dean, Medical Education in consultation with the constituencies being represented and the Director, Program Evaluation Medical Education.

Working Groups

The Med Ed PEC may establish working groups to address specific areas or initiatives. There would be two level of working groups, those unique to Med Ed PEC and those integrated with other committees:

Unique to MedEd PEC:

- Standardization of Rotation Evaluation
- Accreditation and CQI Support
- Promotions use of teacher assessments

Integrated with ACT and MDPEC:

- Teacher Assessments
 - WG on non-clinical teacher assessments
 - WG on peer-to-peer teaching evaluation form
 - WG on appeals processes

Such sub-working groups will report to and through the Med Ed PEC.

Quorum and Decision-making

Generally, committee recommendations are arrived at by consensus following discussion. When consensus is not established, the co-chairs may choose to conduct a vote (with a simple majority of committee members present, including the co-chairs, deciding the matter) and/or bring the matter to the Vice Dean, Medical Education for consideration.

Meeting Schedule and Administration

The Med Ed PEC will normally meet six times annually, at the call of the co-chairs. Agendas and minutes will be distributed electronically.

Reporting

The committee reports through the co-chairs to the Vice Dean, Medical Education and Medical Education Strategic Advisory Committee. Guideline and process recommendations will be reviewed and approved by the appropriate program-specific, Medical Education and Temerty Medicine education leaders and committees.

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