

## INTRODUCTION

- There is a paucity of literature on how faculty contribute to residency program evaluation and a **lack of standardised, validated program feedback tools for faculty use**
- Teaching faculty rarely receive training on how to provide “effective” feedback about programs
- Most programs rely on an **informal** approach for feedback which is difficult to measure and ensure accountability
- Teaching faculty provide an invaluable perspective, and their input is imperative to drive improvement efforts
- We will conduct an **outcomes-based evaluation** for the development of a transferable, sustainable, and validated formal residency program feedback tool for faculty use

## METHODS

5 key program stakeholders interviewed on the current feedback methods and preferences for providing feedback



Extraction of **repeating themes** and **qualitative content analysis** of the anonymized interview transcripts independently by the authors



Group consensus of central themes using a **grounded theory approach**



Development of a “**faculty program evaluation toolkit**” and distribution amongst the neuroradiology residency program faculty



Secondary key stakeholder interviews and additional outcome measurement to **assess impact and efficacy** of the toolkit

## RESULTS

### Central Themes & Interview Excerpts



#### FORMAL PROCESS

A **unanimous** desire for a formal feedback process

“We are all busy, and we get carried away with our schedules. If there is a formalized mechanism, then you know where to go. Otherwise, it’s **easy to fall through the cracks** and not provide anything.”



#### MULTI-MODAL TOOLKIT

**Multi-modal** approach to collecting feedback ensures **comprehensive** input

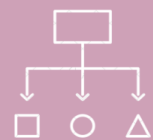
“I think taking advantage of more than one tool is the best way to do it, so I think having some **in-person** feedback is useful, having some **group meetings**, and then having **online tools**.”



#### FREQUENCY

Optimal frequency allows for **meaningful responses** to change without being **onerous** on faculty

“When you solicit feedback too often, it’s hard to make it **thoughtful** feedback.”



#### TOPICS

Feedback topics may be divided into program **content** and **processes**

**Content:** “I think, being a little bit more proactive around what kind of topics, including the **half day lectures**, might be useful.”

**Process:** “...**rotation-specific feedback** would be nice.”

## RESULTS Cont'd

### Feedback Toolkit



1. **Annual face-to-face** meetings between teaching faculty and **program director** with a **pre-meeting questionnaire**



2. **Quarterly online** forms distributed to teaching faculty **prior to residency program committee (RPC)** meetings



3. An **anonymous** comment box on the program website that is **always available**

## DISCUSSION

- Common themes from the key stakeholder interviews have **directed the development** and implementation of a **multifaceted** evaluation toolkit, the “Faculty Evaluation of Residency Programs (FERP)” toolkit
- Our study results will lead to the development of the **first validated tool(s) for faculty use** to our knowledge
- We anticipate it will enable the provision of directed, higher-quality, timely, consistent, and actionable faculty feedback
- By improving feedback from those **working most closely and frequently with residents**, we can drive impactful changes to educational design
- **Future directions:** Our study will subsequently serve as a foundation for future research investigating **transferability** of the toolkit **across different specialty programs**