

**Generic Job Description of Program Directors at UT PGME**

**ROLE**

The Program Director (PD) for a residency program at the University of Toronto (U of T) is responsible for the overall conduct, organization and accountability of the residency program.

A PD is a highly valued and pivotal leadership position in a Department and Division hosting an accredited residency program. The PD reports to the Chair of the Department and/or to the Division Chair, as well as to the Vice Dean for Postgraduate Medical Education (PGME).

The PD is the chair of the residency program committee. The PD is assisted in the execution of his/her responsibilities by the residency program committee. The Program Director is also assisted by a program administrator, site coordinators, PGME, and departmental faculty as appropriate for each residency program.

**APPOINTMENT**

The appointment of PDs should ideally be conjointly by the Chair, Division Chair, Chief and Vice Dean PGME. The Vice Dean must be notified of new appointments well in advance of their start so that the RCPSC or CFPC may be notified and appropriate orientation can be arranged.

**RESPONSIBILITIES**

**Development and Operation of the Residency Program**

1. **Program Development and Operation**: The development and operation of the program such that it meets the general standards of accreditation and the specific standards of accreditation of programs in the specialty or subspecialty as set forth by the accrediting colleges.
2. **Program Admissions:** The selection of candidates for admission to the program, including eligibility criteria, allocation of positions to hospitals and establishing transparent processes for all policy implementation in PGME.
3. **Rotation Scheduling:** Participation in the scheduling of components of the residency requirements (e.g., rotations, academic half days).
4. **Program Evaluation:** Participation in the ongoing review of the program and its teachers to assess the quality of the educational experience and to review the resources available in order to ensure that maximal benefit is being derived from the integration of the components of the program. The management and ongoing evaluation of the program must include:
   1. An assessment of each component of the program to ensure that the educational objectives are being met;
   2. An assessment of resource allocation to ensure that resources and facilities are being utilized with optimal effectiveness including the credentialing and accreditation of educational sites ensuring all affiliation agreements are transmitted through the Vice Dean’s office.
   3. An assessment of teaching in the program, including teaching in areas such as core competencies, CanMEDS roles or Four Principles of Family Medicine, biomedical ethics, medico legal considerations, teaching and communication skills, related to quality assurance/improvement, equity issues, and administrative and management issues;
   4. An assessment of the teachers in the program either in aggregate or individual form.

The opinions of the residents must be among the factors considered in this review. Appropriate faculty/resident interaction and communication must take place in an open and collegial atmosphere so that a free discussion of the strengths and weaknesses of the program can occur without hindrance.

The PD is expected to report any significant difficulties in the conduct of the program to the Division Chair, Department Chair and Vice Dean in timely manner.

1. **Evaluation and Promotion of Residents.** Management and maintenance of an evaluation system to assess trainee performance in:
   1. All requirements of the residency program.
   2. All domains based on CanMEDS roles or the Four Principles of Family Medicine.
2. **Appeals Process:** Management and maintenance of an appeal mechanism and the evaluation and promotion of residents in the program in accordance with policies determined by the Faculty Postgraduate Medical Education Committee.
3. **Resident Support Services**: Establishment of mechanisms to provide career planning and counseling for residents and to deal with problems such as those related to stress and resident wellbeing.
4. **Program Innovation and Scholarship:** Engagement in innovation related to the program and encouragement of education scholarship.
5. **Program Reviews**: Leadership in preparation for and response to internal university reviews and RCPSC/CFPC reviews of the program. Contribute to the Internal Review process. Contribute to one internal review and chair one internal review in each site survey cycle.
6. **Program Representative:** 
   1. **Internal**. Participation in meetings at U of T in the appropriate committees (e.g. All PDS; PGMEAC, BOE and IRC as required).
   2. **External**. Stay current with the requirements of the specialty and represent the residency program in RCPSC or CFPC related activities, at the CPSO and at specialty committees, hospital and university groups and international or other national bodies especially where advocacy for the resident and the program with the University, hospital, RCPSC, CFPC, PAIRO, CPSO, CARMS may be required.

**Operational and Financial Planning**

1. **Operational Plan**: Early after the PD’s appointment, develop and document an operational plan that is aligned with the strategic plan of the department, division, faculty and PGME and aligned with accreditation standards. This plan will identify all of the activities and resources (e.g., PD time, administrative support, appropriate committees and their support, conference attendance, professional and faculty development, space) related to the achievement of the educational mandate. This plan should be reviewed on an annual basis, or when circumstances change in the program (e.g., new chair, new PD, internal review or accreditation, change in standards).
2. **Academic Cycle**: As part of the operational plan, develop and document an academic planning cycle clearly identifying the periods during the academic year when the workload is greater than usual (e.g., preparing for internal reviews and accreditation, CaRMS) and ensuring that all internal stakeholders are aware of the need for relief from other responsibilities so that the PD and PA can concentrate on these activities.
3. **Financial Plan**: In conjunction with the development of the operational plan (see above), the PD will develop and document a formal budget for the program that documents all of the financial supports provided to the program (i.e., funding and in-kind) as well as the expenses associated with each of the activities and resources identified in the operational plan. As with the operational plan, the budget should be reviewed annually and whenever the operational plan is revised.

**SKILLS[[1]](#footnote-1)**

PDs work in five main performance areas:

1. **Communication and Relationship Management**. Communicates clearly in a responsive manner with a diversity of individuals, groups and organizations. Establishes and nurtures – directly or indirectly – constructive and collaborative interactions with individuals, groups and organizations.
2. **Leadership**. Engages, motivates and facilitates individuals, groups and organizations to develop a shared vision and achieve related goals and objectives. Ensures that innovation and changes to the program occur within a supportive culture and are guided by a cohesive educational approach.
3. **Professionalism and Self-Management**. Aligns personal and organizational conduct with ethical and professional principles that include responsibility, service, self-reflection and self-discipline. Recognizes both personal strengths and limitations, demonstrates a commitment to improvement and lifelong learning and with integrity, leads by example.
4. **Environmental Engagement**. Monitors, seeks information from, and networks with the internal and external environments. In doing so, develops an understanding of how things work, identifies trends and priorities and builds individual and organizational relationships.
5. **Management Skills and Knowledge**. Manages the residency program by developing, encouraging and enabling people, and effectively utilizing resources and information. Demonstrates political astuteness and good judgment about what can and cannot realistically be done.

**SUPPORTS FOR THE PROGRAM DIRECTOR**

A PD must be offered the following supports to do this job effectively:

* A stipend or alternate remunerative compensation during his/her term in that position,
* Adequate administrative support,
* Protected academic time, and
* Physical space.

The PD’s performance should be evaluated annually through a variety of modalities.

The PD’s important contribution to education in the Department should be formally recognized.

1. The categorization of PD skills is based entirely on the work by S Lieff, S Glover Takahashi, A Zaretsky, G Bandiera, K Imrie and S. Spadafora at the University of Toronto, March 2011. Additional detail on the specific skills is available in the “Residency Program Directors Leadership Inventory” developed by these researchers. [↑](#footnote-ref-1)