A "T-index" for the evaluation of teaching performance of medical university staff?

Alexis Descatha

A "T-index" for the evaluation of teaching performance of Medical University staff?

Alexis Descatha

UVSQAPHP.Occupational health unit/InsermU1018/SAMU92. University Hospital of

Poincaré,F-92380 Garches,France

Today, ranking and index are omnipresent in medical world. Although debated, indexingbibliometric indicators are widely used like theH-Indexused by Medical University Boards to find the best researcher (Hirsch, 2005). However, no such index exists for the pedagogical activities of Medical Universities, which are a significant part of their function. We have aimed to describe what could be a "T-index", a performance indicator for "teaching"among University staff.

A "T-index" is more complicated to develop, considering that there is a lack of international reference points and large disparities exist inmedical education between countries, degrees and exams, private and public schools. We might suggest a "T-index" including a first section (T1) outlining a number of essential training classes/year, doubled in case of organization of degree, tripled if organized in terms of supplementary/innovative courses, along with the benefits earned for University. Coaching students in research could add from 10 (for a master's degree) to 50 hours (for a doctoral degree). A scale (0->5, T2) based on students' evaluations and on the University board rating for "good teacher" (T3) could complement the previous results (T1xT2xT3). Indeed, a score (0->10) based on the board evaluation based on the technical competencies of the teacher, the approach its teaching with understanding of basic educational principles, appropriate ethics/attitudes, strategies for decision making based on evidences, and involved in professionalism/scholarship of teaching(Harden & Laidlaw, 2012).

This "T-Index" might helpedaUniversity to improve its education program by hiring the best teachers (like researchers), togive students which University chose,andstimulating professors to develop training activities in addition to research in accordance of competence recognize for a "good teacher". This example also highlights limitations of this approach: choice and weight given to the items, question of who are the rankers, time frame… All of these matters need to be solved before development goes ahead. Networking with a large number of university members might help.

References

Harden, R. M., & Laidlaw, J. M. (2012). *Essential Skills for a Medical Teacher: An Introduction to Teaching and Learning in Medicine* (1[re] éd.). Churchill Livingstone.

Hirsch, J. E. (2005). An index to quantify an individual's scientific research output.*Proceedings of the National Academy of Sciences of the United States of America*, *102*(46), 16569‑16572. doi:10.1073/pnas.0507655102