

Strengthening the Process of Faculty Evaluation in a Medical College

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ABSTRACT

The competence levels of faculty members in teaching-learning, assessment and curriculum development have been identified as one of the key attributes for imparting the desired skills to the medical students and in the overall process of producing a medical graduate. Thus, evaluation of the faculty performance is bound to have a strong impact on the educational environment of the entire course. Under ideal circumstances, it is essential to have a positive outlook towards the entire process of faculty evaluation targeting the skills of teaching-learning and assessment. In conclusion, the process of faculty evaluation targeting the domains of teaching-learning, assessment and contribution in the curriculum has multiple benefits for the students, faculty and the medical college, and thus should be always encouraged in a systematic manner.

KEYWORDS: Faculty, Evaluation, Assessment, Medical students

INTRODUCTION

The competence levels of faculty members in teaching learning, assessment, and curriculum development have been identified as one of the key attributes for imparting the desired skills to the medical students and in the overall process of producing a medical graduate.^[1,2] Thus, evaluation of the faculty performance is bound to have a strong impact on the educational environment of the entire course. This process of evaluation aids both the program administrators as well as the faculty members to adopt better practices and move towards attaining excellence.^[1,2] In the long run, it not only enhances the effectiveness of the training process but even plays an important role in the transformation of faculty members as effective educators.

SIGNIFICANCE OF FACULTY EVALUATION

Under ideal circumstances, it is essential to have a positive outlook towards the entire process of faculty evaluation targeting the skills of teaching learning and assessment.^[1-3] In fact, the evaluation reports which give more emphasis on the positive attributes of the faculty become the foundation stone for the development of effective educators. There are no doubts that this casts a positive influence on academic promotion, professional growth, and toward the attainment of career satisfaction.^[2,3] The faculty evaluation can be carried out

by a team of professionals with a basic parameter that to what extent the work of an individual faculty member contributes towards the attainment of the goals set for the department and the institution.^[1,3]

SETTING STANDARDS FOR FACULTY EVALUATION

There arises the need to formulate a set of clear expectations which should be also communicated to the faculty members to help them to focus toward the betterment of students, professional growth, and the growth of the institution.^[2,4] The first and foremost criteria have to be with regard to the knowledge of the subject in terms of depth, awareness about the recent developments, and the desire to demonstrate continuous growth in the field.^[4] The next criteria deal with the skills and expertise with a broad range of pedagogical methods and this can be assessed by specifying the learning goals to the students and the selection of correct teaching learning method for the specific competency or the learning domain.^[3-5]

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ADDITIONAL CONSIDERATIONS

In addition, the faculty members should be aware about different assessment tools, demonstrate an understanding about the use of appropriate tools keeping in mind the utility of the tools and the type of assessment, inclusion of constructive feedback after assessment.^[2-4] The next criterion is about the professional interactions, which a teacher has with the student within and beyond the classroom to orient them about their individual academic and career choices, guidance for research work, and stimulation of critical thinking, clinical reasoning, and problem solving skills.^[4] The final criterion focuses on the domain of obtaining feedback and viewpoints from different stakeholders (viz. students, peers, other experts) about their teaching, contribution in curricular reforms or innovations, and the role played by the faculty member in improving teaching in the institution.^[3-5] At Shri Sathya Sai Medical College and Research Institute, a constituent unit of the Sri Balaji Vidyapeeth, Deemed-to-be-University, Puducherry, faculty members have been evaluated for their performance based on the set standards.

CONCLUSION

In conclusion, the process of faculty evaluation targeting the domains of teaching learning, assessment, and

contribution in the curriculum has multiple benefits for the students, faculty, and the medical college, and thus should be always encouraged systematically.

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Conflicts of interest

There are no conflicts of interest.

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