



CAME Voice/Voix

Faculty Development in the Health Professions: a book review

Karen Leslie (lesliek@smh.ca) and Jana Lazor (jana.lazor@utoronto.ca), University of Toronto

In the spring of 2014 the book 'Faculty Development in the Health Professions' was published, with editor Yvonne Steinert (from McGill) assembling a cast of individuals who have made significant contributions to the field and practice of Faculty Development to write or co-write chapters on a wide variety of topics. The book begins with an introduction to faculty development (FD) concepts and practices, and ends with a chapter on future directions in faculty development. Other chapters address areas such as FD for Teaching Improvement, Academic and Career Development, and Organizational Changes. The book also addresses various modalities through which faculty development can be delivered, including the use of coaching and mentorship, longitudinal programs, workshops and short courses, communities of practice and the use of digital technologies. The 'field' of faculty development is also explored in terms of faculty development research, promoting scholarship in faculty development, different relevant research paradigms and methodologies, and knowledge translation for faculty development. This is one of the first textbooks to bring together theory, practice, and the growing research base about FD.

There are many ways in which the book can be used by individuals and organizations seeking to develop their faculty development programs and the scholarly dimensions of such activities. For instance, we use the book as the 'textbook' for a graduate course on Faculty Development that we teach in the Masters of Health Professional Teaching at the University of Toronto. The health professional learners in our course have commented positively on the value that these chapters bring to their understanding and thinking about faculty development and the role that it plays at both the individual and organizational level in the academic cultures in which they practice.

Each chapter in the book identifies outstanding questions that exist that need to be addressed through ongoing innovative practice and further scholarship. For instance Hodgson and Wilkerson ask: 'Is a successful faculty development program one that only affects the participant or is the program successful when it affects the larger community and context of the institution?'. Irby and O'Sullivan challenge us to consider questions such as: "how are faculty members empowered to become excellent teachers through faculty development?", "who is advantaged by faculty development and who is marginalized?", and "how are institutional resources differentially allocated to support faculty in their roles as teachers, re-searchers, and clinicians?".

The book reflects a growing interest in faculty development as a focus of serious research and development as well as its contribution to medical education and the academic mission of medical schools as a whole. By tackling such a wide range of issues this book provides a springboard for future work in this essential area of health professional learning, as well as legitimizing Faculty Development as both a practice, and a field of scholarly pursuit.

Dr. Leslie contributed a chapter on 'Faculty Development for Academic and Career Development' to this book. For further details see:

<http://www.springer.com/us/book/9789400776111>