

Statement on the importance of faculty development for UME teachers

Approved by: Undergraduate Medical Education Executive Committee

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Faculty development can be defined as “a broad range of activities that institutions use to renew or assist faculty, supervisors, preceptors, field instructors, clinical educators, and status appointees in their roles. These activities are designed to improve an individual’s knowledge and skills in areas considered essential to their performance as teachers, educators, administrators, leaders, and/or researchers.”

It is of the utmost importance to the UME program to have teachers who are well-prepared for their teaching tasks, across the whole spectrum of teaching and assessment activities. The program therefore strongly encourages all its teachers to avail themselves of opportunities to hone their teaching and assessment skills and acquire new ones, to refresh their knowledge and expand it further.

This includes faculty development both for teachers who are new to the Faculty and for those who have been involved in teaching for some time. Faculty development activities serve to enhance generic teaching and assessment skills such as effective questioning techniques and how to give feedback, as well as enabling teachers to teach and assess students most effectively in a particular course via a particular teaching modality or method of assessment.

In order to meet these needs, the University of Toronto UME program is committed to providing high quality, highly relevant faculty development for all teachers. This occurs via the Centre for Faculty Development; through the efforts of individual departments or Academies; and, as part of the management of individual courses under the direction of the course leadership.