Types of programmes and types of interventions, such as teaching/learning, counselling, and peer support as well as the theoretical underpinnings of such programmes are reviewed along with recent conceptual work by scholars like R.J. Sternberg, R. Feuerstein and M. Lipman.

Only passing reference is made to students with particular disabilities and a discussion would have been helpful on the distinctions between remediation for students who, because of social, economic or ethnic background or other factors, are under prepared and those students for whom a specific learning disability can be diagnosed.

The policy implications of developmental programmes are also discussed. While there are certainly policy questions to be addressed by Canadian institutions of higher learning and governments, the report focuses exclusively on the United States. Nonetheless, the report is a good overview that has much to offer both the American and Canadian reader.

Schuster, J.H., & Wheeler, D.W. (Eds.) (1990). *Enhancing Faculty Careers.* San Francisco: Jossey-Bass Publishers. Pp.i-xix; 1-346. Price: $29.95 U.S. Reviewed by Cheryl L. Amundsen, Centre for University Teaching & Learning and the Department of Educational Psychology and Counselling, McGill University.

Jack Schuster and Daniel Wheeler, the editors, have taken a very particular view of faculty development. They use the term "enhanced faculty development" to describe their view of how faculty development should be conceptualized. They discuss three key elements to summarize this concept of enhanced development: career reconceptualization, career facilitation and the fusion of professional and personal development. The element of career reconceptualization is demonstrated by institutions which think more broadly about academic careers and encourage academics to investigate the pursuits or combinations of pursuits which are possible within their academic careers. The element of career facilitation complements career reconceptualization in that it provides the support required to implement the career changes identified in the process of career reconceptualization. Finally, the fusion of professional and personal development is a crucial element because it "involves the intertwining within an institutional setting of the professional and personal aspects, thought too often to be only tangentially related" (p.279).

The various possible aspects of an enhanced faculty development approach are described and discussed in Chapters 4-8. Topics include: the preparation of

graduate students for academic positions; career consulting services for faculty; promoting faculty health and wellness; employee (faculty) assistance programs; and, early retirement options. Schuster presents a particularly interesting discussion concerning both the rationale and strategies for implementing preparation programs for prospective professors (Chapter 4). Since most of these individuals are at some time graduate students, the case is made that graduate schools should play a prominent role in preparing them as both teachers and researchers and in socializing them to the values and norms of academic life. Schuster suggests that the only one of these aspects addressed by graduate school is that of research skills. He cites survey results which indicate that graduate students are often poorly equipped to handle the teaching responsibilities given to them while in graduate school. And, he contends that there is little or no guidance for improvement in preparation for the even greater teaching responsibilities of a full-time academic role. He cites the barriers to a more generic socialization process as several, "including doubts (by graduate schools) about both content and method" (p.73). He concedes that "the task of transmitting insights about the nuance-rich academy and about academic careers is not easily accomplished. But that the study of higher education has produced a wealth of relevant material, and that material can be conveyed in useful ways to would-be professors" (p.73).

Specific program examples, selected to reflect the concept of enhanced faculty development, make up chapters 9-15. As would be expected, each of the programs described have in common the focus on personal as well as professional growth. They have also, in a characteristically systematic and holistic manner, developed strong support from all administrative levels of the institution and have involved faculty both in initial and on-going program development. The broad objective of the University of Georgia's program (Chapter 9) is faculty vitality, featuring such activities as an annual faculty renewal conference, noontime seminars and other activities particularly aimed at the personal and professional needs of young faculty, midcareer faculty or late-career faculty. The University of Nebraska's program (Chapter 10), called NUPROF (Professional Renewal of Faculty at the University of Nebraska), is a voluntary program in which faculty elect to follow a sequence that includes attending a Faculty Development Institute and follow-up activities, writing and implementing a growth plan and evaluating the process and the program. Loyola University in Chicago (Chapter 11), has integrated personal and professional growth issues in a variety of group and individual formats, and has placed particular importance on the participation of faculty spouses. Fairleigh Dickinson University (Chapter 12) describes the problem of dropping student

enrolments, especially in the liberal arts and education, and showed how they responded through a process of faculty retraining and early retirement options. Finally, Chapter 13 illustrates how a consortium of colleges, in this case, the twelve member Great Lakes Colleges Association collaborated to promote faculty development.

The basic theme of this book, that the time has come for an enhanced view of faculty development, is based on the argument that there are different conditions existing in American universities than previously existed. The editors and the various chapter authors contend that most faculty development programs are not meeting present needs or are doing so unevenly, in an unsystematic, incomprehensive manner. Schuster identifies several "megatrends" within which present day faculty development programs must operate. Among them are: 1) deteriorating working conditions reflected in the physical setting, lack of support staff and monies, and poorly prepared students; 2) loss of earning power relative to other professional groups; 3) fewer new faculty positions and less mobility between campuses for more established academics; 4) conflicting values and expectations in response to more rigorously imposed academic standards, tighter budgets, the demand for accountability, curriculum development more responsive to the needs of the job market, etc.; and, 5) a "greying" professoriate creating a bi-polar faculty composed of only the young and the old.

It is the view of these writers that if there is awareness of the cited trends and an understanding of the development process common to academic life, then a basis is laid for the planning of an effective faculty development program. In several chapters, reference is made to the developmental stages of the young, midcareer and older faculty member and the diverse program recommendations and practices applicable to each group.

A helpful final chapter focuses on how to build an enhanced faculty development program. General principles are listed, summarizing what has already been discussed in other chapters, and the instrumental program development roles are discussed. Program development is stressed as an evolving process, thus causing the progress toward a comprehensive program to be necessarily on a "one step at a time" basis. Therefore, it is essential that developing programs have a clear view of their philosophy and direction to avoid splintered efforts. Two chapters address the current literature on faculty development; one addressed the research literature in narrative form as well as providing charts which cross-reference topics to authors listed in the second chapter in a traditional bibliographic format.

From this reviewer's perspective, there is very little that can be criticized about this effort. For those who are not familiar with the faculty development

literature, it provides a tremendous synthesis of current thought and practice, whether or not one completely embraces the concept of enhanced faculty development. For those who are more widely read in this area, there will be very little that is new, but the guides to the current literature alone are a valuable resource in a diverse area in which the location of pertinent literature is often difficult. For those already working with faculty development programs that are seemingly incomplete, ineffective or lacking in vitality, this reference provides well-grounded recommendations and strategies for program redevelopment or renewal.

Vandament, William E., *Managing Money in Higher Education: A Guide to the Financial Process and Effective Participation Within It*. Oxford, England: Jossey-Bass, Inc., 1989. Pp1-xix; 1-138. Price: $19.95. Reviewed by H. Ian Macdonald, President Emeritus, Director, York International, and Professor of Public Policy and Economics, York University.

For university administrators, this book should be considered as an anthology of behavioural axioms. If an administrator really needs it, he or she is in trouble! Basically, it appears to be directed at small or new institutions. Any large or established institution that is not already following its guidelines would not have survived either under-funding or the scrutiny of its auditors.

The definition of good financial management, as employed throughout the book, is the pursuit of efficiency in every aspect of organization and operation. The lesson implied on virtually every page is that efficiency cannot be accomplished through a set of administrative directives. Rather, it must be sought out and rigorously pursued in every conceivable way throughout the organization, and is most likely to be attainable from the bottom up. However, as long as organizations consist of people, the scope for inefficiency is infinite. Ironically, this review was written on an aircraft, while flying home from a country where I had been asked to show my passport no fewer than five times between arriving at the terminal and boarding the aircraft - all of that for a foreign visitor leaving the country.

Considerable stress is laid on the importance for good decision-making of relevant, comprehensive, and up-to-date information. Inadequate or inaccurate information can lead to bad decisions, and such decisions, in turn, can offset hard-earned financial savings by leading to misapplication of resources. "The collection and analysis of information, in short, calls for a comprehensive review of the program units' operation and the degree to which it is fulfilling its