

Baron Perman & Lee I. McCann. (1996). *Recruiting good college faculty: Practical advice for a successful search*. Bolton, MA: Anker Publishing Company, Inc.

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Few would disagree that the quality of its faculty is the most critical component of a college or university's reputation. The student experience is affected profoundly by the calibre of teaching and research of its faculty. The significance of the successful selection of faculty to any institution for these reasons (as well as the obvious financial and collegial ones) provides ample incentive for individuals involved in faculty searches to read carefully Perlman and McCann's highly useful work, *Recruiting Good College Faculty Practical Advice for a Successful Search*.

In Part I, *An Educational Context For Recruiting*, Perlman and McCann provide three chapters which discuss the context and ethical guidelines of recruitment as well as the departmental planning required for its successful completion. In Chapter 1, "Recruiting in Higher Education," the authors discuss the importance of sound decision-making in faculty hiring, its complexity and time-consuming nature as well as the many opportunities for costly mistakes. The multiple faculty roles of teaching, research and service are examined in order to initiate a discussion of institutional and departmental expectations of new faculty. The authors provide a checklist, exercise (which describes a scenario with issues related to the discussion) and a bibliography at the conclusion of each of their chapters. Chapter 2, "Ethical Guidelines for Recruiting," opens with an interesting invitation for its readers to remember their experience of being hired. Since the quality of experience has a lasting effect upon individuals, much can be learned by not repeating these mistakes. The chapter begins with the precept that "the goal of any recruitment committee and department is treatment of candidates which is not only ethical, but also decent, fair and honorable" (pp. 13-14). The importance of all involved individuals' awareness of the legal and ethical requirements and the expected professionalism is explained. A discussion of six ethical principles in faculty selection follow: 1. Equal Treatment; 2. Maintain Clarity and Stability of Criteria and Procedures; 3. Maintain Confidentiality; 4. Maintain Honesty And Integrity In Communication; 5. Keep Promises To Candidates and

Institution; 6. Do No Harm. This chapter provides a clear description of principles critical to fair and ethical recruitment in a concise and practical format. Chapter 3, "Planning: Taking Stock and Looking Ahead," is a concise look at departmental planning. A department is asked to assess its strengths, weaknesses, goals and values. This assessment will help to determine its emphasis on teaching and research and curriculum needs and the type of person required to meet its needs.

In Part II, Good Teaching and Scholarship, four chapters discuss the unique nature of a faculty position, the importance of recognizing good teaching, the teaching portfolio and evaluation of scholarly and artistic performance. Chapter 4, "The Unique Nature of Your Position," proposes to review four factors which would assist departments in choosing a person best suited to fulfil the requirements of the position: effective teaching load; nonteaching faculty responsibilities; perceptual issues and departmental and institutional culture. The variables which affect teaching load are enumerated. Research activity must also be defined. The fit between these expectations and the organizational culture and the issue of fit between candidates and the position also have to be discussed candidly. The authors recommend that departmental guidelines for contractual renewal and tenure be agreed to from the very outset. "Recognizing Good Faculty" (Chapter 5) discusses a model of teaching excellence, required interpersonal skills and pedagogical understanding. Practical ways to identify elements of good teaching are also discussed. Questions on a range of topics including: course preparation, classroom work, instructional technologies, and assessing student learning are provided to assist the selection committee in examining candidates' approach to and understanding of good teaching. In Chapter 6, the importance of requesting and assessing "The Teaching Portfolio" is examined. The portfolio must include experience, a teaching statement and course documents. Tables which describe the contents of the teaching portfolio and an evaluation form for portfolios are extremely useful. In "Evaluating Scholarship and Artistic Performance" (Chapter 7), the clear expectations of scholarly or artistic productivity are discussed in terms of quantity, quality and time commitment. In addition, the type of scholarship desired (whether scholarship of discovery, integration, application or teaching) must also be decided. With these judgments made, the committee must then assess the candidates by evaluating the vitae, the research statement, professional work and transcripts.

In the final section Part III, The Search, the nuts and bolts of the organization of the search committee, the development of a pool of candidates, screening candidates, selection of on-campus interviewees and the campus visit are explored in the final five chapters of the book. The opening chapter, "Organizing the Search Committee and Getting Started" (Chapter 8) begins with the prospect of the reader being chosen to chair a recruitment committee. The contents of this chapter do much to alleviate any concerns by providing a blueprint for action. A helpful table of initial tasks for the search committee and a timeline are provided. In Chapter 9, "Developing a Pool of Candidates," a review of the essential determination of the nature and structure of the position (developed earlier) opens the discussion. The development of a selection criteria evaluation form is suggested to ensure agreement on criteria and consistent evaluation. A complete position description and a job announcement must then be written. Advice on recruiting at professional meetings, assessing letters of recommendation and setting deadlines follow. "Screen Candidates and Selecting Semi-Finalists" (Chapter 10) describes appropriate communication with applicants, initial screening and identifying semi-finalists. Hints in reading files, keeping good records and assessing remaining applicants are suggested. Methods to assist in "Identifying Final Candidates and Selecting Campus Visitors" (Chapter 11), such as obtaining additional materials, initial telephone interviews and checking credentials, are discussed. The dual purpose of "The Campus Visit" (Chapter 12) both as an opportunity to gather more information for the final selection and to introduce the academic institution to a potential new member is discussed. A list of information to be sent to candidates prior to the visit as well as practical advice on arranging the visit, scheduling, colloquia, shadowing and the avoidance of improper questions is provided. In "The Search, Hiring, Reopening, or Closing" (Chapter 13), the selection decision-making process is synthesized: criteria focused discussions, assessing complete information and looking for the best fit. Leaving the meeting with a decision and an agreement to offer the position to the candidate is essential. Table 13.1 provides useful advice on the content of a letter of offer. Other search alternatives of continuing, reopening and closing are also discussed. The termination of the search and preparation for the new candidate's arrival concludes the chapter. In "Retaining Your New Hire" (Chapter 14), the reader is reminded that recruitment is not complete when the candidate

accepts the offer. Support programs, collegial interest and successful mentoring are critical to the retention of new faculty. A Help List: Information for New Faculty (Table 14:1) would be a most effective orientation tool for new faculty and mentors.

From the outset, Perlman and McCann propose to provide a practical guidebook for recruiting faculty. They are most successful in their objective by providing clear suggestions, checklists and guiding principles to individuals who will be engaged in this important activity. In addition, the authors also provide a thoughtful and interesting perspective on the assessment of teaching and scholarship. Their emphasis upon the importance of departmental and institutional planning as preparation for hiring is also useful since a clear understanding of expectations for new faculty will assist in their adjustment and integration. The concluding focus on shared collegial, departmental and institutional responsibility in supporting new faculty to assist in their success provides a longer view perspective on recruitment. *Recruiting Good College Faculty* would be a valuable resource on any faculty member's or administrator's bookshelf.



Madeleine Green (Ed.). (1997). *Transforming higher education: Views from leaders around the world*. Phoenix, AZ: American Council on Education and Onyx Press (Pp. xii, 339). Price: \$57.00.

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It is almost a tautology that power is so diffused in universities that its loci are hard to locate. If by "power" is meant the ability to require obedience, then the point is well taken. If, on the other hand, one thinks of power born of persuasion, logical argument and perhaps charisma, then academic leaders with these talents can, in the right circumstances, have a powerful impact on policy formulation in their institutions. In this book, ten such leaders — presidents, rectors, vice-chancellors representing universities and one technical institute in ten countries — write of the major national and international forces for change which are impinging on their countries' higher educational systems. They offer also personal accounts of their successes and failures in guiding the process of academic transformation within their own institutions.