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7-1-1979

# Book Reviews, Summer 1979

# Book Reviews

Lindquist, Jack (Ed.), *Designing Teaching Improvement Programs,*
Pacific Soundings Press, Berkeley, CA, 1978 (paperback).

As an educator apparently interested in professional and/or or-
ganizational development, your answer to the question, "Why should
I read *Designing Teaching Improvement Programs,* edited by Jack
Lindquist?" may be found in the following list:

- Because I (have met, know, like) and usually (agree, disagree)
  with one or more of the authors.

- Because last Thursday I was deputized by my Dean to implement
  a teaching improvement program, and I feel (panicked, stimulated,
  confused, excited, bewildered, challenged).

- Because I've worked in the field for a decade and want to see if, in
  the book, our Center is (ignored, mentioned, praised, criticized).

- Because I've worked in the field for a decade, and I feel (panicked,
  stimulated, confused, excited, bewildered, challenged).

- Because I'm looking for (new ideas to try, old ideas that work,
  new ways to help me look at what I'm doing, a model to use in
  explaining to my family and Dean what I think I'm doing).

- Because (supply your own reason) _____

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*Designing Teaching Improvement Programs* has six things going
for it (in addition, of course, to the authors who wrote it).

The first strength of the book is the creative way in which Jack
and his co-authors have organized it. Jack took the responsibility
for the first two chapters, as well as for the summary chapter at the
end of the book. In his own words, Chapter 1 is meant to "put cur-
rent college teaching improvement programs in a historical per-
spective" by identifying ten different strategies for improving college
teaching. In Chapter 2, Jack attempts to define teaching improve-

ment by focusing on five topic areas which seem to him to provide the information and convictions necessary to determine what is, and what needs, improvement: 1) the nature of the student, 2) the nature of the teacher, 3) the desired learning outcomes, 4) the teaching/ learning process, and 5) the improvement circumstances.

These introductory chapters are than followed by five chapters in which each of the co-authors treats a different arena in which teaching improvement programs may be implemented. Of particular interest and value is the parallel construction used for these five chapters. In Chapter 3, Bill Bergquist discusses programs related to the liberal arts college, and suggests a new way to consider faculty development services depending on the degree of change needed by a particular individual. In Chapter 4, Claude Mathis, discusses university teaching improvement programs. In Chapter 5, Chester Case, looks at the issue in the context of staff development for the community college.

In Chapter 6, Thomas Clark discusses teaching improvement in the context of the non-traditional setting, and identifies individual student differences which should guide teaching improvement efforts in all situations. In Chapter 7, Lance Buhl, discusses professional development in the interinstitutional setting, and presents his "conditions for effective teaching" model, which he sees as particularly appropriate when the goal is substantial improvement in teaching across the institution. The book concludes with appropriate appendices, bibliography, and a project list.

The second strength of *Designing Teaching Improvement Programs* is the density of the content of the book. For me, a mark of quality in a book of this type is what I refer to as "density"—the number of ideas, concepts, and examples per page. The experience and expertise of the authors is clearly evidenced throughout the book in the form of conceptual models for understanding, designs for planning, strategies for implementation, methods for evaluation, sources for funding, and reference after reference to the experiences of specific individuals at real colleges who have been involved in the front lines of teaching improvement.

The third strength of the book is the effectiveness of the editing. Jack Lindquist, Jennifer Grimes and other individuals involved in the creation and preparation of this volume deserve a great deal of credit for producing a book that is both substantive and *readable*. So often in the preparation of a volume involving more than one

author, a great deal of unevenness in the writing exists. Such is not the case in this instance. Without taking away anything from my friends, the authors, the book has a degree of continuity and flow that can only be the result of careful and thorough editing.

The fourth strength of *Designing Teaching Improvement Programs* is its usefulness as a linkage device. One of the most difficult tasks in an emerging area such as professional and organizational development is that of identifying the appropriate networks of individuals and organizations. Conceived by Jack and his co-authors as a sourcebook and supported by the W. K. Kellogg Foundation, the book succeeds brilliantly as a dissemination strategy for innovation in higher education. In addition to the many references and examples contained in the eight chapters, the four appendices in the back of the book, which provide references to selected teaching improvement programs in different settings, provide a brief introduction to dozens of programs across the United States. The bibliography, with its unique project list at the end, provides the reader with his or her first acquisitions list, as well as two dozen projects which may warrant further investigation.

The fifth strength of the book is the obvious investment which each of the authors has in the subject of teaching improvement. This investment becomes clear as we see the evidence of their involvement over time in this area, as well as the care which they give to the presentation of their ideas and concepts. All of the authors manifest a substantial investment in teaching improvement in two ways: first, they've all been at it for quite awhile, and second, they all have a deep commitment to the importance of teaching improvement.

The sixth strength of *Designing Teaching Improvement Programs* is the basic assumptions about the purpose of teaching improvement which emerge in Chapter 8 as a set of twenty propositions . . . and which are reflected throughout the document.

In summary, if you agree that "a central purpose of teaching improvement programs should be effectively to meet the learning needs of each student," then you probably have the best reason of all for reading, and valuing, as I did, *Designing Teaching Improvement Programs*. Thanks, guys, for your succesful effort.

Oh, one final question: "Why were there no women co-authors? Oh, well. . . .

BERT R. BILES

SHTOGREN, JOHN A. (Ed.). *Administrative Development in Higher Education.* Higher Education Leadership and Management Society: Richmond, Virginia, 1978.

Administrative development is the catch phrase for funding this year. Now that we have pushed faculty to new heights of excellence, how can administrators be encouraged to follow: Shtogren's little book suggests a number of programs and projects being used across the country with an emphasis on locally initiated, on-going approaches. Although I have an intuitive feeling that many excellent ideas lie buried in this collection of essays, I had a difficult time unearthing them. There is no pattern in the arrangement of articles. Topics do not progress from simple to complex, from local to national, from theory to application. Comments on department chairpersons are juxtaposed with the description of programs for admissions staff or executive teams. The articles share no common framework nor do they address any common audience. I was not sure if the purpose of the collection was to sell development to administrators, to assist planners in program implementation, or to inform faculty development directors of ways in which to expand—or expend—their resources? One further factor frustrated me in reading this volume—in many cases, I felt I was being "sold" a particular approach, with the emphasis being placed on the "growthful" consequences of the project described. I was hungry, instead, for more than glowing description. I wanted to know what the drawbacks were of proposed approaches. In what situations might a specific development program be more or less useful? What types of personnel would be required to carry it out? What level of funding and time would be required for success?

Three essays deviate appreciably from this norm. The most useful overview of the field of organizational development is provided by Grasha and Boyer in "Theoretical Issues and Practical Strategies." In this essay the authors answer three questions about administrative development based on their experience at the University of Cincinnati: "Is administrative development necessary and what persons should it serve?," "What are the constraints that affect administrative development?," and "What are viable strategies?" The answer to this last question includes the description of five intervention strategies ranging from the provision of written materials to long term consultation with individual administrators or unit mem-

bers. The purpose, content and projected outcome of each strategy is delineated and conditions for implementation suggested. Also worth consideration are John Shtogren's reflections on the successes and failures of a program entitled "Facilitating Faculty Development Through Department Chairpersons." He honestly analyzes the failures encountered in the program while pointing ahead to lessons learned for future attempts. He makes specific recommendations about objectives, activities, topics, motivating factors and organizational support. A third article, this one by Joan North and Greg Markovich, delineates lessons learned in working with administrative officers on a number of CASC campuses. In this article I became aware for the first time that administrative development involves significantly more than holding workshops on decision-making, conflict management, and team building. The authors propose a "planning process" designed to eliminate many of the "basic pitfalls" that they have encountered:

> "the frustration of false expectations, the problem of fully integrating a program into the life of the college community, the challenge of maintaining momentum over extended periods of time, and the inability to secure or maintain administrative support."

Whatever effort one may undertake, close attention to these issues via a systematic planning process may well ease the road to successful appreciation.

In spite of my general frustration with the lack of linkage between articles, the reading did introduce me to a number of program possibilities in the area of administrative development. It was interesting to read about the case of a community college president, a past OD consultant, who could not implement his style of participative management and to consider Carol Zion's suggestions on the role of a chairperson as a counseling or consulting agent. Lindquist, in an excellent final chapter, summarizes what does and does not work as revealed in the included essays. His conclusions should assist planners and administrators in deciding shall we? If so, how? and where? Perhaps this chapter should be read first with forays into earlier chapters for purposes of exploring general themes and principles presented by Jack.

LUANN WILKERSON