



# BRIEFLY NOTED


 **Improving College Teaching**, by Maryellen Weimer. Jossey-Bass, Inc. Publishers, 350 Sansome Street, San Francisco, California 94104.

More and more colleges and universities are becoming concerned with the improvement of teaching; but while faculty are encouraged to improve their knowledge of subject matter, they are seldom given incentives or guidance toward improving their pedagogical skills. In this 200+ page volume, the editor of *The Teaching Professor* presents ten chapters toward that end.

The book is divided into three sections: Part One: Removing Barriers to Teaching Improvement; Part Two: Key Elements of Successful Instructional Development; and Part Three: Institu-

tional Options for Improving College Teaching.


Weimer discusses techniques for improving instruction at the departmental level and offers specific guidelines for forming and conducting panel discussions on instructional issues, instituting quality control circles, and developing other departmental level improvements. Additionally, she lends her strong advocacy for supporting professors, at the instructional level, in their efforts to improve their instructional effectiveness. 


 **Education Without Compromise**, by William D. Schaefer, Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, California 94104.

In such a small volume, the subtitle, "From Chaos to Coherence in Higher Education," may seem more than a bit ambitious. Still, this work deals with the growing concern in this country over the public perception that many


college graduates cannot write coherently, think critically, or deal meaningfully with great issues of our age.

Schaefer writes from the point of view of one who has been (and is again) a professor of English and an executive vice-chancellor at the University of California. He adds his voice to what is now a mighty chorus of critics who decry the "publish or perish" reward system, particularly in the humanities. His point that this system has "robbed students of their professors' time and energy" is not a new one, but is perhaps worth saying again (and again, and again) until the message is copied by our profession.

This little volume could be read in one sitting, and while there is perhaps little new information to be gleaned, it is, at the very least, a useful work for helping organize ideas and map strategies to combat the problem. 

 **Enhancing Faculty Careers**, by Jack H. Schuster, Daniel W. Wheeler, and Associates, Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, California 94104.

This is a book whose primary audience is, no doubt, academic administrators, faculty development officers, department chairs, etc., but specific portions may also be useful reading for faculty members at various phases of their careers. For example, two or three chapters are directed specifically at the mid-career professor. One chapter discusses early retirement options. There is even a chapter entitled "Fostering Professional, Personal, and Family Growth."

Since the fourteen chapters are really a series of related articles rather than interdependent parts, this volume lends itself to selective sampling, rather than cover-to-cover reading. It answers the faculty member's question, "What is faculty development?" and may give the reader some sense of the possibility of designing a coherent sequence for his/her career. There is much good material useful to the institution in helping faculty progress through the various career phases with a sense of continuing growth, professional and institutional loyalty, and self-fulfillment. 

*Editor's Note: All materials reviewed in this publication are available from the Center for Excellence in Teaching and Learning, Rooms 472-473 in the Library.*

# REACHING THROUGH TEACHING

Please share with us your ideas about teaching and the exciting strategies you use for making your classrooms successful. Our next **deadline for submissions is October 1, 1990**. Please send all articles, typed double-spaced, to Don Forrester in THE CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL).

Giving guidance and vision to CETL is a Faculty Development Committee including the following:

Marie Bremmer	—Assistant Professor of Nursing
Bowman Davis	—Professor of Biology
Jackie Givens	—Coordinator of Sponsored Programs
Eleanor Hilty	—Assistant Professor of Education
Linda Hodges	—Associate Professor of Chemistry
Eugene Huck	—Distinguished Professor of History and International Affairs
Patricia Reggio	—Associate Professor of Chemistry
Edwin Rugg	—Vice President for Academic Affairs
Donald Sabbarese	—Assistant Professor of Economics



Don Forrester	—Editor
Lynn Moss	—Secretary
Jeanne Sperry	—Designer
M. Lynch Allison	—Production Artist

COST \$1,050  
COPIES 500

Kennesaw State College, a Senior College of the University System of Georgia, is an affirmative action/equal educational and employment opportunity institution.