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Deininger and Orbelinas' "Leadership in theological education: Volume 3: Foundations for faculty development" (book review)

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Book Reviews

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This is the third in a 3-volume series, *Leadership in Theological Education*, developed by the International Council for Evangelical Theological Education (ICETE). As such, the appropriate audience would be those who are involved in leadership at an international, evangelical institution of higher learning—though many of the book's observations are universally applicable in any educational setting. Volume 1 describes *Foundations for Academic Leadership*; and volume 2 discusses *Foundations for Curriculum Design*. As those in leadership have a growing responsibility to ensure that faculty are prepared for their multifaceted role in the institution, this volume is intended to discuss theoretically and practically how faculty development promotes excellence in the faculty who teach, mentor, and lead their students.

The volume is broken into three sections: Foundational Considerations for Faculty Development (3 chs.), Practical Ways in Faculty Development (3 chs.), and Strategic Processes in Faculty Development (4 chs.). These sections balance introductory concepts and theories about faculty development with practical ways of implementing processes. The 10 chapters are written by 10 authors who have all been involved in some way in international missions and/or education. Each is academically and experientially qualified to speak to the topic of his/her respective chapter(s). Each chapter concludes with (1) a section entitled "Reflection and Action Points," which consists of question for further discussion and/or exercises to guide curricular reform within institutions and (2) a bibliographical listing of resources recommended for further study on the chapter's topic.

Academic leaders will find this volume extremely helpful. Many will find that the faculty development opportunities they experienced as junior faculty members are not necessarily the best practices implemented by today's institutions. This book will help them understand the rationale for these changes in development practices as well as their role in promoting such a culture. This work will also benefit a school's collection of works on education, pedagogy, and academic leadership.

Reviewer
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