

acceptance across racial/ethnic groups” (p. 289). The diversity efforts on college campuses, according to Cole, rarely take into consideration the differences between and within groups, based on gender, religion, socioeconomic status, and LGBT issues. Hence, “creating a context where all students are challenged to consider how they may expand their perceptions of race/ethnicity as complicated by within group differences often goes overlooked” (p. 289).

Other thoughtful pieces in the concluding section address transformational challenges facing senior and mid-level Student Affairs leaders who perennially seek to improve the campus climate for all learners. Indeed, the editors of this volume have succeeded in coming out with a remarkably rich book that gives a very vivid portrayal of the complexity of diversity in higher education. The book is well-written, well-scoped and sequenced, and very well balanced in its content. Each chapter incorporates thought provoking discussion questions, a list of recommended readings, a background on the hypothetical institutions in question, the status of diversity, the cultural climate, the players in the controversy, and the options. In short, this is an excellent training manual for Student Affairs practitioners, administrators, faculty, students, and policy-makers who have moved beyond the level of discussing the need for viable solutions to improving the climate for diversity in higher education and are ready to take action. ♣

Burgan, Mary (2006). *What Ever Happened to the Faculty? Drift and Decision in Higher Education*. Baltimore: The Johns Hopkins University Press. Pages: 208. Price: 38.00 USD (hardcover).

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What a delightful surprise. Other (Canadian) books of this genre that I have read over the past few years have been heavy with left-wing ideology and rhetoric. Their arguments essentially have boiled down to the following: University autonomy and academic freedom, good! Corporate influence, bad! Grunt! This (American) book presents a much more moderate, even-handed, even nuanced approach to the subject matter. University autonomy and academic freedom are still good and corporate influence is still bad, but in the end, the author recognizes that although outside influences are an important source of concern, rank-and-file members of the academy must engage in some good, old-fashioned self-criticism and recognize that we, ourselves, are also a large part of the problem. In other words, we must take some responsibility for the situation, instead of always blaming others, and do what we can to make a difference from within the academy: faculty members must become engaged in the governance of their institutions. Even an unrepentant person of the moderate right, such as myself, could read this book and appreciate its arguments without feeling unduly agitated, uncomfortable, or embarrassed for the author.

The moderate and more balanced approach likely stems from the author's broad experience over many years: professor, department head, associate dean, and chair of the faculty council, as well as 10 years as general secretary of the American Association of University Professors (AAUP). Currently, she is professor emerita of English at Indiana University – Bloomington. The result of her experience seems to be an unusual ability to understand and to articulate fairly the views of, and the constraints experienced by, both faculty and administration. Indeed, she calls for faculty and administration to find some common ground and work together in an atmosphere of civility, if not mutual respect.

The various chapters deal with virtually all of the “hot button” issues of the last 30 years, beginning in chapter one with an examination of the skewing of priorities and the distortions that unquestioned expansion of a university can bring. This has been a sensitive issue at my university because we made a decision a few years ago to expand, but not at the rapid rate that the provincial government's funding formula was designed to encourage. We have suffered financially as a result since, and expect to continue doing so.

Other chapters deal with the pedagogy reform movement; the curriculum reform movement; distance learning and the proper use of on-line instruction as an enhancement of, rather than as a replacement for face-to-face teaching; our fixation with research acclaim and the ironic, negative effect this can have on teaching at the same time that we make claims about the important symbiosis of teaching and research; a complex of issues plaguing the sciences including but not limited to the effects of partnerships with industry and threats to the public credibility of science from the ever-present conservative bogeymen. Also, there is a chapter dealing with tenure and academic freedom and the increasing threat to tenure from part-time, non-tenured faculty. The latter issue is sensitive for me personally, because my “day job” is keeping our Bachelor of Education program running and, given the current funding levels and budget, it cannot be done without part-time, sessional adjunct instructors.

The central issue, in terms of both its placement in the book and its connection to the book's title, is a discussion of university governance. This is where the central theme really comes out: the need to re-engage faculty members in the governance processes of the university in meaningful ways. The author envisions a past golden age when faculty members *were* the university and were engaged in its governing processes. She hopes to restore faculty to their rightful place and outlines three different governance approaches from which a university might choose in order to do this, depending upon its individual circumstances. It is a useful, thoughtful discussion, though I am not so sure there ever was such a golden age.

The typical chapter introduces an issue, provides a reasonably balanced but brief history of the debate surrounding the issue over the last 30 to 40 years, discusses various aspects of the issue, then concludes with a suggested direction. The final chapter includes five thumb-nail case histories with brief analyses that involve many, if not most, of the issues discussed in the book.

These cases and their analyses help to tie the book together and the guidelines derived from them provide suggestions as to some steps we can take to move toward a more faculty-involved institution. The author is careful to state that these suggestions should not be regarded as panaceas – they are simply starting points.

I liked this book because it provides a catalogue of many of the main issues that we have struggled with during my 30 years (to date) in the academy. The historical summaries of the competing arguments for each issue provided a framework for me to think, organize, and put into perspective much of my experience as a professor, minor administrator, and faculty association officer. Persons new to the professoriate might find the book useful as a means to contextualize and understand these on-going issues, many of which are still warm, if not still hot, as they begin their careers. Faculty members might find the book useful as a means of understanding the kinds of pressures administrators are working under, and administrators might find it useful to help them understand the faculty point of view.

This book is a worthwhile read. It is enhanced by a sophisticated, yet playful jacket illustration. ♣