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## What Ever Happened to the Faculty?: Drift and Decision in Higher Education (review)

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## Book Reviews

**Mary Burgan.** *What Ever Happened to the Faculty?: Drift and Decision in Higher Education.* Baltimore: Johns Hopkins University Press, 2006. 238 pp. Cloth: \$38.00. ISBN 0-80180-8461-6.

REVIEWED BY PHILIP G. ALTBACH, MONAN PROFESSOR AND DIRECTOR, CENTER FOR INTERNATIONAL HIGHER EDUCATION, BOSTON COLLEGE

A series of essays united by the broad theme of the faculty's role in American higher education, this book combines personal experience with analysis. Mary Burgan, professor emerita of English at Indiana University and former general secretary of the American Association of University Professors, writes with long experience in academe.

Burgan's stance is quite critical of many of the trends in American higher education, including much of the distance education movement, the for-profits and the marketization of many aspects of higher education, the "winner take all" trends in faculty rewards and hiring, the attacks on tenure, and others. She is particularly concerned with the deleterious effects of these trends on the academic profession—the overarching concern of the book. Burgan is a traditional liberal and her perspectives reflect the overall approach of the AAUP. Given the domination of much of the debate on higher education by the perspectives reflected in the Spellings Commission report, it is heartening to have an alternative voice.

Burgan's point of departure is, indeed, to defend traditional faculty values and to argue that much of the current criticism of academe is exaggerated, although she does present a generally balanced picture. She is critical of what she sees as a faculty "buy-in" to an increasingly competitive atmosphere on campus and to an overemphasis on research. She harks back to what she sees as a period of community on campus—a time when

the faculty itself was more unified and when "shared governance" was the guiding principle of university management.

*What Ever Happened to the Faculty?* focuses on some central themes. Burgan is a defender of the traditional liberal arts curriculum and, in a chapter on the curriculum, spends most of her time criticizing conservative commentators who have claimed that the curriculum has a politically liberal bias. She is also critical of the "managerialism" of university administration and argues that shared governance is a better approach: It keeps the faculty engaged in the problems that universities and colleges face rather than increasingly being spectators.

A thoughtful chapter concerning online education critiques this new trend. Burgan argues that online instruction often removes any sense of community from the teaching-learning process, and she wonders about the quality of much of it. She points out that much money has been spent on less than successful online ventures and is uneasy about accreditors for so quickly and uncritically approving programs of all kinds without careful evaluation. She also points out the profit motive of many online ventures—not only of the for-profits that have been active in this field but also of some traditional universities that offer online degrees.

Several chapters focus on traditional faculty issues—academic freedom, academic competition, and the growing number of part-time faculty. The issues discussed here—including a growing emphasis on "superstar" faculty while ignoring the rest, the commercialization of scientific research, and the tenure debate—have been discussed to some extent in the literature, but it is useful to have these issues brought together in a fairly comprehensive way. The book concludes with several positive case studies of colleges and universities that have put into place policies and practices showing

that academic institutions can work effectively and still respect traditional academic values.

*What Ever Happened to the Faculty?* is well written. Burgan writes with conviction and marshals a good deal of evidence to support her arguments. She also draws from her own long career in teaching and with the AAUP. The book is more of a series of essays than a closely argued, research-driven analysis. Many of these themes are more thoroughly analyzed in Jack Schuster and Martin Finkelstein's *The American Faculty* (2006). Burgan provides a nuanced liberal defense of American higher education and a critique of some of the arguments of the conservatives. But at the end, there is little new analysis here. The benefit of the book is its bringing together of key themes in the current debate and providing a spirited discussion.

#### REFERENCE

Schuster, J., & Finkelstein M. (2006). *The American faculty: The restructuring of academic work and careers*. Baltimore: Johns Hopkins University Press.

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**Susan R. Komives, Nance Lucas, and Timothy R. McMahon. *Exploring Leadership: For College Students Who Want to Make a Difference* (2nd ed.). San Francisco: Jossey-Bass, 2007. 512 pp. Paper: \$30.00. ISBN: 0-7879-8213-X.**

REVIEWED BY ELLEN M. BROID, ASSOCIATE PROFESSOR, HIGHER EDUCATION AND STUDENT AFFAIRS, BOWLING GREEN STATE UNIVERSITY

The primary goal of *Exploring Leadership: For College Students Who Want to Make a Difference*, written by Susan R. Komives, Nance Lucas, and Timothy McMahon, is to help undergraduate students develop their own philosophy and practice of leadership. The authors define leadership as "a relational and ethical process of people together attempting to accomplish positive change" (p. ix) and, as such, do not limit their audience to those in positional leadership roles.

Chapters follow a common format, opening with a brief story about students that illustrates the chapter's focus, then moving into a chapter overview. Each chapter mixes quotations from student leaders, theories from a broad range of disciplines, examples from college campuses and student organizations, and numerous charts and lists that will aid visual learners. Each ends with a summary of key ideas, an overview of the next chapter, discussion questions, and a brief list of additional readings.

The first three chapters form the theoretical grounding of the book, although examples set on campuses and in students' experiences make the theories clear and relevant. Chapter 2, "The Changing Nature of Leadership," presents an overview of both classic and contemporary theories of leadership and leaders. Reciprocal leadership theories and chaos theory receive considerable attention.

The third chapter covers the authors' "Relational Leadership Model" and details the five primary characteristics of effective leadership: It is purposeful, inclusive, empowering, ethical, and process oriented. This model serves as the guiding framework for the text as a whole, and the concepts and models covered in subsequent chapters are explained in light of the five principles of the relational leadership model.

The second portion of the book focuses on how individual and group identities influence leadership. The fourth chapter covers understanding oneself, with a primary focus on knowing one's ethics, values, self-concept, self-confidence, personality type, and the influence of one's social identities. Chapter 5 addresses the influence of social identities on leadership and groups. The authors do not essentialize identity. Rather they explore how socialization and expectations influence behaviors, examine the influence of gender, race, nationality, and privilege, and investigate how those differences manifest in verbal and nonverbal communication, conflict resolution, and decision-making. The final chapter in this section addresses leaders' ethical dilemmas, how to start discussions about moral issues, and questions to consider in resolving ethical dilemmas.

The third section contains chapters focused on the contexts in which leaders create change (teams and groups, organizations, and communities) and a chapter on sustaining purpose and passion. These chapters cover a variety of theories explaining the development of these settings, and how members interact in them. Aspects of the relational leadership model are highlighted in each chapter; and while theories and examples are drawn from a variety of literature bases, enough examples are set within student organizations and other settings in which students hold leadership roles to make the examples clear and relevant to the primary audience.

The fourth portion of the book addresses change directly—understanding it, shaping it, and dealing with its repercussions. Chapter 11 explains individuals' resistance to change and offers models of successful change. Chapter 12 covers strategies for creating change, including beliefs and characteristics of change agents; a detailed discussion of the social change model and its relationship to the relational leadership model;