

assessment activities across the college or university. Faculty members often prefer course-embedded assessments to determine if their students are meeting the expectations of their academic programs, and Wehlburg provides a balanced discussion of the advantages and challenges associated with authentic assessments used to gather information about student learning.

She also devotes a chapter to exploring how assessment can be used to support ongoing accreditation and accountability efforts. The discussion of regional accreditors is helpful but lacking is a review of professional accrediting organizations and their influence on assessment.

The book concludes with a focus on the future of transformation and assessment's continuing importance. Wehlburg highlights the need for increased accountability so that valid comparisons can be made among colleges and universities. According to the author, this accountability mandates using such commercially developed instruments as the National Survey of Student Engagement or the Collegiate Learning Assessment (CLA). Thanks to changes in technology, many more students can now take assessments like the CLA online rather than using the traditional paper version. She also calls for more attention on assessing students' skills in teamwork and working collaboratively with others.

Promoting Integrated and Transformative Assessment is valuable for practitioners and even beginning graduate students who want a broad overview of the assessment cycle. The author provides a well-articulated description of the ideal assessment cycle and a solid review of key issues that administrators must consider in deciding how to support assessment efforts. The book's major limitation is that it does not provide in-depth descriptions of assessment practices, describe a variety of strategies for overcoming significant challenges, or explore how institutions can actually fully utilize assessment information to revise curricula, teaching practices, or student affairs. However, it offers a thoughtful discussion of the assessment cycle and its linkages with institutional effectiveness, making a strong case for integrating assessment with institutional effectiveness efforts.

This book provides a view of assessment that calls for a transformation of teaching and learning. Transformative assessment is crucial today, and Wehlburg moves the discussion forward by expressing some assessment ideals that faculty, staff, and administrators could more fully use to improve student learning and development.

Donald E. Heller and Madeleine B. D'Ambrosio. *Generational Shockwaves and the Implications for Higher Education*. Cheltenham, England: Edward Elgar, 2009. 191 pp. Cloth: \$100. ISBN-13: 978-1848440494.

REVIEWED BY REYNOL JUNCO, ASSOCIATE PROFESSOR, LOCK HAVEN UNIVERSITY, LOCK HAVEN, PENNSYLVANIA

Generational Shockwaves and the Implications for Higher Education is part of the TIAA-CREF Institute Series and contains the proceedings of a conference by the same name held in November 2007. The chapters in this volume include a variety of elements such as reviews of sessions by an observer, original manuscripts by conference session leaders, and reports of audience participation. The contributors are faculty, administrators, and researchers in higher education who have researched the effects of generational differences on higher education. This volume is unique in that it reviews research, theories, and best practices in working with students and faculty from different generations.

In Chapter 1, Neil Howe, William Strauss, and Reena Nadler examine generations in the United States starting with the G.I. Generation (born 1901–1924) and ending with the Millennial Generation (born since 1982). For readers unfamiliar with Howe and Strauss's work, this chapter is a great primer on their theories of generational differences. They describe the typical "peer personality" of each generation—cautioning, however, that stereotyping within a generation misses a great deal of richness and extensive intragenerational variability.

As a follow-up in Chapter 2, Bruce Johnstone asks whether using generational labels is helpful and emphasizes that, no matter what their generation, we must know our students individually to respond appropriately to their needs.

Chapter 3 reviews the results of a panel of college presidents and administrators who discussed how they have accommodated Generation X faculty. From data presented in this chapter and throughout the book, it is clear that Generation X faculty have needs for work/life balance that contrast starkly with the needs and views of the Boomer Generation (their older faculty and administration colleagues). While the Boomer Generation focused on getting ahead in work to the exclusion of family life, Generation X faculty are interested in spending more time with family and feel that they don't need to be "around all the time" to be productive. The presidents and administrators on the panel discussed ways in which their respective universities have responded to these needs.

Cathy Trower also discusses the characteristics of Generation X faculty in Chapter 4 and how those characteristics relate to the faculty environment. Of particular interest was her idea that Generation X faculty are much more concerned about quality when evaluating academic accomplishments. For example, Generation X faculty focus on the quality of their research versus how many papers they have published as a measure of success. Additionally, Generation X faculty, unlike their older colleagues, are interested in a flexible workplace that does not require them to keep regular 9-to-5 office hours.

Chapter 5 reported a panel discussion delineating the heterogeneous characteristics of Millennials and how institutions can address them. In Chapter 6, Kenneth Redd discussed significant changes in college enrollment over the last 30 years: More qualified students are applying than ever before, college costs have increased 40% in inflation-adjusted prices over the last decade while the inflation-adjusted incomes of those who attend college have risen only 7% in the last 15 years, and significant gaps continue in attendance between Whites and those from racial and ethnic minority backgrounds.

Chapter 7 is a literature review of historical reasons that people have chosen faculty careers. In the last 50 years, research on academic careers has shown that people who become professors exhibit special academic interests early on, find one position and stay there, and have only their academic career. Author Martin Finkelstein, however, cited more recent research that shows a divergence from this profile on the part of newer faculty. For instance, newer professors are more likely to move around, seeking opportunities at more prestigious institutions.

Martin Finkelstein reviewed interesting research by Mason and Goulden (2002, 2004) on Generation X, who found that pretenure parenthood exacted a "price" from women but not from men. The past 35 years have seen a substantial increase in female, minority, and international faculty. For instance, in 1969, four out of five faculty were men; and by the early 2000s, that number had shrunk to three out of five. Finally, he makes the points that the academic workforce has shifted from mostly tenured/tenurable lines to a higher proportion of fixed-term appointments and that demand and supply for faculty positions is shrinking.

Chapter 8 by Carol Cartwright reviews the Boomer Generation's need for involvement in their peri-retirement and postretirement years that will shape higher education institutions in the near future. Boomer alumni will be much more interested in contributing their time (rather than their wealth) once they retire. Furthermore,

because Boomers tend to distrust institutions and may not value higher education institutions as a public good, Cartwright foresees some challenges with governmental support of higher education.

Two additional chapters focusing on the Boomers discussed the relatively large size of the generation because of the "fertility splurge" after the world wars and decline in fertility rates for Generation X and the Net Generation. Karen Steinberg, Phyllis Snyder, and Rebecca Klein-Collins speculate that an alarming "talent crunch" is expected when Boomer faculty and administrators retire. In Chapter 9, Steinberg et al. explain why higher education institutions are now more worried about recruiting replacements and keeping talent. Boomer retirees will want "encore careers" because of their need to stay active, and institutions will need to identify ways to involve them. To help in this planning, these authors suggest that institutions follow the suggestions of the Council for Adult and Experiential Learning Principles of Effectiveness for Serving Adult Learners: outreach, life and career planning, financing, assessment of learning outcomes, teaching-learning process, student support systems, technology, and strategic partnerships for career transitions.

Chapter 11 reviewed breakout sessions moderated by three different attendees. Some common themes included supporting newer faculty, retirement issues and how to handle them, and financial issues related to changes in institutional demographics. Lastly, F. King Alexander in Chapter 12 discussed recommendations for the creation of public policy that will help support educational institutions well into the next generation of learners. Alexander supports the creation of "cost of attendance allowances" and "state maintenance of effort" legislation to provide support for public higher education.

Overall, this is an impressive volume with a great deal of information about generational shifts in higher education and the policies and procedures needed to support the next generation of students, administrators, and faculty. It is a helpful resource for administrators who are interested in examining intergenerational best practices on their campuses and can serve as a springboard for conversations about the importance of programs, services, and HR benefits to support both students and faculty of different generations.

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Mario Martinez and Mimi Wolverson. *Innovative Strategy Making in Higher Education*. Charlotte, NC: Information Age Publishing, 2009. 180 pp. Paper: \$45.99. ISBN-13: 978-1607520498.

REVIEWED BY ADRIANNA KEZAR, ASSOCIATE PROFESSOR, UNIVERSITY OF SOUTHERN CALIFORNIA

Innovative Strategy Making in Higher Education is an excellent primer for understanding how notions about strategy have changed in the last 30 years. Perhaps the big question is: Does higher education need strategy and, if so, what kind? But before we get into that question, more about the book.

Martinez and Wolverson provide an excellent overview of the strategy literature showing its progression from strategic planning to competitive analysis and innovation. Business and industry have moved much further along in their concepts of strategy and now focus on strategic planning. The authors are concerned that campuses are not doing any competitive analysis or innovative strategy-making; instead, they are mired in old-school strategic planning processes with mixed results.

In competitive analysis, an organization looks at its competitors in the industry, examining the competitive strategies and planning that give some organizations an advantage over others. The authors describe how strategy can create innovation on campuses through such processes as strategic canvassing, innovative entrepreneurialism, and innovative competitiveness. Essentially, they argue, colleges and universities need to examine possible innovations that will create a unique strategy that will make them more competitive.

After a very compelling introduction to strategy making, Martinez and Wolverson describe the process of strategic planning, including not only its benefits but also some of its pitfalls: for example, its lengthy process, wasting many human resources, the resistance that results from the required commitment, the organization's inability to respond rapidly to changes in the environment, and the fact that the results can end up being very generic and unstrategic.

A great strength of the book is its detailed case studies and examples. For example, Chapter 3 describes strategic planning processes that have worked well and others that worked less well. Practitioners will find particularly helpful the level of detail provided about how to conduct a SWOT analysis (strengths, weaknesses, opportunities, and threats), or how to create goals and objectives.

Martinez and Wolverson make a case in Chapters 4–5 that strategy is of increasing importance to higher education as an industry. While I was not convinced by their argument, I found the discussion well written and interesting.

In Chapter 6, they describe how organizations that seek competitive advantage employ cost leadership, differentiation, and focus to create a competitive advantage. Chapter 7 provides helpful examples on strategy canvassing in which organizations compare themselves to the entire industry in terms of certain competitive factors—parking, price, accessibility, convenient class times, and the like.

The idea that strategy processes can actually create change in higher education is quite appealing. But as a scholar of change, I find this assertion naive. In fact, studies of strategic planning demonstrate that these processes alone hardly ever create meaningful change—which the authors concede. Studies of change suggest that rational planning processes are only a small part of what creates change. Instead, leaders need to appeal to organizational norms and values, create processes to foster a shared sense of urgency and an understanding of the change, develop earning processes that help people perform their work differently, and a host of other assorted issues.

I also worry about the type of changes that innovative strategy making might cause. For example, strategy making might well suggest increasing the cost of higher education because students will think a more expensive education is better quality. Is that really the best decision for higher education? If cost-cutting is necessary to draw in more students but negatively impacts the program's quality, is that decision the best decision? Should institutions be focused more on branding than on the quality of the teaching and learning environment? These kinds of questions worry me as I think about the types of change encouraged by innovative strategy making.

Chapter 9 provides some ideas for innovation that seem more aligned with how higher education might want to engage in strategy making. For example, Lane Community College, in Eugene, Oregon, embraced a green initiative; Evergreen State College, Olympia, Washington, established interdisciplinary programs, and Colorado State University in Fort Collins focused on technology transfer projects. The authors show how these schools attract students and are more successful because their innovations have created a niche.

Martinez and Wolverson seem chagrined that American higher education is remarkably stable in contrast to the constant flux that characterizes business and industry. They suggest in Chapter 4 that higher education has moved into an era of global postsecondary education and training where strategy and change are essential in ward-