

(p. 55). He connected the role of orientation through academic and social integration to facilitating student success. The intended outcome became academic success for students and good retention/graduation rates for colleges and universities.

Part two focused on clients served by orientation. Authors made the case for special programming with some student groups (e.g., students of color, athletes, international students, honors students, students with disabilities, commuting students, nontraditional students). A chapter was devoted to the importance that the family has on student success and a rationale was presented for expanding the orientation audience to include family members.

A client group not mentioned in the monograph was campus constituents. Orientation has dual roles of introducing the campus to the student and introducing the student to the campus. Through participation in orientation programs many faculty and staff become acquainted with the incoming class. Some orientation programs provide data and/or programs that help campus staff prepare for the new group of students. The monograph would have been strengthened by addressing this issue.

One chapter and an appendix are devoted to the importance of evaluating and assessing orientation programs. The authors addressed which aspects of the program should be evaluated, who, how, and when the program should be evaluated, and how the results should be disseminated. The standards for assessing orientation programs, as prepared by the Council for the Advancement of Standards (CAS) in Higher Education, were provided. The inclusion of these standards helps orientation professionals be aware of the 13 major program components that need assessment in orientation programs.

This book provides the foundation for the role of orientation in higher education, an overview of how to provide programming to meet various needs of client groups, and helps orientation professionals learn how to assess the impact of the program. The book will serve as a valuable resource for those individuals charged with helping incoming students make a successful transition to college or university.

Governance in Higher Education: The University in a State of Flux

By Werner Hirsch and Luc Weber
London, Economica, 204 pp., 2001

Reviewed by **Pelema I. Morrice**
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Governance has become a major issue for colleges and universities in the past decade, as state legislatures compete for institutional control with private donors and

alternative revenue producing streams. Private companies, governing agencies, and governmental branches have all been the target of America's disdain. These repeated and flagrant abuses of power have once again shined the spotlight on the problem of how organizations govern themselves. Governance is key to the overall success and long term viability of any organization. In the case of higher education, proper and effective governance can affect the university, its students, the community, and the nation as a whole.

Universities across the country are concerned with governance and how the vested legal authority of higher education can direct institutional priorities. *Governance in Higher Education: The University in a State of Flux* is an excellent addition to this national conversation about governance. The text is a compilation of chapters authored by various individuals throughout higher education. Professors, chancellors, former university presidents, and policy makers all make key contributions to address university governance. Each contributor yields a different and unique perspective on the past, present, and future of university governance. Hirsch, a professor at the University of California-Los Angeles and Weber, a professor at the University of Geneva, are both contributors and editors of the text.

The preface of the book is extremely helpful and provided the reader with a clear understanding of the premise, format, and content of the book. Each chapter was individually written by one or several of the contributors, which at times resulted in modest duplication of ideas, and the text was divided into four main categories: mission and responsibilities of research universities, the status and recent trends in governance, principles of governance, and possible strategies for improving governance.

A strength of the book was chapter one, written by Frank Rhodes of Cornell University, focusing on the changing world around higher education and the lack of change within institutions. Specifically, Rhodes discussed the task that boards face in trying to redefine their universities missions, roles, and functions during a period of universal change. Additionally, he questioned the learning process and cited the influx of information technology.

Lyll of Wisconsin provided a discussion on what can be learned from the past 40 years of history in higher education, and Duderstadt of Michigan addressed the current dilemma of universities needing to make rapid decisions through a process that is historically slow and cumbersome. A strong discussion of global higher education was also included, including a glimpse into European higher education. Rosovsky's advocating how to change shared governance was also a high point of the text, and included making a social contract among governing boards.

The much anticipated section on how to fix governance provided some compelling ideas, including focusing on whom will be hired, the internal communication structure of the university, and a focus on sharing power. The final section also delivered some strong strategies for improving university governance and perhaps more importantly, how to employ these strategies.

Overall the book was well written, but only selected chapters seemed to have relevance for those with operational responsibilities in higher education in such areas as

student affairs. Some of the broad discussions will be helpful as student affairs professionals forecast a future and try and understand outside pressure to their activities. The Rhodes and Rosovsky chapters were especially well written and worth reading even on their own. A good resource for perhaps division wide planning activities, but not especially the kind of book worth sitting down to read to solve all of higher education's problems.