

for teaching: question sequences for guided comprehension, a model lesson, a complete thematic unit plan, and concrete suggestions for integrating all language activities.

Considering the prodigious scope of this book, as described above, it could easily have gotten out of hand. It is indeed a very complex amalgam of research, experience, and personal feeling, covering not one but several large areas of educational concern. Even for the highly-trained, experienced, and intelligent educator, it will require much reflection, discussion, and experimentation if its highly integrated messages are to be grasped and applied. In other words, this is a book that defies cursory reading, a single reading, even (for most) independent reading. Less sophisticated readers will need considerable guidance by a competent authority in the field.

Thus, Don Gutteridge's "Brave Season" is conceptually dense and tightly interwoven. It is also one of the finest pieces of original thinking in the areas of developmental reading comprehension, language arts integration, content reading in the English classroom, and teaching and questioning strategies that this reviewer has seen.

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**ACADEMIC STRATEGY:**

**The Management Revolution in American Higher Education.**

**Baltimore, Md.: Johns Hopkins University Press, 1983.**

**211 pp. \$18.50 hard, \$8.95 paper.**

**Academic Strategy** is an excellent book that is "must" reading for administrators and faculty in higher education. It succinctly identifies management problems currently confronting higher education, outlines a new management style for academic leaders, and advocates strategic planning as an essential new process for campus decision-making. The book is a practical merger of information that George Keller has elicited from the higher education and management literature, from visits to campuses across the country, from interviews with educational leaders, and from his own professional experiences. The author's twenty-five years in academia include service as a faculty member and college dean at Columbia University, and as the assistant to three presidents and chancellors at the State University of New York and the University of Maryland. Currently, he is the senior vice-president of the Barton-Gillet Company which is a consulting firm in Baltimore. He understands academic leadership as only an insider can, and this perspective is readily evident in his writing.

The first two chapters are a discussion of the problems that confront academic leaders. Keller presents a concise analysis of the "leadership crisis" that he maintains currently

exists in academia. He describes the authority stalemate that has developed on many campuses between faculty and presidents, and analyzes why this phenomenon has occurred. The author describes six environmental forces affecting colleges and universities: a changing student clientele; the disintegrating college curriculum; an increase in competition within higher education; certain technologic imperatives; the faculty conundrum; and the tightening grip of outside controls. He concludes that the traditional, unobtrusive leadership style now prevalent on most campuses must change to an active, intrusive style for leaders to cope successfully with new campus management challenges.

In Chapter 3, Keller describes a new management style that he believes must evolve in the academy. With some interesting anecdotes about Wesleyan University and the University of Hartford he illustrates how this new style can take different forms and can address different problems. The characteristics of this new management style are a shift from a passive administrative role to an active one; a new prominence for finance; changing forms of campus governance; a more open communications process; the rising importance of people, of technology, and of the future; shifts in the external environment and markets; and the necessity of planning. To highlight each of these characteristics the author cites several examples that will appeal to the practical side of most administrators.

The final two chapters in Part I are devoted to defining strategy, examining some institutional cases, and describing the planning process in higher education. Keller presents an interesting discussion of what strategy is, as well as a fascinating description of the strategy-making approaches used at six very different institutions: Hood College, Rensselaer Polytechnic Institute, Barat College, the University of Minnesota, Carnegie-Mellon University, and Teachers College at Columbia University. Part I concludes with a pithy description of management science and incrementalism, two prevailing forms of planning used in organizations. The author declares that strategic planning is a new form of planning that encompasses the best aspects of management science and incrementalism. He asserts that strategic planning is timely and well suited for use in higher education, as academic leaders strive to manage institutions more effectively.

At the outset of Part II, Keller asserts that, to be successful in the coming years, academic executives must blend an appropriate amount of administration, management, leadership, and governance into their administrative style. He maintains that academic leaders have ignored the management component in the past, and that this must change in the future. Campus administrators are encouraged to use strategic planning, but the author warns that some preliminary cultivation will be necessary in the campus community. He recommends that presidents and deans emphasize improving information, quality,

and people at their institutions, since these improvements are goals supported widely on every campus. As campus constituents become involved in facilitating these improvements they will become involved, unknowingly, in the initial phases of strategic planning.

Chapter 7 is the crux of the book. Here Keller outlines some misconceptions about strategic planning and discusses several features that distinguish strategic planning from other planning approaches. Additionally, he delineates six critical areas that one must analyze carefully when developing an academic strategy at an institution: 1) the institution's traditions, values and aspirations; 2) the institution's academic and financial strengths and weaknesses; 3) the abilities and priorities of the institutional leaders; 4) external environmental trends; 5) external market preferences, perceptions, and directions; and 6) the external competitive situation. This chapter is a blueprint for establishing institutional priorities, directions, and strategies. (If you don't want to read the entire book, definitely read this chapter.)

In the final two chapters, the author acknowledges the need for institutions to analyze their own campus ambiance and to adapt the strategic planning process to their own situation. Keller concludes by positing that institutions must adopt a new management style, and he urges faculty and administrators to work together to formulate an institutional strategy.

Keller writes in a straightforward, easy-to-read style that makes **Academic Strategy** an informative and enjoyable book. The chapter notes, reference lists, and index located at the end of the text are complete and easy to use. The contents are devoid of "fat", as the author tersely depicts his perceptions of the issues that confront higher education and his prescriptions for academic leaders. Although he provides extensive literature references and campus examples, he does not present a complete list of institutions that he had visited or of individuals that he has interviewed. While the identity of many of these institutions and individuals can be gleaned from anecdotes in the text, an appendix with complete information would have been interesting for the reader.

The problems recounted by the author are real ones that are impinging academia with adverse results. Fortunately, the solutions proposed by George Keller are practical ones that can work in the academy. While implementing the strategic planning process that the author describes will not be easy or free of controversy, the use of this new management tool will enable administrators and faculty to plan an institutional strategy and to confront a problematic environment together with a common purpose.

Members of the campus community will find this book intriguing, thought-provoking and, more important, useful. Richard M. Cyert, the President of Carnegie-Mellon University, has written in the book's Foreword a fitting conclusion for any review of **Academic Strategy**. "This insightful book, written at

a turning point in the history of higher education, is of enormous importance to anyone interested in how to manage change and anyone who cares about maintaining the vigor of American higher education."

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