

# WHAT DEANS ARE READING

that they have found useful or inspirational

*for work*

*Numbers in brackets [#] indicate where more than one dean recommended a book.*

## INSIGHTS INTO LEADERSHIP AND DEANING

**Academic Leadership Day by Day: Small Steps that Lead to Great Success**, Jeffrey L. Buller (2011).

Offers specific suggestions for each day of the academic year.

**Alfafa to Ivy: Memoir of a Harvard Medical School Dean**, Joseph B. Martin (2011).

Joe Martin tells some interesting stories and has an excellent chapter late in the book with his tips about academic administrative leadership.

**The College Administrator's Survival Guide**, C.K. Gunsalus (2006). [3]

We have given it to department chairs. It's one of those books that imparts new knowledge each time.

**The Contrarian's Guide to Leadership**, Steven B. Sample and Warren Bennis (2003).

**Crucial Conversations: Tools for Talking When Stakes are High**, Kerry Patterson, Joseph Grenny, Ron McMillan and Al Switzler (2002).

I have actually read this book three times because it is full of examples and each time I read it, something different strikes me. I've also used it to prepare for specific conversations that I know will be difficult either because of the person or the situation.

**Enhancing Scholarly Work on Teaching and Learning**, Mary Ellen Weimer (2006).

Weimer writes about the importance of valuing faculty and does an excellent job of suggesting ways to keep faculty engaged across the career cycle.

**The Extraordinary Leader**, J. H. Zenger & J. Folkman (2009).

This book came my way as part of a leadership development course that I took through my professional society (the American Chemical Society). I found that it has useful insights for leaders at a variety of levels.

**How Remarkable Women Lead**, Joanna Barsh and Susie Cranston (2011).

**Management Mess-Ups: 57 Pitfalls You can Avoid (and stories of those who didn't)**, Mark Eppler (2006).

I recently re-read this book which was given to me when I became an administrator. It is a great book for any administrator or manager to keep on their desk. It is an approachable, clearly written using synopsis and scenarios to illustrate points. It is set up in 13 parts covering everything from Leadership, Communication, Problem Solving, Getting Results, Managing Change and Motivation to name a few.

**The Passage of Power: The Years of Lyndon Johnson**, Robert Caro (2012).

A marvelously detailed description of a visionary leader dealing with both seemingly insurmountable setback and unparalleled opportunity.

**Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance**, Robert C. Dickson (1999).

**Robert E. Lee on Leadership: Executive Lessons in Character, Courage and Vision**, H. W. Crocker, III (2000).

**The SPEED of Trust: The One Thing That Changes Everything**, Stephen M.R. Covey (2008). [2]

This book has provided me with information to use in my daily interactions with my colleagues, students and friends. It was a pleasure to read. You don't have to be a follower of the Covey Leadership Center to enjoy this book.

**Start with Why**, Simon Sinek (2011).

It is a leadership book that explains the importance of determining why you are doing what you are doing, not how or what.

**Strengthening the Soul of Your Leadership**, Ruth Haley Barton (2008).

Written for clergy, this is an excellent source of ideas for authentic leadership.

**Switch: How to Change Things When Change is Hard**, Chip Heath and Dan Heath (2010).

I found it helpful because it reinforced what I intuitively knew about change and helped provide a framework so that more aspects are considered.

**Team of Rivals**, Doris Kearns Goodwin (2006).

This biography focuses on Lincoln's leadership skills.

**Thinking about Leadership**, Nan Keohane (2010).

Insightful study based on solid research into what makes a leader successful.

**The Truth About Leadership**, James M. Kouzes and Barry Z. Posner (2010).

These authors wrote *The Leadership Challenge* which is much more extensive and more difficult to actually finish. Since I am in a new leadership position, the book provided a good framework for getting started and a reminder of attributes of leadership that I had read about previously. It provides good examples, although only a few are from the academic arena.

**Who Killed Change?: Solving the Mystery of Leading People Through Change**, Ken Blanchard, John Britt, Judd Hoekstra and Pat Zigarmi (2009).

**Zen in the Art of Archery**, Eugen Herrigel (1953).

This is an older book, and a short one. But it reminds me of the importance of keeping centered, calm, not getting caught up in the heat of the moment, and most importantly, to recognize a potential problem and work to resolve it before it ever manifests.

## CRITIQUES OF & CURES FOR HIGHER EDUCATION

**Academically Adrift: Limited Learning on College Campuses**, by Richard Arum and Josipa Roksa (2011).

**Breaking into the Lab: Engineering Progress for Women in Science**, Sue V. Rosser (2012).

**College: What it Was, Is, and Should Be**, Andrew Delbanco (2012). [3]

Delbanco is Winner of the 2011 National Humanities Medal. It is a wonderfully lucid account of the value of a liberal education, a reminder of the aspirations of American higher education, a distillation of some of the major challenges facing colleges and universities, and a clear headed plan for what needs to be done.

**DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education**, Anya Kamenetz (2010).

**Financing American Higher Education in the Era of Globalization**, Zumeta, Breneman, Callan, Finney (2012).

**The Great American University: Its Rise to Preeminence, Its Indispensable National Role, Why It Must Be Protected**, Jonathan R. Cole (2009).

**The Innovative University: Changing the DNA of Higher Education From the Inside Out**,

Christensen Clayton & H.J. Eyring (2011).

Christensen and Eyring argue that the seeds of higher education's vulnerability can be found in its tendency as an industry to measure its diverse array of institutions by a standard set by those that are both the most fiscally strong and of high status. Among the suggestions for achieving this end are reaping the most benefit from existing resources, such as infrastructure, aligning educational programs with real-world needs, and dispensing with activities and practices that divert resources from the instruction mission.

**Liberal Arts at the Brink**, Victor Ferrall (2011).

Ferrall, the president emeritus of Beloit College, bemoans the fate of the second, third, and fourth tier liberal arts colleges that don't have endowments that allow colleges to stay true to their liberal arts and sciences mission. Ferrall splits the 225 liberal arts colleges into four tiers. Declining demand for the liberal arts is a clear problem facing the bottom three tiers, and Ferrall outlines the way these colleges are responding to the competitive market place by adding vocational programs.

**The Marketplace of Ideas**, Louis Menand (2010).

A great history lesson about how higher education got to be what it is today and is an easy read.

**Not for Profit: Why Democracy Needs the Humanities**, Martha Nussbaum (2010).

Nussbaum argues for a renewed public commitment to the traditional liberal arts as a necessary democratic value. This book rehearses the argument made earlier in *Cultivating Humanity*, but with a sharper political edge.

**Our Underachieving Colleges**, Derek Bok (2006).

Several years old by now, but still the best guide to how we could improve undergraduate education. The book persuasive force is only magnified by the fact that Bok writes in such a measured, temperate tone, unlike many contemporary screeds about the failures of academia. What I like about Bok's book is that while it's critical, it's also practical -- a lot of the things he recommends can in fact be carried out, with sufficient determination. (Or maybe I'm still idealistic having only been on this job for 3 months!)

**Public No More: A New Path to Excellence for America's Public Universities**, Andrew Policano and Gary Gethke (2012). [2] Some of the equations might be hard to wade through (the authors are economists), but the argument is fairly provocative.

**Reinventing Higher Education: The Promise of Innovation**, Wildansky, Kelly, and Carey (2011).

It is polemical, but useful and informative on important topics.

**The Still Divided Academy: How Competing Visions of Power, Politics, and Diversity Complicate the Mission of Higher Education**, Rothman, Kelly-Woessner, and Woessner (2011).

**The Victims' Revolution: The Rise of Identity Studies and the Closing of the Liberal Mind**, Bruce Bawer (2012).

**We're Losing Our Minds: Rethinking American Higher Education**,

Richard P. Keeling and Richard R. Hersh (2011). [5]

Keeling and Hersh talk about quality in their book. They take institutions of higher learning to task for focusing on the wrong things, yet their prescriptions are exactly what quality liberal arts institutions do already. The authors focus on student learning, and a simple message is to weigh every request for resources in terms of how it will support student learning (as opposed to how it improves rankings). Clearly assessment is important in this regard, and puts us in a good position to demonstrate the value of a liberal arts education to prospective students and their parents.

**Why Does College Cost So Much?** Robert B. Archibald and David H. Feldman (2010).

I am pre-reading this for a meeting with trustees.

## PERSPECTIVES ON THE WORLD AND SOCIETY

### **Abundance: The Future is Better than you Think,**

*Peter H. Diamandis and Steven Kotler (2012).*

Are global social problems not due to shortages, but lack of access?

### **Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation,** *Eboo Patel (2007).*

This is a wonderfully written and profound reflection on the intersection of religious, ethnic, and civic identities in modern America. Patel is the founder of the Interfaith Youth Core in Chicago, which works with inner city youth to promote a culture of tolerance and peace.

### **Alone Together,** *Sherry Turkle (2012).*

As we discuss the advantages and challenges to social media and using technology as a tool for learning and teaching, the perspectives shared by the author seem worth considering.

### **Generation on a Tightrope,** *Levine & Dean (2012).*

### **How: Why How We Do Anything Means Everything,**

*Dov Siedman (2011).*

It's definitely in the genre of business books, and not great writing, but I really liked the ethical slant and many of the overall points he made.

### **In the Plex: How Google, Works, Thinks, and Shapes our Lives,** *Steven Levy (2011).*

This book is about the history and egalitarian management practices of Google. An eye-opening look at what happens when our brightest STEM students do their thing.

### **The Numbers Game; The Commonsense Guide to Understanding Numbers in the News, in Politics, and in Life,** *Blastland and Dilnot (2008).*

Provides talking points with department heads in thinking about the data that they are starting to be able to access as our operational software becomes more "useful".

### **Predictably Irrational: The Hidden Forces that Shape Our Decisions,** *Dan Ariely (2010).*

Has as its basis the point that humans are rarely rational actors and includes insights as to the consequences of this.

### **The Power of Habit,** *Charles Duhigg (2012).*

### **Quiet: The Power of Introverts in a World That Can't Stop,** *Susan Cain (2012).*

### **The Shallows: What the Internet is Doing to our Brains,** *Nicholas Carr (2011).*

Does the time we spend online, and how we spend it, realign the connections in our brains?

### **That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back,** *Thomas L. Friedman and Michael Mandelbaum (2012).*

### **Thinking, Fast & Slow,** *Daniel Kahneman (2011).*

Really great representation of psychological research on why people act in ways that are less than rational, which I find essential for public discourse on politics and deaning.

### **Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us,** *Claude M. Steele (2010).*

## TEACHING, LEARNING, AND THE LIBERAL ARTS

### **College Learning for the New Global Century,** *Association of American Colleges & Universities (2007).*

### **Degrees of Inequality,** *Ann Mullen (2011).*

Studies contrasting attitudes toward the Arts and Sciences of students at elite private institutions vs. those at public institutions. We are reading this in hopes of finding some ways to better promote Arts and Sciences here at our university.

### **Deliverology 101: A Field Guide For Educational Leaders,** *Michael Barber, Andy Moffit and Paul Kihn (2010).*

### **Making the Most Out of College,** *Richard Light (2001).*

I expect most will be familiar with this book, but I found re-reading it this year gave a boost to my advising of students and faculty advisors. Particularly, it helped me appreciate the important role of independent studies, internships, student organizations, and extra-curricular arts activities in the overall student experience. Framing these items with Light's findings has been both refreshing to faculty and affirming to students.

### **Making Thinking Visible – How to Promote Engagement, Understanding, and Independence for All Learners,** *Ron Ritchhart, Mark Church, Karin Morrison (2011).*

I am teaching a freshman seminar for students who plan to become elementary teachers. I used some of the ideas to help them understand the importance of critical thinking to their own college careers, as well as the value of promoting critical thinking in their future classrooms.

### **Student Success in College, Creating Conditions that Matter,** *George D. Kuh and Associates (2010).*

### **Too Big to Know: Rethinking Knowledge Now that the Facts Aren't the Facts, Experts are Everywhere, and the Smartest Person in the Room is the Room,** *David Weinberger (2011).*

How do we redefine education's mission as enabling people to teach themselves?

### **What The Best College Students Do,** *Ken Bain (2012).*

A fascinating and reaffirming book about what the purpose of college is. Great arguments against straight vocational training for jobs, using anecdotal stories of deep learning experiences of persons who are now incredibly creative people achieving wonderful things for themselves and the community.

### **What the Best College Teachers Do,** *Ken Bain (2004).* [5]

This book helps me, even though I am not teaching right now, to be thinking about the types of teaching I want to encourage and affirm among our faculty. It's really a fine book. I think sometimes that experienced faculty think that any book with this type of title is bound to just be listing simplistic truisms about teaching that they already know and embrace. I haven't found this to be true. It's really well written, stimulating, and thoughtful about how complex good teaching actually is!

### **Why Choose the Liberal Arts?** *Mark William Roche. (2010).* [2]

## DEFY CATEGORIZATION

**Between Shades of Gray**, *Ruta Sepetys* (2011).

Not to be confused with the E.L. James works – heard about it during an interview on NPR with the author in which she was immensely grateful to E.L. James for boosting her sales through product confusion.

The Books of First and Second Samuel in the **Bible**. I find the study of personalities to be fascinating.

**Born to Run: A Hidden Tribe, Superathletes, and the Greatest Race the World Has Never Seen**, *Christopher McDougall* (2009).

**The Campus Trilogy: Changing Places; Small World; Nice Work**, *David Lodge*.

These great and very funny academic novels (written in 1975, 1984, and 1988), compiled in one volume, always bear re-reading.

**Freeman** (2012) and **Forward from this Moment: Selected Columns, 1994-2009** (2009), *Leonard Pitts*.

Pitts is an incredible writer; the novel is very good and the collection of his editorial articles is excellent.

**In the Sanctuary of Outcasts: A Memoir**, *Neil White* (2010).

Narrates a young man's transformation while incarcerated in a federal prison in Louisiana that also houses one of the nation's last communities of people with leprosy. It is deeply moving, and provocative.

**Presentation Zen: Simple Ideas on Presentation Design and Delivery**, *Garr Reynolds* (2008).

**Straight Man**, *Richard Russo* (1998).

Although it's a novel, the issues brought up in the book are very similar to those that I see every day at work. They could definitely be pulled out for many of the case studies done at the CCAS meeting.

**A Tale of Two Cities**, *Charles Dickens* (1859).

**Wolf Hall** (2010) and **Bring Up the Bodies** (2012), *Hilary Mantel*.

This may sound a stretch but these two historical fictions depict Thomas Cromwell, Anne Boleyn and the fabulous machinations of the court of Henry the VIII — the striving for power and influence, self-promotion and actual achievement, thinking globally and narrowly, dealing with opposition -- how could this not be a metaphor for witnessing a Dean's Council meeting?