



Books on Display – CCAS 2014 Annual Meeting

Aldrich, John J. *Interdisciplinarity: Its Role in a Discipline-based Academy*. Oxford University Press, 2014.

Aldrich (of Duke University) chaired a task force commissioned by the president of the American Political Science Association to “advance consideration of the origin, nature, advantages, and disadvantages of interdisciplinarity, particularly in the social and behavioral sciences, by identifying, examining, and recommending best practices for its development.” Aldrich recognizes the proliferation of and scholarly motivations for research across disciplines. The author comes down on the side of tradition. “Strong interdisciplinary programs rest most comfortably on the base of strong disciplines.” Deans would be well served by reading the chapters on how to effectively support interdisciplinary teaching and research.

Bain, Ken. *What the Best College Teachers Do*. Harvard University Press, 2004.

The most-read book by CCAS deans in a 2012 poll. Wrote one dean: “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!”

Behling, Laura L. (ed.) *The Resource Handbook for Deans*. Jossey-Bass, in conjunction with the American Council of Academic Deans, 2014.

Now in its third edition, this handbook is written by academic administrators and covers over fifty topics organized in reference style.

Blumenstyk, Goldie. *American Higher Education in Crisis? What Everyone Needs to Know*. Oxford University Press, 2014.

Don’t be fooled by the title into assuming this is just another book on “what’s wrong with higher education.” Blumenstyk, a reporter for the Chronicle of Higher Education, quickly answers in the affirmative, due to financial and technological changes that challenge the traditional credentialing function of higher education and make vulnerable many institutions (Chapter 1). Then, in less than 150 pages, she poses and answers over 70 questions that, taken together, help the reader understand the sweep, impact, and implications of what’s happening today in traditional and alternative postsecondary education. Using a reporter’s methodology, she steers clear of opinions and instead provides data and succinct insights. This book is a terrific resource for deans.

Bok, Derek. *Higher Education in America*. Princeton: Princeton University Press, 2013.

Arguably one of the most insightful observers of American Higher Education, Harvard’s former president offers this sweeping analysis of today’s colleges and universities. Important topics, often neglected by other writers, include Research, Professional Education, and Prospects for Reform.

Bolman, Lee G., and Gallos, Joan V. *Reframing Academic Leadership*. Jossey-Bass, 2011.

This book is intended for those who strive to be a different kind of higher-education administrator, someone for whom “thinking and learning are at the heart of effective leadership.” Using case studies—many of which will ring true to A&S deans--the authors seek to provide ideas, tools, and encouragement to help leaders make better sense of their work and their institutions, to feel more confident, and to become more skilled and versatile in handling “the vicissitudes of daily life.”

Bryan, Laura Koppes and Wilson, Cheryl A. *Shaping Work-Life Culture in Higher Education: A Guide for Academic Leaders*. Routledge, 2014.

This book provides strategies to implement beneficial work-life policies in colleges and universities. Based on extensive research, this book argues that an effective organizational culture is one in which managers and supervisors recognize that professional and personal lives are not mutually exclusive. With concrete guidelines, recommendations, techniques, and additional resources throughout, this book outlines best practices for creating a beneficial work-life culture on campus, and documents cases of supportive department chairs and administrators.

Buller, Jeffrey L. *Positive Academic Leadership: How to Stop Putting Out Fires and Start Making a Difference*. Jossey-Bass, 2013.

Buller argues that successful academic leaders share one characteristic: positivity. They focus on how to build something useful out of even the worst type of problem. He discusses how administrators can develop leadership skills, including using positive languages, perspectives, and strategies.

_____. *Best Practices in Faculty Evaluation: A Practical Guide for Academic Leaders*. Jossey-Bass, A Wiley Imprint, 2012.

This is an excellent guide to help department chairs perform faculty evaluations “fairly, easily, and confidently.” Most of the book focuses on evaluations for tenure-track and post-tenure faculty; other chapters provide guidance in evaluating non-tenure track faculty and in allocating merit raises. It provides methods for using quantitative and qualitative approaches, and useful mini-case studies are sprinkled throughout.

_____. *The Essential Academic Dean: A Practical Guide to College Leadership*, Jossey-Bass, 2007.

Although this handbook is over 400 pages, Buller has a lively writing style and varies the content with case studies, personal examples, “essential principles” and “considerations.”

Crookston, R. Kent. *Working with Problem Faculty: A 6-Step Guide for Department Chairs*. Jossey-Bass, A Wiley Imprint, 2012.

Crookston offers a very practical set of steps for dealing with department chairs’ “number one concern: problem faculty.” He believes that the entire (departmental) unit, led by the chair, must collectively engage in corrective action. In six chapters, he provides a step the chair should take (e.g., clarify values and expectations; build trust among colleagues), then offers real-life solutions gathered from chairs. This book should be useful not only to those who are confronted with problem faculty, but also to those who wish to keep any misbehavior at bay.

Davis, James R. *Learning to Lead: A Handbook for Postsecondary Administrators*. Rowan & Littlefield Publishers, with the American Council on Education, 2011.

An engaging overview of higher-education leadership, aimed primarily at new deans. The author approaches his topic by taking us through the experiences of new dean Mary Williams in her first year in the job by introducing her to all aspects of administration and leadership.

Delbanco, Andrew. *College: What it Was, Is, and Should Be*. Princeton University Press, 2012.

Delbanco is the winner of the 2011 National Humanities Medal. This book 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.

Dowdall, Jean A. *Searching for Higher Education Leadership: Advice for Candidates and Search Committees*. Rowan & Littlefield Publishers, with the American Council of Education, 2007.

A complete guide to the search process from a seasoned search consultant (who at one time was a dean of arts and sciences), from the perspective of those searching for new positions and for those seeking a quality applicant pool.

Gerber, Larry G. *The Rise and Decline of Faculty Governance: Professionalization and the Modern American University*. Johns Hopkins University Press, 2014.

In this book, Gerber (a former chair of the AAUP Committee on College and University Governance) examines the history of faculty members' sharing governance with their institutions and criticizes a shift away from that practice in recent years.

Gmelch, Walt, Hopkins, Dee, and Damico, Sam. *Seasons of a Dean's Life: Understanding the Role and Building Leadership Capacity*. Stylus Publishing, 2011.

A short and eminently readable new book, *Seasons of a Dean's Life* is one of the few that acknowledges that those in the position will pass through several (four) stages if they stay at least the average six years. Readers will relate to the description of deans in the spring, summer, fall, and winter of their time in the position, with the authors offering useful advice for how to thrive at any stage.

Gunsalus, C.K. *The College Administrator's Survival Guide*. Harvard University Press, 2006.

A highly popular book written by a long-time university legal counsel who believes that "if you approach your job [as department chair] with a clear mind-set and consistently apply a set of concepts and principles of academic administration, you will be able to diffuse many difficult personnel situations. Deep analysis of case studies is used to probe each topic (negotiation, complaints, bullies, violations, etc.).

Hendrickson, Robert M., Lane, Jason E., Harris, James T., and Dorman, Richard H. *Academic Leadership and Governance of Higher Education: A Guide for Trustees, Leaders, and Aspiring Leaders of Two- and Four-Year Institutions*. Stylus Publishing, 2013.

A comprehensive overview of the history and current state of American higher education, intended to help academic leaders, external stakeholders, and board members understand the complexities of academic organization. Part Four: The Academic Core, is particularly relevant to deans, with chapters on governance, departments, and faculty.

Higgerson, Mary Lou and Joyce, Teddi A. *Effective Leadership Communication: A Guide for Department Chairs and Deans for Managing Difficult Situations and People*. Anker Publishing Co., 2007.

The underlying premise in this text is that a key strategy for managing conflict effectively is proficiency in moving between the first-person and third-person perspectives. Mastering this skill, assert the authors, can dramatically influence one's comfort and willingness to serve in a leadership position. The authors recommend "working through" this book in order to become skilled at managing difficult people and conflict.

Hunt, Penelope C. *Development for Academic Leaders: A Practical Guide for Fundraising Success*. John Wiley & Sons, 2012.

A long-overdue book to assist academic leaders and their development staff with raising money. Chapters cover the basic terminology and processes for fundraising and offer guidance on communications, types of campaigns, and working with others engaged in development across the institution.

Jacobs, Jerry A. *In Defense of Disciplines: Interdisciplinarity and Specialization in the Research University*. University of Chicago Press, 2013.

While one might differ with his conclusions, this book by Jacobs, a professor of sociology at the University of Pennsylvania, is a useful read for A&S deans. Jacobs incorporates data and polemic to argue that those envisioning an academy free from the traditional disciplines (which he attempts to define) have history and practicality against them. His arguments against universities moving away from organizing their faculty and curriculums around these disciplines are numerous and emphatic. One wishes for a little less argumentation against often-unspecified critics and a bit more reflection upon the pull toward collaboration felt by many of today's junior faculty. His apparent solution – use of research centers and institutes – lacks originality. Yet the fact that few universities have broken out organizing around departments is the most obvious evidence supporting his thesis.

Keeling, Richard P. and Hersh, Richard H. *We're Losing Our Minds: Rethinking American Higher Education*. Palgrave MacMillan, 2012.

Keeling and Hersh focus on quality in this book, taking 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 A&S deans in a good position to demonstrate the value of a liberal arts education to prospective students and their parents.

Krahenbuhl, Gary S. *Building the Academic Deanship: Strategies for Success*. American Council on Education, 2004.

Written by a former dean (and Executive Director of CCAS), this book is a useful handbook. Early chapters on “On Being Appointed as Dean,” and “First Steps on Becoming Dean” are particularly pertinent for those new to the deanship.

Lambert, Matthew T. *Privatization and the Public Good: Public Universities in the Balance*. Harvard Education Press, 2014.

Over the past few decades, the meaning of “public” higher education has morphed as the reality of declining state support along with increased dependency on higher tuition has collided with policy makers questioning whether it should be supported as a “public good.” To better understand what has spurred this change, Lambert presents case studies on how these perspectives on “public” higher education have evolved in California, Virginia, and North Carolina.

Leaming, Deryl R. *Managing People: A Guide for Department Chairs and Deans*. Bolton, MA: Anker, 2007.

The chapters of this edited volume deal with everyday people-issues faced by academic administrators: how to create consensus among faculty, using meetings to create cohesion, winning over your detractors, handling conflict with difficulty faculty, and the like. As a “guide,” the chapters can be read and referred to as the need arises.

McCartan, Anne-Marie and Strikwerda, Carl (eds.) *Deans and Development: Making the Case for Supporting the Liberal Arts and Sciences*. Council of Colleges of Arts & Sciences, 2014.

Written by CCAS member deans with A&S deans specifically in mind, chapters include “What is ‘Development’ and What is the Role of the Arts and Sciences Dean?” “Arts and Sciences on Campus,” “Organizing the Dean’s Office for Development,” “Finding Money and Raising Funds,” and “Making the Case for Arts and Sciences.”

Mosto, Patricia and Dorland, Diane. *A Toolkit for Deans*. Rowman and Littlefield Publishers, 2014.

This highly readable book is based largely upon short scenarios and case studies that may confront deans. Half the chapters address management issues; the other half focus on leadership.

Philipsen, Maike I. and Bostic, Timothy B. *Helping Faculty Find Work-Life Balance: The Path toward Family-Friendly Institutions*. San Francisco, CA: Jossey-Bass, 2010.

Helping Faculty Find Work-Life Balance provides useful recommendations toward achieving a work-life balance within academia. The book aims to navigate the challenging intersection of one’s personal and professional life throughout each career stage by utilizing case studies and discussing common work-life obstacles typically encountered by academics. Policies and programs are looked to as tools that will aid in finding an effective life balance for all faculty lifestyles.

Roche, Mark W. *Why Choose Liberal Arts?* Notre Dame: University of Notre Dame Press, 2010.

A must-read for deans of Arts & Sciences. Roche, a former A&S dean at Notre Dame, offers three grounds for a liberal arts education: its intrinsic value; the cultivation of those intellectual virtues that are requisite for success in life; and character formation and development of a sense of vocation. Winner of the AAC&U 2012 Frederic W. Ness Book Award.

Roper, S.S. and Deal, T.E. *Peak Performance for Deans and Chairs*. Rowan & Littlefield Publishers, with the American Council of Education, 2009.

The authors believe that too often, deans and chairs fail to perceive what is important about a management situation. To enhance analysis of a problem, leaders should look at all situations through four “frames” or “lenses” – 1) human resources; 2) structural; 3) political; and 4) symbolic – which will guide them in moving forward. The book is structured around lively case studies of typical decanal and chair challenges.

Michael S. Roth. *Beyond the University: Why Liberal Education Matters*. Yale University Press, 2014.

Wesleyan University’s President Roth’s training as an historian with an interest in philosophy grounds this book, which might more appropriately be entitled “Making Sense of Liberal Learning over the Centuries.” In the early chapters, Roth captivantly mines the works of Thomas Jefferson, W.E.B. Du Bois, Jane Addams, and John Dewey (not just the usual suspects) to show how their views of a liberating education were shaped by the civic and social conditions of their respective eras. The final chapters bringing us to the 21st century are less original and certainly not prescriptive. The reader is left wondering who the successors to these early thinkers are who can compellingly articulate the purpose of liberal education in our time.

Stone, Douglas, Patton, Bruce, and Heen, Sheila. *Difficult Conversations: How to Discuss What Matters Most*. Penguin Books, 2010.

Now in its second edition, this popular book is based on the premise that you will find difficult conversations (with co-workers, bosses, subordinates, loved ones) easier if you follow the steps offered by the authors. Every conflictual conversation has three underlying realms that need to be addressed: What Happened; The Feelings; and The Identify. A single case study is used to elaborate on to proceed to a satisfactory resolution around each of these realms.

Stone, Tammy and Coussons-Read, Mary. *Leading from the Middle: A Case-Study Approach to Academic Leadership for Associate Deans*. Rowman & Littlefield Publishers, with the American Council on Education, 2011.

The only available book devoted exclusively to understanding the role of associate and assistant deans. The authors, themselves former associate deans, use lively case studies to illustrate their points.

Wheeler, Daniel W. *Servant Leadership for Higher Education: Principles and Practices*. Jossey-Bass, A Wiley Imprint, 2012.

Wheeler grounds his argument in Robert Greenleaf's definition of servant leadership: "The servant-leader *is* servant first... It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions." Wheeler applies this concept to leaders in higher education and offers ten guiding principles for those wishing to adopt this leadership style.

Wolf-Wendel, Lisa; Twombly, Susan B.; Rice, Suzanne. *The Two-Body Problem: Dual-Career-Couple Hiring Practices in Higher Education*. The Johns Hopkins University Press, 2003.

The Two Body Problem offers assistance to institutions in recruiting and accommodating dual-career couples. The book discusses strategies for finding employment for a spouse/partner, presents policies and procedures that can be implemented and/or utilized by institutions to recruit, and later retain dual-career couples by anticipating and meeting their needs.