

# ***A DIRECTORY OF PRACTICAL RESOURCES:*** **FOR DEPARTMENT CHAIRS** **AT THE UNIVERSITY OF TORONTO**

You are the department chair. Welcome to your role as the unit facilitator, advocator, planner, organizer, delegator, recruiter, evaluator, communicator, coordinator, counsellor, negotiator, problem solver, peacemaker, recruiter, mentor, mediator, motivator and maid! Whether you have been persuaded to take on this job or have pursued it without suasion, help is at hand.

This directory has been prepared primarily for incoming department chairs at the University of Toronto (UT). The objective is to provide a broader understanding of the roles and responsibilities, beyond the University's specific administrative imperatives, within the context of University Policies and in line with the information and guidelines provided in the Academic Administrative Procedures Manual.

The chair's job can be both demanding and gratifying. It requires the ability to coordinate a myriad of disparate details related to teaching and learning, budgets and finances, and human resources; and to communicate with often competing interests clearly, compassionately, fairly and effectively. It forges the fundamental link between and among various stakeholders, in particular, department faculty, staff and students. It carries the potential for influence within the unit and in collaboration beyond the immediate area; and for professional and personal growth.

While developed for individuals who may not be professional managers and may have only a modest amount of management experience, this guide lists sources that could also serve as a refresher for the more experienced academic manager, revealing new or alternative ways of thinking about the job and carrying out increasingly complex duties more efficiently and expeditiously.

Focusing exclusively on resources directed toward department chairs, this compendium features books, periodicals and web sites categorized within specific subjects, as recommended by independent critics within and outside the academy and/or as evaluated by University staff. Developed in the form of an annotated bibliography, it carries listings supported by brief descriptions and assessments of validity and usefulness. Many of the books and periodicals listed are available through the UT libraries, electronically and/or in hard copy; others can be ordered directly from the publishers. Links to publicly-available web resources outside the University are indicated for direct access. This information is updated annually.

We invite your input on the recommended readings and alternative sources we may not have tapped. If you have questions, suggestions or observations, please contact the undersigned or Dr. Lydia Boyko, Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), at [lydia.boyko@utoronto.ca](mailto:lydia.boyko@utoronto.ca) .

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## ***THE UNIVERSITY DEPARTMENT CHAIR***

***NOTE ON LISTINGS AND RATINGS:*** Many of the publications listed overlap in topics. Despite some redundancy, they are included because they vary in their emphasis on specific subjects and in perspectives, offering a broad spectrum from which the reader can choose as most appropriate in individual circumstances at different points in time. The publications are listed in alphabetical order, by topic and author surname, not in any order of preference or priority. They have been selected on the basis of the author(s)' credibility in terms of experience in academic management, citations and reviews by independent scholars and incumbent chairs, and relevance in today's higher education environment. The majority are recent editions (i.e., post-2000). However, some materials go back about 20 years, cited as seminal works in the field of academic middle management and featuring information that is still highly pertinent. The evaluation of each item listed is based on an interpretation of department chair needs, as documented in the literature and current Canadian institutional policy statements that describe the chair's roles and responsibilities. Every listing that has a place in this directory is considered helpful to some degree, although only the end user can be the ultimate judge. (In a few cases, access is limited to subscribers and the material has not been reviewed; these items are footnoted.) The assessment is offered on a three-dimensional scale:

- ❖ *Useful primary resource: quick one-stop reference covering a wide range of activities/issues*
- ◆ *Useful primary resource: limited to specific situations and skills development*
- ◆ *Useful supplementary resource: helpful hints in certain areas, a good read if one has time*

### ***BOOKS***

#### **Comprehensive Guides**

**Bolton, Allan. 2000. *Managing the Academic Unit*. Buckingham, UK: Open University Press**

Less a "how-to" prescriptive than a general descriptive of middle management positions in the academy and based on British experiences, nonetheless, this small book (152 pages) highlights key aspects of a chair's job and situations that cross geographic boundaries. It is a quick read, succinct in commentary and encapsulating key concepts, offering a number of helpful tips with a hint of humour, candidly and clearly. (For example: Discussing what "makes a good" head [p. 61], the author suggests chairs be "a little street-wise" in understanding what motivates people and how they present themselves. "I soon learned that when Dr X slid into my office, full of bonhomie and consideration for my welfare, he wanted money for something. Professor Y's jovial acquiescence to almost anything you put to him was followed by an almost total failure to do any task that he found uninteresting. To be able to predict someone's reaction to a given situation gives you the opportunity to be forearmed." [pp. 61-62].) Topics covered include: resource allocation and workload models, staff roles, business issues such as finance and marketing, building support teams in academics and administrators, championing the unit, benchmarking and performance indicators, training and development. At the time of writing, Bolton was chief administrator of the Management School at Lancaster University. ◆ *Recommended as a useful supplementary resource.*

**Buller, Jeffrey. 2006. *The Essential Department Chair: A Practical Guide to College Administration*. Bolton, MA: Anker Publishing Company, Inc.**

The focus is on the tools and techniques of academic administration. This is very much a “how to” guide to the chair’s job: writing job descriptions and position announcements; interviewing candidates for faculty and administrative positions; letting people go; writing letters of recommendation; promoting collegiality; dealing with chronic complainers; resolving personality conflicts; coping with passive-aggressive faculty members; conducting effective evaluations; mentoring faculty; carrying out successful fundraising programs and cultivating donors; planning and implementing revenue generation initiatives; understanding budgets; and building connections beyond the department, including students, parents, other chairs, senior administrators, professional colleagues in the field and other institutions, and the news media. A chapter featuring case studies in decision-making offers a broad range of options in handling typical dilemmas chairs face daily, with an emphasis on office politics, personality conflicts, staffing needs, accountability of subordinates and financial constraints. Discussion of career planning looks at the chair’s return to faculty ranks, aiming for other academic administrative positions, and retiring from the academy. The author recognizes differences managing small and large departments – not in degree of difficulty but in kind. Tightly written, friendly tone, well organized content with informative headings and sub-headings. ❖ *Recommended as a useful primary, omnibus one-stop reference.*

**Creswell, John W., Wheeler, Daniel W., Seagren, Alan T., Egly, Nancy J. and Beyer, Kirk D. 1990. *The Academic Chairperson’s Handbook*. Lincoln, NE: University of Nebraska Press**

In a compact (128 pages) compendium, Creswell and four colleagues provide a unique approach to dealing with chair duties, advancing 15 strategies and discussing their application in specific situations. While decidedly subjective, reflecting individual styles, perceptions and preferences, the best practices featured reflect findings of empirical research. They are considered excellent role models, based on pilot tests involving more than 1,000 chairs and faculty members in American universities. The strategies are organized around the themes of the chair’s personal self-development, role as an academic leader, and his/her interpersonal relations with faculty. They concentrate on learning about the role and responsibilities, maintaining balance between professional and personal life, preparing for the future, establishing a collective departmental vision, allocating resources of information and assignments, fostering an open atmosphere to build faculty trust, listening to faculty needs and interests, representing faculty to senior administrators, serving as a role model or mentor, and encouraging and supporting faculty. A self-assessment inventory of 23 issues/concerns identified by chairs in the study is meant to direct the reader to specific passages in the book. (Examples of checklist items for “yes” or “no” responses: “*Do you feel that you have adequate knowledge about the department – its history, strengths, mission, faculty, and students – to be effective?*” [p. 6] “*Has your department developed a clear vision for the future of the department?*” [p. 7]) While most of the suggested references date back to the 1980s, the majority have since been updated and are readily available (e.g., Bennis; Kouzes and Posner). ❖ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Gmelch, Walter H. and Miskin, Val. 1995. *Chairing an Academic Department*. Thousand Oaks, CA: Sage Publications**

Still in print and frequently cited in the literature, this practical guide discusses the chair's job within four roles as identified in the authors' extensive survey of chairs in American universities over the years: faculty developer, manager, leader and scholar. Encouraging active reading, this small book (150 pages) includes self-assessment instruments for gauging performance effectiveness in 24 typical tasks and determining dominant and backup roles. Within the four roles, areas of focus include faculty recruitment, featuring a sample candidate comparison sheet and suggested candidate reference questions; motivating faculty performance and promoting faculty success; budgeting, with a detailed review of political and rational budget models; and action planning and resource allocation, with a sample planning form. The credibility of the guidance offered and views expressed is anchored in the vast experience brought to bear on these pages by Gmelch, an internationally respected and highly referenced scholar of academic middle management (department head and faculty dean) leadership issues. At the time of this writing, he was chair of the Educational Leadership and Counselling Psychology Department at Washington State University and Director of the National Center for the Study of Department Chair. He is currently Dean, School of Education, University of San Francisco, and continues to contribute to this body of knowledge. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Gmelch, Walter H. and Miskin, Val. 2002. *Chairing an Academic Department* (2<sup>nd</sup> Ed.). Madison, WI: Atwood Publishing**

This revised version of the 1995 edition (reviewed above) offers an expanded and more current bibliography. The content is framed in the four roles arising from the authors' earlier and ongoing research, retaining several of the helpful self-assessment tools featured in the 1<sup>st</sup> edition, with additional material such as a sample position announcement. The wording and charts are realigned in various sections such as the discussion of faculty development behaviours and budgets and planning. The book maintains the integrity of the earlier printing. Either edition will be useful. Anyone who has the 1<sup>st</sup> edition need not invest in this update. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

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

Despite its American origin and focus, this handbook was highlighted as recommended reading for current and potential academic chairs in Canadian universities in *University Affairs* (AUCC, January 2007, p. 44) as a current and comprehensive "how-to" kit using a light, narrative approach. Written by a lawyer with extensive university experience in administrative functions and working with department chairs, the book takes a fresh approach to thorny topics: the tone is conversational, the circumstances appear comic. The various conceptual tools and practical skills discussed are framed in situational snapshots found under headings such as "*embrace your fate*" (for those who are new to the job), "*know thyself*", "*know your colleagues*" and composite characters called "*Professor Dart*", "*Professor Major*" and "*Professor Honcho*" – special people who want special privileges, the author posits. Her legal hat is evident in the emphasis on matters related to the law, such as handling allegations of discrimination and harassment, authorship and attribution, and other cases of potential misconduct. However, the discussion covers general claims that can be applied to the Canadian academic environment, irrespective of differences in human rights and other

legislation and regulations pertaining to employment, copyright and privacy, for example. The author's recommendations for further reading are neatly categorized by topic: negotiation and persuasion, conflict and difficult people, influencing people, management in general, handling misconduct, and the mechanics of how universities work. ♦ *Recommended as a useful primary resource, limited to specific situations and skills.*

**Leaming, Deryl L. 2007. *Academic Leadership: A Practical Guide to Chairing the Department* (2<sup>nd</sup> Ed.). San Francisco, CA: Jossey-Bass Publishers**

The main strengths of this book are the clarity and conciseness of writing, layout (easy visual access to specific subjects with headings, sidebar text and charts), and a variety of lists of resources (both web and print), by topic, in addition to extensive references. It is current and comprehensive, incorporating best practices from the author's 20 years of experience as a chair at four universities and other scholars examining academic management with a special focus on department chairs. Topics covered include time-saving tips; successful habits; developing and administering departmental assessment programs; managing change; building morale; conducting effective meetings; working with constituents; curriculum matters; budget and financial management; avoiding legal problems; recruiting, retaining, mentoring, evaluating, promoting and terminating faculty; handling low achievers and other difficult personnel circumstances; recruiting and retaining students; dealing with disrespectful student behaviour; and moving up the administrative ladder. Replete with checklists and sample documentation (e.g., personal work logs, faculty relocation, teaching evaluation, faculty performance review and logs, tenure and promotion policies, guidelines and procedures), this book is rich in insights and practical suggestions for day-to-day situations. Although the subjects touching on legal issues are grounded in American laws, the discussion of specific situations and advice are general in nature and applicable to the higher education environment across national borders. If one were to select just one "how-to" guide for the office shelf, this book should be at the top of the list for consideration. ♦ *Recommended as a useful primary, omnibus one-stop reference.*

**Lees, N. Douglas. 2006. *Chairing Academic Departments: Traditional and Emerging Expectations*. Bolton, MA: Anker Publishing Company, Inc.**

This book is topical and examines many of the essential responsibilities: working with faculty, the dean and other administrators; interacting with students; staffing the department; recruiting, retaining and evaluating faculty; strategic planning; and generating revenue and dealing with fiscal constraints. The author's humorous touch is helpful, as the narrative may be somewhat ponderous in places and key action points are buried in discussion of personal experiences that serve as lessons on handling the particular situations. (At the time of publication, the author was a long-serving chair at Indiana-Purdue.) In addition to dealing with the attendant duties and being efficient and effective, the incumbent is discussed in the context of risks: the law and stress ("*staying legal*" [pp. 64-79] and "*staying sane*" [pp. 80-98]). A short section toward the end reviews chair selection and development, preparing to exit the job at term completion, and benefits of the role. The book does not provide additional sources, and its reference list is limited. ♦ *Recommended as a useful supplementary resource.*



**Tucker, Allan. 1992. *Chairing the Academic Department: Leadership among Peers* (3<sup>rd</sup> Ed.). New York, NY: American Council on Education/Macmillan Publishing Company**

This book, still commonly cited in the literature, is grounded in empirical research designed to enhance the management competencies of chairs in all areas of activity, from personnel matters and departmental strategies and budgets, to stakeholder relations and personal career planning. The author looks at various types of departments according to size and specialty, and differences therein; leadership styles reflected in directive and supportive behaviours; delegating in committees; dealing with the concerns of full-time and part-time faculty, graduate teaching assistants, support staff and students; and observing policies and following proper procedures and practices for recruiting, employing, evaluating and retaining staff, with special attention paid to affirmative action (women and minorities). While not hugely interactive, some elements invite reader participation through self-assessment (e.g., behavioural style worksheet). The section on suggested self-development activities for faculty members (pp. 268-271) is comprehensive. Examples of departmental goals and setting out related objectives and tasks (pp. 316-320) can be custom tailored to suit different situations. The discussion of budgets is particularly cogent, with baseline definitions not typically found in the literature. References at the end of each chapter provide interesting additional sources, although a number of them are somewhat dated and have been superseded by more current publications. While the content related to legal matters is largely based on American laws (e.g., filing grievances), generally, the suggestions are generic and relevant to any higher education setting. ♦ *Recommended as a useful primary, omnibus one-stop reference.*

**Walvoord, Barbara E., Carey, Anna K., Smith, Hoke L., Soled, Suzanne W., Way, Philip, K., and Zorn, Debbie. 2000. *Academic Departments: How They Work, How They Change. ASHE-ERIC Higher Education Report. Volume 27, Number 8.* San Francisco, CA: Jossey-Bass**

Not a traditional “self-help guide”, this relatively small book, at 117 pages, packs in solid tips for dealing with change within a theoretical framework that positions the department and the chair in a broader university context. Thematic threads include discussion of core academic values, disciplinary differences, external pressures, departmental organization, decision making and relations with central administration. A unique feature is the summary of departmental characteristics paired with suggested response strategies. Case studies and related thought-provoking questions for consideration contribute to the book’s novelty in the body of literature on department chairs overall. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Wheeler, Daniel W., Seagren, Alan T., Becker, Linda Wysong, Kinley, Edward R., Mlinek, Dara D., and Robson, Kenneth J. 2008. *The Academic Chairperson’s Handbook* (2<sup>nd</sup> Ed.). San Francisco, CA: Jossey-Bass Publishers**

This book builds on the 1990 Creswell compendium, with a continued focus on the 15 strategies to address departmental issues (e.g., teaching, new faculty orientation, faculty research) and self-oriented considerations (e.g., leadership, career development), based on interviews with selected department chairs at various higher education institutions, primarily in the United States. The updated supplementary resources listed at the end of each chapter and extensive overall references distinguish this handbook from some others in this category although it does not feature the online sources to the extent of Leaming (2007).

♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

## Communication

**Chan, Janis Fisher. 2003. *Academic Administrator's Guide to Meetings*. San Francisco, CA: Jossey-Bass Publishers**

A compact booklet (73 pages of text), replete with practical suggestions covering all aspects of running meetings, starting with the decision to hold a meeting and strategies for decision-making in meetings. The appendices include templates for meeting preparation, seating plans, developing agendas and evaluating meetings (post-mortem checklist). ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Higgerson, Mary Lou. 1996. *Communication Skills for Department Chairs*. Bolton, MA: Anker Publishing Company, Inc.**

This book comprises 36 case studies, organized around three major communication contexts for department chair activity: cultivating the department culture, working with faculty and interfacing with external publics. Each situation is presented systematically starting with a scenario, followed by analysis, questions, considerations for putting theory into practice, and commentary highlighting the issues. The focus is on dominant administrative tasks requiring strong communication skills: structuring the department mission, enhancing the department climate, defining the department ethics; conducting performance counselling, managing conflict and implementing change; and working with the dean, building alliances and promoting the department. A comprehensive index of the case studies at the beginning of the book (pp. xix-xxx), by higher education issue and administrative task, is a practical cross-reference of the topics, many of which navigate boundaries (e.g., the case study of “*the self-centred team member*” is referenced under “*collegiality*”, “*faculty complaints and grievances*” and “*management of conflicting interests*”). Clearly written and presented, this book is a breeze to read. It appears to be one of the best books located to date on the topic, dealing with wide-ranging subjects relevant to everyday situations. ♦ *Recommended as a useful primary resource, limited to specific situations and skills.*

## Conflict Management

**Cheldelin, Sandra I. and Lucas, Ann F. 2004. *Academic Administrator's Guide to Conflict Resolution*. San Francisco, CA: Jossey-Bass Publishers**

This compact book packs significant punch into 104 pages of text that is a breeze to read, encompassing a variety of case situations and offering an array of strategies for identifying and managing conflict between and among individuals within a department and between and among departments. The authors advance guidelines for knowing when to intervene in a conflict, methods for handling interpersonal conflict, and outlines of approaches for preventing and solving specific problems such as poor performance and destructive competition. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

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

This book is designed to help incumbents improve their leadership in the context of effective communication. An underlying premise for much of the content is that the ability to consider

both first-person and third-person perspectives is essential for managing conflict, positioned in the book as a central leadership communication skill. While evident, the notion is often difficult to put into practice. To this end, the authors address specific strategies to manage conflict within assigned responsibilities, such as *counselling* faculty performance (as opposed to *evaluating* performance), proposing communication approaches but not offering guidance on the design or purchase of any given assessment instruments for the task. The suggestions are not advanced as lessons *per se* but are meant to be custom-tailored to specific situations. Topics covered include: articulating and using the institutional mission to empower faculty performance, setting precedents carefully, sharing decision-making criteria to inform requests, establishing credibility as chair (dean), building relationships, managing interpersonal conflict and personal agendas, and managing especially demanding people whom the authors label “*the pot stirrer/troublemaker*” (pp. 183-195) and “*the prima donna/drama queen*” (pp. 196-212). However, unlike the common focus on other people deemed difficult, the authors turn the tables on the chair, aiming their attention to “*the chair as prima donna*” (pp. 204-211), “*the confrontation junkie*” (pp. 213-227) and “*the passive and indifferent soul*” (pp. 228-245). The annotated bibliography at the end is thoughtfully gathered and cogently presented; it is a key feature and major asset of the book.

◆ ***Recommended as a useful primary resource, limited to specific situations and skills development.***

## Financial Management

**Barr, Margaret J. 2002. *Academic Administrator’s Guide to Budgets and Financial Management*. San Francisco, CA: Jossey-Bass**

Irrespective of the budgeting system used at any university, this concise book (117 pages) is valuable for its discussion of the basics of budgeting and fiscal management in higher education. It defines the elements of a budget, the budget cycle and the steps for developing a budget; and proposes ways to avoid common problems often faced by new budget managers and to deal with budget cuts. Of particular note are the sections with checklist questions (e.g., regarding sources of support for the unit, links between the institutional budget and the unit), a glossary of financial terms and recommended readings. ◆ ***Recommended as a useful primary resource, limited to specific situations and skills development.***

## Leadership

**Bennett, John and Figuli, David. 1990. *Enhancing Departmental Leadership: The Roles of the Chairperson*. New York, NY: American Council on Education/Macmillan Publishing Co.**

Although written close to 20 years ago, this book finds a place on this list for the relevance of various aspects of and issues associated with a chair’s job today, as highlighted in more current books on the subject. The book is a collection of essays by scholars of academic administration (e.g., Wolverton, Eble, Warren, Cope) meant as a “how to” on matters such as hiring, evaluation and development of faculty and non-academic staff; legal issues (drugs, sex, “bad apples in the department” [pp. 172-178]); and strategic planning (setting departmental priorities and direction). The key themes highlight role ambiguity (chair as “*chief clerk*” or “*white charger*” [p. xiii]), conflict among objectives (individual versus institutional) and responsibility versus authority, with a focus on morale, open communication and the power of persuasion; generating revenue; forging relations with the commercial world (for internships, research, cooperative exchanges, as well as funds); and

student recruitment and retention. Basic questions the chair is advised to consider: Will I have the support of my colleagues even when there is disagreement? Is my leadership style compatible with that of my dean? Do I know the institution sufficiently well to sidestep any landmines and to cut through red tape? Do I have thick skin? Can I make decisions quickly? Why do I want the job? ♦*Recommended as a useful supplementary resource.*

**Chu, Don. 2006. *The Department Chair Primer: Leading and Managing Academic Departments*. Bolton, MA: Anker Publishing Company, Inc.**

Brief and crisp at 138 pages, this informative resource provides 15 situational capsules through case studies gleaned from empirical research, which anchor most chapters. The related questions for further consideration arising from the case discussions are also a strong feature. Although American (the author is a dean at University of West Florida, a former department chair and founder of Academic Leadership Consulting), the topics covered (such as departmental climate, fostering cooperative action to accept change, budgeting, staff development, chair-dean relations, teaching and learning, and time management) and attendant tips can be applied to circumstances in any university setting. ♦*Recommended as a useful primary resource, limited to specific situations and skills development.*

**Diamond, Robert M. (Ed.). 2002. *Field Guide to Academic Leadership*. San Francisco, CA: Jossey-Bass Publishers**

Offering a wealth of practical guidance for specific situations, with a glossary of academic terms and jargon, this book is aimed at academic managers at various levels. It is essentially a primer on leadership and change in higher education. More than 20 authors contribute to this eight-part compendium comprising 29 chapters. A number of leadership models are described, the functions of vision and mission statements are reviewed, and details of instruments and inventories for self-evaluation are provided. Organized for quick access to individual topics and including a list of resources at the end of most chapters, the guide addresses issues associated with interactional styles and preferences; faculty development; teaching and learning (curriculum and course design, educational technology and new methodologies) and creating a strong advisory system for an integrated student information system; faculty reward systems; relations between academic and fiscal affairs, academic and student affairs; and campus diversity. ♦*Recommended as a useful primary resource, limited to specific situations and skills development.*

**Gmelch, Walter H. and Miskin, Val D. 1993. *Leadership Skills for Department Chairs*. Bolton, MA: Anker Publishing Company, Inc.**

Although out of print and no longer widely accessible, this book continues to be cited in the literature, more than a decade after its first printing. Its treatment of sensitive topics is timeless and the text is straightforward. The book's strengths are its prescribed interactivity and charts that bring forward a multitude of powerful points clearly and succinctly. This is not a passive read. The various exercises call upon the reader to assess his/her activities and priorities; leadership styles; personal behaviour; occupational stressors; and department team climate, conflicts, options and opportunities. Subjects discussed include challenges of the chair's job, leading with diversity, creating a productive department, enhancing personal productivity, coping with stress, leadership trade-offs and pay-offs, and balancing strategies. The bibliography lists traditional core sources and additional peripheral references. This is still one of the best books on chair leadership and is worth a review if not shelf space, if a

copy can be secured. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Hecht, Irene W. D. (Ed.). 1999. *The Department Chair as Academic Leader*. Phoenix, AZ: American Council on Education/Oryx Press**

The main purpose of this book is to help the incumbent understand his/her role within the university and the broader community in which it operates, in today's changing academic environment, in order to be able to set an effective agenda. The first part describes the different roles and responsibilities – past, present and future. Part two focuses on the people in the department – who they are, how they are recruited, evaluated and managed, covering faculty, non-academic staff and students. Part three delves into the department's operational dimensions – strategic planning, resource management and curriculum, teaching and student relations. The last part discusses the department in the broader context of the institution and the community – the chair and the dean, legal issues for chairs, department evaluation and external audiences. Each of the 14 chapters has an annotated reference list. The treatment of strategic planning is particularly comprehensive, with both theoretical and practical dimensions in hypothetical case study format. The writing is crisp, the helpful hints are plentiful. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Johnson, Michael J., Hanna, Donald E. and Olcott, Don, Jr. (Eds.) 2003. *Bridging the Gap: Leadership, Technology, and Organizational Change for Deans and Department Chairs*. Madison, WI: Atwood Publishing**

This concise paperback (173 pages) is written for both new and veteran academic administrators, blending theory, research and personal reflections of 12 administrators from the academy, business and medical fields, including current and retired chairs and deans. The narrative throughout is reinforced by charts and graphs that serve to synthesize perspectives, grounding them in empirical evidence where it exists (e.g., “*thinking outside the box*” strategies for practical leadership, positioning styles emerging from managerial activities and moving toward leader behaviours: pp. 37-45). The discussion of creating conditions for change and faculty/staff buy-in is powerfully demonstrated by an “*individual decision change process*” diagram (p. 47) illustrating shifts in decision-making and the trajectory of influencing factors. Other key topics covered are leadership transitions (moving up from the department chair's job to the decanal role), and departmental transformations in response to cultural changes within the organization and advanced technologies. References for further reading are provided at the end of most chapters. Some chapters feature case studies focusing on specific aspects of leadership such as communicating effectively and making a meaningful difference in the chair/dean positions. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Kecskes, Kevin (Ed.). 2006. *Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good*. San Francisco, CA: Jossey-Bass Publishers**

This book profiles case studies of 11 departments representing a diversity of disciplines in different institutional types (public, private, comprehensive and research). While American in orientation, the approaches to supporting and building collegial units offer insights that are transferable across a variety of universities. A number of strategies are advanced as key to promoting cohesiveness within units comprised of divergent interests. Both macro and micro

perspectives are featured, such as discussion of the key characteristics of engaged departments and their assessment; alignment of department and university missions and with external community interests. Three appendices illustrate a strategic planning matrix reflective of an engaged department, a connective pathway model for engaged departments, and resources for engaging department members. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Kouzes, James M. and Posner, Barry Z. 2003. *Academic Administrator's Guide to Exemplary Leadership*. San Francisco, CA: Jossey-Bass Publishers**

This is effectively a condensed version of the authors' popular leadership books, written for the academic environment. Topics covered include characteristics of admired leaders, sharing a common vision, encouraging initiative in others and setting examples. ♦ *Recommended as a useful supplementary resource.*

**Lucas, Ann (Ed.). 2000. *Leading Academic Change: Essential Roles for Department Chairs*. San Francisco, CA: Jossey-Bass Publishers**

As the title suggests, the book's thematic underpinning is the critical role chairs play in shaping the future of higher education, while addressing current concerns. On the surface, an esoteric, theoretical treatise, it nevertheless provides some practical perspectives for specific activities (e.g., promotion and tenure), supported by extensive references and additional recommended reading (especially useful are suggested faculty evaluation resources, such as Arreola's handbook on developing a comprehensive faculty evaluation system, Anker, 1995); and ethical considerations in assessment. A psychotherapist and former chair of a university management and marketing department, the author focuses on collaboration within the unit and interdepartmental networks. Topics include: handling resistance to change, transforming departments into productive learning communities, strengthening the departmental voice in the faculty reward system, monitoring and improving educational quality in the department, giving faculty ownership of technology in teaching and the chair the responsibility to support the use of technology in teaching in the strategic plan (this latter chapter is written by the sole Canadian contributor, Tony Bates, University of British Columbia). Guidelines are provided in the form of an eight-stage process to facilitate change following Kotter's model (establishing a sense of urgency, creating a support coalition, etc.) and directions for chairs to examine their selection and promotion processes. ♦ *Recommended as a useful supplementary resource.*

**Moses, Ingrid and Roe, Ernest. 1990. *Heads and Chairs: Managing Academic Departments*. Queensland, Australia: University of Queensland Press**

Although this book is based largely on interviews with Australian chairs and deans conducted close to two decades ago, the broader international contexts in which the findings are discussed, including Canadian references, make this a valuable addition to this list, for both background and guidance through reflective comments on the chair's roles and responsibilities. (For example, in the chapter on "*skills for headship*" [pp. 238-248], practical advice is advanced in a 10-step planning exercise for both the short and longer term, for staff appraisal and for conflict resolution.) At least 40 functions are identified as integral to a chair's job. Key dimensions include methods of choosing chairs, length of term and title ("*head*" or "*chair*", manager or academic leader); personnel matters such as supervision, building morale, remuneration and rewards; the political dimension encompassing discussion of the chair as area champion/advocate, staff advancement and allies; and planning, resources

and administration, including delegation, committees, decision-making, and paper work. Case studies focus on how chairs see themselves running a department, and how staff members see chairs running the department ... the congruity of views is not universal. **◆ Recommended as a useful supplementary resource.**

**Wergin, Jon F. 2003. *Departments That Work: Building and Sustaining Cultures of Excellence in Academic Programs*. Bolton, MA: Anker Publishing Company, Inc.**

The book is based on experiences of 130 American institutions involved with academic program review and management input therein. The notions of departmental quality, negotiating departmental values, enhancing departmental quality and motivating for quality work are found to be integral to the chair's role. Less a prescriptive than a perspective, this book provides alternative views on effective leadership at the middle-management level in the academy, encompassing comments of students and other constituents outside the university. **◆ Recommended as a useful supplementary resource.**

## **Organizational Theory**

**Bess, James L. and Dee, Jay R. 2008. *Understanding College and University Administration: Theories for Effective Policy and Practice*. Volume I: The State of the System. Volume II: Dynamics of the System. Sterling, VA: Stylus Publishing, LLC**

This newly-published two-volume work (exceeding 900 pages with indices) is not a traditional "how-to" guidebook for managers. Instead of situational case studies, these compendia present a wealth of organizational theories as tools that can be applied to different difficult situations academic managers face continually. The purpose is to assist readers in developing their own effective management style and approaches, informed by appropriate theory and the latest research in the field. The writing is engaging and accessible. Written for both college/university administrators and students aiming to become upper-level managers and policy makers in higher education, the book is organized like a textbook: each chapter contains a summary analysis, an exemplary situation, case discussion questions and extensive references. A comprehensive nine-page "*problem-to-theory application table*" at the start of each volume pairs typical organizational problems to theories and conceptual frameworks, indicating the volume/chapter/pages for the relevant discussion. (For example: For Planning and budgeting, resource scarcity: resource dependence theory, V1, C5, pp. 148-152. For managing departments and institutional units, and competition among departments for resources: organizational sources of conflict, V2, C2, pp. 496-497; structural approaches to conflict management, V2, C2, pp. 517-518; process approaches to conflict management, V2, C2, pp. 518-521). Among other key topics covered: the roles and functions of higher education institutions; financial and personnel decision-making; workplace motivation; groups, teams and human relations; organizational culture, conflicts, power and politics; goals, effectiveness and efficiency; and leadership traits, behaviours and approaches. This is one of the most comprehensive books tying academic management practice to theory located to date. **◆ Recommended as a useful supplementary resource.**

## Personal Perspectives

**Bryant, Paul T. 2005. *Confessions of an Habitual Administrator: An Academic Survival Manual*. Bolton, MA: Anker Publishing Company, Inc.**

This entertaining reading is anchored in 18 “laws” of academic administration tinged with wit and practical wisdom. Some examples: “*No one should have an administrative position who wants it.*” (p. 3) “*A new administrator must experience a full year’s cycle of events before being completely familiar with the operations of the unit.*” (p. 27) “*Trust everybody, but cut the cards.*” (p. 55) These and a number of other concepts are not novel, but they serve to corroborate hunches and views and offer some alternative options that apply across institutions and territories. ♦ *Recommended as a useful supplementary resource.*

**Conway, John B. 1996. *On Being a Department Head: A Personal View*. Providence, RI: American Mathematical Society**

A highly cynical perspective fuels this little book (107 pages), reflecting a combination of experience and overall attitude. The observations may rankle in their candid arousal of passions and tensions associated with the chair’s responsibilities and how chairs are selected. The author’s basic assumption is that the chair’s job is problem based. The author is emphatic in his preference for the system with less democracy, which he contends is less abused. Among tips for the aspiring chair from outside the department: Beware! Are there warring factions internally? “*Are you being recruited to referee a bloody war? ... What are they looking for? A god? A czar? A figurehead? A researcher?*” (p. 7). Other advice: Every chair should have an agenda and a goal (e.g., improving teaching and/or research, revising the undergraduate program, contacting alumni, improving community relations such as with area schools). Every chair should make fair decisions in a timely manner. Every chair should teach, to stay grounded. Every chair should know when to quit (when tired, their agenda has been realized, their ideas no longer mesh with the dean’s views). Tricky position: to maintain respect and goodwill of colleagues and to please bosses. An interesting little book if time permits. ♦ *Recommended as a useful supplementary resource.*

**Straley, Tina H., Sward, Marcia P., and Scott, Jon W. (Eds.). 2005. *Leading the Mathematical Sciences Department: A Resource for Chairs*. The Mathematical Association of America Incorporated**

This compendium features insights of university chairs, deans, vice-presidents and presidents and case studies on a range of issues from management of part-time faculty to curriculum development and campus politics. While American and focused on the hard sciences, this assembly of papers and exercises highlights general principles that transcend geographical and disciplinary boundaries. ♦ *Recommended as a useful supplementary resource.*

**Wergin, Jon. F. (Ed.). 2007. *Leadership in Place: How Academic Professionals Can Find Their Leadership Voice*. San Francisco, CA: Jossey-Bass Publishers**

This book comprises a collection of stories by 10 academic leaders who share their experiences in attempting to effect organizational change in diverse sectors of the academy. The dynamic discussion and deep insights serve to apply academic leadership theories to practice, with alternative views on how higher education institutions are led and organized. Subjects covered include empowerment of part-time faculty through transformative learning models, challenges and opportunities of collaborative leadership, problems of leadership transition and possible solutions therein. This is a thoughtfully-assembled compendium of



personal perspectives with application in various academic environments. A strong feature is the reference section at the end of each chapter, which combine classic works and current sources. ♦ *Recommended as a useful supplementary resource.*

## Personnel Management

**Bensimon, Estela Mara, Ward, Kelly and Sanders, Karla. 2000. *The Department Chair's Role in Developing New Faculty into Teachers and Scholars*. Bolton, MA: Anker Publishing Company, Inc.**

This book is intended to help chairs with three key stages of junior faculty socialization: recruitment and hiring, the first year, and performance evaluation, with sample letters of appointment and introduction, a list of potential questions new faculty may have on standard and more sensitive matters (e.g., being visible in the department, working from home, delivering presentations, publicizing work within the department) and a model annual plan of work for the junior faculty's first year. Each chapter concludes with a checklist of tasks and considerations for the chair dealing with new faculty and faculty/staff relations more broadly: on what to avoid during interviews; on providing family/relocation information; on helping establish a research agenda; on orientating to the department, the institution and to service activities; on offering time and stress management tips; on enabling mentoring behaviour; on assessing collegiality levels within the unit; and on handling promotion and tenure. Strategies to foster collegiality within the department are discussed along gender lines, with a separate section for "women and collegiality" (pp. 127-129), "women-affirming chairs" (pp. 130-131) and "collegiality in predominantly male departments" (pp. 129-130). The authors provide tools they believe chairs need to adapt habits and intuition into effective management practices. ♦ *Recommended as a useful primary resource, limited to specific situations.*

**Leaming, Deryl R. (Ed.), 2003. *Managing People: A Guide for Department Chairs and Deans*. Bolton, MA: Anker Publishing Company, Inc.**

This book focuses on problems chairs (and deans) have in dealing with everyday personnel management issues with faculty and staff. Ten American academics (assortment of chairs, deans and vice-presidents with combined academic management experience exceeding 200 years) contributed to this compendium, which includes substantial references on business management and organizational theory. The writing is straightforward, the suggestions are simple, the subjects clearly sub-titled. The foundation is a self-analysis, including a behaviour audit, following the premise that to understand others one must first understand one's self. The various authors advance strategies for working with others, establishing a positive leadership approach, creating consensus, conducting cohesive and productive meetings, dealing with detractors, stripping away negative defenses and controlling defensiveness, providing assistance to troubled faculty and reaching out to offer a helping hand where appropriate, hiring the right people, conducting constructive performance evaluations, maintaining morale, and achieving the departmental vision. A sample form for evaluating teaching, model correspondence to department members and a criteria matrix for departmental priorities reinforce the recommendations. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Rosse, Joseph, G. and Levin, Robert A. 2003. *Academic Administrator's Guide to Hiring*. San Francisco, CA: Jossey-Bass**

This practical guide, based on empirical evidence, offers suggestions for assembling and managing job search committees, tying organizational goals to performance objectives, attracting highly-qualified applicants, assessing candidates, interviewing and checking references. While the legal issues are discussed in the context of American laws, the general recruitment principles apply to the Canadian higher education environment. ♦

*Recommended as a useful primary resource, limited to specific situations and skills development.*

**Rowley, Daniel James and Sherman, Herbert. 2004. *Supervision in Colleges and Universities*. Lanham, MD: University Press of America, Inc.**

This compact (97 page) book packs a powerful punch, providing theory and practical guidance for academic supervisors whose work, as described in the literature (Cohen and March, Mintzberg, Baldrige, etc.), is complicated by the complex nature of universities commonly considered collegial anarchical bureaucracies within a political frame. Supervisory strategies are suggested to foster cooperation within individual units and to achieve effective relationships. Supervision is not a natural instinct or talent, and the authors (Rowley is Chair of the Department of Management, University of Northern Colorado; Sherman is Business and Accounting Program Coordinator at Southampton College-Long Island, New York) take time at the outset to specify the special characteristics, philosophies and pitfalls of supervisory management in an institution of higher learning, discussing a variety of scenarios, with a focus on chairs supervising faculty, staff and students. The bibliography is extensive and carefully assembled. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Seldin, Peter and Higerson, Mary Lou. 2001. *The Administrative Portfolio: A Practical Guide to Improved Administrative Performance and Personal Decisions*. San Francisco, CA: Jossey-Bass Publishers**

This is a unique, hands-on book to help the chair manage a heavy workload and tightening budget and promote collegiality within the department. It includes field-tested suggestions for starting and maintaining administrative portfolios (i.e., files that selectively bring together in one place information about the scope and quality of the chair's activities and accomplishments); identifying red-flag warnings; and creating benchmarks for success. Of particular value are the 10 case studies from across administrative positions and institutions (e.g., Rutgers, Akron, Missouri and Wisconsin) that illustrate the use of portfolios, including differentiation between those used for personnel decisions and performance improvement. References at the end of each chapter, which include Canadian sources, are designed to amplify the text, which, in some cases, is rather sketchy. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

**Research and Innovation**

## Research and Innovation

**Bland, Carol J., Weber-Main, Anne-Marie, Lund, Sharon Marie and Finstad, Deborah A. 2004. *The Research-Productive Department: Strategies from Departments that Excel*. San Francisco, CA: Jossey-Bass Publishers**

This book focuses on leadership imperatives in research, featuring the experiences of some 40 leaders from major research institutions in the United States. Specific recommendations are advanced for promoting high levels of research productivity in the department, including insights on recruitment practices, mentoring programs, reward systems, culture-building activities, and the distribution of fiscal and human resources. Two tool sets are provided: a user-friendly summary of literature on the characteristics of research-productive organizations, and a broad range of descriptive examples of how these characteristics play out in a large number of academic departments. The writing is engaging and clear. The best practices can be adapted to various institutional settings. Printed “on demand” per individual order directly from the publisher. ♦ *Recommended as a useful primary resource, limited to specific situations and skills development.*

## DISSERTATION

**Boyko, Lydia. 2009. *An Examination of Academic Department Chairs in Canadian Universities*. Doctoral Dissertation, University of Toronto**

- **Available through T-Space (UT Research Repository) at**  
<https://tspace.library.utoronto.ca:443/handle/1807/19122> .
- **A summary and highlights are available electronically through the office of the UT Vice-President & Provost located at**  
<http://www.provost.utoronto.ca/link/administrators.htm>

This thesis pieces together a broad history of the chair function in Canada and describes the current roles and responsibilities. It is a baseline, population study, wherein chairs are explored from five perspectives to determine distinctions and associations among institutions, disciplines/fields of study and individuals: 1. What is the job? 2. Who holds the job? 3. Does formal position prescription match practice? 4. Has the job changed over time? 5. What makes department chairs job ready and effective? Canvassing 43 predominantly English-language public universities in 10 provinces, the inquiry encompasses four data sources: university policy documents and faculty association collective agreements; a national electronic survey in two versions – for incumbent chairs and for incumbent deans; telephone interviews with active, former and retired chairs and deans; and curricula vitae of chairs and deans. The findings confirm the longstanding tradition of the job’s temporary nature, irrespective of institution and discipline, although a number of surprises emerge in findings related to the notion of business orientation, the concept of “first among equals” versus facilitation, and support mechanisms. ♦ *Recommended as a useful primary resource, covering a wide range of subjects and issues.*

## WEB SITES

### American Council on Education (ACE): Department Chair Programs

<http://www.acenet.edu/resources/chairs/>

The ACE web site offers a large selection of topical and practical articles for department chairs, dealing with leadership, human resource management, budgeting and planning, and legal issues. Hundreds of short articles are posted within these broad categories, sub-divided into specific aspects. The content, all publicly accessible, is updated frequently. Contributors are typically American scholars in the academic management field, and other observers who bring organizational experiences to their suggestions on handling the various roles and responsibilities. The subjects are generally generic and their treatment typically transcends national perspectives. The references and bibliography are extensive. *This web site is well worth a visit.* ♦ **Highly recommended as a useful, one-stop reference.**

### *ACE publications on higher education leadership*

ACE also develops, from time to time, books on leadership as part of its series on higher education. The most recent title on the subject was released in 2009 (co-published with Rowman & Littlefield Education): **“Peak Performance for Deans and Chairs: Reframing Higher Education’s Middle”**. It is written by Susan Stavert Roper (long time Dean of Education at Southern Oregon and California State universities) and Terrence E. Deal (an internationally recognized specialist in organizational leadership). “Peak Performance” is an experience-based management guide anchored in lessons learned from both difficult and rewarding situations in academic middle management. In particular, the authors deal with behaviours of deans and chairs in the context of political, structural and human resource pressures. The straightforward discussion is evident from chapter titles such as “trapped between a rock and a hard place” (reinforcing the literature over time), “ferreting out root stresses and plotting new tactics”, “confronting creeps and cliques”, “stepping up to cutbacks” and “winning over the higher-ups”. ♦ **Recommended as a supplementary resource.**

### Academic Leadership: The Online Journal

<http://www.academicleadership.org/>

This site is a repository of articles and essays on leadership issues faced by academic leaders, from unit coordinators and department heads to presidents/principals, embracing all levels of education. Other features are “*leader action tips*” (e.g., dealing with difficult co-workers), “*ideas worth merit*” (non-peer reviewed contributions) and empirical research. *The content changes regularly and back issues are not readily located. A difficult site to navigate.*

♦ **Recommended as a supplementary resource.**

### Leadership Foundation for Higher Education

<http://www.lfhe.ac.uk>

Based in London, England, this is a joint public/private venture, supported mainly by member fees and product/service sales and focused on leadership, management and governance for U.K. higher education institutions. The majority of founding members are U.K. institutions; a number of universities from other countries are joining as associate members (including educational suppliers and recruitment firms). Partnerships are being forged with the World Bank, OECD and UNESCO. The web site offers a variety of publications and reports

featuring informative articles and other electronic resources freely, although many are member password protected. (For example: *In Practice*, Issue 13, 2007, article titled: “*The role of departmental leadership in fostering excellent teaching*”. Issue 12, 2007: “*Leading leadership development for heads of department – some insights*”.) Services also include professional networking events and educational workshops for department heads. This site provides alternative perspectives not usually found in North American resources. The content is updated frequently. *Worth a visit.* ♦ **Recommended as a supplementary resource.**

### **The National Academy for Academic Leadership**

<http://www.thenationalacademy.org/>

Co-sponsored by Syracuse University, the Academy delivers educational leadership programs for academic managers at all levels, including chairs, deans, presidents and board members. This site features abbreviated versions of essays found in *The Department Chair* (refer to *Periodicals* in this directory) and a variety of suggested readings and web sites on academic leadership and effecting transformative, effective change. Specific topics address faculty rewards and scholarship, promotion and tenure; curriculum, course and program design and assessment; and technology in learning, all with related guidelines and checklists.

♦ ***Recommended as a useful primary resource, limited to specific situations and skills development.***

### **University of Manitoba: Centre for Higher Education Research and Development**

<http://www.umanitoba.ca/cherd>

This site provides details of workshops, seminars and other educational initiatives for academic managers, held annually at the Banff Centre, and courses for specific constituents (e.g., chairs, women administrators) offered in Toronto and open to participants from higher education institutions across Canada. Information on web-based and custom-tailored in-house programs is also available here. ♦ ***Recommended as a useful primary resource, limited to specific situations and skills development.***

## **NEWSLETTERS**

### **General Guides**

#### ***Academic Leader***<sup>1</sup>

A monthly newsletter for deans, chairs and other academic decision-makers in American universities, with a focus on budgeting, planning, faculty development and support, curriculum development and teaching, and personnel issues. Some of the material is generic and can be applied to situations in Canada. Available directly from the publisher: 1-800-433-0499; [www.magnapubs.com](http://www.magnapubs.com)

#### ***The Department Chair: A Newsletter for Academic Administrators***

A quarterly newsletter for chairs, deans, academic vice-presidents and other administrators. Written by practitioners from their own experience, delivering practical information and advice. An American focus with applicability to the Canadian university environment. (E.g., the Winter 2009 edition features articles on subjects such as faculty recruitment – tips and

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<sup>1</sup> Access is limited to subscribers and the material has not been reviewed.

insights; meaning of “accountability” for chairs; and the untenured chair.) Available by subscription (\$104 US per annum, including shipping and handling, as at January 2009). Information is available from the publisher, online at [www.josseybass.com](http://www.josseybass.com) ; via email at [jbsubs@wiley.com](mailto:jbsubs@wiley.com) or [cs-journals@wiley.co.uk](mailto:cs-journals@wiley.co.uk); or by phone (1-888-378-2537 toll-free).

## PERIODICALS

### General Guide

**Carroll, James B. and Wolverson, Mimi. 2004. Who becomes a chair? *New Directions for Higher Education*, 126, Summer, 3-10**

*Note:* This entire edition of *New Directions for Higher Education* is devoted to discussion of the academic chair, encapsulated in seven chapters, with a focus on who becomes a chair, socializing new chairs, professional development, special challenges and opportunities for an interim chair, performance measurement, the department chair’s juggling skills, and what happens when the term ends. In the introduction to the volume, journal editors Walter Gmelch and John Schuh position this as “a resource for potential and current department chairs in helping them prepare for this role or sharpen their skills as leaders of this critical administrative role” (p. 1). Among notable articles: Irene Hecht, on “The professional development of department chairs” (pp. 27-44); Walter Gmelch, on “The department chair’s balancing acts” (pp. 69-84); and Earl Smith, on “The end of the reign: Department chair no more” (pp. 85-92). Apart from references within each chapter, a number of additional American journal sources are suggested reading for chairs: *The Chronicle of Higher Education*, *Change*, *Academic Leader* and *The Department Chair* (latter two noted in this guide). Interesting reading if time permits. ♦ **Recommended as a supplementary resource.**

### Conflict Management

**Stanley, Christine A. and Algert, Nancy E. 2007. An exploratory study of the conflict management styles of department heads in a research university setting. *Innovative Higher Education*, 32(1), 49-65**

The article outlines results of a qualitative research study exploring conflict management styles of 20 department heads across a variety of disciplines (architecture, veterinary medicine, agriculture, arts, engineering, science, business and education) at a public research university in a southern American state. The author discusses how conflict is recognized and managed at the departmental level. A useful table (p. 56) prioritizes the conflict modes as “compromising”, “competing”, “collaborating”, “accommodating” and “avoiding” (the latter two said to be least used). The findings show a lack of formal conflict intervention training or framework for strategies. Interesting reading if time permits. ♦ **Recommended as a supplementary resource.**

## Stress Management

**Gmelch, Walter H. and Burns, John S. 1993. The cost of academic leadership: Department chair stress. *Innovative Higher Education*, 17(4), 259-270**

Grounded in empirical research, the assertion is that department chairs find themselves trapped between the stresses of performing as administrators and faculty members, feeling double pressure to be effective leaders and productive faculty members. More than 800 chairs from 101 doctorate-granting and research universities in the United States were surveyed. The “*most serious stressors of department chairs and professors*” (p. 263) were found to be: having too heavy a workload, getting program/financial approvals, keeping current in the discipline, complying with institutional rules, and experiencing job/life commitment imbalance. The authors propose corrective actions to attracting and retaining effective departmental leaders may lie in restructuring the position, reducing it to a half-time position and providing secretarial and research support; decreasing paperwork, with requests tied to the department’s mission and goals and measured against its contribution to the university; correspondingly, assisting chairs to identify high pay-off activities for themselves, their faculty and department and the entire university; reversing the hierarchy; providing release time for research and maintaining a separate research office. ♦ **Recommended as a supplementary resource.**

### *HIGHER EDUCATION IN CANADA: CONTEXTUAL TEXTS*

**Boyko, Lydia and Jones, Glen A. 2010. The roles and responsibilities of middle management (chairs and deans) in Canadian universities. In V.L. Meek, L. Goedegebuure, R. Santiago and T. Carvalho (Eds.), *The Changing Dynamics of Higher Education Middle Management*. (Higher Education Dynamics, Vol. 28). Dordrecht, The Netherlands: Springer**

The research conducted in 2006-2007, initially for an international symposium on “new managerialism” in higher education worldwide, provided the impetus for the dissertation on academic department chairs in Canada (Boyko, 2009). Our contribution to this international compendium (which also features Australia, Austria, Belgium, France, Italy, the Netherlands, Norway, the United Kingdom and the United States) examines both chairs and deans in Canadian universities to determine whether these academic middle-management positions are changing in terms of mandate, orientation and scope as a result of an evolving “managerialist” mechanism and mind-set. A review of institutional policy documents and faculty association collective agreements at 30 public universities across the country reveals no significant formal shifts in middle-management functions in recent years, although the dean’s situation is somewhat less clear than that for chairs. ♦ **Recommended as a supplementary resource.**

**Clark, Ian D., Moran, Greg., Skolnik Michael L. and Trick, David. 2009. *Academic Transformation: The Forces Reshaping Higher Education in Ontario*. Kingston, ON: McGill-Queen’s University Press.**

This book is about current trends and issues in Ontario, recognizing the federal policy context and globalization/internationalization of higher education more broadly. Topics comprise the challenges of access, student composition, knowledge production, productivity and competitiveness, and public policy responses associated with and impacting teaching and

learning, funding, the professoriate (including work profiles and compensation) and accountability requirements, among other aspects of the academy. The authors discuss possible solutions in the context of governance, and systemic structure and design. Extensive references and a chronology of key events in Ontario's higher education system over close to 60 years are informative features. **◆Recommended as a supplementary resource.**

**Jones, Glen A. 2006. Canada. In J.F. Forest and P.G. Altbach (Eds.), Volume 2 (Ch. 32). *International Handbook of Higher Education* (pp. 627-645). Dordrecht, The Netherlands: Springer**

This is a backgrounder on the Canadian university landscape and environmental factors with potential impacts on the work of academic administrators. Part of an encyclopaedia on higher education systems worldwide, the focus on Canada provides a broad description and analysis of higher education in this country. The chapter features an overview of institutional and structural arrangements; a review of the historical development of higher education across jurisdictions, with an emphasis on federal and provincial government public policy; and a brief discussion of key issues, touching on aspects such as institutional classification and accreditation, participation rates, private sector linkages, coordinating arrangements and planning mechanisms. **◆Recommended as a supplementary resource.**

**Jones, Glen A. 2002. The structure of university governance in Canada: A Policy Network Approach. In A. Amaral, G.A. Jones, and B. Karseth (Eds.), *Governing Higher Education: National Perspectives on Institutional Governance* (pp. 213-234). The Netherlands: Kluwer Academic Publishers**

The author takes an institution-level policy network approach to discussing higher education governance in Canada, covering governing boards, senates, administration (including department chairs and faculty deans), faculty and student associations, and other participants such as alumni, support staff and teaching assistants. Among specific subjects highlighted are the structure and balance of their participation, boundaries of authority and capacity for governance reform. The Canadian experience is reviewed in the absolute. However, as a case study, Jones's examination effectively provides a relative view, as the descriptions in this compendium of governance structures in other countries illustrate a degree of difference in orientation according to individual authors (e.g., a marked shift in relationships between universities and the state and major power struggles among policy-making and implementing groups in the United Kingdom, France and the Netherlands). **◆Recommended as a supplementary resource.**



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