Selected Readings on Academic Leadership and Management

The purpose of this annotated bibliography is to provide members of the society with sources and web sites in leadership and management. From scholarly studies to books in the popular press, this idiosyncratic list is far from complete; there is no intent to be comprehensive. The only criterion for recommended titles is that a member of CMS has found them useful and informative.

Music and Academe


This publication is a joint effort by the Council of Arts Accrediting Associations, which includes the National Association of Schools of Art and Design, National Association of Schools of Dance, National Association of Schools of Music, and the National Association of Schools of Theatre. It provides an overview of the roles and responsibilities of an executive in the arts. It also identifies and comments briefly on various issues such as balancing responsibilities, professional development, maintaining the artistic and intellectual climate on campus, and strategic ("futures") planning.


Cowden and Klotman provide a comprehensive overview of ways to lead music programs in both secondary and higher education. They address matters of leadership, management, organizational structure, personnel practices, faculty development, curriculum development, budgeting, fund raising and grant writing, public relations, scheduling, and various special topics. Each chapter concludes with notes, supplementary readings, and study questions. Thirteen appendices provide forms and checklists related to evaluation, job descriptions, curricula, purchases, public relations, outside engagement, and more. While some of the material is dated, most remains relevant and insightful. Its comprehensive nature makes it a good primer for a person beginning in an academic leadership position in a comprehensive music program.


In this book a musically trained anthropologist offers an "insider's" look at the cultural landscape of a music conservatory, and comes up with some unsettling conclusions, such as some of what is deemed "talent" or "musicality" is an artifact of the particular social group that makes the definition. There are many gems of insight in this book. For the administrator or potential administrator its value lies in the realization that a School, Department, or Conservatory of Music is a complex human institution that creates its own culture with its rituals, peculiar uses of terms, internal "class systems," symbols, and social configurations.


Miller's book is organized around the process of the institutionalization of music, which he defines as a process of indoctrination of music literature; instruction on procedures for learning, digesting, and producing music; and exposure to those who carry out indoctrination and instruction. His interest rests in "non-aesthetic dimensions" of music programs in higher education, which leads to his focus on the roles and responsibilities of students, faculty, and administrators as well as interactions between these constituencies. His six chapters cover music as a bureaucratic enterprise, a historical sketch of music in American higher education, qualities of music administrators (demographics; skills in governance, leadership, and management; role orientation using multidimensional scaling), faculty (traits, hiring, retention, evaluation), students (marketing, recruiting, retention, competition), and strategic planning. The bibliography is extensive, albeit now dated.
This book serves as both a primer and resource for music executives and is the most recent publication intended specifically for administrators in music. Its fourteen chapters by various authors address leadership, management skills, strategic planning, enrollment management, music curricula, budgeting, personnel and legal issues, facilities (architecture, planning, and acoustics), instruments and equipment, technology, fundraising, and special issues for smaller music units. Most chapters offer straightforward, pragmatic information and advice, while others invite the reader to be reflective in considering the characteristics of excellent leadership.


A renowned ethnomusicologist turns his gaze inward to explore and explain the culture of a major music school, dubbed "Heartland U." Nettl approaches this culture through four perspectives: as a religious or social system ("In the Service of Masters"), a mixture of social classes ("Society of Musicians"), the meeting of different music cultures ("A Place for All Musics"), and the study, development, and performance of a musical canon ("Forays into the Repertory"). Alternating between the perspectives of a "native informant" (a longtime professor) and a "scholar from Mars," this fascinating ethnographic study offers a revealing look at the rituals of musical academe and its culture.

**Fundraising**


A helpful guide if one has an established working relationship with a fundraising professional. The major emphasis is planned giving, as distinct from general fundraising. The vocabulary is often technical, thus making prior experience in fund raising advantageous.


This lengthy book is noteworthy for its emphasis on the philosophy of fundraising. The author's definition of relationship fundraising, "an approach to the marketing of a cause that centers on the unique and special relationship between a nonprofit and each supporter," is central to the book. Burnett describes the process of organizing activities around the centrality of the donor and her/his importance and value. In one section, titled "The Essential Foundations of Fundraising," Burnett offers such valuable insights as "friend making comes before fundraising" and "the trustworthiness of fundraisers and their organization is a reason both to start and to continue support."


This is a reference book with fifty-four articles by fundraising professionals. It is organized under seven topics: Managing Fund Development, Ethics and Governance, Environmental and Institutional Readiness, Annual Giving Programs, Major Giving Programs, Select Audiences and Environments, and Support Ingredients. It contains excellent information and helpful exhibits, and it is made accessible through a good index.


This book is considered a "classic" among fundraising professionals (the revised paperback edition was published in 2001). The authors describe seven types of donors (The Communitarian: Doing Good Makes Sense; The Devout: Doing Good Is God's Will; The Investor: Doing Good Is Good Business; The Socialite:...
Doing Good Is Fun; The Altruist: Doing Good Feels Right; The Repayer: Doing Good in Return; and The Dynist: Doing Good Is a Family Tradition) and what motivates them. Suggestions are offered for cultivating each of these potential donor types.


The cover of this book notes that it is “a compendium of imaginative new concepts, tested, ideas, and case histories of programs and promotions that make money and win audiences.” This is not the book to use for in-depth training in fundraising and planned giving essentials, but it does contain many ideas that “Friends” groups might find appealing. The author describes, for example, the Syracuse Symphony’s appeal, which began, “Re, Mi, Fa, Sol, La, Ti, Dough!” Unfortunately, the full message (which included a Play-Doh sculpture of the conductor) violated the trademark of Kenner Products, the makers of Play-Doh. The moral of the story is to check out cute ideas found here—or anywhere—with your institutional advancement professionals before going public.


This is a brief and practical guide for planning fundraising endeavors presented in a very readable text. It includes useful figures, examples, samples, and to-do exercises. There also is a section on using the Internet in fundraising. The book’s five parts include sections with tantalizing topics such as “Eight Specific Ways Planning Boosts Fundraising, Results,” “Use the Giving History to Make Fundraising Estimates,” and “How to Organize Your Press Kit Materials.”

**Interpersonal Skills**


This humorous and insightful book addresses important matters of working effectively with people. Using a dinosaur brain as a metaphor, Bernstein and Rozen walk through their definitions of "Lizard Logic" (get it now; the triple F response; be dominant, defend the territory; get the mate; if it hurts, hiss; like me, good—not like me, bad) and then suggest ways of addressing such logic when it stares one in the face. In a very subtle way, the book suggests that leaders are just as prone to acting with the logic of lizards. Also included is a brief bibliography.


This thin volume is a classic in the negotiation literature that arose out of the Harvard Negotiation Project. Divided into four chapters, Fisher and Ury explain the problems that arise when one bargains over positions instead of focusing on solutions. Their method includes separating the people from the problem, focusing on interests instead of positions, inventing options for mutual gain, and insisting on objective criteria for evaluation. Chapter three provides suggestions for difficult situations when negotiations begin to break down, including finding the best alternative to a negotiated agreement (BATNA). There is no bibliography.


This brief book provides tips and guides on ways to build good and sustainable relationships at work. The twenty tips focus on clarity of expression, effective ways of responding to people, and being mindful of agendas. Interspersed among the tips are sections that address communicating via e-mail, strategies for handling performance anxiety, building networks, bringing positive attention and clarity to your and your organization's message, and how to ask for what you want. There is no bibliography.


This book delves deeper into the challenges of negotiation by focusing on those moments when there seems to be no interest in another party to find a solution. Ury outlines a five-step "breakthrough strategy": don't
react, disarm them, change the game, make it easy to say yes, and make it hard to say no. His goal, as summarized in the conclusion, is to turn adversaries into partners. Also included is a useful analytical table of contents outlining his method. The endnotes contain references to secondary sources and to actual cases used in the book. There is no formal bibliography.

Leadership


This book serves as an excellent primer for gaining a sense of the values and qualities of a leader. Bennis is one of the foremost authorities on leadership with more than two dozen books to his credit (see http://www.leadershipnow.com/leadership/warrenbennis.html). Also, he was President of the University of Cincinnati for seven years in the 1970s and is well versed—as this book shows—in the unique challenges an academic leader faces. In this volume he explores ten topics (mastering the context, understanding the basics, knowing yourself, knowing the world, operating on instinct, deploying yourself, moving through chaos, getting people on your side, how organizations can help and hinder, and forging the future) and draws upon profiles of twenty-eight leaders from numerous fields as both models and case studies. His fundamental premise is that “leaders are made, not born.” He describes leadership as a way of being, that “becoming a leader is synonymous with becoming yourself,” of being fully engaged in shaping both the present and future. References draw on a rich collection of sources from literature in leadership to Ralph Waldo Emerson, *The Federalist Papers*, cultural studies, the poetry of Wallace Stevens, and much more.


This text focuses mostly on styles of management, proposing four different "frames" (styles) of management: structural, human resource, political, and symbolic. While Bolman and Deal claim that all managers have preferred styles that they use as frameworks, they also assert it is the skill of a good manager to know all four frames and to be able to reframe an issue to find the best solution. Each frame is described extensively. Also included are examples and scenarios of how these frames interact and how the results one experiences may change by applying different frameworks to a situation. The book concludes with a twenty-seven-page list of references.


In what may be viewed as the final book in his trilogy about successful companies (along with *Built to Last*, 1997, and *Good to Great*, 2001), Collins offers a model of decline in companies that falls into five stages: hubris born of success, undisciplined pursuit of more, denial of risk and peril, grasping for salvation, and capitulation or irrelevance or death. He provides case studies of companies, some of which appeared in his earlier books, that have or have not failed when they entered a downward trend. While his research focuses on corporations, his stages of decline, many of which were entered unwittingly by the companies he profiles, may be applied to academic programs as well. This book offers guidance to music executives on how to build and sustain a program on a solid foundation and what warning signs there may be in a program that is losing focus, overextending itself, or trying to find a quick fix to systemic issues.
In this book Covey presents his theory of leadership. Fundamental to his theory is the belief that natural laws exist behind principled leadership and that these laws will influence outcomes. He encourages leaders to turn away from “maps that are based on experience-produced perceptions” and instead be guided by a moral compass defined by “fairness, equity, justice, integrity, honesty, and trust.” Relying on such a compass can produce “fundamental transformations of individuals, relationships, and organizations.” The book’s thirty-one chapters are divided into two parts: Personal and interpersonal Effectiveness and “Managerial and Organizational Development.” Topics include development of principles, communication, management, empowerment of yourself and the people who work for you, and “total quality management,” among others.

For a more complete summary of this leadership method, see DeMol, Green, and Ward, “Three Models of Leadership,” CMS Newsletter, March 2008.


DePree might be described as part of the “second generation” of leaders and writers subscribing to the concept of “servant leadership,” an approach first voiced by Robert Greenleaf. In this pair of slim books, through both description and narrative, DePree winsomely draws the reader into an understanding of what he views as the central qualities of leadership: the ability to understand the diversity of people’s gifts and skills, the wisdom not only to accept but to liberate and enable those gifts, the humility to allow the gifted persons to lead in situations for which their unique gifts equip them, and the ability to nurture a network of relationships within community in which individual strengths can flourish and contribute—all of which relate to the models of servant-leadership and participatory leadership. DePree’s style is to suggest, rather than to pronounce, and to lace his writing with a wealth of stories illustrating his premise that leadership, like jazz, is an art, not a science. His intuitive approach is reflected in chapter titles such as “What Is Leadership?” “Roving Leadership,” “Giant Tales,” and “Marks of Elegance” (Leadership Is an Art), and “Leaders’ Leaders,” “Polishing Gifts,” and “Followship” (Leadership Jazz).


This book offers a collection of claims that explore the qualities of leadership, which then are reinforced with quotations about leadership by a broad range of famous individuals, past and present. The seven chapters are organized topically (preparation, defining a leader, supervision, management, vision, leadership style, mistakes), and the appendices provide lists of behavioral characteristics that can hinder or help potential leaders.


This book offers an application of the theory of emotional intelligence to leadership. Part I explores the power of emotional intelligence by defining types, qualities and styles of leadership; part II focuses on the use of emotional intelligence in making leaders; the third section expands the discussion to building emotionally intelligent organizations. There are two appendices: one explains the difference between EI and IQ, and the second provides a summary of leadership competencies as viewed through the lens of emotional intelligence. The endnotes provide both further references and clarification of terms. For more information on emotional intelligence, see Daniel Goleman, Emotional Intelligence (New York: Bantam Books, 1995).


This book offers thoughts on leadership and team building from Phil Jackson, one of the most successful coaches in professional basketball today. With a combination of Eastern philosophy, Christian values, and Native American spirituality, Jackson explores selflessness and mindfulness as approaches that assist a leader and a team to develop clearly defined principles, to recognize the value of leadership with vision as well as interconnectedness, and to control anger.

Subtitled *A Workout for the Mind*, this book outlines the challenges leaders face with the accelerating pace of change and offers strategies for helping both leaders and those they lead with adapting to inevitable and fast-moving change. The bibliography has titles that are both specific and tangentially related to the book’s topic.


Drawing on the work of psychologist C.G. Jung (*Synchronicity: An Acausal Connecting Principle*), historian Joseph Campbell (*The Hero with a Thousand Faces*), physicist David Bohm (*Wholeness and the Implicate Order*), cognitive scientist Francisco Varela, biologist Rupert Sheldrake, leadership specialist Robert Greenleaf (*Servant Leadership*), and philosopher Martin Buber (*I and Thou*), Jaworski poses a model that attempts to define the fundamental qualities of leadership. He views the nature of leadership as a commitment of being, not of doing, or something that focuses on creating the future, something that can happen only by our participating in creating that future and by seeing the world as an interlocking of relationships. This impressive and challenging book uses the archetype of the heroic quest for the process of change an organization and its leader(s) must follow in the transformative process of becoming a leader who moves beyond issues of positional power and conscious accomplishment to "creating a domain in which we continually learn and become more capable of participating in our unfolding future." "Leadership," writes Jaworski, "is about creating, day by day, a domain in which we and those around us continually deepen our understanding of reality and are able to participate in shaping the future." The notes are brief, although there are numerous references throughout the book to texts that have influenced Jaworski’s thinking.


Beginning by explaining that winning is no accident, magic, or dumb luck, Kanter’s thorough study explores ways confidence is built, how it can both ebb and flow, and how one can turn around a program that may be caught in a spiral of low morale and consistently disappointing results. Drawing from examples in sports, business, education, and other sectors, she shows how both success and failure do not happen overnight, that “it is from an accumulation of decisions, actions, and commitment that become entangled in self-perpetuating system dynamics.” This book, and the systematic approach it offers toward turning a program around, is ideal for an administrator who may be caught in an environment that either is dysfunctional, has low morale, or both. There are detailed endnotes and a general index.


Kellerman explores ways power, authority, and influence can be exercised to do harm and the factors that contribute to followers allowing themselves to follow bad leaders. Qualities of bad leadership include incompetence, rigidity, intemperance, callousness, corruption, insularity, and doing evil. With case studies that focus mostly on business and government, Kellerman dissects each of the qualities listed above, offering valuable analysis and insight. Also included are chapters on improving both leadership and followership.


This book serves well in those moments when one is looking for quick inspiration or encouragement. International in reach with contributions from eighty leaders chosen from the fields of sports, politics, business, media, journalism, the arts, real estate, finance, Foreign Service, law, and even royalty, Dormann’s collection is not a book of theory. Some contributions amount disappointingly to no more than quips, but the gems of wisdom one also finds make the book helpful during times when one needs encouraging words or ideas that will help one reflect on what leaders do. Themes among the writers emerge, including be purposeful, be positive and proactive, work hard and diligently, listen well, accept responsibility, be accountable and ethical, do the “right” thing even when it is unpopular, value people, and always conduct yourself with integrity. The brief index lists the book’s contributors.


It may seem ludicrous to recommend a book by an author who has been dubbed as a merciless tyrant. Yet,
there must be some reason why this small book remains in print, via multiple editions, after nearly 500 years. For leaders in academe, there are many. For example, expanding the focus from Machiavelli’s claim that a leader "must be feared" to an interpretation that a leader must be relevant to lead and affect change allows much of the detail of his thoughts on leadership to be both insightful and useful. To be certain, there are principles and actions Machiavelli recommends that earn him his controversial and, at times, sardonic reputation. Still, this book deserves careful, thoughtful, and critical reading.


Don't let the date or the brevity of this book question its value for an academic leader in the twenty-first century. The author ("Martin" is a pseudonym, the jacket cover says, of a longtime dean at a major American university) offers a memoir that is both philosophical and pragmatic. The writing is engaging and, at times, quite entertaining. Through both reflection on an administrative career and recounting of actual experiences, this excellent book contains pragmatic suggestions for dealing with everyday vagaries and compelling assertions of the value of administrative work.


The pretention and the righteousness of the title notwithstanding, this book is a good primer on the qualities of leadership. Citing leaders from politics, business, and sports, often through anecdotes that at times are superficial, Maxwell addresses issues of personal effectiveness, influence, professional development, finding and charting a vision, developing trust, being respectful of others, the importance of intuition, magnetism, seeing the big picture, developing a following, choosing staff, empowerment, mentoring, momentum, sacrifice, timing, and building a legacy. In the end, leadership, according to Maxwell, determines the success of the organization. Endnotes are minimal; there is no bibliography.


Sir Ernest Shackleton was one of Britain’s most legendary explorers. One trip, in which he and his crew became marooned for sixteen months in Antarctica (and in which all crew members miraculously survived), was his greatest test of leadership. Morrell and Caparell have retraced the journey in a compelling narrative, which they interrupt with analysis and commentary on Shackelton’s leadership. Topics of the eight chapters deal with leadership skills, building a team, maintaining morale, recognizing and capitalizing on each team member’s gifts, crisis management, and, through one’s leadership, leaving a legacy. “Leadership, after all,” note the writers, “is more than just reaching a goal. It is about spurring others to achieve big things, and giving them the tools and the confidence to continue achieving.” Shackelton’s example is nothing short of inspiring.


Steven Sample presents his portrait of the "contrarian leader," a leader who bucks conventional wisdom and, along the way, finds her/his unique voice. The eleven chapters explore the qualities he sees in a contrarian leader, which include thinking gray (and free), listening artfully, professional development in leadership, leadership qualities, making decisions, cutting losses, and working for those who work for you. He concludes with a case study on contrarian leadership, focusing on his presidency of the University of Southern California. Sample summarizes the main points of his book in "When the Buck Stops, Think Contrarily," Chronicle of Higher Education, 19 October 2001: B 11-13.


It may seem unusual for a book of history to be cited in this bibliography. However, Tuchman’s study of four moments from history when governments pursued “policies contrary to their own interests” -- that is, they committed folly -- provides invaluable case studies in leadership. Thoroughly researched (there are thirty-seven pages of notes), her extensive and detailed descriptions as well as insightful analyses of the legend behind the wooden horse in the Trojan War, the corruption of the Renaissance popes that led to the Reformation, Great Britain’s loss of the American colonies, and our “betrayal” of ourselves in the Vietnam War outline the perils leadership failure. Topics explored include denial (refusing to listen to what we do not
want to hear, rationalizing bad decisions instead of accepting them for what they are and moving in new directions), corruption (falsehoods that undermine credibility), favoritism (cronyism, keeping incompetents in place), and overreaction. She shows how leaders and their communities found it harder to call off a folly than carry it through, and that such lack of courage by leaders and their followers produced nonsensical, damaging, and costly continuance of failing policies. Applied to academic leadership, Tuchman's narratives may help an administrator find a way to either fix or avoid creating a dysfunctional department.

Management, Nuts and Bolts


It may seem irreverent to include a satirical book based on cartoons in this bibliography, and it certainly does not stand next to the many sustained, substantive, and serious books listed on this site. Still, it is worth both a look and a laugh. With a brutal honesty that only humor can bring, this book sews together a selection of Dilbert cartoons with a hilarious text that addresses such issues as the character of managers, the power of communication (or lack thereof), strategic thinking (some have other words for it), awarding merit pay, downsizing, professional development, and personnel management. If you find yourself avoiding decisions, denying more than admitting responsibility, organizing yet another task force, calling far too many meetings, stressing out your secretary, micromanaging, procrastinating, creating yet more busywork for others, or spouting jargon (such as "dialoging" with someone, structuring "vertical empowerment" paradigms, "differentiating value-added strategy," or "utilizing" an individual's full resource potential), this book offers the corrective antidote. It concludes with a witty and slightly cynical brief history of the development of management from the Stone Age to the Industrial Revolution.


Drawing on analogies to the performing arts, especially theater, Austin and Devin propose the application of processes that are especially effective for projects or circumstances that require innovation and teamwork. "Artful making" is a process that balances individual difference with effective collaboration. It has four qualities: release (risking the loss of control to enable things to emerge), collaboration through an iterative—as opposed to sequential—process, ensemble (innovation that arises through interdependence among makers, materials, forms, and final purposes), and play (similar to performance: letting a project unfold through controlled circumstances). The authors also caution that all conditions and circumstances are not appropriate for artful making, that there are times when "industrial making" (sequential tasks, exact repetition) is the best approach. Sources cited come from the arts, management theory, memoirs, and literature on leadership.


This is one of the standard texts in management and leadership that focuses on a principled approach to conducting one's life and work. It provides a thorough explanation of the "seven habits" (Be Proactive, Begin with the End in Mind, Put First Things First, Think Win/Win, Seek First to Understand, Then to Be Understood, Synergize, Sharpen the Saw). Two appendices include suggestions of alternative perceptions of your life and a model day of being effective. Also included are an index organized around problems and opportunities, and a general index.


This book expands Habit 3 of Covey's seven habits ("Put First Things First") into an extensive look at time management. In a principled approach that characterizes *Seven Habits*, the book explores theories of time management, the qualities and skills behind putting first things first, the power of interdependence, and the relationship between time management and leadership. Also included are worksheets, a workshop on developing a mission statement (the fundamental basis, according to Covey, for managing priorities and, ultimately, one's time), and bibliographies on time management and wisdom.


This is the second of Gladwell's three recent books on human behavior. It offers helpful information as well as analysis of ways individuals who, like department chairs or deans, can find themselves in situations where
they can influence outcomes. Central to Gladwell’s theory, which he supports with many case studies, are three types of “players”: connectors (people who have “a special gift for bringing the world together” and who “know a lot of people and a lot of different people”), mavens (people who accumulate knowledge, broker information, and “provide the message”), and salesmen (people who “persuade us when we are unconvinced of what we are hearing”). According to Gladwell, consciously bringing such people into an environment can help things “tip” – that is, change. He describes the qualities of contagiousness and stickiness of messages, the importance of context, and building community. “Look at the work around you,” writes Gladwell. “It may seem like an immovable, implacable place. It is not. With the slightest push – in just the right place – it can be tipped.” The book contains a general index and eleven pages of reference-filled notes.


This book is highly recommended for a person new to administration. Its succinct text, delivered in clear, direct, and engaging prose, offers both an overview of the new mindset essential for administrative work as well as specific techniques and skills necessary for success in administration. Its eight chapters present both issues and questions, some personally reflective, others process and action oriented, that lead to a greater understanding of one’s new role. Chapters on personnel matters, from understanding and negotiating with one’s colleagues as well as how to handle complaints and bullies, are especially useful. The first chapter, “Embrace Your Fate,” should be required reading for all administrators, regardless of levels of experience. Also included are a brief list of recommended readings and a general index.


This book includes updated information about the role of the department chair position—the then and now, and the soon to be. Lee reviews how the chair of the 21st century must be a leader with newer skills than before, due to the significant changes made in higher education, including the accountability movement that began in the 1990s. The author reviews the characteristics of an effective chair, how to remain professionally viable while chairing a department, working with faculty, the dean, and other administrators; student and staffing interactions, how to guide faculty careers, fiscal constraints, the faculty evaluation, strategic planning and preparing for change; the chair as entrepreneur and finally, how to exit the chair position. There is a total of twenty-five chapters divided into five parts with each chapter ending with a summary. A bibliography is included.


While directed more toward business than academe, Luecke’s primer on crisis management offers a quick and succinct overview of crises, how they occur, how we manage them, and what we learn from them. Topics of the eight chapters include taking stock of potential perils, avoiding the unavoidable, contingency planning, crisis recognition, containment, resolution, working with the Media, and learning from experience. Two appendices include outlines for developing an emergency contact list, seeing the warning signs of a pending crisis, analyzing lessons learned from a crisis, and writing a press release. Also included is a brief list of additional sources.


Tucker’s broad and comprehensive work explores the history, nature, styles, duties, and responsibilities of the department chair/division head. Each of the seventeen chapters ends with questions and references, and some with exercises. In addition to leadership, other topics include delegation, recruitment, decision making, faculty development and evaluation, handling grievances, working with unions, maintaining faculty morale, strategic planning, managing budgets, and delegation.


This modest little book has become the key resource for advice on the topic music chairs and deans seem to
dread the most—managing “difficult conversations.” The topic is complex in that the authors hold that within each difficult conversation are three distinct component conversations, about each of blame, feelings, and identity. It’s also critically important to everyone who enters our field because it offers basic strategy for navigating the particular “troubled waters” that difficult conversations set forth. At its heart, the book advocates several key “shifts” in thinking, from what is common when faced with these matters, to what promises to be more productive. The materials are clear and very useful. Every music manager who reads this book will find himself or herself re-reading parts of it often. Highly recommended.

**Mentoring**


Boice's book covers the chairperson's and an institution's responsibilities in helping new faculty with the transition and acclimation to their new roles. Based on extensive literature and field research (the bibliography alone is twenty-five pages long), and filled with conclusions that are both reflective and pragmatic, it is divided into three sections: obstacles confronting new faculty members, helping new faculty overcome obstacles, and building an institutional support system. While containing material that is germane to all institutional types, the field research and data used as a basis for the study make Boice's book most appropriate for new faculty at comprehensive and research institutions. Also included as a resource is a questionnaire to interview new faculty.


If *The New Faculty Member* is geared more toward the development of faculty mentoring programs, this volume is directed squarely toward the new faculty member, providing helpful ways of learning how to work and socialize effectively. The book's focus centers on *nihilnimus*, which Boice translates as "everything in moderation." This mantra informs Boice's advice, which he structures around "rules" in teaching, research, and socialization. Appendices include a summary of *nihilnimus* rules, abstracts of useful sources in faculty development, and an extensive list of references.


Boyer offers a new way to evaluate academic scholarly activity by suggesting four areas—rather than the typical three areas—of academic review for tenure and promotion: discovery, integration of knowledge, teaching, and service. Moreover, he argues that citizenship activities and projects are directly related to scholarship and should be tied directly to one's special field of knowledge. Boyer believes that evaluation criteria must be tailored to personal talents as well as campus needs. There is a great deal of innovative thought and discussion in these seven chapters that examine scholarship over time, how to enlarge the perspective, the talents of the faculty, creativity, diversity, scholarship and community and the new generation of scholars. A helpful tool for writing letters for promotion and tenure when faculty do not necessarily fit the standard mold.