

## **Additional Resources in *A Handbook for Seminary Presidents***

### **“The President’s Vocation and Leadership”**

Collins, James C. *Good to Great: Why Some Companies Make the Leap . . . and Others Don’t*. New York: HarperCollins, 2001.

The book, based on research on multiple organizations, discusses the principles necessary to transform an institution from a good organization into a great organization. Each of these principles has direct implications for a leader’s role and function in bringing about this transformation.

Dittes, James. *When the People Say No: Conflict and the Call to Ministry*. San Francisco: Harper & Row, 1979.

This book is a classic work that recognizes the inevitability of conflict in human institutions. Focusing on ministry in the church, it discusses how to survive and lead in a community of people who differ from and battle with one another and the leaders.

Heifetz, Ronald A., and Martin Linsky. *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Boston: Harvard Business School Press, 2002.

Building on the principles developed in Heifetz’s earlier book, *Leadership without Easy Answers*, this book discusses how leaders can survive and succeed in difficult and challenging situations.

### **“The President’s Role in Administration and Personnel Management”**

Bennis, Warren, and Patricia Ward Biederman. *Organizing Genius: The Secrets of Creative Collaboration*. Reading, MA: Addison-Wesley, 1997.

This book captures the spirit of discovery that pervades great groups. It describes the free-form organization of teams that are more interested in mission than in hierarchy. It offers a challenge, even to theological seminaries, to capture this spirit and to encourage the leader to be a gatherer of talent, a source of inspiration, and a bridge to the world.

Cleary, Patrick J. *The Negotiation Handbook*. Armonk, NY: M. E. Sharpe, 2001.

The author walks readers through the dynamic process of negotiation, including preparation for it and the rules by which it is carried out. He does this in a step-by-step fashion that translates his substantial professional experience into very practical applications.

Costa, Arthur L., and Robert J. Garmston. *Cognitive Coaching: A Foundation for Renaissance Schools*. 2nd ed. Norwood, MA: Christopher-Gordon, 2002.

This is a book written by educators for educators. It sets forth the principles and practices of coaching gleaned from corporate settings and modifies them so that they can be integrated into the life of institutions such as theological seminaries.

Fisher, Kimball. *Leading Self-Directed Work Teams: A Guide to Developing New Team Leadership Skills*. New York: McGraw-Hill, 1993.

This volume focuses on the development of self-directed work teams (SDWTs) that have a supervisor who empowers them through example and commitment rather than through agreement and control. The author delineates five stages of implementing empowerment together with the leadership roles needed during each of these stages.

Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Cambridge: Harvard Business School, 2002.

Predecessors to this volume were *Goleman's Emotional Intelligence* (an international bestseller) and *Working with Emotional Intelligence*. In these, as well as in this latest volume, Goleman and his colleagues explore the role of emotional intelligence in relation to leadership, both in personal competence (self-awareness and self-management) and social competence (social awareness and relationship management).

Heifetz, Ronald A. *Leadership without Easy Answers*. Cambridge: Belknap Press of Harvard University Press, 1994.

The author understands leadership as mobilizing people to tackle tough problems. He moves beyond technical change (focusing on the same, but doing it better) to adaptive change (focusing on something different). In doing so he identifies strategic principles: identifying the adaptive challenge, regulating distress, directing disciplined attention to the issues, and giving the work back to the people.

Jones, DeWitt. *Celebrate What's Right with the World*. Star Thrower Distribution Corporation, 2001.

This is a twenty-two-minute video, with leader's guide, participant workbook, PowerPoint presentation CD, and reminder cards ([www.starthrower.com](http://www.starthrower.com) or 800-242-3220). It teaches what a powerful force having a vision of possibilities can be, particularly when an organization (and its leadership) focuses on what's right, is energized by it, and thereby has energy remaining to deal with what's not right.

Katzenbach, Jon R. and Douglas K. Smith. *The Wisdom of Teams: Creating the High-Performance Organization*. Boston: Harvard Business School Press, 1993.

The authors believe that teams are the key to improving the performance of organizations, including theological seminaries. Yet leaders often overlook opportunities to maximize their potential, confusing teams with teamwork, empowerment, or participative management. The book's thesis is that teams can turn organizations around.

Weeks, Kent M., and Derek Davis, eds. *Legal Deskbook for Administrators of Independent Colleges and Universities*. Revised 2nd ed. Waco, TX: Baylor University, 1999.

This loose-leaf volume is updated annually. It analyzes key legal issues that independent institutions encounter, including matters related to student governance, faculty, compliance requirements, treatment of religious institutions, and taxation.

Whitmore, John. *Coaching for Performance: Guiding People, Performance, and Purpose*. 3rd ed. London: Nicholas Brealey, 2002.

This book further develops what the author initially delineated in his earlier work (1992) under the same title, though with a different subtitle (*A Practical Guide to Growing Your Own Skills*). It delineates performance coaching that is based on context (awareness and responsibility), skill (effective questioning), and sequence (G: goals, R: reality, O: options, and W: will).

### **“The President’s Role in Governance”**

Chait, Richard P., Thomas P. Holland, and Barbara E. Taylor. *The Effective Board of Trustees*. Phoenix: The Oryx Press, 1993.

Chait, Richard P., Thomas P. Holland, and Barbara E. Taylor. *Improving the Performance of Governing Boards*. Phoenix: The Oryx Press, 1996.

Chait, Richard P., William P. Ryan, and Barbara E. Taylor. *Governance as Leadership*. Hoboken: John Wiley & Sons, 2005.

Fisher, James L. *The Board and the President*. New York: Macmillan Publishing Co., 1991.

Hesselbein, Frances, Marshall Goldsmith, and Richard Beckhard, editors. *The Organization of the Future*. San Francisco: Jossey-Bass Publishers, 1997.

Holland, Thomas P., and David C. Hester, editors. *Building Effective Boards for Religious Organizations*. San Francisco: Jossey-Bass Publishers, 2000.

Houle, Cyril O. *Governing Boards*. San Francisco: Jossey-Bass Publishers, 1989.

Ingram, Richard T., et al. *Governing Independent Colleges and Universities*. San Francisco: Jossey-Bass Publishers, 1993.

*In Trust Magazine*. In Trust Inc. 2611 Columbia Pike, Arlington, VA 22204. [www.intrust.org](http://www.intrust.org).

McCarter, Neely Dixon. *The President as Educator*. Atlanta: Scholars Press, 1996.

Schein, Edgar H. *Organizational Culture and Leadership*. San Francisco: Jossey-Bass Publishers, 1985.

#### ***Useful Websites***

Association of Governing Boards ([www.agb.org](http://www.agb.org))

The Association of Theological Schools in the United States and Canada ([www.ats.edu](http://www.ats.edu))

BoardSource ([www.boardsource.org](http://www.boardsource.org))

Council for the Advancement and Support of Education ([www.case.org](http://www.case.org))

In Trust Inc. ([www.intrust.org/resources](http://www.intrust.org/resources))

## **“The President’s Role in Defining Mission and Strategic Planning”**

Barry, Bryan R. *Strategic Planning Workbook for Nonprofit Organizations*. St. Paul: Amherst H. Wilder Foundation, 1997.

Blackaby, Henry T. and Richard. *Spiritual Leadership: Moving People on to God’s Agenda*. Nashville: Broadman & Holman, 2001.

Collins, James C. *Good to Great: Why Some Companies Make the Leap . . . and Others Don’t*. New York: HarperCollins, 2001.

De Pree, Max. *Leadership Is an Art*. New York: Dell, 1989.

Drucker, Peter F. *Managing the Nonprofit Organization*. New York: HarperCollins, 1990.

Heifetz, Ronald A., and Martin Linsky. *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston: Harvard Business School Press, 2002.

Kelsey, David H. *To Understand God Truly: What’s Theological about a Theological School*. Louisville: Westminster, 1992.

McCarter, Neely Dixon. *The President as Educator*. Atlanta: Scholars Press, 1996.

Nouwen, Henri J. M. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad, 1989.

Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday, 1990.

———. *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. New York: Doubleday, 1994.

Terry, Robert. *The Seven Zones for Leadership: Acting Authentically in Stability and Chaos*. Palo Alto: Davies-Black, 2001.

## **“The President’s Role as Academic Leader”**

Bornstein, Rita. “The Authentic and Effective College President.” *The Chronicle of Higher Education*, July 30, 2004, p. B16.

This article traces the significant changes that accompany the movement from presidential candidacy to the actual role as the primary institutional leader. This movement warrants a diminished individualism for the sake of institutional representation, creates “asymmetrical relationships” as one’s social life becomes work, and can hinder a president’s freedom to be vocal on public issues. To fulfill one’s role as president without compromising one’s personal identity, the author suggests an identification of a shared vision amidst diversity, openness to divergent viewpoints, more subtle forms of political involvement, limiting external involvement, and honest accountability with trusted friends.

Coll, Edward G., Jr. "The Advancement President and the Faculty." In *The Advancement President and the Academy: Profiles in Institutional Leadership*, edited by Mary Kay Murphy, pp. 136-144. Phoenix: Oryx Press, 1997.

Increasing financial pressures demand a new kind of president—"advancement specialists" skilled in long-term strategic planning, effective management, and fundraising. Coll recommends an intentional distancing from the role of chief academic officer, responsibilities that should be delegated corporately to the deans, department chairs, and the provost. He advocates aggressive fundraising to prove oneself early in one's presidency and maintaining open communication to avoid an "insensitive administration" reputation.

Diamond, Robert M. "Curricula and Courses: Administrative Issues." In *Field Guide to Academic Leadership*, edited by Robert M. Diamond, pp. 135-156. San Francisco: Jossey-Bass, 2002.

Good teaching, use of technology, and strong off-campus experiences are not enough to ensure that a school is providing an excellent education. Ongoing assessment and curriculum development must become an institutional practice. This article explores the design of curriculum and provides models for use. Administrative leaders assume a key role in appointing and supporting a curriculum task force. Strong curriculum proposals will incorporate outcomes assessment, provide a clear outline of competencies sought by program or major, ensure that goals will be reached, and integrate new technologies, community experiences, and internships.

Guskin, Alan E., and Mary B. Marcy. "Pressures for Fundamental Reform: Creating a Viable Academic Future." In *Field Guide to Academic Leadership*, edited by Robert M. Diamond, pp. 3-14. San Francisco: Jossey-Bass, 2002.

This article predicts that in the next ten years, financial and societal developments will warrant serious reform in the administrative and educational practices of colleges and universities. As costs of higher education outstrip institutional resources, society is demanding increased accountability via student learning outcomes. Increasing workloads and hiring non-tenure track faculty are not viable long-term solutions for financial shortfall. In order to safeguard faculty work life and continued student learning, institutions of higher learning are called to change academic structure (academic calendar, assessment of learning, faculty workload) and incorporate new technologies.

Higdon, Leo I., Jr. "Making the Team: One of the Best Legacies That a President Can Leave is a Strong Management Team." *The Chronicle of Higher Education*, December 5, 2003, pp. C1 and C4.

Short presidential terms demand quality management teams to carry institutional vision. This article outlines three action steps to assemble and maintain a strong senior management team. New presidents must (1) set the tone from the beginning to calm anxieties, keep good people on staff and attract others, and employ a collaborative leadership style in corporate decision making; (2) assemble a management team to match institutional values; and (3) build dynamic teamwork through trust, communication, collaboration, and alignment (presenting a unified front).

Knight Higher Education Collaborative. "The Mission and the Medium." In *Policy Perspectives* 9, no. 3. (July 2000): 1-9.

One of a series of excellent essays on leadership, "The Mission and the Medium," describes two paradigms for education, namely, the more traditional "gown" approach, which covers the whole person and aims at character formation as well as knowledge, and the emerging "badge" approach, which focuses on discrete skills and achievements and tends to be proprietary and consumerist in

nature. The emergence and rapid growth of the badge approach presents a serious challenge to seminaries and other traditional professional education programs.

Krebs, Paula. "Drifting Away: At Some Point Every Academic Who Moves into Administration Has to Set Aside Scholarship." *The Chronicle of Higher Education*, January 21, 2005, p. C1.

One of the "little deaths" that administrators face—the loss of time for scholarship—can be a major trauma to the new president. But it has its rewards, Krebs says, especially if it provides an opportunity for scholars to put their "money where her academic mouth was," by advancing the values they only wrote about before.

Lynn, Elizabeth, and Barbara Wheeler. *Missing Connections: Public Perceptions of Theological Education and Religious Leadership*. New York: Auburn Study Series, 1999.

An analysis of research by the Auburn Center for the Study of Theological Education, "Missing Connections," shows how little public awareness there is about the mission and value of seminaries to society at large.

McLean, Jeanne. *Leading from the Center: The Emerging Role of the Chief Academic Officer in Theological Schools*. Atlanta: Scholars Press, 1999.

McLean's seminal work outlines all aspects of the dean's job and shows how it is a vocation as well as a job. It includes "Advice to Prospective Deans" and statistical profiles. Chapter 3, "The Dean-President Relationship," provides an excellent basis for discussion of collaborative leadership.

Payton, Robert L. "Presidents as Public Teachers." In *The Advancement President and the Academy: Profiles in Institutional Leadership*, edited by Mary Kay Murphy, pp. 3-9. Phoenix: Oryx Press, 1997.

College presidents must maintain their societal role as steward of the norms and standards of truth and reason—the foundation of liberal education. Not authoritative tyrants or "public relations apologists," presidents must be public teachers and facilitators of continual dialogue. Payton stresses the need for presidents to return regularly to the question of the institution's purpose (teaching, research, and service to society).

Rile, Judith A. "The Changing Role of the President in Higher Education." 2001. Available at <http://www.newfoundations.com/OrgTheory/Rile721.html>. Accessed July 26, 2004.

This article discusses the changing role of the office of president as institutions respond to societal developments. The Industrial Revolution, the financial crunch of the 1960s, and the demographic changes of the 1990s forced college presidents to adapt to the times or close. "Fundraising" and fundraising are the primary responsibilities of the modern institutional president. The college president today has power derived less from position and more from the collegially accepted norms and values of the institutional community. The dwindling population of traditional students, growing ethnic diversity, and increasing use of distance learning programs is changing the demands of the college president once again and charting the path for the future.

Shaw, Kenneth A. *The Successful President: "Buzzwords" on Leadership*. Phoenix: Oryx Press, 1999.

Former president of the University of Wisconsin System and current president of Syracuse, Kenneth "Buzz" Shaw, offers practical advice on how to overcome inevitable obstacles in leading an academic institution. More "insights and guidelines" than a leadership "cookbook," Shaw discusses conflict resolution, use of power, motivation, working with groups, crisis leadership, and future selection and training of academic leaders.

## “The President’s Role in Financial Management”

Anthony, Robert N. *Essentials of Accounting*. 6th ed. Reading, MA: Addison-Wesley Longman, 1997.

This book by Robert Anthony is a basic introduction to financial accounting, designed for those who have little or no prior knowledge or experience. Although it is not crucial for the chief executive to have this knowledge, it is helpful when one attempts to understand the financial statements in the audit.

The Association of Theological Schools. *Fact Book*.

The ATS *Fact Book* and Annual Data Tables ([www.ats.edu](http://www.ats.edu)) show industry-wide financial trends, including revenues, expenditures, library data, compensation, and numerous other tables.

The Association of Theological Schools. *Institutional Peer Profile Report*.

ATS’s *Institutional Peer Profile Report* compares the recipient school to selected peers along a wide range of enrollment and financial data.

The Association of Theological Schools. *Strategic Information Report*.

ATS’s *Strategic Information Report* shows the recipient school’s financial data on assets, liabilities, revenues, and expenditures in a graphic format. Some comparisons are also included. Enrollment data and trends are also included.

*Auburn Studies* (Auburn Theological Seminary) ([www.auburnsem.org](http://www.auburnsem.org)).

*Auburn Studies* reports on research conducted by Auburn’s Center for the Study of Theological Education. Publications include studies of theological school revenues, student educational debt, faculty, board members, and various other topics. Supplemental background reports and resources are available also.

The Commonfund ([www.commonfund.org](http://www.commonfund.org)).

The Commonfund (formerly The Common Fund) provides education and investment services for educational institutions and other nonprofits and is considered by many to be of effective service for smaller endowments. It has numerous publications in addition to the Williamson book cited below.

*In Trust*.

*In Trust* magazine specializes in governance in theological schools, especially at the board level, and consequently frequently publishes articles regarding financial policies and the fiduciary duties of trustees.

KPMG LLP and Prager, McCarthy & Sealy, LLC. *Ratio Analysis in Higher Education: Measuring Past Performance to Chart Future Direction, for Independent Institutions*.1999.

This book explains financial ratios, based on audited financial statements, which measure the viability and financial performance of the school. Some of the ratios are in the *Strategic Information Report* provided by ATS.

Schneider, William, Robert DiMeo, and D. Robinson Cluck. *Asset Management for Endowments and Foundations*. New York: McGraw Hill, 1997.

This is an excellent overview of the issues involved in investing.

Williamson, J. Peter. *Funds for the Future: College Endowment Management for the 1990's*. Westport: CT, The Common Fund Press, 1993.

This book is an excellent and thorough overview of college and university investing.

### **“The President’s Role in Managing Facilities”**

Most of the materials available regarding maintenance and capital renewal are written for large colleges and universities. Most seminars are considerably smaller. This will require the COO to discern which material is applicable.

#### ***Publications***

Kaiser, Harvey H. *Crumbling Academe: Solving the Capital Renewal and Replacement Dilemma*. A Publication of the Association of Governing Boards of Universities and Colleges, 1984.

Though not very recent and out of print, this short monograph was the most complete resource we were able to find. It discussed all aspects of deferred maintenance and capital renewal. While written for larger institutions, the information is easily translated for smaller schools.

Two magazines frequently have articles that are pertinent to this topic and that give references to additional information: *NACUBO Business Officer* and *University Business*. Two recent articles that were helpful with this chapter are:

Biedenweg, Rick. “Why You Need Life Cycle Planning.” *University Business*, March 2003.

Medlin, E. Lander. “The Deferred Maintenance Dilemma.” *NACUBO Business Officer*, March 2003.

#### ***Websites***

Several Websites provide useful resources. As with the other resources, they are primarily aimed at larger institutions.

College Planning and Management Magazine ([www.peterli.com/cpm/index.shtml](http://www.peterli.com/cpm/index.shtml))

Diversified Intelligence ([www.telligence.net](http://www.telligence.net))

Pacific Partners Consulting Group ([www.ppcg.com](http://www.ppcg.com))

VFA ([www.vfa.com](http://www.vfa.com))

Regarding issues of accessibility, there are Websites focused on Americans with Disabilities Act compliance. The National Organization of Disability is a not-for-profit organization that focuses on accessibility issues and provides advocacy and helpful information to ensure full involvement of people with disabilities.

National Organization on Disability ([www.nod.org](http://www.nod.org))

U.S. Department of Justice, Civil Rights Division, Disability Rights Section ([www.usdoj.gov/crt/ada](http://www.usdoj.gov/crt/ada))

## **“The President’s Role in Institutional Advancement”**

### **Books**

Dove, Kent E. *Conducting a Successful Capital Campaign*. Revised and expanded edition. San Francisco: Jossey-Bass, 2000.

This revision of an already good resource provides newcomers to fundraising with everything they need to know about planning for and carrying out a capital campaign. The information is presented in handbook format and includes helpful checklists, suggestions for campaign reports, and sample publications.

Dove, Kent E., Jeffrey A. Lindauer, and Carolyn P. Madvig. *Conducting a Successful Annual Giving Program*. San Francisco: Jossey-Bass, 2001.

This book provides a complete guide to planning and managing the school’s annual giving program. The authors address such important topics as the case for annual support, best approaches to direct mail, making the most of special events, strategies for personal solicitation, and tips on foundation relations.

Jeavons, Thomas H., and Rebekah Burch Basinger. *Growing Givers’ Hearts: Treating Fundraising as Ministry*. San Francisco: Jossey-Bass, 2000.

Based on a three-year, nationwide study of fundraising programs of faith-based organizations, this book explores the dynamic interplay between encouraging spiritual development of donors and raising essential resources for ministry.

Rosso, Henry A., et al. *Achieving Excellence in Fund Raising*. San Francisco: Jossey-Bass Publishers, 1991.

This volume provides a detailed introduction to all aspects of a comprehensive fundraising program, explaining the profession’s major principles, concepts, and techniques. Now considered a classic in fundraising circles, the book is a must read for every seminary president.

Schumacher, Edward C. *Building Your Endowment*. San Francisco: Jossey-Bass, 2003.

This book provides step-by-step guidance on understanding and implementing an endowment program. Included is help in making the case for endowment, selecting fundraising vehicles most likely to attract gifts for endowment, and strategies for soliciting and renewing gifts.

Willmer, Wesley K., editor. *Advancing Small Colleges*. Washington: CASE Books, 2001.

The strategies for success in alumni/ae relations, communications, fundraising, marketing, and enrollment management outlined in this book are as applicable for seminary development staff as for fundraisers working in small college settings.

Zimmerman, Robert M., and Ann W. Lehman. *Boards That Love Fundraising: A How-To Guide for Your Board*. San Francisco: Jossey-Bass, 2004.

This easy-to-use workbook is an ideal resource for boards and presidents who are finding their way together into the world of fundraising. The authors provide information on board structure and its impact on raising money, outline the concepts that will empower board members to ask boldly and thank sincerely, describe the wide variety of methods nonprofits use to raise money, and show how to recruit board members who can help with fundraising.

## **Newsletters**

### *Seminary Development News*

*Seminary Development News* is published twice a year by the Development and Institutional Advancement Program (DIAP) of The Association of Theological Schools and features articles by experienced development officers and presidents. It is available online at [www.ats.edu](http://www.ats.edu).

### *Successful Fund Raising and The Major Gifts Report*

*Successful Fund Raising* and *The Major Gifts Report*, both from Stevenson, Inc., Sioux City, Iowa ([www.stevensoninc.com](http://www.stevensoninc.com)), provide easy to read and practical advice on structuring an effective, well-run development program.

## **“The President’s Role in Enrollment Management and Student Issues”**

### The Association of Theological Schools ([www.ats.edu](http://www.ats.edu))

The Association of Theological Schools is the primary resource. Mention has already been made of the comparative reports that are available from ATS. Other information and resources are available through its Website.

### The Council for Advancement and Support of Education ([www.case.org](http://www.case.org))

The Council for Advancement and Support of Education (CASE) is the professional organization for advancement professionals at all levels who work in alumni relations, communications, and development. CASE offers a wide range of publications and services.

### STAMATS ([www.stamats.com](http://www.stamats.com))

STAMATS is a for-profit consulting firm specializing in providing integrated marketing solutions to higher education. Its Website offers a rich variety of seminars, publications, and consulting services.

### Graduate and Professional School Enrollment Management ([www.gapsemc.com](http://www.gapsemc.com))

Graduate and Professional School Enrollment Management is an organization that has worked many years with seminaries and other graduate schools on issues of recruitment and admissions.

The following publications may also be useful, though they are written primarily for an undergraduate market:

Dennis, Marguerite. *A Practical Guide to Enrollment and Retention Management in Higher Education*. Westport, CT: Greenwood Publishing Co., 1998.

Penn, Garlene. *Enrollment Management for the 21st Century: Institutional Goals, Accountability and Fiscal Responsibility*. ASHE-ERIC Higher Education Report, Volume 26, Number 7. Washington: George Washington University Graduate School of Education and Human Development, 1999.

Seidman, Alan. *College Student Retention: Formula for Student Success*. ACE/Praeger Series on Higher Education. Westport, CT: Praeger Publishers, 2005.

## **“The President’s Role with External Authorities”**

The Association of Theological Schools in the United States and Canada (ATS)

ATS and its Commission on Accrediting is very helpful in assisting schools to meet the Standards of Accreditation. Presidents will find both staff and printed materials very helpful.

Guidelines for ministerial education

Churches or judicatories sometimes publish official guidelines for ministerial education, both ordained and non-ordained, such as the Roman Catholic *Program of Priestly Formation*.

Reference works for specific church bodies

Reference works such as *The Episcopal Church Annual* or the *Catholic Directory* can be very helpful. These volumes contain valuable information on the number of congregations, demographic distribution, as well as various institutional and congregational locations regionally and nationally.

Regional accrediting agencies

Most regional accrediting agencies have published helpful material on such issues as outcomes assessment or how to prepare a response to agency queries. They are frequently willing to provide professional staff assistance when requested.

## **“Personal and Professional Well-being of a President”**

Bakken, Kenneth L. *The Call to Wholeness: Health as a Spiritual Journey*. New York: Crossroad, 1985.

All persons are in need of healing in every aspect of life. The author, a physician specializing in preventive medicine, integrates learning from both science and religion to present a holistic approach to well-being that is rooted in an understanding of Christian principles.

Bass, Dorothy C. *Receiving the Day: Christian Practices for Opening the Gift of Time*. San Francisco: Jossey-Bass, 2000.

Time management is more than scheduling. In this spirituality of time, the author invites readers into a way of living in time that is alert to contemporary pressures and rooted in ancient wisdom. She identifies specific practices for ordering the day, the week, the year, and the lifetime—practices that enable us to live more richly and rightly in time.

Cicero, Marcus Tullius. “Laelius: On Friendship.” In *The Good Life*. Translated by Michael Grant. Penguin Classics Series. Harmondsworth: Penguin, 1971.

Cicero’s treatise on friendship is worth returning to from time to time.

Daugherty, Rose Mary. *Group Spiritual Direction as Support for Ministry*. New York: Paulist Press, 1995.

A helpful guide to spiritual direction in a group setting, Daugherty’s book can be applied to many situations in which people wish to deepen their sense of God’s presence in their workplace.

Jones, Kirk Byron. *Rest in the Storm: Self-Care for Clergy and Other Caregivers*. Valley Forge, PA: Judson Press, 2001.

Jones's book contains practical advice on ministry and spiritual questions for more effective leadership.

Kisly, Lorraine, ed. *Ordinary Graces: Christian Teachings on the Interior Life*. New York: Bell Tower, 2000.

This is a good desktop volume for dipping into from time to time. One Jesuit commentator put it: "this book is 'spiritual reading' in the old fashioned sense of the term."

Larsen, Bruce. *There is More to Health than Not Being Sick*. Waco: Word Books, 1981.

The intent of the book is to give hope about oneself and one's physical well-being. It explores spiritual healing that is both biblically based and clinically sound.

Moore, Thomas. *Care of the Soul: A Guide for Cultivating Depth and Sacredness in Everyday Life*. New York: Harper Perennial, 1994.

Moore is a psychotherapist whose Christian faith informs his wide notion of spiritual attitudes.

Muller, Wayne. *Sabbath: Finding Rest, Renewal, and Delight in our Busy Lives*. New York: Bantam Books, 2000.

Muller's book is a useful resource for theological practice and reflection. This highly engaging book is a best-seller on the more popular reading charts.

Muto, Susan and Adrian Van Kaam. *Growing through the Stress of Ministry*. Totowa, NJ: Resurrection Press, 2005.

Co-founders of the Epiphany Association that assists clergy, religious, and lay persons in deepening the life of the spirit, Muto and Van Kaam offer helpful strategies for moving *through* stress rather than trying to go *around* it.

Oswald, Roy. *Clergy Self-Care*. Washington: Alban Institute, 1991.

A practical volume written by a seasoned church consultant that contains nuggets of wisdom for leaders at every stage and in every setting of ministry.

Rolheiser, Ronald, O.M.I., *The Holy Longing: The Search for a Christian Spirituality*. New York: Doubleday, 1999.

The book is accessible but not squishy, learned but not supercilious.

### **"The President's Role as Symbolic, Culture-forming Leader"**

Cohen, Michael D., and James G. March. *Leadership and Ambiguity: The American College President*. New York: McGraw-Hill Book Company, 1974.

This book is a classic study of the life of a college or university president. Presidents of seminaries will understand and appreciate the insights in this work.

De Pree, Max. *Leadership is an Art*. New York: Dell, 1989, and *Leadership Jazz*. New York: Dell, 1993.

These short and readable books by Christian businessman and longtime seminary trustee Max De Pree give a refreshing perspective on leadership for seminary presidents who need to lead decisively but without heavy control.

Lynn, Elizabeth, and Barbara G. Wheeler. *Missing Connections: Public Perceptions of Theological Education and Religious Leadership*. New York: Auburn Theological Seminary, 1999.

This study sought to learn what the public knows and thinks about theological education. The authors report on the near invisibility of seminaries in the civic and public arenas.

McCarter, Neely. *The President as Educator: A Study of the Seminary Presidency*. Atlanta: Scholars Press, 1996.

Based on a three-year study, this book traces the background of the office of president and looks at the chief dimensions of a president's work today.

Schein, Edgar. *Organizational Culture and Leadership*, 3rd ed. San Francisco: Jossey-Bass, 2004.

In this third edition of his classic book, Schein shows how to transform the abstract concept of culture into a practical tool that leaders can use to understand the dynamics of organizations and change.

### **“The Unique Issues for Racial/Ethnic Presidents”**

Aaron, Hank, with Lonnie Wheeler. *I Had a Hammer: The Hank Aaron Story*. New York: HarperCollins Publishers, 1991.

This book is a source of inspiration to any African American president (or a president from any racial/ethnic background) because it is the story of overcoming racism, prejudice, and one's own fears of inadequacy to achieve at the highest possible level and still maintain a humble spirit. Hank Aaron's challenges will be particularly familiar to African American presidents in predominantly white schools. While many of Aaron's challenges are less overt now, unfortunately, they are still present and require the depth of character, commitment, and focus shown by Hank Aaron if African Americans are going to be successful in these relatively new leadership roles. Even persons who are not baseball fans will find it hard not to garner useful lessons from *I Had a Hammer*.

Benjamin, Lois. *Black Women in the Academy: Promises and Perils*. Gainesville: University Press of Florida, 1997.

This story presents the struggles and successes of women of color who have made exceptional contributions to the field of higher education. From the discussion of black women faculty to black women who have become exceptional college and university presidents, Dr. Benjamin recounts these amazing stories in first person style and voice. The road to leadership in the academy for women in general has been difficult, but for African American women there have been the special challenges of race as well as gender. These stories are significant for men and women and are a must read for young faculty who look toward academic leadership.

Benjamin, Lois. *Dreaming No Small Dreams: William R. Harvey's Visionary Leadership*. Irving, TX: Tapestry Press, 2004.

This story of visionary leadership provided by Dr. William R. Harvey, president of Hampton University in Hampton, Virginia, discusses the remarkable style and substance of leadership character. His gifted leadership allowed Hampton University to evolve from Hampton Institute, a college of fewer than 3,000 students and no doctoral degree offerings, to a university of nearly 7,000 with a host of PhD programs and major scientific research. During his tenure, Hampton's endowment has grown significantly, and its fiscal and physical plant have expanded dramatically.

Lewis, Reginald F., and Blair S. Walker. *"Why Should White Guys Have All the Fun?" How Reginald Lewis Created a Billion-Dollar Business Empire*. New York: John Wiley and Sons, 1995.

In some ways this book is about the "ins and outs" of high stakes business maneuvers. On another level, however, this book is about the ability of intelligent, hard-working African Americans to overcome the obstacles and challenges posed by racism and a lack of access to the power brokers in this society. Lewis's story is about the power inherent in visionary leadership. That power is applicable to the educational enterprise as well as to the business sector.

Mays, Benjamin E. *Born to Rebel: Autobiography of Benjamin E. Mays*. New York: Scribner's Sons, 1971.

This old classic is the autobiography of one of the twentieth century's greatest educators. Born in the racist, segregated South at a time when life was hard and the odds against the successful entrance of people of color into the mainstream of American life were overwhelming, Mays's book tells the story of how he beat the odds. While the entire book is of inestimable value to the reader, of particular interest and value to African American presidents and educational leaders is the book's focus on the years Dr. Mays served as president of Morehouse College. This section demonstrates how effective leaders make tough decisions, garner support for new and challenging visions, and bring those visions to reality. Dr. Mays's character and integrity can be seen throughout the book and help the reader realize once again that style without substance will not endure the pressures associated with presidential leadership.

Nelms, Charlie. "From Cotton Picker to University CEO." In *Grass Roots and Glass Ceilings*, edited by William B. Harvery. Albany: State University of New York Press, 1999.

Charlie Nelms was chancellor of Indiana University East when he wrote this chapter. His remarkable and unique story provides insights that are extremely valuable for those who are interested in or leading educational institutions. From his description of the importance of networking to the kinds of opposition he faced upon becoming chancellor of a predominantly white campus of a major university, Nelms's perspectives are relevant to all those in higher education leadership. His insightful analysis of the nature of racism on university campuses focuses on resolution rather than on finger pointing. While some of the specifics of Nelms's chapter do not fit the context of most theological seminaries, for African American presidents the chapter will, nevertheless, provide many moments of identification and reflection.

## **“The Unique Issues for Women Presidents”**

One of the most valuable resources available to seminary presidents, whether male or female, is The Association of Theological Schools in the United States and Canada (ATS). ATS offers a variety of leadership development opportunities including an annual, three-day seminar for new seminary presidents and a more intensive, week-long presidential leadership event each year. In recent years, there has been an annual retreat in March for women who are presidents or academic deans of theological schools. In addition, opportunities are available for ATS-sponsored workshops for presidents and their development directors or chief financial officers. These events not only provide resources for dealing with specific topics, such as the ones addressed in this volume, but also opportunities for developing networks of collegial support with other presidents. For more information about these events, please visit the ATS Website at [www.ats.edu](http://www.ats.edu).

Barnett, Rosalind C. and Caryl Rivers. “Men Are From Earth, and So Are Women; It’s Faulty Research That Sets Them Apart.” *Chronicle of Higher Education*, September 3, 2004.

This article questions some of the generalizations commonly made about differences in the leadership styles of men and women and encourages more careful research into whether such perceived differences actually exist and, if so, whether they are genetically or culturally determined.

Becker, Carol E. *Leading Women: How Church Women Can Avoid Leadership Traps and Negotiate the Gender Maze*. Nashville: Abingdon Press, 1996.

This volume provides a look at the rapidly growing number of ordained women serving Protestant congregations and recounts the experiences of women working in churches where patriarchal structures, theology, and language are still prevalent.

Buchanan, Constance H. *Choosing to Lead: Women and the Crisis of American Values*. Boston: Beacon Press, 1996.

The author examines the role of women as moral leaders in society and cites examples of such leadership by black and white women during the nineteenth and twentieth centuries. She reminds readers of the important role of women in fostering public debate and attention to social welfare issues.

Chopp, Rebecca S. *Saving Work: Feminist Practices of Theological Education*. Louisville: Westminster John Knox Press, 1995.

The former dean of the faculty of Candler School of Theology and provost of Emory University, now president of Colgate College, examines the ways in which feminist practices are changing the nature of theological education.

Helgesen, Sally. *The Female Advantage: Women’s Ways of Leadership*. New York: Doubleday, 1990.

A case-study approach to observing women leaders at work in a variety of corporate and not-for-profit contexts, this book was an early entry into the study of the characteristics and qualities of women who worked their way up through business environments to become chief executives. Although somewhat dated, the experiences recorded in this book still have a familiar ring to many women.

Liswood, Laura A. *Women World Leaders: Fifteen Great Politicians Tell Their Stories*. San Francisco: Pandora, 1995.

Laura Liswood interviewed fifteen women who are or have been presidents of their countries. Because they represent very different cultures—from Great Britain to Bangladesh, from Norway to Sri Lanka, from Ireland to Poland—this volume offers interesting insights about the ways in which one's cultural context shapes the actions taken and decisions made by the president.

Morrison, Ann M., Randall P. White, Ellen Van Velsor, and the Center for Creative Leadership. *Breaking the Glass Ceiling: Can Women Reach the Top of America's Largest Corporations?* Reading: Addison-Wesley, 1987. Updated edition, Addison Wesley Publishing, 1994.

Research conducted by the Center for Creative Leadership is the basis of this book that examines issues facing women trying to break through the "glass ceiling." Although the book may seem dated in relationship to corporate America, many women in religious leadership still find it difficult to break through the barriers to the upper echelons of leadership within the church.

Tannen, Deborah. *Talking from 9 to 5—Women and Men in the Workplace: Language, Sex and Power*. New York: Avon Books, 1994.

A fascinating look at the different ways in which men and women often communicate in the workplace, with specific examples drawn from a variety of workplace environments. Tannen explores the ways in which men and women often have different conversational rituals that structure the ways in which feedback is given to colleagues or staff members, and how feedback may be received and understood differently by women and men.

Zikmund, Barbara Brown. "Walking the Narrow Path: Female Administrators in ATS Schools," in *Theological Education*, Autumn 1992, pp. 55-65.

In this research project sponsored by ATS, one of the first women to head a theological school in North America identifies and explores "issues related to the special needs of women in leadership positions in theological schools in the nineties."

### **"The Unique Issues for CEOs of University-based Theological Schools"**

Ehrle, Elwood B., and John B. Bennett. *Managing the Academic Enterprise: Case Studies for Deans and Provosts*. New York: American Council on Education/Macmillan Series in Higher Education, 1988.

A useful series of case studies for people who must lead schools within the structures of a larger university.

Toma, J. Douglas, and Richard L. Palm. *The Academic Administrator and the Law: What Every Dean and Department Chair Needs to Know*. San Francisco: Jossey-Bass, 2000.

While state law governs employment in some church-related schools, a remarkable amount of employment, student, discrimination, and harassment law is federally based. This volume is an essential guide without being overly technical.

Wolverton, Mimi, and Walter H. Gmelch. *College Deans: Leading from Within*. Westport, CT: Oryx Press, 2002.

Much in this well-researched study is transferable to theological school deans and presidents. The authors are particularly good on the changing power dynamics in higher education and the ways in which various “markets” affect the outlook of leaders of institutions above the school level.

## **“The Unique Issues for Presidents of Canadian Theological Schools”**

### ***General***

Brown, Graham, ed. *Theological Education in Canada*. Toronto: UCC Publishing House, 1998.

A series of articles, both practical and theoretical, that discusses the ideas, concerns, and practical problems within theological education in Canada over a forty-year period (1960-1998). This work, celebrating the contribution of the Rev. Dr. Douglas Jay to Canadian theological education, includes essays on ecumenical theological education, religious diversity, biblical exegesis, and theological education, among others.

### ***Government Documents***

#### ***Federal***

*Human Rights Code* (<http://www.ohrc.ofcda.ca>)

*Privacy Act (Canada)*, 1985 chapter P-21, updated April 2004 (<http://privcom.gc.ca>)

*Canadian Charter of Rights and Freedoms*, Constitution Act, 1982 (79)  
(<http://laws.justice.gc.ca/en/charter/>)

Canadian Standards Association's *Model Code for the Protection of Personal Information*  
([www.csa.ca/standards/privacy](http://www.csa.ca/standards/privacy))

*Canada's Personal Information Protection and Electronics Documents Act* ([www.privcom.gc.ca](http://www.privcom.gc.ca))

The Canadian Human Rights Commission (<http://www.chrc-ccdp.ca/>)

A document concerning sexual orientation and legal rights can be found at  
<http://www.parl.gc.ca/information/library/PRBpubs/921-e.htm>.

## ***Regional***

These need to be accessed individually by province.

### ONTARIO EXAMPLES

*Employment Standards Act (Ontario)*. Statutes of Ontario, 2000, chapter 41  
(<http://www.gov.on.ca/LAB/english/es/index.html>)

*Ontarians with Disabilities Act*, 2001, chapter 32  
(<http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/>)

*Ontario Building Code*, 1997 (<http://www.obc.mah.gov.on.ca/>)

*Occupational Health and Safety Act (Ontario)*. Revised Statutes of Ontario, 1990, chapter 0.1  
(<http://www.gov.on.ca/LAB/english/hs>)

Government of Ontario Pay Equity Commission ([http://www.gov.on.ca/lab/pec/index\\_pec.html](http://www.gov.on.ca/lab/pec/index_pec.html))

### ALBERTA EXAMPLES

*Employment Standards Act* (<http://www3.gov.ab.ca/hre/employmentstandards/index.asp>)

Disability Related Information (<http://www3.gov.ab.ca/hre/dres/index.asp>)  
(<http://www.wcb.ab.ca/policy/legislation.asp>; look at Queen's Printer Part 4.56-69)

*Occupational Health and Safety Act (Alberta)* (<http://www.qp.gov.ab.ca/documents/acts/O02.cfm>)  
(<http://www3.gov.ab.ca/hre/whs/law/ohs.asp#ohsact>)

*Employment Standards Act—Payment of Earnings*  
(<http://www3.gov.ab.ca/hre/employmentstandards/about/earnings.asp>)  
(<http://www.qp.gov.ab.ca/Documents/acts/W15.CFM>; look at Part 4.24-55)