INDEX

Page references followed by fig indicate an illustrated figure; followed by t indicate a table.

A

ACAD online survey: on different positions held by ACAD members, 46; on the transition to social roles of deans, 46–48
ACAD Resource Handbook for Academic Deans, 10
Academic advising program. See Student advising program
Academic discourse, 36–37
Academic freedom: definition of, 319; differences between a dean’s and faculty’s, 41–42; how it is relevant to mentoring, 377; legal issues related to, 319–320, 393, 394, 396; limitations of faculty’s free speech and, 393, 394–395; limitations on dean’s free speech and, 41–42; “1940 Statement of Principles on Academic Freedom and Tenure” (AAUP), 394, 395
Academic insistent individualism, 300
Academic team roles: coach, 231; general manager, 230–231; player, 232; scout, 231–232; trainer, 231
Academic teams: council of deans, 224–225; dean responsibilities tied to being on, 224–226; description and purposes of, 228; how to facilitate the work and accomplishments of, 226; roles and responsibilities of deans on, 227–232; team Leader leadership style, 63fig, 64. See also Collaborations; Relationships
Accommodating, 218, 220
Accountability: increasing campus diversity, 275; increasing demands for institutional, 84
Accreditation: becoming a leader in your institutions “climate of assessment” and, 160; commonality of standards across six regional agencies of, 158; knowing your regional standards for, 157–158; requiring online classes to meet standards, 35; serving on a visiting team or substantive change
committee on, 158–159; special issues in an international setting, 186; understanding regional, 155–157. See also Curriculum development
Acker-Hocevar, M., 67
Active listening: to all the important fundraising constituents, 212–214; as crucial to conversations, 295; servant leadership principle of, 74
Adjunct faculty. See Contingent faculty
Administration: enlisting in managing bullies, 307; entrepreneurial dean and support of, 200–202; kept informed during disciplinary process, 313. See also Chief academic officers (CAOs); Deans
Admitting mistakes, 296
Advanced Placement (AP) courses, 164
Affiliation leadership style, 59
AGB Search, 21
Age discrimination: addressing claims of, 318; legal protection from, 318
Age Discrimination in Employment Age (ADEA), 318
Agnes Scott College, 329, 335
AICUP Assessment Workshop, 355, 356
All I Really Need to Know I Learned in Kindergarten (Fulghum), 304
Almeida, C. A., 371
Alumni: champions, friends, and acquaintances personas of, 206; as primary potential source of funds, 206–207
Amabile, T., 115
American Association of Colleges and Universities (AAC&U): benefits of dean involvement in, 108; ELOs (essential learning outcomes) developed by, 178; on high-impact practices of common intellectual experiences, 239; LEAP program of, 183–184; VALUE rubrics of, 181
Association of Collegiate Business Schools and Programs (ACBSP), 351
Association of Governing Boards of Universities and Colleges, 84, 90
Association of Independent Colleges and Universities of Pennsylvania (AICUP), 355, 356
Association to Advance Collegiate Schools of Business (AACSB International), 351
Astin, A. W., 157, 351
Authoritarian leadership style, 63–64, 67
Authority sharing, 14. See also Shared governance
Autocratic leadership style, 64, 67

American University of Sharjah, 183–186
Americans with Disabilities Act of 1990 (ADA), 318, 395, 396
Antonio, A. L., 157, 351
Antony, J. S., 287
Arab Spring, 184
Arts and sciences curricular, 183–187
Assessing Student Learning: A Common Sense Guide (Suskie), 156, 349
Assessment: American Chemical Society (ACS) standards for chemistry student, 353–354; the “closes the loop,” 351–354; creating a culture of, 356; Criminal Justice Student Learning Outcomes, 352–353; defining student learning, 349; DeSales University Assessment Report on, 350; DeSales University’s model of, 348–356; providing leadership for, 347–348; of student learning outcomes (SLOs), 347–356. See also Self-assessment
Assistant deans: advice for position of, 385–388; developing productive relationship between dean and, 249–253
Associate deans: advice for position of, 385–388; developing productive relationship between dean and, 249–253
Association of American Colleges and Universities (AAC&U): benefits of dean involvement in, 108; ELOs (essential learning outcomes) developed by, 178; on high-impact practices of common intellectual experiences, 239; LEAP program of, 183–184; VALUE rubrics of, 181
Association of Collegiate Business Schools and Programs (ACBSP), 351
Association of Governing Boards of Universities and Colleges, 84, 90
Association of Independent Colleges and Universities of Pennsylvania (AICUP), 355, 356
Association to Advance Collegiate Schools of Business (AACSB International), 351
Astin, A. W., 157, 351
Authoritarian leadership style, 63–64, 67
Authority sharing, 14. See also Shared governance
Autocratic leadership style, 64, 67
Avoidance strategy, 218, 219–220
Awareness development, 75

B
Backward curriculum design: four important steps in, 181; overview of the, 175–181
Bain, K., 330
Barbuto, J. E., 73, 77
Bass, B. M., 62, 64
Behling, L. L., 269
Benders, A., 255, 309
Bennett, J., 300
Bennis, W., 138
Berklee College of Music, 143, 227
Besosa, M., 284
Bisexual discrimination, 319
Blake and Mouton Management Grid: Authoritarian leadership style, 63fig, 64; Country Club leadership style, 63fig; Impoverished leadership style, 63fig; overview of the, 62, 64; Team Leader leadership style, 63fig, 64
Blake, R., 62
Blanchard, K. H., 62, 64
“Blue-sky” thinking, 11
Bolman, L. G., 112
Borst, C. G., 323
Bower, L. H., 119
Boyd, F., 83
Boyer, E., 336
Braun, M. J., 79
Breese, J. D., 45
Bricker, T., 351, 354
Broward College, 25, 291
Bruckheimer, J., 14
Bucknell University, 135
Budget management: academic team work on, 229; data collection to help with, 243–244; department chairs and program directors’ roles in, 241–243; description of, 6
“Building American Skills through Community Colleges” (White House, 2010), 26
Building community: egalitarian approach to, 75; servant leadership skills for, 74, 75
Buller, J., 136, 138
Bullying: the issue of justice, 307–308; managing bullies with a strong support network, 306–307; the reality and threat of, 305–306; role of compassion when dealing with, 308; types of, 306
Burnout prevention: don’t sacrifice your body to your job, 17; don’t sacrifice your spirit to your job, 17
Burns, J. M., 64, 66
“Business model,” 59–60

C
Calendars, managing your, 15
California Maritime Academy, 341
California State University, 341
Campus: assessing conditions for NTTF (non-tenure-track faculty) on, 286; “climate of assessment” on your, 160; disability services office on, 395; diversifying the campus role of deans, 269–275; the human context of, 299–304. See also Institutions
Campus climate: creating supporting environment as part of the, 335–339; IMPACT leadership theory and, 58–59; impact of shared governance norm on, 59–60; leadership style and situation of the, 57–58
Campus constituencies management: challenging process of, 99–100; “The Emperor’s New Clothes” mistake in, 101; three actions to focus on for, 103; understanding the players and game of, 100–102
Carlos Bayon v. SUNY at Buffalo, 395
Carnegie Mellon University’s Tepper Business School, 113
Ceballos, Garcetti v., 394–395
Celebrating faculty research, 338–339
Centre College, 263, 277
Ceremonial and social occasions: giving welcoming or concluding remarks during, 40; during transition period of new deans, 39–40
Change magazine, 125
Change management: using data or external pressures for, 94–95; importance of being responsive to, 93–94; matching changes and processes to strategy for, 95–96; NTTF-related faculty and related, 285–288; simplifying communication to facilitate, 96–97; what to keep in mind for, 97. See also Management
The Changing Nature of the Academic Deanship (Wolverton, Gmelch, Montiez, and Niles), 137
Chapman, D. W., 121
Characteristics of Excellence in Higher Education (2006), 159
Cherry, K., 62, 64, 66
Chief academic officers (CAOs): actions to add campus diversity by the, 274–275; content and quality of academic programs as responsibility of, 157, 159; disciplinary decisions made by, 311–313; effective communication importance to work by, 22–23; effective hiring and evaluation of staff by, 255–259; leadership for assessment of SLOs (student learning outcomes), 347–348, 349–351, 354–356; questions to ask themselves, 24; responsibility for quality of the faculty, 309; strategic and proactive faculty development by, 310–311; as understanding the “big picture” and having vision, 22; work engaged in by, 21. See also Administration; Deans
Ching, B., 343
The Chronicle of Higher Education, 125, 330, 343
Civil Rights Act (1964): Title VI of the, 317, 319; Title VII of the, 317–318, 319, 392
“Climate of assessment,” 160
Coaching role, 231
Co-curricular programs, 179
Coercive leadership style, 59
Colby College, 249, 385
Coleman, D., 296
Collaborations: as conflict-handling mode, 219; using conflict-handling modes to solve problems/create, 217–221; creating academic and development divisions, 205–209; empowering others to bring ideas to your, 12–13; relationships to build for, 11, 12–13; resource sharing aspect of, 234–235; setting the stage for, 235–236; working with other deans, 233–236. See also Academic teams; Relationships
Collective bargaining agreement, 396
College advisory board: inheriting from your predecessor, 53–54; recruiting new members and establishing your relationship with, 54
College Confidential website, 369
College Deans: Leading from Within (Wolverton and Gmelch), 136, 345
College Media Advisers Code of Ethics, 361–362
College Media Association (CMA), 360, 362
College Prowler website, 369
Collegiality: as evaluation criterion, 316; issue of promotion and tenure denial over lack of, 393–394; “1940 Statement of Principles on Academic Freedom and Tenure” (AAUP) rejecting criteria of, 394
Colwell, S. R., 77
Commission on the Future of Higher Education, 156
Communication: advise for assistant and associate deans on, 387; consequences of mistakes or misinterpreted, 4–5; conversations, 292/fig–296; to convey decisions, 5; discipline for poor performance or for cause, 311–313; “elevator speeches,” 147–148; fundraising listening and, 212–214; importance to effective senior academic leadership, 22–23; of managing up, down, and across, 147–148; simplified to facilitate change management, 96–97; when working with other deans, 233–234, 240. See also Listening
Communities: dean role in developing public-private relationships with, 30; engaging faculty in service to local, 316, 341–346
Community college deans: developing public-private partnerships role of, 30; generalist role of, 26–27; monitoring student enrollment, 30; recommendations for, 31; role in facilitating the American Dream, 32; seeking alternative modes of funding by, 30–31
Community colleges: affordability of, 29; changing functions of, 26; dean responsibilities in, 30–31; faculty unions of, 27; faculty views of, 342–343; public funding of, 29; role of the academic dean in, 25–32; student population of, 26, 28–29; teaching focus of, 27–28. See also Institutions
Community work: defining service and importance of, 342; engaging faculty in service and, 341–346; evaluation criterion of service and, 316; Mavericks Big Wave
Surf Competition inspiration for discussing, 343–344; suggestions for engaging faculty in, 345–346; why faculty members volunteer for, 344–345
Compassion, 308
Compensation (online faculty), 36
Competing: as conflict-handling mode, 218, 220; pros and cons of, 220
Compromising: advice for assistant and associate deans on, 387; as conflict-handling mode, 219, 221; pros and cons of, 221
Conboy, K., 93, 149
Conceptualization of servant leadership, 75
Confidentiality: trust role in, 11; understanding the importance of keeping, 41–42. See also Privacy rights
Conflict-handling modes: accommodating, 218, 220; avoiding, 218, 219–220; collaborating, 219, 221; competing, 218, 220; compromising, 219, 221
Conflict resolution: key points on, 297; language useful for, 293–294; remembering that most conflict is not intentional, 296; reminders of important factors for, 294–296
Conflicts: as occurrence in academic setting, 291; conflict-handling modes for, 218–221; conversational analysis of, 292fig–293; maintaining professionalism during, 303; only engage when necessary but fight to win, 13–14; responsibility of leadership for difficult people during, 299–304; what to keep in mind when responding to, 221
Contingent faculty: hiring and reappointment process for, 287–288; “leading from the middle” to development, 283–284; NTTF (non-tenure-track faculty) as, 284–288
Conversations: analysis of, 292–293; factors affecting, 292fig; helpful reminders for, 294–296; language useful for resolving difficult, 293–294; understanding intentionality during, 296
Coombs, V., 241
Costs (community college), 29. See also Funding
Council for Higher Education Accreditation (CHEA), 156
Council of Academic Deans from Research Institutions (CADREI), 108
Council of Colleges of Arts and Sciences (CCAS), 108
Council of deans, 224–225
Council of Independent Colleges, 114, 241
Council on Undergraduate Research (CUR), 337
Country Club leadership style, 63fig
Covey, S., 12
Crisis situation media relations, 198
Critical dilemmas, 138
Csikszentmihalyi, M., II4, 115
Culture of assessment, 356
Curriculum: adding diversity to, 273–274; administration reviews of, 169–173; student journalists and required, 362–363
Curriculum development: for adding diversity to curriculum, 273–274; for American University of Sharjah in an international setting, 183–187; backward design process of, 175–181; curriculum maps and matrices for, 179–181; dean’s roles and responsibilities in general education, 163–166; educational philosophy driving, 177; internal “gen ed wars” over, 163; learning outcomes focus of, 177–178; online, 189–193; potential rewards and pitfalls of, 175–176; resources required for quality, 178–179; suggestions for getting involved in, 166–167; understanding the process of, 176–177. See also Accreditation; Learning
Curriculum maps/matrices: cocurricular programs, 179, 181; online programs, 179; sample of, 180fig
Curriculum reviews: cautions related to conducting, 173; dean role in, 169–173; two areas of potential conflict in, 169–170
Cuyahoga Community College, 283

D
Dalager, J. K., 315, 391
Day, J. T., 131, 223
Day schedule management, 15
Deal, T. E., 112
Dean activities: entrepreneurial, 199–203; related to academic teams, 63fig, 64, 224–232; social and ceremonial, 39–40; working productively with donors, 211–214. See also Deanship; Faculty research; Teaching
Dean responsibilities: at community Colleges, 30–31; for curriculum development, 163–167; department curriculum reviews, 169–173; engagement with student media events, 363–364; online learning and related, 34–38; related to legal issues, 315–320, 323–327, 360–362, 369, 391–396; remember that privilege corresponds with, 16; supervising faculty and related legal issues, 391–396

Dean roles: on academic teams, 230–232; budget management, 6; continuing teacher role as one of, 15–16; in curriculum development, 163–167; in decision making at the university level, 237–240; as generalist, 26–27; hiring and tenure decisions, 6; mentor and talent scout, 6–7; modeling active engagement in teaching and research, 117–120; in nurturing life of mind and spirit in your institution, 17–18; of online deans, 34–38; problem solving, 5; similarities across institutions, 3–4; social, 39–40, 45–49; useful questions to ask yourself for considering your, 55

Dean transition period: anonymous prayer asking for guidance during, 49; attending social and ceremonial occasions, 39–40; becoming accustomed to handlers, 41; caution regarding references about previous institutions during, 48–49; discerning when to move toward new opportunities, 131–134; establishing new networks, 42; interacting with faculty, 40–41; keys for making a smooth, 43; learning how to share one’s views in public, 41–42; learning to find reward in others’ accomplishments, 42; learning to interact with faculty, 40–41; to the social roles required by deans, 45–49

Deans: assistant and associate, 249–253, 385–388; community college, 26–32; council of, 224–225; engaging with the media, 195–198; the entrepreneurial, 199–203; learning curve for new, 3, 5; making importance career decisions, 133–134; pros and cons of becoming, 46–47; recommendations for being an effective, 10–18; research on using objective evidence for the hiring of, 136–137; six years as average tenure of, 132; transition of moving from professor to dean, 39–43; work-life balance of, 38, 111–116; working with a former dean, 51–55; working with an inherited staff, 53; working with other, 233–236. See also Administration; Chief academic officers (CAOs); Leadership

Deanship: achieving reasonable longevity of your, 136; “administrative dance” of managing up, down, and across, 144–148; discerning when to move toward new opportunities, 131–134; moving to higher position from, 135; putting your own stamp on your, 52–53; questions to ask about your own, 139; reflections on developing your, 10–18; self-assessment of your, 127–130; threats to a successful, 136–139. See also Dean activities

Deanship reflections: administrative privilege corresponds with responsibilities, 16; always remember you entered academy for the learning and values, 17–18; be proactive in managing your boss, 16; be willing to fight when necessary and fight to win, 13–14; better to complete a few high priority projects than not finish many projects, 14; don’t sacrifice your body, mind, or spirit to your job, 17; efficiency matters, 14–15; focus on doing what is best for your institution, 10–11; good administrative work is about relationships, 11–13; internalize “I am never not the dean” mantra, 11; people want to know who you are and what you stand for, 13; prepare a yearly written plan of goals and projects, 16–17; remember that you are still a teacher, 15–16

Deanship threats: disconnect between job requirements and disciplinary preparation, 136–137; getting caught in critical dilemmas, 138–139; high level of stress, 137; managing from the middle, 137–138; questions to ask in order to avoid, 139

Deci, E., 114, 178

Decision making: the basics of, 80–82; communication to best convey, 5; factors leading to poor, 80; hiring and tenure, 6; practicing the art and science of good, 79–82; protecting the mission with good, 82; role of the dean in university-level, 237–240

Decision making basics: 1: engage in consultation, 81; 2: make sure the real issue
INDEX 415

to understand, 81; 3: gather information, 81; 4: outline a variety of possible solutions, 81; 5: narrow the list, 81–82; 6: view solutions with a critical eye, 82; 7: make the decision, 82; 8: map out sharing of the decision, 82

Decisions: dean’s role in shaping collective governance, 83–86; making disciplinary, 311–313; pivotal life, 133; protecting the mission with good, 82

Delegating upward resistance, 14–15

The Delphi Project on the Changing Faculty and Student Success website, 284, 286

Democratic leadership style, 64

Department chairs: budget planning role by, 241–243; data collection for budget decisions by, 243–244; enlisting in managing bullies, 307; having productive relationships with, 241–246; how deans can support, 5; personnel challenges facing, 244–246; promoting excellence in teaching, 331–332; questions to consider for work done by, 246

Departments: creating collaborations between development divisions and, 205–209; dean role in curriculum development, 163–167; dean role in curriculum or program review request by, 169–173. See also Faculty

DeSales University, 347, 348–356

Development divisions: building relationships with potential donors task of, 206–207; collaborations between academic departments and, 207–209; description and functions of, 205–206; how deans can work productively with donors, 211–214

Dewey, J., 175, 177

Difficult conversations: analysis of, 292–293; factors affecting, 292fig; helpful reminders for having, 294–296; language useful for resolving, 293–294; understanding intentionality during, 296

Difficult people: as part of the human context in higher education, 299–300; practical ideas for everyday survival of, 301–304; productively working with bullies, 305–308; responsibility of leadership related to, 300–301

Disability services office, 395

Disability status discrimination: ADA’s legal protection from, 318, 395, 396; addressing claims of, 319

Disciplinary research activities, 124

Discipline: dismissal for poor performance or for cause, 311–313; documenting process of, 320; guidelines when considering dismissal, 313; keeping president informed during process of, 313

Discrimination: on basis of disability status, 318–319, 395; evaluation and issues of, 316–319; how to address claims of, 319; race, color, or national origin, 316–317; Title IX (Education Amendments of 1972) protection against, 317, 319, 325–326, 327, 392, 396; Title VI (Civil Rights Act of 1964) protection against, 317, 319; Title VII (Civil Rights Act of 1964) protection against, 317–318, 392. See also Grievances

Discussion lists: conducting online surveys using the ACAD, 46; establishing new networks through, 42

Dismissals: documenting process of, 320; guidelines when considering a faculty, 313; implementing the decision for, 312–313; for poor performance or cause, 311–312

Diversity: CAO actions to add campus, 274–275; challenges of enhancing campus, 269; curriculum development to increase, 273–274; hiring practices to increase, 270–273

Donors: alumni as primary source of, 206–207; development office and academic collaboration in cultivating, 207–209; how deans can work productively with, 211–214; as important constituent to listen to, 212–214

Downey, D. E., 58

Dual enrollment credit, 164

Durden, W. G., 185

E

Eagly, A. H., 62, 64, 68

Eastern Illinois University, 39, 233, 359

Eaton, J., 156

Eaton, K. A., 99, 199

Ebaugh, H. R., 45, 47

Education Amendments (Title IX) [1972], 317, 319, 325–326, 392, 396

Educational philosophy, 177

Efficiency: ensure effective information flows for, 15; importance of, 14; OHIO (only
handle it once) strategy for, 15; resist upward delegation which can reduce, 14–15; sharing authority and power to increase, 14

Ego checking, 10

“Elevator speeches,” 147–148

Empathy principle, 74

Entrepreneurial deans: essential components of an, 200; getting support from administration and supporting students, 200–202; mindset of the, 201–202; project-based learning promoted by, 201; suggested activities by, 203; taking the opportunity to become an, 199–200

The Essential Academic Dean: A Practical Guide to College Leadership? (Buller), 136

Essential learning outcomes (ELOs), 178

Evaluation: of academic advising programs, 375–376; annual schedule of, 277–278; common expectations and best practices for, 279–281; enhancing faculty relationships through transparent and consistent, 277–281; to nurture staff performance, 257–259; postevaluation follow-up to, 281; procedures and criteria for, 278–279

Executive Servant Leadership Scale, 77

Experience and Education (Dewey), 175, 177

Eyetsemitan, F., 57

Fabritius, S., 263, 277

Face-to-face instruction, 35

Facebook: scenario on threatening comment posted by faculty on, 394; student grievances made public on, 369

Faculty: collective bargaining agreement with, 396; compensation of online, 36; contingent, 283–288; curriculum development role of, 163–166; dean role in motivating and empowering, 66–67, 68; dean role in providing feedback to, 117–118; engaging in service and community work, 316, 341–346; having a back-up plan for handling problem, 123; as having primary responsibility to education students, 378; how deans learn to interact with, 40–41; as important fundraising constituent, 212–214; initiating goal setting by, 65–66; legal issues related to supervising, 391–396; level of involvement in online classes by, 36; mentoring, 66–67, 68, 105–108; NTTF (non-tenure-track faculty), 284–288; productively working with bullies among the, 305–308; research on student retention role of, 121–122; responsibility of leadership in dealing with difficult, 299–304; teaching focus of community college, 27–28; transition to dean from the position of, 39–43, 45–49; working with a former dean who has returned to the, 51–55. See also Departments; Tenure

Faculty advisors: program decisions made related to, 372; providing training to, 372–373

Faculty development: FMECs (faculty mentoring and evaluation committees) role in, 378, 380–381, 382–383; strategic and proactive, 310–311. See also Mentoring

Faculty evaluation: annual schedule of, 277–278; common expectations and best practices for, 279–281; postevaluation follow-up to, 281; procedures and criteria for, 278–279; transparency and consistent, 277–281

Faculty handbook, 202, 396

Faculty hiring: best practices for your institutions, 267–268; campus interview, 265–267, 271; diversifying the campus through, 270–273; first meeting of the search committee on, 264–265; four issues to consider for, 264; intentionality required for effective, 263–264; making the offer, 267; narrowing the pool and initial interview, 265

Faculty mentoring and evaluation committees (FMECs), 378, 380–381, 382–383

Faculty research: connecting and coordinating others for, 336–337; creating supporting environment for, 335–339; dean activities related to, 124–125, 126; empowering and supporting, 337–338; modeling active engagement in, 117–120; recognizing and celebrating, 338–339. See also Dean activities; Scholarship

Faculty unions: community college, 27; dean’s relationship with community college, 27

Faculty workload, online courses and, 36
Fairness, building a reputation for, 12
Fallibility, being mindful of your own, 12
Family Educational Rights and Privacy Act (FERPA), 369
Favazza, J., 169
Feedback: on changes made during transition to dean position, 47–48; dean role in providing faculty with, 117–118
First Amendment: limits of rights of free speech and behaviors under the, 393, 394–395; student media protections under the, 360
Fitting Form to Function (Weingartner), 86
Flowers, B., 115
Ford, J. B., 66
Foresight principle, 75
Fourteenth Amendment, 317
Frazier, L. J., 195
Free speech: limitations of dean’s, 41–42; limitations of faculty’s, 393, 394–395
Fulghum, R., 304
Funding: community college dean role in seeking alternative modes of, 30–31; dean role in seeking grants for STEM fields, 31; public funding of community college, 29–31.
See also Costs (community college)
Fundraising: alumni as primary source of donations, 206–207; development office and academic collaboration in, 207–209; four essential communication tasks of, 214; how deans can work productively to advance, 211–214; important lessons in, 209; the most important constituents to listen to on, 212–214

G
Gaff, J. G., 86
Garcetti v. Ceballos, 394–395
Gay discrimination, 319
Geier, J. G., 58
Gender discrimination: harassment as, 323–327; legal protection against, 317; Title IX (Education Amendments of 1972) prohibiting, 317, 319, 325–326, 327, 392, 396
General manager (GM) role, 230–231
The George Washington University, 283
Gerdes, E. P., 135
Gisondi, J., 359
Glick, M. D., 48
Glotzbach, P. A., 9
Gmelch, W. H., 136, 137, 345
Goal setting, leadership initiated, 65–66
Goals: measuring progress of long-term, 129; preparing yearly written plan of major, 16–17; self-assessment on balancing your goals with others, 128–129
Goleman, D., 256
Gorman, S. T., 377
Goshen College, 175
Goucher College, 3
Governance: “Allegory of the First-Year Seminar” on failure of, 83–84, 85; dean’s role in shaping collective decisions for, 83–86; impact of shared, 59–60; joint statement (1966) issues on, 90; questions to ask about your own institution’s, 91; questions to make the best use of institutions, 86. See also Shared governance
Greenleaf Center for Servant Leadership, 73, 76
Greenleaf, R., 73, 76
Grievances: defining harassment in context of, 324–325; handling student complaints and, 367–370; how to address claims of discrimination, 319; new focus on Title IX for the purpose of, 317, 319, 325–326, 327, 392, 396; suggestions for handling harassment, 327. See also Discrimination
Grudges, 296

H
Halpern, L. C., 163
Hanley, D. S., 143, 227
Harassment: dean responsibility for acts of, 324–325; defining types of, 324; growing awareness of problem of, 323; hostile work environment, 392, 393; new focus on Title IX prohibiting, 317, 319, 325–326, 327, 392, 396; sexual, 292, 317, 319, 324, 325–326, 327
Harvard Institutes for Higher Education, 108
Hasseler, S. S., 205
Healing: act of apology used for, 74; servant leadership principle of, 74
Hegel, G.W.F., 186
Higher Education Resources Services (HERS), 108
Hiring: diversifying the campus through, 270–273; faculty, 263–268, 271; the hiring and development process, 258fig; key guidelines for effective training and, 259; NTTF (non-tenure-track faculty), 287–288; research on using objective evidence for dean position, 136–137; screen and interview effectively, 257; staff, 255–259
Hispanic-serving institutions (HSIs), 272
Historically black colleges and universities (HBCUs), 272
“Hitting the Rankings Jackpot” (Chapman), 125
Hollinger, D. A., 62, 64, 67
Holyer, R., 21
Homrig, M. A., 62, 64, 65, 68
Honesty reputation, 12
Honeycutt, E. D., 66
Hostile work environment, 392, 393
Hough, J. C., 119
Humility, 10–11
Humor: as effective senior academic leadership tool, 23–24; maintaining your sense of, 13

I
Ignatius of Loyola, 133
Illinois Wesleyan University, 83
IMPACT leadership theory: overview of the, 58–59; two assumptions of the, 59
“The Imperative for Change” (Delphi website), 285
Impoverished leadership style, 63fig
Information flows, 15
Information leadership style, 58
“the Ins and Outs of Deaning: Why We Become Deans, and Why We Quit” meeting (ACAD meeting, 2008), 136
Inside Higher Ed, 330
Institutional climate: IMPACT leadership theory and, 58–59; impact of shared governance norm on, 59–60; leadership style and situation of the, 57–58
Institutions: becoming a leader in “climate of assessment” of your, 160; best faculty hiring practices for, 267–268; “business model” adopted by, 59–60; caution regarding making references about previous, 48–49; creating a culture of assessment in your, 356; dean focus on what is best for their, 10–11; engaging with the media when representing your, 195–198; Hispanic-serving institutions (HSIs), 272; historically black colleges and universities (HBCUs), 272; the human context of higher education and, 299–304; increasing demands for accountability of, 84; legal issues and implications of policies of, 396; netiquette policies of, 37; overcoming obstacles to entrepreneurial activities by, 202; as place that nurtures the mind and spirit, 17–18; questions to ask about the governance of your own, 91; role of the dean in university-level decision making for, 237–240; similarities in dean roles across, 3–4; tribal colleges and universities, 272. See also Campus; Community colleges
Intellectual character, 23–24
Intellectual skills, 23–24
International Assembly of Collegiate Business Education (IACBE), 351
International Baccalaureate (IB), 164
Interviews: faculty candidate on-campus face-to-face, 265–267, 271; initial faculty candidate phone or video, 265
Iowa State University, 343
Irwin, B. D., 39, 233

J
Jago, A. G., 62, 64
Jaworski, J., 115
Jesuits (the Society of Jesus), 133
Johannesen-Schmidt, M. C., 68
John Carroll University, 131, 223
Johnson, B. T., 62, 64
Johnson, J. B., 58
Johnson, S., 62, 64
June, A. W., 343
Justice, as consideration of bullying, 307–308

K
Kegan, R., 111, 112
Kennedy, A., 395
Leaders: list of suggestions for being an excellent, 68; reasons why people follow, 67–68; succession and influence as measures of good, 68
Leadership: as art of facilitating accomplishments, 10; balancing management and, 61–68; “business model” adopted for, 59–60; IMPACT leadership theory on, 58–59; impact of shared governance norm on, 59–60; initiating goal setting, 65–66; institutional climate, situation, and style of, 57–58; nine recommendations for deans providing academic, 119–120; qualities of effective senior, 21–24; questions to ask yourself about, 24; responsibility for dealing with difficult people, 299–304; servant, 73–77. See also Deans
Leadership models: Blake and Mouton’s Leadership Grid, 62–64; “business models,” 59–60; IMPACT leadership theory, 58–59; Transformational Leadership, 64–65
Leadership styles: Authoritarian, 63/fig, 64, 67; Autocratic, 64, 67; Country Club, 63/fig; Democratic, 64; IMPACT leadership theory on, 58–59; Impoverished, 63/fig; Team Leader, 63/fig, 64; Transformational, 64–65, 67
LEAP program (AAC&U), 183–184
Learning: assessment of SLOs (student learning outcomes), 347–356; defining assessment of student, 349; essential learning outcomes (ELOs), 178; faculty as primarily responsible for student, 378; project-based, 201. See also Curriculum development
Learning communities: description of, 330; excellence in teaching promoted by, 331
Learning disabilities, 395
Learning management systems (LMS): ongoing faculty training on new, 36, 192; “packaged” courses available with, 192. See also Online courses
Lebanese American University, 186
Legal issues: academic freedom and related, 319–320, 393, 394–395, 396; addressing discrimination claims, 319; faculty evaluation, 315–319; First Amendment rights, 360, 393; harassment, 323–327; student media and related, 360–362; student privacy, 369; supervising faculty and related, 391–396
Legislation: Americans with Disabilities Act of 1990 (ADA), 318, 395, 396; Family Educational Rights and Privacy Act (FERPA), 369; Rehabilitation Act (Section 504) [1973], 318; Title IX (Education Amendments of 1972), 317, 319, 325–326, 327, 392, 396; Title VI (Civil Rights Act of 1964), 317, 319; Title VII (Civil Rights Act of 1964), 317–318, 392
LGBTQ (lesbian, gay, bisexual, transgender, and queer) discrimination, 319
Liberal Education, 285
LinkedIn, 369
Listening: to all the important fundraising constituents, 212–214; as crucial to conversations, 295; servant leadership principle of, 74. See also Communication
Lo Re, M. L., 61
Lombardi, V., 17
Luthar, H. K., 62, 64

M
Macalester College, 127
Machiavelli, N., 13
Magnetic leadership style, 58
Maisto, M., 283, 286
Makhijani, M. G., 64
Malone University, 89, 299
Management: balancing leadership and, 61–68; Blake and Mouton Management Grid, 62–64; budget, 6, 229, 241–243; of campus constituencies, 99–103; danger of managing from the middle, 137–138; day schedule and paperwork, 15; managing up, down,
and across approaches to, 144–148. See also Change management
Managing from the middle, 137–138
Mature students, 26
Mavericks Big Wave Surf Competition, 343–344
Maxwell, J. C., 67, 68
McPherson College, 199
Media: cautions for responding or not responding to, 196–197; effectively working with student, 359–364; First Amendment protection of, 360; five rules for dealing with the, 198; how to effectively engage with the, 195–198; the “no comment” response to, 197
Mentoring: activities to engage in for faculty, 108; assistant and associate deans, 252–253; best practices for, 107–108; dean role in faculty, 66–67, 68, 105–108; examples of formal programs of, 106–107; FMECs (faculty mentoring and evaluation committees) to oversee, 378, 380–381, 382–384; how academic freedom is relevant to, 377; recommendations for faculty, 108, 381–382; Stevenson University’s program for, 378–381. See also Faculty development
Mentors: dean role as, 6–7; relationships between mentees and, 107
Merisotis, J. P., 29
Merves, E., 286
Meyer, T. W., 25, 291, 292
Michigan State University’s Resources on Faculty Mentoring, 106
Middaugh, M. F., 156, 157, 158, 159, 356
Middle Atlantic Association of Liberal Arts Chemistry Teachers (MAALACT), 355
Middle East and North Africa (MENA) region: curricular development in the, 183–187; impact of global economy and Arab Spring on the, 184
Middle States Association of Colleges and Schools Commission on Higher Education (MSCHE), 156, 158, 159, 348
“Millennials” students, 121
Mills v. Western Washington University, 393
Minority and Women Doctoral Directory, 272
Mission: as element of strategic planning, 150–151; establishing academic advising program, 374. See also Vision
Mistakes, 296
Monaco, P., 33
Monmouth College, 211
Montiez, J., 137
MOOCs (massive open online courses): potential opened up by, 33; student experience and expectations of, 190. See also Online courses
Morrill, R., 85
Motivation: autonomy, mastery, and purpose components of, 114; dean role in faculty, 66–67; for faculty members’ service volunteer work, 344–345
Motivation accounting, 113–114
Mouton, J., 62
Moving on, 296
Muffo, J. A., 347–348, 351, 354
Munch, E., 306
Murray, K., 127
Myer, T. W., 291
N
National origin discrimination: addressing claims of, 319; legal protection from, 316–317
National Study of Academic Deans (NSAD), 137
Navy Seabees slogan, 14
Netiquette policies, 37
Networking: advice for assistant and associate deans on, 387; for establishing new networks by deans, 42. See also Relationships
Neumann, A., 342
New England Association of Colleges and Schools Commission on Institutions of Higher Education, 158, 159
New Faculty Majority (NFM), 283, 286
NFM Foundation, 283
Nies, C. T., 137
Niesen de Abruna, L., 237
"1940 Statement of Principles on Academic Freedom and Tenure" (AAUP), 394, 395
North Central Association of Colleges and Schools Higher Learning Commission, 158
Northern Illinois New Faculty Mentoring website, 107
Northwest Commission on Colleges and Universities, 155–156, 158
NTTF (non-tenure-track faculty): assess conditions on campus for, 286; creating open dialogue with, 285; description and use as contingent faculty, 284; formulating and executing a long-term plan for, 287; hiring and reappointment process for, 287–288; inviting dialogue about, 286–287
Nuijten, I., 77

O
Obama, B., 31
Office of Civil Rights (OCR), 325–326
Ohio Dominican University, 255, 309
OHIO (only handle it once) strategy, 15
“On Collegiality as a Criterion for Faculty Evaluation” (AAUP), 316
Online courses: accreditation standards required for, 35; curriculum development of, 189–193; daily faculty involvement in, 36; disbursements of revenue return of, 35; examining the role of online deans with, 34–38; introduction and development of, 34; netiquette policies set for, 37; rethinking teaching for application to, 35, 36; state regulations that may impact, 37; student behavior in, 36–37. See also Learning management systems (LMS); MOOCs (massive open online courses)
Online curriculum development: content expert role in, 190; faculty support and training in, 192; maintenance schedule to maintain high-quality of, 191–192; “packaged” courses available with LMS, 192; process of, 190–192; questions to guide decision-making process of, 193; understanding what is required for, 189–190
Online deans: faculty workload and compensation decisions by, 36; negotiations conducted by, 34–35; responsibilities for the, 37–38
Online programs: curriculum development for, 189–193; curriculum maps and matrices for, 179
Opportunity Fund (McPherson College), 201

P
Pace University, 105, 367
Pannell, K., 329, 335
Paperwork: managing your calendar and day schedule aspect of, 15; OHIO (only handle it once) strategy for, 15; projects notes and follow-up list, 15
Part-time students, 28–29
Pence, J., 285
Pennsylvania College of Health Sciences, 217
Persuasion principle, 74
Peterson-Veatch, R., 175
The Phenomenology of the Spirit (Hegel), 186
Pink, D., 114
Pivotal life decisions, 133
Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness (Middaugh), 157, 356
“Player” team role, 232
Porter, M. E., 151
Position leadership style, 59
Postevaluation follow-up, 281
Poulter, P. S., 359
Power: competing mode as exercise of, 218, 220; increasing efficiency by sharing, 14
President. See Administration
Privacy rights, 369. See also Confidentiality
Problem solving: conflict-handling modes for, 218–221; dean tasks related to, 5
Professional and Organizational Development Network, 114
Professional research activities, 125
Professionalism: maintained during conflicts, 303; modeling and expecting student media, 360–361; reflections on dean, 10–18
Program directors: budget planning role by, 241–243; data collection for budget decisions by, 243–244; having productive relationships with, 241–246; personnel challenges facing, 244–246; questions to consider for work done by, 246
Program reviews: cautions related to conducting curriculum and, 173; dean role in, 169–173; two areas of potential conflict in curriculum and, 169–170
Programs: cocurricular, 179, 181; curriculum maps and matrices for, 179–181; online, 179
The Progress Principle (Amabile), 115
Project-based learning, 201
Projects: finish what your start, 14; preparing yearly written plan of major, 16–17
Promotion: denial based on lack of collegiality, 393–394; evaluations conducted for, 278–279; “1940 Statement of Principles on Academic Freedom and Tenure” (AAUP) criteria on, 394, 395. See also Tenure
Public funding of community colleges, 29
Public-private relationship development, 30
Public relations activities, 125

Q
Queer discrimination, 319
Quid pro quo discrimination, 324
Quinnipiac University, 300
“Quitting on Principle” (Bennis), 138

R
Race discrimination: addressing claims of, 319; legal protection from, 316–317
RatMyProfessors.Com, 369
Reading groups, 330
Recognizing: academic advising programs for excellence, 375–376; faculty research and scholarship, 338–339
Reed, L. L., 77
Regional accreditors: knowing the accreditation standards of your, 157–158; leading a “climate of assessment” when working with, 160; serving on a visiting team or substantive change committee, 158–159; understanding the work done by, 155–157
Rehabilitation Act (Section 504) [1973], 318
Relationships: accommodating in order to build, 218, 220; are what enable people to work together, 11; with assistant and associate deans, 249–253; best practices for mentor-mentee, 107; building collaboration through, 12–13; built to survive disagreement, 12; communication as key to working, 233–234, 240; with department chairs and program directors, 241–246; how competing hurts, 220; how your own fallibility impacts your, 12; as integral to a dean’s work, 146–147; managing student, 367–370; with other deans, 233–236; with the person to whom you report, 128; role of patient in, 12; stand or fall on the basis of trust, 11–12; transparency and consistent evaluation to enhance faculty, 277–281; working with a former dean, 51–55. See also Academic teams; Collaborations; Networking
Religious discrimination: addressing claims of, 319; legal protection from, 317–318
Reputation for fairness/honesty, 12
Research. See Faculty research
Resources: available for online courses, 38; collaborating by sharing, 234–235; developing contingent faculty as, 283–288
Rhoades, G., 286
Riggio, R. E., 62, 64, 66, 67
Robinson, B. A., 319
Rockhurst University, 45
Roger Williams University, 57
“Role exit” theory, 45–46
Rooney, J., 286
Rosario, P., 73, 217
Roundtable conversations, 330–331
Roy, M. M., 3
Rush, B., 184–185
Rush, M., 183
Ryan, K., 51

S
Sacred Heart University, 237
Samford University, 121
Scharmer, C., 115
Scholarship: connecting and coordinating others for, 336–337; creating supporting environment for, 335–339; empowering and supporting, 337–338; as evaluation criterion, 316; recognizing and celebrating, 338–339. See also Faculty research
Schoorman, D., 67
Schuh, J. H., 157
Scout role, 231–232
The Scream (Munch), 306
Section 504 (Rehabilitation Act of 1973), 318
Self-assessment: on balancing your goals with responding to goals of others, 128–129; measuring progress of long-term goals as part of, 129; prior to moving into a leadership role, 127–128;
using third-party critiques as part of your, 129–130; three things required for effective, 130; understanding goals and needs of others as part of, 128. See also Assessment
Senge, P., 115
Sensing, T., 119
*The Servant as Leader* (Greenleaf), 76
Servant leadership: basic principles of, 73–75; benefits of, 75–76; keys to embracing, 76; resources about, 76–77
*Servant Leadership for Higher Education*, 76
Servant Leadership Questionnaire, 77
Servant Leadership Scale, 77
Service: defining what it is and importance of, 342; engaging faculty in community work and, 341–346; as evaluation criterion, 316; faculty views of, 342–343; Mavericks Big Wave Surf Competition inspiration for discussing, 343–344; suggestions for engaging faculty in, 345–346; why faculty members volunteer for, 344–345
Sex discrimination: addressing claims of, 319; harassment as, 323–327; legal protection against, 317; Title IX (Education Amendments of 1972) prohibiting, 317, 319, 325–326, 327, 392, 396
Sexual harassment: behaviors that constitute, 392–393; hostile work environment, 392, 393; legal definitions of, 324; Title IX (Education Amendments of 1972) prohibiting, 317, 319, 325–326, 327, 392, 396
Sexual orientation discrimination: addressing claims of, 319; legal protection from, 319
Shared governance: lack of common definition for, 89–90; questions to ask about your own institution’s, 91; suggestions for your institution’s system of, 91–92; supporting principle of, 84. See also Authority sharing; Governance
Simmons College, 149
Simon, P., 13
Simplicio, J., 68
Simpson, D., 14
Skidmore College, 9
Sloat, J. M., 249, 385
Social and ceremonial occasions: giving welcoming or concluding remarks during, 40; during transition period of new deans, 39–40
Social media: impact on student preparation for academic discourse, 36–37; MOOCs (massive open online courses), 33, 190. See also Student media
Social role transition, 45–46
Society of Jesus (the Jesuits), 133
Society of Professional Journalists (SPJ), 360, 361
Souter, D., 395
Southern Association of Colleges and Schools Commission on Colleges, 158, 159
Southwestern College of Professional Studies, 33
Spears, L. C., 74, 75
Spellings, M., 156
*Spiritual Exercises* (Ignatius of Loyola), 133
Staff: collective bargaining agreement with, 396; considering the “fit” of potential, 256–257; defining responsibilities and outcomes of position, 256; diversifying the campus through hiring of, 270–273; effective hiring and evaluation of, 255–259; as important fundraising constituent, 212–214; responsibility of leadership in dealing with difficult, 299–304
Steering committee: best hiring practices followed by, 267–268; campus interview by the, 265–267; first meeting of the, 264–265; hiring decisions and offers by the, 267; increasing campus diversity through hiring by the, 270–273; narrowing the pool and initial interview by the, 265
STEM fields grants, 31
Stetson University, 51
Stevenson University, 378–381
Stewardship principle, 74
Stonehill College, 169, 371
Strategic plans: description and function of, 150, 153–154; matching changes and processes to, 95–96; vision, mission, and values elements of, 150–151
Strategy: “creating global networks” example of cascading, 152–153; the difference between tactics and, 152–153
Street, S., 286, 288
Stress/stressors, 137. See also Work-life balance
Student advising programs: as critical in student achievement success, 371; evaluation
and recognition for effective, 375–376; issues to consider when establishing, 372–375; physical space and proximity to other offices of, 374; services offered by, 374–375; training of faculty advisers, 372–373; types of advisors used for, 372; what to consider for setting up or revamping, 376

Student Bill of Rights, 393

Student complaints: grade appeal policy to handle, 368; increasing demands to quickly handle, 369; Internet posting by students of, 369; questions to ask when investigating, 370; scenario on investigating, 367–368; student privacy rights aspect of handling, 369

Student enrollment: community college dean’s monitoring of, 30; Criminal Justice Student Learning Outcomes, 352–353; increase of mature student, 26

Student learning outcomes (SLOs): American Chemical Society (ACS) standards for, 353–354; assessment as tool to measure, 347; defining assessment of, 349; DeSales University’s model for assessment of, 348–356; essential learning outcomes (ELOs) or, 178; faculty as primarily responsible for, 378; project-based learning to improve, 201

Student media: best practices for support of, 364; curricular components required for student journalists of, 362–363; dean’s engagement in events related to, 363; First Amendment protection of, 360; modeling and expecting professionalism of your, 360–361; prior review of publications and broadcasts of, 361–362; transparency and access of, 362; understanding the nature of, 359–360. *See also* Social media

Student Press Law Center (SPLC), 360

Student retention: how the dean can get help to increase, 122–123; institutional concerns over, 121; research on faculty role in, 121–122

Students: behavior of online course, 36–37; college credits earned by high school, 164; community colleges, 26, 28–29; mature, 26; “Millennials,” 121; part-time, 28–29; Student Bill of Rights protections for, 393

Students Review website, 369

Sun Tzu, 13

*SUNY at Buffalo, Carlos Bayon v.*, 395

Superiors/supervising: being proactive in managing your, 16; legal issues related to, 391–392

Suskie, L., 156–157, 160, 348–349

SWOT analysis, implementing your vision component of, 151–152

T

Tactical leadership style, 59

Tactics vs. strategy, 152–153

Teaching: as community college focus, 27–28; dean activities for staying connected to, 123–124, 126; dean’s continuing role as teachers and, 15–16; as evaluation criterion, 316; fostering excellent, 329–332; modeling active engagement in, 117–120; resources on excellence in, 330–331; rethinking for online courses, 35, 36; three key steps to building infrastructure for, 332; traditional face-to-face instruction and, 35. *See also* Dean activities

Team Leader leadership style, 63

Teams. *See* Academic teams

The Ten Commandments of Mentoring, 107

Tenure: dean role in decisions related to, 6; denial based on lack of collegiality, 393–394; evaluations conducted for, 278–279; keeping faculty members informed regarding their status, 321; “1940 Statement of Principles on Academic Freedom and Tenure” (AAUP) criteria on, 394, 395; six years as the average dean, 132. *See also* Faculty; Promotion

“Tenured Professors Feel the Weight of Service Work” (June), 343

Termination. *See* Dismissal

Terosky, A. L., 342

Thank-you notes, 10–11

Thelen, S. T., 66

Thomas, K. W., 218

Timmerman, D., 211

Title IX (Education Amendments of 1972), 317, 319, 325–326, 327, 392, 396

Title VI (Civil Rights Act of 1964), 317, 319

Title VII (Civil Rights Act of 1964), 317–318, 392
INDEX 425

“To Give and Receive: Recently Tenured Professors’ Experiences of Service in Major Research Universities” (Neumann and Terosky), 342

Training: dean role as trainer and, 231; faculty advisers, 372–373; key guidelines for effective hiring and, 259

Transformational Leadership style: four essential components to, 64; practice and outcomes of, 64–65, 67

Transgender discrimination, 319

Transparency: faculty evaluation consistency and, 277–281; of student media, 362

Tribal colleges and universities, 272

Trust: confidentiality and role of, 11; develop a reputation for fairness and honesty to build, 12; keeping your promises to build, 12; relationships and role of, 11

Tucker, D., 89, 299

U

United Arab Emirates, 185
United Parcel Service (UPS), 212
University Counsel and Human Resources Office, 396
University of Balamand, 186
University of Southern California, 283
University of Southern California Marshall School of Business website, 106–107
U.S. Department of Education, 325–326, 392

V

Valadez, J. R., 117, 287
VALUE rubrics (AAC&U), 181
Values: critical dilemmas and clash of, 138–139; as element of strategic planning, 150–151
Van Dierendonck, D., 77
Vidaver-Cohen, D., 77
Villa Julie College, 378
Vineburgh, J., 206

Vision: building a shared, 89–90; as element of strategic planning, 150–151; establishing and implementing your, 149–154; SWOT analysis element of implementing your, 151–152. See also Mission

Vocational education, 26
Vroom, V. H., 62, 64

W

Wagner College, 61
Walton, K. D., 155, 347
Wanous, M. K., 205
Wayne State College, 315, 391
Weingartner, R., 86
Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities, 155, 158
Western Washington University, Mills v., 393

“What is `Good’ Assessment? A Synthesis of Principles of Good Practice” (Suskie), 348–349

“What is Strategy?” (Porter), 151

What the Best College Teachers Do (Bain), 330
Wheeler, D. W., 74, 76, 77
Whittier College, 323
Why Leaders Can’t Lead (ed. Bennis), 138
Why We do What We Do (Deci), 178
Williams, A., 105, 367
Wolanin, T. R., 29
Wolverton, M., 136, 137, 345

Work-life balance: how the online world impacts, 38; motivation accounting for, 113–114; presence, progress, and “flow” of, 114–115; reframing balance from subject to object, 112–113; suggestions for finding a, 116; three different perspectives on, 111–112; triple-entry bookkeeping framework for, 113. See also Stress/stressors

Workforce education, 26

Z

Zappe, C., 136