

COMMUNICATING THE CHANGING ROLES OF DEANS:

A CONTENT ANALYSIS

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Abstract

This qualitative study examined the changing roles and requirements for deans as educational leaders at Canadian post-secondary institutions. A content analysis approach was used to capture, code and analyze 248 job advertisements for the position of dean in Canada from 1970 to 2011. The findings show that in many cases the role of post-secondary deans as advertised in recruitment efforts is evolving to reflect the nature of service systems. With respect to the role of fundraising, only 23 job advertisements mention fundraising as either a duty that the dean would perform or as pre-requisite experience. This research points to a need to focus our communications to future educational leaders on the skills that will enable them to excel in a dynamic environment.

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Chapter 1 Introduction

The complex role of post-secondary leaders is evolving to respond to the needs of the dynamic environment that Canadian post-secondary institutions serve. Since 1970, public post-secondary institutions (universities and colleges) have experienced three varied funding models, with each year providing less federal funding for post-secondary education than the one before. The implications of this depletion in funding are far reaching.

In 2006, the Organisation for Economic Co-operation and Development (OECD) declared that “knowledge economies, societies and enterprises represent the future”. (Paton & McClaughlin, 2008, p. 78). According to the *OECD Factbook 2011-2012: Economic, Environmental and Social Statistics* (2011b):

Expenditure on education is an investment that can foster economic growth, enhance productivity, contribute to personal and social development and reduce social inequality. The proportion of total financial resources devoted to education is one of the key choices made by governments, enterprises, students and their families. (p. 224)

A nation’s success in tomorrow’s global economy will be greatly influenced by the quality of education we are providing today (Reschovsky & Imazeki, 2001). One can certainly link the desired outcome of a quality education to the injection of funding for educational resources (Wendling & Cohen, 1981; McKersie & Palaich, 1994).

Canada's post-secondary institutions have long had substantial support from public sources to provide for operational needs. Of late, our post-secondary educational system has witnessed drastic cuts in federal funding (Statistics Canada, 2011b), forcing our educational leaders to look to other sources, such as fundraising, to secure necessary funds.

While there is a long tradition of philanthropic support for post-secondary institutions in Canada, it is only since the 1990's that there has been an outward sense of urgency in relying on the realm of charitable donations to provide for many needs of our post-secondary educational system (Kelly, 2009). Canadian post-secondary institutions are legally chartered as charitable entities with the ability to accept donations and issue official charitable tax receipts. In surveys conducted by Statistics Canada, Canadians reported giving \$68 million in donations to post-secondary institutions in 2007 and \$117 million in 2010 (Turcotte, 2012). In just three years, there has been an increase of 71% for charitable gifts to universities and colleges as reported by this population survey.

This is the dynamic environment our post-secondary educational leaders are facing. The effects of this funding gap and the importance of fundraising are far reaching throughout the entire post-secondary system. Viewing our leaders as system thinkers as described by Fullan (2005) provides a backdrop to further examine this environment:

Systems change on an ongoing basis only if you have enough leaders who are system thinkers. When great thinking and action go hand in hand, the concepts

get large and they also get more meaningful because they are grounded in concrete strategies and actions. (p. 29)

Building on the concepts of system thinking by Fullan (2005), this research study positions the theoretical framework within the emerging field of service systems. In “Succeeding through Service Innovation”, a report published through the Cambridge University’s Institute for Manufacturing (IfM) and IBM in 2008, a definition of a service system gives a broad understanding of the theoretical concept: “Service systems are dynamic configurations of *people, technologies, organisations and shared information* that create and deliver value to customers, providers and other stakeholders” (IfM and IBM, 2008, p. 1). Katzan (2011) defined it further by stating, “A *service system* is a socially constructed collection of service events in which participants exchange beneficial actions through a knowledge-based strategy that captures value from a provider-client relationship” (p. 2).

Spohrer, Maglio, Bailey and Gruhl (2007) specifically describe universities within the context of service systems in that they “aim to transform student knowledge” (p. 72). This knowledge transformation occurs through a myriad of relationships. While the students pay tuition as a part of the service agreement, they do not bear the full cost of their educational transformation. Within the broader community, there are other individuals, corporations, and granting agencies that invest in post-secondary education. When we look at educational leaders at the post-secondary level, there is a complexity to the service equation. Here, educational leaders manage relationships among multiple

stakeholders in order to complete the mission of transforming student knowledge.

“Over time, universities have developed sophisticated processes and organizations to manage their complex service relationships. A university that excels in all these service relationships will produce a better-than-expected outcome and develop a reputation for excellence” (Spohrer et al., 2007, p. 72).

In these days of financial cut-backs and regulatory constraints, the question then becomes not so much what educational leaders can do to operate our post-secondary institutions on a reduced budget, but rather, how can we engage our leaders in a service system to manage all levels of relationships in order to continue to grow the capacity to educate tomorrow’s leaders.

1.1 Statement of the Problem

When facing uncertain times with regards to financial resources for post-secondary education, there is no appetite to see a decrease in the quality of education that is provided. We look to the leaders of our post-secondary institutions to play a role in meeting the funding needs of our colleges and universities.

In many ways, colleges and universities today are in a transformational state. Changes are occurring in government coordination and control, financial resource allocations, and public opinion of higher education, to name just a few areas. The leaders and managers of our institutions must have the skills and flexibility to thrive within this volatile environment (Hoff, 1999).

Looking at our post-secondary educational system through the lens of service systems thinking, post-secondary educational leaders can be viewed as change agents managing multiple relationships and serving as catalysts to respond to this new funding paradigm. Having provided a view of a number of changes that can impact the demeanor of post-secondary schools it would appear that there is a need to communicate the changing roles of the leaders at post-secondary institutions in order to ensure the best candidates are selected to lead.

To narrow the scope of this study, this researcher has elected to focus on the position of “dean” at our Canadian universities and colleges. According to Boyko and Jones (2010), “faculty deans have received little attention in the research literature of higher education” (p. 3). In its simplest form, the role of a dean is to lead a faculty or program. “They facilitate faculty achievement in student learning, discovery, and engagement” (Hodson, 2010, p. 39). This study focuses on the position of dean, rather than other post-secondary leaders for two primary reasons. The springboard for this study is a study by Boyko and Jones (2010) that detailed the job descriptions of the position of dean. In order to draw parallels, therefore, this study is also limited to this position. The second reason is more practical. The methodology selected for this study requires a large volume of data. Within the Canadian context, there would not be sufficient data for other post-secondary leaders to properly draw conclusions using the methodology devised for this study.

1.2 Purpose of the Study

In conducting this study, the researcher set out to demonstrate that the roles of post-secondary leaders, namely deans, are changing in order to respond to the needs of educational institutions within tight budgetary constraints. There is a transition away from educational leaders who are well versed in academic matters without possessing specific leadership and administrative skills (Kaufman, 2004).

The literature on post-secondary leadership is prolific on the role that educational leaders play in seeking financial support for their institutions (Besikof, 2010; Boyko & Jones, 2010; Eller, 2010; Gualco, 2009; Hodson, 2010; Hoff, 1999; Jones, Shanahan & Goyan, 2001; Kaufman, 2004; Kelly, 2009; McBride, 2000; Nicholson, 2007; Overley, 2006; Piazza, 2008; Pinchback, 2011; Simpson, 2007; Snowdon, 2004; Stewart, 2006). This study builds on the premise established by these authors, among others, who have sought to demonstrate that today's post-secondary leaders have a vital role in the fund development of their institutions.

It is incumbent on educational leaders to play a role in increasing the value of the educational experience by engaging in meaningful service-based relationships. Mele and Polese (2011) propose some key dimensions to service systems that can be considered in order to increase the value of educational experiences. Namely, educational leaders have a role to play in enhancing the availability of post-secondary education and the efficiency of its delivery in order to increase the capabilities to provide high-quality service. To achieve this, post-secondary leaders can continuously

assess what is required to further foster the multiple relationships within the service system.

In a content analysis on job advertisements for the position of dean, this researcher set out to review whether Canadian post-secondary institutions reflect the abilities and experience required for the field of fundraising in the selection of educational leaders in order to maintain, even enhance, the educational experiences in our nation.

1.3 Research Questions

The primary focus for the job advertisement analysis was to determine if fundraising as a skill or duty was being communicated to potential candidates for the position of dean at Canadian post-secondary institutions. The literature review led to a conclusion that although educational leaders have been involved in fundraising for post-secondary institutions since the earliest days, it is only of late that there was an emphasis on this component of educational leadership (Kelly, 2009).

The following are the research questions that guided this study:

1. Have the roles, duties, competencies and prior experience of post-secondary educational leaders, namely deans, as described in job advertisements evolved in Canada since the 1970's?
2. Is fundraising, as either a duty or a competency, communicated in the early recruitment stage of deans?

3. Are there commonalities amongst the Canadian post-secondary institutions that are communicating the evolving role of deans as fundraisers?
4. While there are many variables that play a role in fundraising, is there any statistical correlation between the mention of fundraising in a job advertisement for dean and success in raising funds for the post-secondary institution?

1.4 Significance of the Study

Despite the amount of literature available on the role of the educational leader as fundraiser, no peer-reviewed studies have been published in Canada's only post-secondary journal, *The Canadian Journal of Higher Education* on the documented descriptions of the expanding role of the dean at Canadian post-secondary institutions. The collection entitled *The Changing Dynamics of Higher Education Middle Management* has published one Canadian study conducted by Boyko and Jones from 2010 providing a snapshot of job descriptions of today's university deans. The significance of this current study in contrast to that of Boyko and Jones (2010) is that it brings to light the recruitment practices, and hence questions, if we are aptly communicating the role of dean to potential candidates. This study will contribute to the body of knowledge in the growing field of educational philanthropy in Canada and may be used to guide hiring practices of our leaders.

Situating post-secondary educational leaders within the theoretical realm of service systems, leads to the exploration of challenges facing such leaders in changing

times. This study seeks to gain an understanding of the people and processes required in the management of our post-secondary institutions. Briscoe, Keranen and Parry (2012) stated that “Designing, managing and delivering complex service systems to achieve service excellence and economic viability necessitates a better understanding of resource configuration; this understanding includes people, complex equipment, technology and processes” (p. 418).

This study places one such process under closer investigation. This content analysis of job advertisements for the position of dean across Canada over an extended period may play a role in improving our post-secondary institutions’ recruitment practices in order to achieve service excellence in education.

Chapter 2 Review of the Literature

2.1 Introduction

The literature available on the roles of educational leaders within the post-secondary realm demonstrates the evolution and the complexities of this position. The specific role of dean as fundraiser, the primary concept under study, requires a review that encompasses historical, theoretical and practical aspects to assist the reader to fully appreciate the dynamic environment underlying this study.

From an historical perspective, the literature review recounts how post-secondary institutions have been funded over time. This leads to the break-down between public and private funding sources. Rounding out this section, is a glimpse of fundraising practices over time and the impact that has on both the quality of education and the role of the leadership.

The literature that guides the theoretical perspectives traces the view of post-secondary institutions within a service system. A discussion is provided on the definition of a service system and how it relates to post-secondary institutions and its leadership. An exploration of service-dominant (SD) logic describes the way in which all participants in our educational system work together to co-create value in education. The theory leads the research to a discussion on the implications of change within systems thinking.

From a practical point of view, the literature review seeks to give a glimpse of the current roles of post-secondary leaders and to demonstrate the importance of

communication during the hiring practices in order to meet the demands of this ever-changing role.

2.2 Funding Canadian Post-Secondary Institutions

From the time of Canada's confederation in 1867 to World War II, universities were populated by Canada's wealthy elite. Many were church-funded and relied primarily on relatively high tuition and donations to supplement the operations of the institutions. With the end of the war, there was an increase in the enrolment in universities, and a call for increased government assistance that could provide more equitable access (Kelly, 2009; Harris, 1976; Schuetze & Bruneau, 2004).

By the mid-1960s, the majority of the funding for post-secondary education came from government sources, using a cost-share model. Provincial governments' spending on post-secondary education was matched dollar for dollar by the federal government. In 1977, this model was abandoned in favour of a financing program from the federal government that saw federal tax breaks in order for provinces to increase provincial taxes in support of post-secondary education. At this time, an annual cash transfer system for the provinces was also introduced (Canadian Federation of Students, 2012).

A more recent shift in post-secondary funding came in 1995 with the establishment of a block-funding model. The federal government provided provinces

with a lump sum annual payment to cover all levels of education, health care, housing and social assistance (Canadian Federation of Students, 2012).

How has this shifting funding model affected the financial management of our post-secondary institutions? The Canadian Federation of Students, in their 2011 report, “Public Education for the Public Good”, outlines several concerns that today’s post-secondary institutions are facing in light of reduced public funding:

- In most instances, provinces have had to increase tuition to offset the decrease in operating budget from government. This has made education out of reach for many and because there are no controls in place to ensure the equitable disbursement of this lump sum, there was varying tuition rate increases across the nation.
- In recent times, we have seen large investments from the federal government that would support new infrastructure projects; however, post-secondary institutions reported \$5 billion in deferred maintenance cost. This has increased by 35% in the past decade
- Since 1990, post-secondary student enrollment has increased by 25%. However, decreased operating budgets have also taken its toll on hiring professors, causing the student to teacher ratio to rise by 40%. The Canadian Association of University Teachers (2011) reported similarly that there is an increase in student-teacher ratio.

The OECD (2011a) report entitled “Education at a Glance” states that “Public funding more often provides only a part (albeit a very large part) of the investment in education, while the role of private sources of funding has become more important” (p. 233). Statistics Canada (Robertson, 2003) categorized private revenue for post-secondary institutions as follows: student fees, bequest, donations, non-government grants and contracts, investments, and sales of services and products. Finnie and Usher (2006) conducted a study of Canada’s funding model for the years 1990 through 2002. They found that “few countries have experienced such a large shift in the basic financing arrangements of post-secondary education over so short a period of time” (p. 159).

Robertson (2003) also studied the same time period and demonstrated the shift in the fifteen year time period between 1986 and 2001. He reported that in 1986, nearly half of Canada’s post-secondary institutions (25 out of 55) received more than 80% of their funding from government sources. Fifteen years later, there were none that received more than 80%. Other studies show similar trends, with the Canadian Association of University Teachers (2012) having reported that the national average of the proportion of university operating revenue provided by government sources went from 84% in 1979 to 58% in 2009.

Canadian post-secondary institutions now look to private sources for over 40% of their funding (OECD, 2011b, p. 236). According to Robertson (2003), the national average of student fees at the undergraduate level has increased by 123% in the fifteen year period from 1987-2001 (from \$2,029 to \$4,525). Statistics Canada’s release

entitled “The Daily” reported that the national average for tuition in the 2012-13 academic year was \$5,581. This represents an increase of 23% since 2001 (Statistics Canada, 2012b).

There is a need to look to other sources of funding to allow our universities and colleges to remain affordable in order to produce a highly-educated population for continued economic and social well-being.

2.3 The Role of Philanthropy in Post-Secondary Funding

The Oxford English Dictionary defines philanthropy as “the desire to promote the welfare of others, expressed especially by the generous donation of money to good causes” (as cited in Zusman et al., 2013, Srivastava & Oh, 2010). Zusman et al. (2013) have expanded on this definition to include the sentiment that philanthropy differs from just a charitable donation in that the relationship is more “in-depth and partnership-based” (p. 178). Srivastava and Oh (2010) stressed the ideals of social service and giving in their definition of philanthropy. Looking to a Canadian post-secondary perspective, Chambers (2009) in the Canadian Journal of Higher Education defined philanthropy as:

The voluntary sharing of a portion of one’s time, resources (including money, knowledge, skills, experience, and influence), and general goodwill with those less fortunate, over a determined period of time, that is intended to provide learning opportunities and improve specific circumstances for the recipients of the philanthropy. (p. 85)

Hand in hand with discussions on the funding of our earliest universities, were accounts of looking to the general public for philanthropic support. “More than ever, solicitations for private support amongst the colleges’ respective graduates, friends, and parishes were necessary if Canada’s nascent universities would survive” (Kelly 2009, p. 5). In 1940, for example, Queen’s University had an endowment valued at \$4 million and it established a program of alumni giving in order to “inculcate a culture of philanthropy amongst its graduates” (Kelly, 2009, p. 5). According to a study conducted by Gibson and Graham (1983), the 1950’s saw an unprecedented increase in donations, with the endowment at Queen’s at over \$12 million by the end of that decade.

The thrust to increase endowments through philanthropic activity has continued to grow (Snowdon, 2004). However it was not until the 1990’s that we see large capital campaigns conducted by universities, the first being University of Toronto’s 1991 campaign for \$125 million. Soon following were the University of British Columbia’s 1995 campaign for \$262 million and McGill’s \$205 million campaign in 1996. It was in 2002 that University of Toronto set a new milestone with the completion of a \$1 billion campaign (Kelly, 2009, p.6).

In 2007, Canada’s 93 universities reported having received \$1.12 billion in donations (Canadian Association of Business Officers, 2008). According to Statistics Canada’s report entitled “Caring Canadians, Involved Canadians” (Hall, Lasby, Ayer & Gibbons, 2007), 84% of our population donate to charitable causes. In all, Canadians donated \$10.6 billion in 2010, representing a 19% increase from donations given in

2004. To support education and research in Canada, private donations have injected \$200 million into the system in 2010 alone (Statistics Canada, 2011b).

While Newfoundland and Labrador is in a fortunate position to still receive substantive support from the provincial government with public spending appearing closer to the national average of the 1980s (Statistics Canada, 2011b) there has been a movement towards increasing private funding in support of Memorial University's priorities. In 2011, Newfoundland and Labrador saw the largest ever injection of private non-tuition funding to the university with over \$9.5 million in donations and over \$27 million in gifts and pledges for future support. This represents an 80.8% increase in philanthropic activity over the previous five years (Memorial University of Newfoundland, 2005-2011).

Our post-secondary institutions are charged with ensuring that post-secondary education is accessible, providing a quality education, all while receiving less funding. If our universities and colleges are to continue to improve and offer a quality, affordable education to our population, it is through this ever-growing pool of charitable gifts that we will see a real impact.

2.4 Fundraising Methods over Time

The earliest fundraising campaign in North America can be traced back to the establishment of Harvard College in the early 1600s (Sargeant & Jay, 2010). During these early days of fundraising, through to the 1900s in effect, there were two primary

methods used to acquire charitable donations, both of which are still commonplace today. Concerned citizens, who recognized a need, would form a committee, and appoint a leader. This committee would seek donations through personal appeals, whether face to face or by writing a letter. The second method used by these committees would be to host a fundraising function and invite wealthy community members. This charitable dinner gained popularity in the mid 1800's.

At the turn of the century, the very wealthy wanted to have more control in how they were distributing their personal wealth to the needy. Perhaps skeptical of the real needs of those who were seeking donations, these early philanthropists wanted a mechanism in place to ensure the best use of their charitable contributions. Hence, the charitable foundation was formed. This way, the wealthy could dictate their own vision for their money and organizations who match this vision could apply for funding. An early example of this is the 1929 establishment of the Rockefeller Foundation whose vision was the "advancement of knowledge throughout the world" (Sargeant & Jay, 2010, p. 18).

Another trend in fundraising methodology began with who is known as the father of modern fundraising, an American named Charles Sumner Ward (Sargeant & Jay, 2010). In 1905, he embarked on the first intensive fundraising capital campaign, raising \$90,000 for the YMCA in a one week period. Recognizing the key role of businessmen as volunteers and wanting to be respectful of how much time they had to spare, Ward set out on a highly efficient and organized campaign.

Ward was the first to introduce the concept of securing a few high level donations, commonly called pace-setting gifts, before publicly launching the campaign. In the time leading up to the launch of the campaign, Ward printed articles in the newspapers that communicated the need, building on the knowledge the public had of the organization. Once the campaign was launched, he would submit articles daily to the press.

A second noteworthy change in the methods of fundraising came with the start of the First World War. With the great need of supporting the war efforts, and caring for those injured or in mourning, there was evidence of the first corporate fundraising campaigns. During this period, for the first time there was a use of mass appeals for smaller donations from a high volume of people. This was done through newspaper advertisements, lotteries, collection boxes and so on (Sargeant & Jay, 2010).

These fundraising methods continued to develop over the course of the 20th century. The next wave of change came with the tides of technology. With computerized databases and software functionalities came the ability to personalize mass appeals and to segment donor lists. The internet opened the world to online giving opportunities and social networking.

Another advance is the emergence of the fundraising profession. In the 1980s, those who conducted fundraising efforts on behalf of charities viewed of their duties as being common knowledge. At that time, little research or theories on fundraising had been conducted. There were no opportunities for formal education or training. It was

not until the 2000's that a profession emerged with focused research, professional accreditation, best practices, codes of ethics, journals and university degrees. The new professionals were prepared with better theoretical practices based on sound research and the support of a community (Caboni, 2010).

These advances in the profession have also benefited the donors. Charitable organizations found that abiding by codes of ethics and gift acceptance policies proved to be beneficial. The Donor Bill of Rights written and distributed by the Association of Fundraising Professionals outlines the rights that every donor has (Association of Fundraising Professionals, n.d.).

With the emergence of the fundraising profession, the majority of Canada's post-secondary institutions are now staffed with teams dedicated to raising funds. Organizations such as the Canadian Council for the Advancement of Education and the Canadian chapters of the Association of Fundraising Professionals, among others, host regular conferences and learning opportunities to share best practices amongst all fundraising professionals. One can see across the nation, evidence that common fundraising practices benefited post-secondary institutions. The methods may vary depending on the size of the institution and the maturity of their prospect pool. Enter almost any post-secondary institution across Canada and one would find similar methods to garner charitable support (Warnett, 2004).

2.5 Educational Leadership and Fundraising

How does this shift in revenue streams impact the leadership of post-secondary institutions? How is the role of educational leaders changing with an ever-growing emphasis on private funding?

This change in focus has come as a result of a change in how higher education is funded. As colleges and universities deal with rising costs, decreasing state support, and limits on tuition increases, academic deans see added pressure to become advocates for external funds from private donors, to keep technology up-to-date, finance research, and recruit and retain bright new faculty members. (Hodsun, 2010, p. 5)

As a matter of fact, in the United States we are seeing a trend that college presidents are being recruited from a pool of professional fundraisers, not from academia (Pinchback, 2011, p. 12). Educational leaders with a background in fundraising may be seen as the best way to assure success in raising necessary private funds.

Over recent times, there has been a growth in competition and market-like activity at Canadian post-secondary institutions. Certainly, educational leaders must be experiencing a shift in their roles in order to respond to this. Krahenbuhl (2004) found that deans are required to become involved in fundraising activities, yet most lack the knowledge and skills to arm them with what is required in this role.

Leadership of fundraising activities is an inescapable reality for modern university presidents and deans of academic schools and colleges. Rather than being an

optional activity for the president and dean, fundraising today is central to their role of institutional leader and administrator. (Hodson, 2010, p. 10)

McBride (2000) postulated that of all of these roles, that deans are the least prepared for their roles pertaining to financial management. Their trajectory to deanship prepared them well for the teaching, learning, research and curriculum issues, but not financial.

Piazza (2008), in his phenomenological study entitled "A Qualitative Study Examining the Role of Academic Deans and Fundraising", concluded that "(a) deans acknowledge the need for fundraising in their institutions, (b) deans are unfamiliar with the role, and most seek assistance in performing it" (p. 1), often by developing a relationship with development officers (Huang, 2006).

The dean of a faculty or unit works in tandem with the university president and development professionals to achieve private funding goals from fundraising efforts.

Hoff (1999) stated the following:

It is the responsibility of every faculty member and administrator to recognize and pursue partnerships that could lead to increasing collaborative efforts in research, service, and teaching. It is often from these strong relationships built on hours of working side-by-side for the betterment of our institutions and the services we provide our students and other constituents, that gifts of equipment and financial resources are realized. (p. 329)

Hodson (2010) describes the role of the dean in matters pertaining to fundraising in the following categories: setting academic priorities; identifying, cultivating and soliciting prospective donors; thanking, recognizing and stewarding donors; engaging advisory boards.

Hodson (2010) concluded that:

Rather than being an optional activity for the president and dean, fundraising today is central to their role of institutional leader and administrator. The more presidents and deans understand and embrace that expectation, the more successful they will be as university leaders. (p. 10)

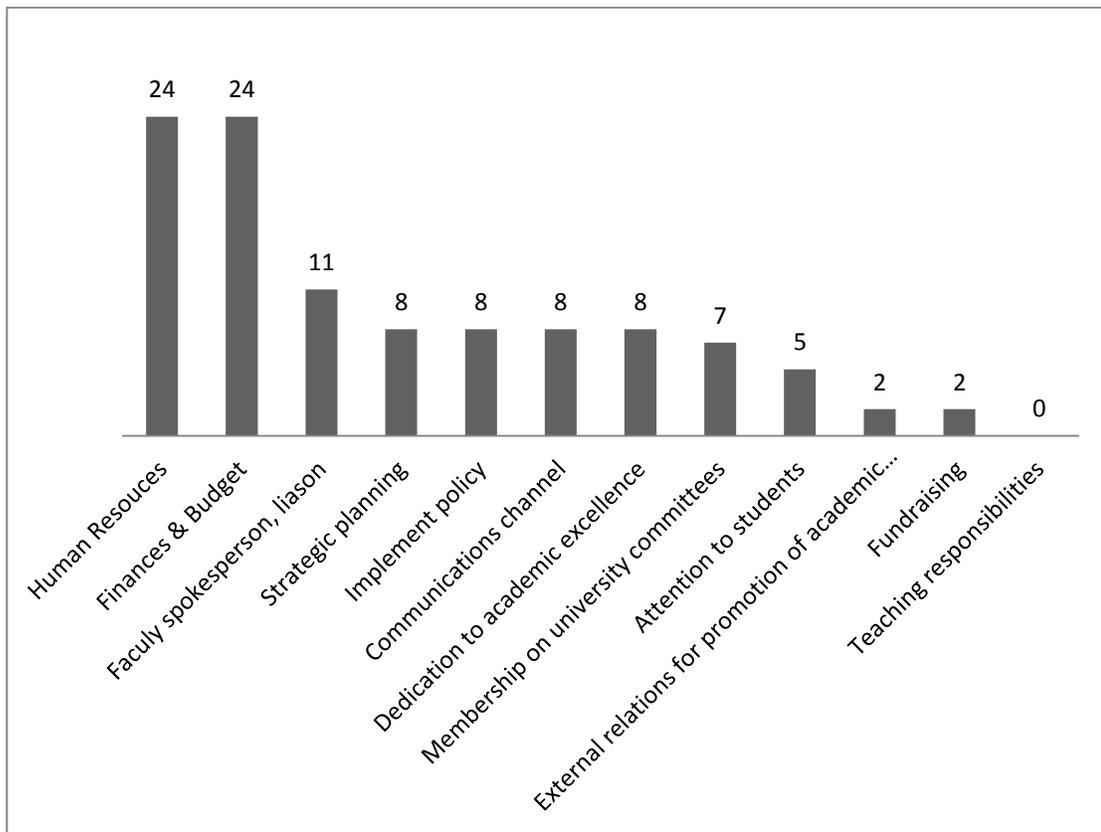
On one hand, the literature describes the role of dean as expanding to include fund development. On the other, there is a lack of documented evidence that this is occurring in Canadian post-secondary institutions. There was a single study conducted in 2010 by Boyko and Jones that reviewed documented job descriptions of deans at 24 Canadian universities. These job descriptions were retrieved not from job advertisements, but from official university documents describing the actual job duties. In Canada, deans have traditionally been focused on academic affairs and maintaining relationships with faculty and students. Their role was looked upon as being a senior academic now turned administrator (Boyko & Jones, 2010).

In this analysis of job descriptions available for deans from 24 Canadian universities, Boyko and Jones (2010) outline a series of roles of today's university dean (summarized in Table 1 below). In all job descriptions, it was noted that the dean played

a role in managing human resources for faculty and staff, planning and controlling the finances and administering the budget. In half, the dean was said to serve as liaison with external educational bodies and to be the spokesperson to raise the faculty profile. One third of the universities report strategic planning and implementation of university policies. One third also note an importance for the dean to sit on faculty or university-wide committees, to serve as the “communications channel” and to be the champion in promoting academic excellence through teaching, programme and research development. In no job description of a dean was there mention of teaching responsibilities.

In Boyko and Jones’ analysis of 24 Canadian post-secondary institutions’ job descriptions of deans, only two made reference to establishing partnerships to promote the education and research agenda or to a fundraising role to maximize revenue generation. “These activities may well form a developing component of the work of chairs and deans, but these roles have not been incorporated into institutional policy documents” (Boyko & Jones, 2010, p. 99).

Table 2.1. Summary of role of dean in 24 Canadian universities.



Source: Boyko & Jones (2010)

2.6 Service System Theory

From a practice point of view, there is a changing role of post-secondary educational leaders, yet there is a gap in the documentation and communication of this change. A review of theoretical frameworks has broadened this researcher's perspective to gain a deeper understanding of how post-secondary institutions should respond to this change.

In 1973, systems theory was introduced to the field of education (Ellsworth, 2000, p. xviii). Since that time, there is no shortage of research conducted on viewing our educational system through this perspective. Systems theory positions

organizations as a unit that focuses on interactions between its own components and those of the external environment (Bush, 2003, p. 41).

Ellsworth (2000, p. 121) refers to Havelock and Zlotolov's (1995) text entitled *Change Agent's Guide* to set the scene for viewing educational institutions as a system, with five guiding questions proposed. What are the system's goals? Is there adequate structure for achieving these goals? Is there sufficient openness in communication? Does the system possess the necessary capacities? Do rewards exist for members who work toward system goals?

Educational leaders focusing on systems thinking will keep these five questions at the forefront of daily decisions and practices. While each educational institution will differ in its structure and motivation, the common goal of providing a quality education for the students it serves will only be achieved in a system with open communication in an environment that encourages capacity growth. As stated in Cambron-McCabe, Lucas, Smith, Dutton and Senge (2012), "This means involving everyone in the system in expressing their aspirations, building their awareness, and developing their capabilities" (p. 5).

Post-secondary institutes ought not to be viewed as solitary silos working alone to educate the masses. Rather, they should be viewed as a connected entity within society that can both offer and receive resources in order to improve its own offerings and that of the others. This is the theoretical basis of service system thinking. Fulan (2009) provided a definition of service systems in the following way:

Epistemologically, there exists a conceptual service universe in which observable services and service systems operate. One can view this service universe in a manner similar to which we view the physical universe described by physics and chemistry. The services in the service universe can be viewed metaphorically as entities floating around in a service space waiting for the chance to be called upon. *Service science* is a collection of models of sub-disciplines abstracted from the service universe and service theory is a means of tying the various models together. (p. 38)

Vargo and Akaka (2009) conceptualized service systems as a network of relationships that work together to maximize resources to create value, “to connect people, technology and information through value propositions with the aim of co-creating value for the service systems participating in the exchange of resources within and across systems” (p. 33).

There is a critical element in the understanding of service systems that is relevant to post-secondary education: service-dominant logic. Initially introduced by Vargo and Lusch in 2004 (Maglio & Spohrer, 2008), this has been widely accepted as common ground for all research pertaining to service science. This logic emphasizes value co-creation. The fact that a service in itself, without a recipient is valueless, is not a difficult concept to grasp. However, service-dominant logic pushes this thought to include the receiver of the service (for example, the students) as providing inputs that impact the outcome of the service. In order for a service provider to excel in its offerings (a

university or college to excel at teaching and research), it must find ways to improve the competencies of its customers (students) and together co-create the value of education (Ng, Maull & Smith, 2011).

Vargo and Lusch's (2004) service-dominant logic might provide just the right perspective, vocabulary, and assumptions on which to build a theory of service systems, their configurations, and their modes of interaction. Simply put, service-dominant logic may be the philosophical foundation of service science, and the service system may be its basic theoretical construct. (Maglio & Spohrer, 2008, p. 19)

Service-dominant logic dictates that organizations cannot create value, in the same way that social constructionists postulate that we cannot create knowledge, instead it is reliant on human interactions within a social context (Vargo & Akaka, 2009).

SD logic contends that value is always cocreated and thus that firms cannot create and deliver value; they can only propose value and provide a service as input to its realization. Ultimately, value is phenomenologically and contextually derived by the service beneficiary. In other words, value is not created until the beneficiary of the service integrates and applies the resources, including those from other service systems. Thus, the co-creation of value incorporates the integrations and application of resources from service providers. (Maglio & Spohrer, 2008, p.36)

Briscoe et al. (2012) added to the construct of service dominant logic by stating that “During a company’s interaction with a customer it has the opportunity to engage with the customer’s value creation system and become co-creator of value” (p. 420).

Katzan (2011) stated the following:

A service is a provider/ client interaction that creates and captures value. A unique characteristic of services is that both parties participate in the transaction and in the process, both capture value. In a sense, the provider and the client co-produce the service event, because one can’t do without the other. (p. 2)

It is noteworthy to examine the concept of co-creation of value a step further. If it is that within a service system, all the separate entities blend their individual resources with others in order to create, together, a valuable outcome, then the mere action of integration is fundamental to the acquisition of success. What becomes a consideration, then, is the ability to match the variety of resources in such a way that the network feeds off each other for combined and mutual benefits. According to Ng et al. (2011), “The value creation potential of a service system does not only arise from its core competences and distinctive resources, but also from its capability to match, to insert itself in a network and contribute to its success and evolution” (p. 52).

Positioning post-secondary institutions in the theoretical framework of service systems would require an examination of educational leaders being system thinkers. Cambron-McCabe et al. (2012) described systems thinking as being able to "see the big picture, the minute details that make it up, and the way parts interact over time" (p.

276). Looking at post-secondary institutions as a service system allows for clearer understanding of the relationships that exist with the external community.

Throughout the systems theory literature, there is a commonality of the development of abilities as a cornerstone of systems thinking. Fullan (2009) stated that encouraging educational leaders to become system leaders will enable the system to "identify and implement new capacities linked to results" (p. 7). He defined capacity as "new knowledge, skills and competencies" (p. 7). Collarbone & West-Burnham (2008) echoed the importance of capacity building, both within the system and beyond the institution, as being one of the broad components of system leadership.

A system is ever-changing and adapting to the needs of its constituents and the surrounding environment. Educational leaders of today would be well suited to become adept at systems thinking. Bennett, Crawford and Cartwright in *Effective Educational Leadership* (2003) looked to leaders to define the institution's vision and values, to establish strategic direction and to communicate that direction. No longer are educational leaders only focused on the business of passing on knowledge to the next generation. Educational leaders in a service system have responsibilities that are much further reaching with implications that go beyond the classroom.

2.7 Change Knowledge

It has been shown that post-secondary institutions are service systems and that leaders are required to be system thinkers with the "ability to understand (and

sometimes predict) interactions and relationships in a complex, dynamic system" (Cambron-McCabe et al., 2012). Today's educational leaders are facing challenges never before seen with an ever-growing realm of responsibilities. As the complexities of their roles increase, it is quite common that their abilities and/or feelings of confidence would decrease (Collarbone & West-Burnham, 2008). System leaders need to look to theories that will aide in minimizing the negative impact of this changing role. Strategies need to be implemented to communicate this change and to continue to build the capacity of the individuals within the post-secondary institution in order to achieve its goals. "The world has changed around us, and many of the restrictions and limitations that experience taught us may no longer hold. Conversely, new relationships and interdependencies - and new opportunities for collaboration - may have emerged" (Ellsworth, 2000, p. 245).

According to Bush (2003), educational leadership has at its core "the responsibility for policy formulation and organizational transformation" (p. 1). The ability to manage and implement change, then, is fundamental to the role of educational leaders. However, as the field of education was lagging behind more traditional business models in its adaption of systems thinking, Fullan (2009) argues that education is also showing to be slow in adapting theories of change that are becoming commonplace elsewhere. In *The Challenge of Change*, Fullan (2009) iterated this point:

A missing ingredient in most failed cases is appreciation and use of what we call change knowledge: understanding and insight about the process of change and

the key drivers that make for successful change in practice. The presence of change knowledge does not guarantee success, but its absence ensures failure.

(p. 9)

Change is happening in the roles of educational leaders in order to respond to the dynamic environment in which post-secondary institutions thrive. How are we, as educational leaders, responding to these changing roles?

In *Surviving Change*, Ellsworth (2000) laid out a trajectory for system thinking educational leaders to contemplate when faced with embracing changing roles and expectations. He suggested that leaders start by looking at where they currently are in relation to the system and their own relationships within the system. From there, change can be analyzed by looking closely at the subsystems and stakeholders and examining how they relate to one another. Looking outward would be the next step to gain a clear perspective on how the system relates to the larger system of community, nation and so on. Consideration of the changing needs can then be planned. Keeping a continuous pulse on the concerns, values and beliefs of the stakeholders will be critical.

Frahm & Brown (2005) furthered this point by adding that the success of change within a system is contingent on how this change is communicated. They acknowledged that communicating change is often challenging and reflected that the body of literature within the educational field is lacking in this area.

If the research points us to the fact that educational leaders are, by definition, change agents and there is a body of literature and theories that help guide

organizations in change management and its implementation, are educational leaders in post-secondary institutions following these practices in dealing with the changing roles of our leaders?

In reality, many educational leaders at post-secondary institutions have not been exposed to systems thinking during their trajectory towards leadership. Collarbone and West-Burnham (2008) stated “Influencing, advising and negotiating imply the deployment of a range of interpersonal skills and a fundamental commitment to 'win-win' situations. Working in classrooms and schools may not always be the best preparation for such approaches” (p. 88).

2.8 Hiring Systems Thinkers

In order to optimize a post-secondary institution within a service system, one must look to the leadership to guide the vision. Schneider and Bowen (2010) furthered this call to action to work towards “the empowerment of employees with the necessary authority to make decisions and undertake appropriate service actions has the capacity to increase significant value potential to customers” and “specific attention should be focused on talented employees who have the knowledge and competencies to realise superior performance” (p. 44). Houston (2004) stated:

We need to develop a new generation of leaders who come to the task with a different understanding of the job and with a different skill set than previously required. Being masters of space and place must yield to proficiency with

connection, communication and collaboration. (as cited in Collarbone & West-Burnham, 2008, p. viii)

Schneider and Bowen (2010) defined those whose work places them in the front line of service relationships as “boundary workers”. These often face conflicting demands from the myriad of customer stakeholders (students, alumni, businesses) and internal academic management. They added that it is “imperative that the workers hired and put on the job be competent and knowledgeable and have the kind of personality orientation to be able to deal with such conflicts and demands of these complex jobs” (p. 46).

As the expectations of educational leaders become more complex, it is incumbent on those aspiring to become educational leaders to grasp the magnitude of the relationships formed by our educational institutions and to adapt theories and best practices that will encourage whole community inclusiveness in order to achieve the result of improved educational offerings.

In order to demonstrate the importance for post-secondary leaders to embrace service system thinking and adapt change theory practices, this research will explore one particular element that is having an immediate impact on post-secondary leaders. A review of literature has demonstrated that the role of dean in post-secondary institutions across Canada is shifting away from managing purely the academic curriculum, faculty relations and business management of their respective faculties towards an outwardly-focused leader that has responsibility over fund development.

According to Catano, Cronshaw, Wiesner, Hackett and Methot in *Recruitment and Selection in Canada* (2001), "recruitment and selection do not take place in isolation. They are influenced by the events occurring in broader society that affect the organization as a whole. Effective human resources management contributes to organizational survival, success and renewal" (p. 12-13).

If leaders are required to build fundraising capacities, what exactly are we looking for in terms of skills and competencies of our leaders? More specifically, if we are requiring our deans to engage in fund development and community outreach, what recruitment practices are we engaging in to fill this changing role?

To explore these probing questions, one could not possibly reflect on all elements of the post-secondary educational institution as a system. As a systems thinker, though, it would be imperative to be always mindful of the system as a whole. Instead, this research will focus on one particular element of change that is occurring in Canada today. As agreed by Burke (2010), "Although one rarely tackles the entire system at once, one works diligently to keep the total in mind as one goes about changing parts, because the change of one part will affect other parts, perhaps all parts eventually" (p. 57).

Chapter 3 Research Design and Methodology

3.1 Introduction

This chapter details the research design chosen in order to respond to the research questions at hand, along with the data collection and data analysis components. Attention is given to the reliability of the findings to ensure validity and trustworthiness.

Emerging from the research questions and the theoretical framework that guide this study, the chosen research technique is content analysis. This study will rely strongly on the methodological considerations of a qualitative research study employing content analysis methods as laid out by Krippendorff (2004). He defined content analysis as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (p. 18).

Before unveiling the details of the research design, it is important to understand the epistemology of the researcher, as “methodology has to do with the relationship between theory and method, not the method per se” (Tronvoll, Brown, Gremler & Edvardsson, 2011, p. 563). This study is underpinned by an emerging epistemological approach referred to as triological learning with respect to knowledge creation.

Babic, Bednar, Furdik, Paralic, Paralic and Wagner (2008) demonstrated that triological learning has emerged from three primary theories describing the creation of new knowledge: Scardamalia and Bereiter’s (2003) theory on knowledge building,

Engeström's (1999) activity theory and Ikujiro & Takeuchi's (1995) organizational knowledge creation theory. While the initial studies in this approach were conducted at the University of Helsinki, work is now being conducted throughout Europe with the support of the European Union funded Knowledge Practice Laboratory.

The lead team of researchers to write on the dialogical approach to knowledge creation is comprised of Hakkarainen and Paavola. Their approach of knowledge-creation underlies this study (Hakkarainen & Paavola, 2007).

From the perspective of knowledge creation, learning is seen as analogous to innovative inquiry through which new ideas, tools and practices to support intelligent action are created and the knowledge being developed is significantly enriched or changed during the process. (p. 2)

The work of Hakkarainen and Paavola has been referenced by many researchers who are exploring models and theories of learning (Babic, et al., 2008; Lee, McLoughlin & Chan, 2008; Locoro, Mascardi & Scapolla, 2010; Muukkonen & Lakkala, 2009; Scardamalia & Bereiter, 2003; Schwarz, 2009; Smrz, Paralic, Smatana & Furdik, 2007; Tzitzikas, et al., 2007). Others have used dialogical learning in a broad spectrum of practical research applications: medical simulation (Karlgrén, 2012), in-service teacher training (Karpati & Munkacsy, 2012), Web 2.0 applications (Paralic & Babic, 2011; Leuschner & Strobl, 2010), forest planning (Hujala, Hoglund, Mehtatalo & Pykalainen, 2012), higher education pedagogical practices (Lakkala, Ilomaki, Paavola, Kosonen & Muukkonen, 2012), work place evaluations (Vataja, 2011; Scott, Castaneda, Quick &

Linney, 2007), healthcare training (Lachmann, Ponzer, Johansson, Benson & Karlgren, 2013), IT education (Nleya, 2010) and product development courses (Kosonen, Muukkonen, Lakala & Paavola, 2012).

Smrz et al. (2007) have shown that trialogical learning “focuses on the social process by which learners collectively enrich/transform their individual and shared cognition” (p.1). This collaborative transformation occurs through interactions not just between individuals, nor between individuals and their environment. Researchers must also consider interactions with objects. Trialogical learning “focuses on collaborative development of mediating objects or artifacts rather than monologues with mind or dialogues between minds” (Hakkarainen & Paavola, 2007, p. 2).

Hakkarainen and Paavola (2007) added that “the triologic approach is intended to elicit innovative practices of working with knowledge within educational and professional communities” (p. 3). This epistemic approach differentiates itself from monologic or dialogic traditions in that there is a third element, that of a shared object which becomes a symbol or tool of transformative and innovative knowledge sharing or creation.

Smrz et al. (2007) provided a useful summary of trialogical learning:

By representing their cognitive structure or knowledge practices under the form of artefacts, individual learners can interact among themselves as well as with external tools (e.g., computers, information resources) to negotiate meaning and thus, finally reach a common understanding of the problem at hand.” (p. 2)

Nleya (2010) found value in viewing knowledge creation through the lens of dialogical learning and challenged educational institutions to scrutinize the qualifications of its employees.

Educational institutions and knowledge organisations are obliged to find new models and practices for facilitating the creation and sharing of knowledge as well as the dynamic development of expertise. The qualifications individual employees would need to acquire in order to be productive in the knowledge society need careful scrutiny. (p. 122)

In summary, this research design was chosen because of the match it allows with the researcher's view of the world, in that textual objects (in this case, job advertisements) are worthy of interpretive analysis to shed light on our thought processes.

3.2 Research Design

As indicated, a content analysis aims to make inferences from a text in the context that it exists. The researcher using this design understands that text can "inform their recipients, invoke feelings or cause behavioral changes" (Krippendorff, 2004, p. 23). The qualitative nature of this design allows the researcher to examine how individuals use the text in question, what the text says about the situation at that point in time and the actions that the text encourages.

For the purpose of this study, the text under examination is a collection of job advertisements for the position of dean at Canadian post-secondary institutions. In consideration of the a priori stance, this text was not designed for the purpose of research, rather, to serve the need of recruiting educational leaders.

Content analysis of job advertisements has been an effective qualitative research technique to provide the necessary information to postulate on a variety of research questions. Choi and Rasmussen (2009), Beile and Adams (2000), and Clyde (2002) used content analysis of job advertisements to study the changing roles of librarians with the advances of technology in the library sciences. Deeken and Thomas (2006) and Nelson, Ahmad, Martin and Litecky (2007) conducted studies of job advertisements to review changes in the technical services industry since 1995. A content analysis was completed by Leist (2007) to ascertain if a more fine-tuned job advertisement for university presidents would render a president with better institutional fit for rural universities. Desired competencies and job duties of non-profit CEOs in relation to their current challenges was conducted by Ahmed in 2005 showing this to be a desirable technique in the analysis of educational leaders as fundraisers.

Why would a job advertisement be an effective tool in studying changing job roles? Firstly, a job advertisement must present an accurate reflection (albeit brief) of the role in consideration. Second, a job advertisement represents a thoughtful review of what the organization's ideal candidate would be. It gives a clear job expectation of the

ideal. Third, job advertisements give a unique ability to go back over time to analyze changing roles over the years.

In line with the theory of change in service systems, the job advertisement represents an opportune method of open communications. Throughout the recruitment process of new staff, it is integral that both the organization and the candidate have a clear view of the job expectations in order to hire an educational leader that fits the post-secondary institution. Catano et al. (2001) illustrated this point:

Recruitment campaigns should be based on the principle of improving the fit between job candidates and the organization. Organizations can help to achieve this by presenting an accurate image of both the job and the organization to job seekers. The organization should use communications in a way that develops accurate expectations and perceptions on the part of the job applicants. (p. 279)

3.3 Data Collection

A sampling of the data, that is the job advertisements, was collected from the *Globe and Mail*, one of Canada's leading national newspapers. With a readership of approximately 1 million people on a daily basis (according to the *Globe and Mail* website), this daily newspaper is far-reaching. For this reason, it attracts a high volume of leadership job advertisements. There is an industry magazine entitled *University Affairs* that also lists job advertisements for post-secondary leadership positions. However, by reviewing archived copies of this magazine from a specific date range, and

comparing that to the same date range from the *Globe and Mail*, it was found that more advertisements appeared in the *Globe and Mail* than in *University Affairs*. Therefore, this research limited itself to job advertisements found in the *Globe and Mail*.

To search for the job advertisements, a search engine was used that reviewed digitized documents of archived *Globe and Mail* newspapers. This search engine is entitled "Globe and Mail: Canada's heritage from 1844". The digital newspapers were only available from 1970 to 2009. To complement the dataset, the digital copies from 2010 and 2011 were retrieved from a private collection. All of the digital copies of the *Globe and Mail* were collected between January and March, 2012. A review of the positioning of the job ads found that in all instances, the ads were located in the Business Section of the newspaper. Therefore, the search was limited to outputs from the Business Section that contained the word "dean".

In order to respond to the research questions, analysis was completed over a lengthy period of time to give a good overview of the changing role. The study began with advertisements from 1970 in order to get a glimpse of the times prior to the 1977 shift in funding models for post-secondary institutions. Data was collected in five year increments through to the year 2005. This again reflects a second shift in federal funding that occurred in 1995. To round up the data collection the most recent five years available to the researcher (2007-2011) were collected to ascertain the changes in recent times.

Included in the data collection was any post-secondary institution that was located in Canada. There were instances of international recruitment for deans in other countries; these were completely eliminated from the study. All other post-secondary positions of dean were taken into the study, including universities, colleges, and private schools.

There were three advertisements with no information beyond the name of the post-secondary institution, the faculty that the dean would assume leadership and a mailing address. Because these advertisements added no information pertaining to the required competencies and duties, they were eliminated from the study. In total, the collection includes 248 advertisements for the position of dean at Canadian post-secondary institutions for the period of 1970-2011.

3.4 Mode of Analysis

Once the data had been collected, the first level of analysis was to recognize the elements of the job advertisement. Generally, the advertisements followed under the categories presented by Catano et al. (2001), namely, information about the organization, basic information about the job (ie. Faculty or unit), requirements needed for the job and how to apply. The best practices described by Catano et al. (2001) also include salary range as a common element of the job advertisement, however, this research found few instances of salary mentioned in the ads.

3.4.1 Unitizing. Unitizing, according to Krippendorff (2004), is the “systemic distinguishing of the segments of text that are of interest to an analysis” (p. 83). For the purpose of this study, the entire job advertisement was captured, however, only a portion of the ad was coded for analysis. Not factored into the study was any general information about the post-secondary institution or how to apply for this position. The researcher also did not note the frequency of the job ad appearing in the press. Of interest to this researcher, then, was the job description providing a summary of the duties of the dean and the skills/competencies that are required and/or preferred for the position. Whether the skills or competencies were required or simply preferred was not noted for this study.

The content analysis, then, was based on the following units of data retrieved from the job advertisements:

- i. date the advertisement appeared (only one date selected if the ad appeared multiple times),
- ii. name of the post-secondary institute and its location,
- iii. faculty, school or non-academic unit,
- iv. primary role and function to be filled by the incumbent dean
- v. required and/or preferred past work experience, skills, competencies, educational background and other qualities of the candidate.

3.4.2 Coding. According to Krippendorff (2004), coding “bridges the gap between unitized texts and their situational interpretations” (p. 84). With the units of

data collected from the *Globe and Mail* advertisements as detailed, the unedited text needed to be transformed into “analyzable representations” (Krippendorff, 2004, p. 84) so that the phenomenon under consideration could be analyzed over time in such a way that could be replicated by other researchers satisfying the replicability criteria.

The process of coding the job descriptions and requirements began by reviewing Boyko and Jones’ top roles defined in the 2010 study of job descriptions of 24 Canadian universities. However, it was evident through the initial stages that other categories were emerging that did not fit into Boyko and Jones’ model. The categories, then, of coding emerged throughout the coding process based on the data presented.

To describe the role and duties to be performed by the dean, the following categories emerged: leadership, academic management, administration, financial, external relations, human resources, teaching and/or research, fundraising.

The previous experience, skills and competencies noted for the position of dean were coded in the following categories: leadership, general relations, external relations, business/organizational, academic management, Masters degree, PhD, teaching and/or research, area of expertise or trade, fundraising.

In order to code the units of text from the job ads into the above noted categories, the analyst was required to infer context from the text. Krippendorff (2004) stated, that inference “bridges the gap between descriptive accounts of texts and what they mean, refer to, entail, provoke, or cause” (p. 85). Computer aided analysis has the ability to locate and tabulate instances of text, but it is the qualitative ability of a content

analyst that can develop contextual themes through coding to enable knowledge generation.

The first step of the coding process was to review the role of dean at each advertised institution and the duties that the candidate would be expected to perform once in the position. Below is a demonstration of how the words and phrases found in the job ads were coded into the categories that emerged. Noted are the categories that emerged followed by samples of exact wording found in job advertisements.

Leadership

- lead the divisions
- vision
- direction of the division
- promote strategic objectives
- lead the faculty
- academic leader
- chief executive officer
- responsible for educational leadership
- work collaboratively
- strong and innovative leadership
- promote collaboration

Academic Management

- establish sound academic platforms
- provide academic leadership
- establish and maintain effective academic programs
- accountable for academic planning, delivery and review
- serve a diversity of learners
- meet the needs of learners
- develop and implement educational plan
- develop courses and programs
- responsible for business programming
- responsible for the operation of academic programs
- promote effective management of academic programs, research and outreach
- support educational goals

- enrich university life
- build a new school
- achieve accreditation

Administration

- provide administrative leadership
- quality improvement approach
- development of policies and procedures
- ensure adherence with university policies and procedures
- ensure adherence with campus goals and objectives
- responsible for divisional operations

Financial

- establish sound financial platforms
- manage campus budget
- supervision and administration of budget

External Relations

- enhance community involvement
- connect university's intellectual assets to the community
- coordinate advisory group
- maintain effective working relationships with external communities
- demonstrate an entrepreneurial spirit in generating the resources
- build strong partnerships with regional health authorities

Human Resources

- appointments
- hiring of new faculty
- management of academic staff
- leadership and supervision of operations manager
- provide leadership in faculty and staff selection
- development and supervision of faculty

Under the categories of teaching and/or research and fundraising, there were no inferences required, as in each of those categories, the terms were clearly stated.

The second level of coding was with the description of the required skills, background experience or competencies that were required in order to be eligible for the position. Attention was not given as to whether the past experience was required or preferred; all mentions were coded.

Leadership

- capacity to lead
- builder
- future oriented
- highly effective team building
- strategic thinking skills
- entrepreneurial spirit and vision
- enrichment of existing programs
- development of new programs
- dynamic academic and administrative leadership
- exceptional qualities of integrity
- capacity to develop and enhance priorities and vision
- visionary

General Relations

- interpersonal skills
- building partnerships
- bilingual (English / French)
- well-developed interpersonal and intercultural skills
- collaborate effectively within and outside the university
- build appropriate partnerships
- superior interpersonal skills
- dynamic relationship builder
- creative energetic
- excellent interpersonal skills
- exceptional interpersonal and communication skills
- oriented towards action, results and building on new opportunities

External relations

- developing effective relationships in the corporate and contract markets
- collaborate effectively within and outside the university
- active role representing the university externally

- ability to interact effectively with industry
- capacity and willingness to advocate and represent the school internally and externally
- experience in relating to external partners

Business and Organization

- organizational skills
- business acumen
- drive development
- ensure implementation and follow up
- superior management skills
- skilled in development short and long term plans
- business leader
- senior level management
- shape all facets of campus operations
- proven administrative skills
- consultative and collaborative management style
- proven administrative ability
- substantial administrative experience
- demonstrated record of management
- strategic planning

Academic Management

- administration in academic setting
- developing new academic programs
- progressive experience managing a learning organization
- knowledgeable about adult learners
- experience in continuing education
- progressive experience in academic and organizational development
- committed to interdisciplinary programming
- development and administration of programs
- develop and implement innovative curriculum
- strong knowledge of experiential learning
- committed to outstanding student experience
- committed to excellence and innovation in support of learning and teaching

Teaching & Research

- eligible for faculty appointment
- established reputation as a scholar and teacher
- post graduate in business

- experienced educator
- published research and scholarship
- strong academic and research background
- can be appointed to senior academic rank
- record of academic accomplishment
- record of academic accomplishment in teaching, research and community service
- commitment to teaching, research and scholarship

In categorizing the requirements of the candidate for dean, no inferences were made for the required degree (Masters or Doctorate), area of expertise and fundraising as in each of these instances, the information was stated outright.

Once the units of data were coded, the findings were tabulated using a spreadsheet in Microsoft's Excel 2010. In this format, a variety of analytical techniques were utilized to analyze the data and to respond to the research questions. A sample of the coding spreadsheet is provided in Appendix B.

3.5 Research Questions

3.5.1 Research question #1. How have the roles, duties, competencies and prior experience of post-secondary educational leaders, namely deans, as described in job advertisements evolved in Canada since the 1970's?

The first analysis incorporated the trending of all the categories under investigation. The spreadsheet indicated each of the chosen categories for coding. If there was a mention of any duty or skill that equated to individual categories, the researcher recorded a "1" in that field. If there was no mention, the field was left blank.

To ascertain trending, each category was reviewed using the “least squares” method which is represented in Excel through the LINEST statistical function.

3.5.2 Research question #2. Is fundraising as either a duty or a competency communicated in the early recruitment stage of deans?

The second analysis was to split the entire collection into two categories: those that mention fundraising and those that do not have any mention of this activity. Those with mentions of fundraising were analyzed on the following basis:

- i. the date of the ad to show when ads began to mention fundraising and the rate of increase over the years
- ii. whether fundraising is mentioned as a duty to be completed by the dean and if it is a skill taken under consideration in the hiring process.
- iii. the consistency of the mentions within the same post-secondary institution over time
- iv. the faculty, school or unit

3.5.3 Research question #3. Are there commonalities amongst the Canadian post-secondary institutions that are communicating the evolving role of deans as fundraisers?

The third analysis looked at the trends of the post-secondary institutions that advertised for the role of dean to include fundraising. The review tabulated the location and population of the city in which the post-secondary institution is located and the population of the post-secondary institute. This city population was collected from

“Canadian population in 2011: Population counts and growth” (Statistics Canada, 2011a). The population for the post-secondary institutions was taken from each respective website based on 2011 data.

3.5.4 Research question #4. While there are many variables that play a role in fundraising, is there any statistical correlation between the mention of fundraising in a job advertisement for dean and success in raising funds for the post-secondary institution?

The final analysis looked to see if there is a correlation linking the mentions of fundraising with success in generating charitable contributions at post-secondary institutions. An additional layer of data was collected to review this question. Data was collected from the Canadian Revenue Agency’s website for all 63 post-secondary institutions mentioned in all job advertisements in the data set based on 2012 returns. Gathered from this source was the number of charitable donations received as well as the total revenue for the post-secondary institution.

3.6 Trustworthiness

Confidence in the results from a content analysis is earned when the techniques are reliable, leading to replicable, valid findings. By definition of a content analysis Krippendorff (2004), there is distance between the researcher and the data (the text under scrutiny), proving validity on inferences made by the researcher proves challenging. It is therefore imperative that the research questions are well suited to be

examined by this technique. The framework proposed by Krippendorff (2004) requires that a content analysis be “validated *in principle*” (p. 39). For example, in this study, the researcher is inferring that because a job advertisement for the position of dean does not mention fundraising abilities, then this is not a skill that is being sought by the recruitment committee. A survey of recruitment agencies or human resource units at post-secondary institutions could validate this inference.

Chapter 4 Analysis and Interpretation of the Data

4.1 Introduction

The coded spreadsheet of job advertisements served as the basis for the analysis of themes emanating from the collection of the job advertisements. Additional data included a spreadsheet with details on the universities that have advertised for the position of dean with a mention of fundraising. The final data collection provides data retrieved from the Canada Revenue Agency filings of 2012 from all post-secondary institutions in the study.

4.2 Trending of Coded Categories

The entire data set under analysis includes 248 job advertisements. Most job ads shared information of the duties for which the dean would be responsible as well as the skills and competencies that are required in order to be a successful applicant. Of the 248 job ads, 33 ads did not mention any duties that the dean would have to perform, giving only required skills. Nine of the job ads indicated only what the duties of the dean would be, without sharing the required skills.

The following table provides the total number of job advertisements that mention each of the categorized duties that the dean would perform for the position advertised. The time period is reflected in two categories: (1) from the beginning of the dataset (1970) to the most recent; (2) the most recent five years.

Table 4.1. Categories of the duties of dean as described in job advertisements.

Year	Leadership	Academic Management	Administration	External Relations	Human Resources	Financial Duties	Teaching & Research	Fundraising
1970-2011	170	170	83	95	47	50	8	14
2007-2011	104	95	47	55	31	26	4	11

An analysis of the categories associated with the required duties that the dean would perform shows that there have been changes over the years in the advertised role of a post-secondary dean. Looking at the full date range of 1970 to 2011, we see a slight increase (1-2%) in the areas that are administrative in nature. Academic management increased by 3%. A larger increase is noted in external relations (+4%) and leadership duties (+5%). The only category to see a decrease in this 41 year time period is teaching and research (-1%).

An analysis was also conducted on the job duties as advertised over the five year period of 2007-2011. The trending here proved to be similar to that of the full data set, with two notable differences. There is a decrease in emphasis on human resources (-2%) and a more drastic increase in two related categories: Administration (+5%) and Financial Duties (+4%).

Placing the duty of “Fundraising” under a microscope for analysis shows an upward trending over the full date range (+1%), with a larger increase in the final 5 years of the study (+2%). Relatively, though, the increase in fundraising duties is in the lower average.

Table 4.2. Trending of the duties of a dean as described in job advertisements.

Year	Leadership	Academic Management	Administration	External Relations	Human Resources	Financial Duties	Teaching & Research	Fundraising
1970-2011	5%	3%	2%	4%	1%	1%	-1%	1%
2007-2011	7%	5%	5%	3%	-2%	4%	-1%	2%

The following table provides the total number of job advertisements that mention each of the categorized experiences or competencies that the candidate would be required to demonstrate for the position advertised.

Table 4.3. Categories of the experiences or competencies in job ads for dean.

Year	Leadership	Academic Management	Administration	External Relations	Internal Relations	Expertise	Teaching & Research	Fundraising	Masters Degree	PhD
1970-2011	157	142	140	97	138	81	161	15	58	50
2007-2011	103	79	87	70	95	39	97	14	24	39

The analysis of the sought after experience and competencies for candidates aspiring to become deans at post-secondary institutions reveals fluctuations over time. In the 1970-2011 time range, there is a decrease in instances of prior experience in academic management (-0.5%) and in a specific area of expertise or trade (-2%). Also declining, is the requirement for a masters level degree (-2%). There is an increase in the range of 1%-3% for experience in administration (+3%), teaching and research (+3%), PhD (+2%) and fundraising (+1%). With a more notable increase is external relations (+5%), leadership (+6%) and internal relations (+7%).

Reviewing the same categories for the five year period of 2007-2011, showed that the changes in experiences requested were less notable, with the majority of categories increasing by 1%-3%. Of note is a substantial decrease in experience

categorized at administration (-4%), academic management (-5%) and the possession of a masters degree (-7%).

Focussing on the category of fundraising shows that there is an overall increase of 1%, but that over the last five years, the jump was raised to +3%. Overall, then, we are seeing an increase of 1% of the appearance of fundraising in all job ads for the position of dean. In the past five years, the growth is continuing to increase with a 2% rise in the number of times fundraising is mentioned as a duty and a 3% increase in ads that request experience in fundraising.

Table 4.4. Trending of the experiences or competencies in job ads for dean.

Year	Leadership	Academic Management	Administration	External Relations	Internal Relations	Expertise	Teaching & Research	Fundraising	Masters Degree	PhD
1970-2011	6%	0%	3%	5%	7%	-2%	3%	1%	-2%	2%
2007-2010	3%	-5%	-4%	1%	2%	0%	2%	3%	-7%	2%

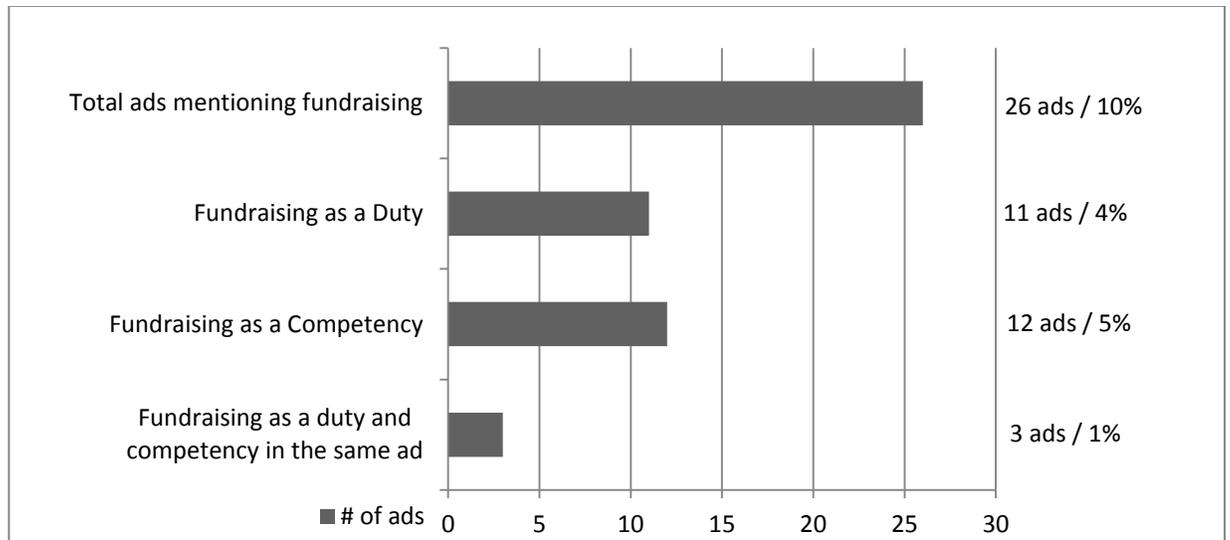
4.3 Mentions of “Fundraising”

The primary focus of this research was to ascertain how often the word “fundraising” (or “fund raising”) is mentioned in job advertisements for the position of dean at post-secondary institutions in Canada. This can be viewed using many angles, which are detailed in the following graphical representations.

Of the total data set of 248 job advertisements, there were 12 ads that mention fundraising among the list of areas of experience being sought in the job search. These ads are seen from seven different post-secondary institutions. Furthermore, there were 11 jobs ads from 12 different post-secondary institutions who describe fundraising as one of the duties that the dean will be performing.

Of particular note, is the fact that only three jobs ads, from two different post-secondary institutions, in the complete data set mention fundraising as both a duty to be performed and an area of sought after experience.

Table 4.5. The number of ads that mention “fundraising” in 248 job ads.



4.3.1 Timing of mentions of “fundraising”. The first mention of the word fundraising in this data set appeared in 1985 where fundraising is listed as one of the anticipated areas of experience. We would have to wait until 2007 to see fundraising as an area of experience again. The first mention of fundraising as duty to be performed is 1995. Once we look at the 2000s, we see a steady appearance of fundraising, however, it is not until 2010 that we see the first ad that mentions fundraising as both a required element of experience and a duty of the role.

Table 4.6. The number of times “fundraising” is mentioned in ads per year.

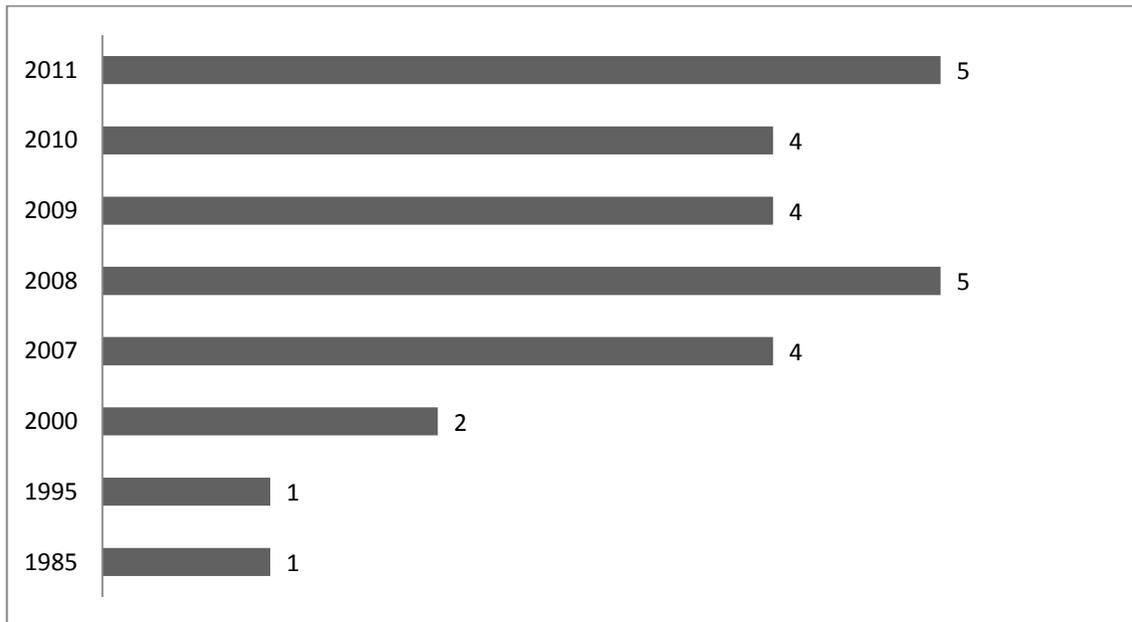


Table 4.7. “Fundraising” mentions in job ads according to duty or competency.

Year	Duty	Competency	Total
1985	-	1	1
1995	1	-	1
2000	2	-	2
2007	2	2	4
2008	2	3	5
2009	2	2	4
2010	2	3	5
2011	3	4	7

4.3.2 Consistency of mentions of “fundraising”. In order to determine if there is a consistency among post-secondary institutions with regards to the mentioning of fundraising in their job ads for dean over the years, a review was done to compare all job ads within each post-secondary institution. The results reveal that there is no post-secondary institution that is including fundraising in all of their job ads, or even all of their job ads from a certain year onward.

In all, fourteen post-secondary institutions (all universities) have noted fundraising in the job ad for the position of dean at some point. The following chart summarizes the instances of ads for these universities, indicating when there is a mention of fundraising (highlighted in blue) and when there is no mention (highlighted in red). In some instances, such as the Dalhousie University in 2009, there were several ads placed in the same year for different positions of dean, with some mentioning fundraising and others not. In some cases, there is a mention of fundraising many years ago, with no mention since. An example of this is the University of Toronto which mentions fundraising once in 2010 and the subsequent 10 job advertisements for the position of dean have no mention of fundraising. In terms of consistency, the University of Alberta has advertised for eleven positions of dean in the five year period of 2007-2011. All ads with the exception of two in 2008 and one in 2009 mention fundraising.

Table 4.8. Consistency of mentions of “fundraising” in job ads for dean.

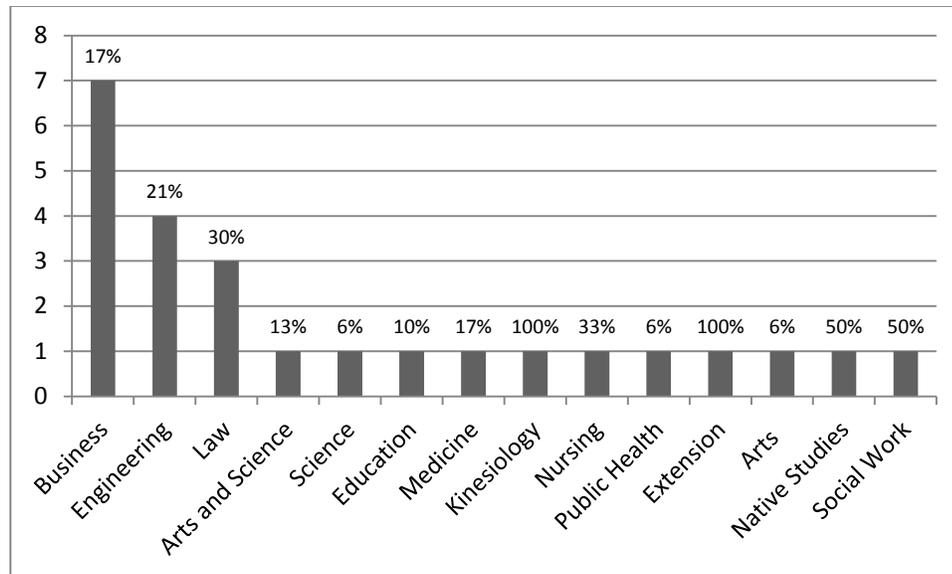
Year	Ryerson	University of Toronto	Carleton	Universite de Montreal	University of British Columbia	University of Windsor	Dalhousie	University of Ottawa	University of Calgary	University of Waterloo	University of Alberta	Concordia University	University of Regina	University of Manitoba	Total
1970	1									1				1	3
1975					1				2						3
1980	1		1						2		1				5
1985	1								3				1		4
1990	1														1
1995	1	1				1									2
2000	1	1	1			1	1		1						4
2007			2	1		1		1			2	1	1		5
2008			4	1	1		1				2	2		1	7
2009	1	1			2	1	1	2		2	1	1		2	11
2010	1	2			1	1		1	1	1	1				5
2011	2	1		1				1	3	1	1		1	1	9

	# of ads without mention of fundraising
	# of ads which mention fundraising

4.3.3 Commonalities of institutions that mention “fundraising”. In an attempt to ascertain if there are any commonalities with regards to the universities that have mentioned fundraising in job advertisements, a review was conducted on the faculties advertising for deans as well as a snapshot of the university. In terms of the faculties, there are three faculties that have shown to have a larger incidence of ads that include fundraising. Those faculties are business, engineering and law. There were a total of 41 ads for deans within a Business faculty, representing 17% of all of the ads. Of these 41

ads, 7 mention fundraising (17%). Nineteen (8%) of the overall ads were for the faculty of engineering, with four (21%) of those ads mentioning fundraising. For the faculty of law, there were a total of 10 ads (4% of total) with three (30%) mentioning fundraising.

Table 4.9. Mentions of “fundraising” in job ads for dean by faculty.



To analyze further any commonalities that exist amongst the universities that advertise for the position of dean with mentions of fundraising, the below table shows the 14 universities that have mentioned fundraising during the years in this study layered in with its location, population and size of its endowment as reported in 2012. The highlighted fields indicate those that are above the average of all 65 post-secondary institutions.

It is important to note that the purpose of the demonstration of this chart is not to lead to drawing cause and effect relationship between the advertising with fundraising and the size of the endowment. As stated by Johnson and Christensen

(2007), the purpose of this type of research is to “provide an accurate description or picture of the status or characteristics of a situation or phenomenon. The focus is not of ferreting out cause-and-effect relationships but rather on describing the variables that exist in a given situation” (p. 366).

Table 4.10. Universities that mention “fundraising” in job ads for dean.

Name of PSI	City	Province	Population of city	University Population (full-time)	Endowment
Carleton University	Ottawa	ON	883,000	26,000	\$ 230,000,000
Concordia University	Montreal	QC	1,649,519	43,162	\$ 121,900,000
Dalhousie University	Halifax	NS	413,710	18,220	\$ 391,800,000
Ryerson University	Toronto	ON	2,790,000	38,950	\$ 97,200,000
Universite de Montreal	Montreal	QC	1,649,519	60,000	\$ 189,254,000
University of Alberta	Edmonton	AB	812,201	38,774	\$ 800,000,000
University of BC	Vancouver	BC	603,502	54,000	\$ 1,050,000,000
University of Calgary	Calgary	AB	1,100,000	31,000	\$ 516,700,000
University of Manitoba	Winnipeg	MB	663,617	29,181	\$ 342,000,000
University of Ottawa	Ottawa	ON	883,000	64,300	\$ 183,900,000
University of Regina	Regina	SK	193,100	13,115	\$ 25,900,000
University of Toronto	Toronto	ON	2,790,000	80,899	\$ 1,518,000,000
University of Waterloo	Waterloo	ON	98,780	33,800	\$ 261,428,000
University of Windsor	Windsor	ON	210,891	16,500	\$ 50,650,000

In total, there were 65 post-secondary institutions that posted advertisements for the position of dean over the years in the date range of this study. Using Canada Revenue Agency's web access to the 2012 Registered Charity Information Return form filed by each institution, data was obtained on the amount of receipted charitable donations given to the institution for that calendar year. Also gathered was the total amount of revenue earned that year. With this data, the researcher calculated the percentage of revenue that was generated through donations.

There were five outlier colleges with a percentage of revenue generated from donations in the 13-39% range. These were eliminated from the statistical calculation. It is believed that in these cases, the colleges operated a separate charitable foundation; therefore the true amount of revenue generated by the college was not available.

In order to run the analysis, a chart was created to show the number of post-secondary institutions that posted at least one ad that mentioned fundraising in the description for the position of dean and those that had no mention of fundraising. These numbers were divided into two categories: those with above average donations received and those with below average donations received. With these figures, probability was calculated using the chi-square function in Microsoft Excel. This calculation method was repeated for the percentage of revenue generated through charitable gifts.

Table 4.11. "Fundraising" mentions and donations received.

Mention of fundraising	Above average donations	Below average donations	Total
Yes	6	8	14
No	12	34	46
Total	18	42	60
Probability: 0.231			

Table 4.12. "Fundraising" mentions and % of revenue from fundraising.

Mention of fundraising	Above average % of revenue generated by fundraising	Below average % of revenue generated by fundraising	Total
Yes	5	9	14
No	23	23	46
Total	28	32	60
Probability: 0.348			

Table 4.13. P Value of statistical significance.

Probability (P Value)	0.95	0.9	0.8	0.7	0.5	0.3	0.2	0.1	0.05	0.01	0.001
	Non-significant								Significant		

The statistical probability for there to be a correlation between mentioning fundraising in a job advertisement and fundraising success is not significant, failing to meet the standard of 0.05.

4.4 Summary

Using data gathered from job advertisements, population statistics and charitable return forms, several analytical steps were taken to present summaries of the data. Information on trending the role of the dean and requirements for the position of

dean was tabulated. A detailed analysis of advertisements that mention fundraising was conducted. A review of the post-secondary institutes that have mentioned fundraising in its job advertisements for dean was compiled. A final analysis included a probability study with mentions of fundraising and fundraising success according to Canada Revenue Agency returns (“Charities Listing”) in mind.

Chapter 5 Findings, Discussion and Limitations

5.1 Introduction

The main purpose of this study was to examine the changing roles and responsibilities of our post-secondary educational leaders by conducting a content analysis of job advertisements for the position of dean. Specific consideration was given to the role of fundraising.

Four main research questions motivated the study. This chapter will reflect on the analysis presented in Chapter 4 to discuss each of these guiding questions.

5.2 Findings and Discussion on Research Questions

5.2.1 Research question #1. How have the roles, duties, competencies and prior experience of post-secondary educational leaders, namely deans, as described in job advertisements evolved in Canada since the 1970s?

Job descriptions provide an insight, albeit brief, into the anticipated role that the dean is expected to perform. The content of the job advertisement is designed to attract the target applicant pool and to provide candidates with enough information about the position and the organization in order for them to make the initial decision to consider the opportunity to apply. The goal of the recruitment effort is to find the best fit between candidates and the organization. It is incumbent on the organization to create a job advertisement that gives an accurate snapshot of the position and the organization, as well as set clear expectations (Catano et al., 2001).

The literature points to a changing role of the dean. Historically, deans have been internally focused on academic affairs including faculty/student relations (Boyko & Jones, 2010). Looking at our post-secondary institutions through the lens of service systems perspective we recognize the leaders' role in forging relationships and creating opportunities for collaboration in order to increase the value of the educational offerings (Ellsworth, 2000).

The data collected and coded for this study gives insight on this evolving role of the dean. Since 1970, we see little variance in the role of dean as it pertains to human resources, financial duties, administration and academic management. This is similar to the findings of Boyko and Jones' 2010 study of job descriptions, which place human resources, finances and budget and faculty liaison as being the most common roles.

In keeping with Boyko and Jones' (2010) results where there are no instances reported of deans who held teaching responsibilities, this study shows a 1% decrease in the instances that teaching and/or research is mentioned as a role of the dean. Of the 248 job ads, only eight make mention of teaching responsibilities.

There is a noted increase in two categories of duties to be performed by the dean: leadership and external relations. The word "leadership" appears in only 15% of the advertisements in 1970. By 2000, "leadership" appears in 89% of the ads and in 2010, this word appears in 94% of ads. Overall, there is a 5% increase in the use of leadership in describing the role of dean. This is not meant to be interpreted that in the 1970's the deans did not take on leadership roles. This is a reflection in the changing

language that is used to define our educational leaders. The job advertisement is reflecting the terminology apparent in educational leadership research and best practices.

Boyko and Jones' 2010 study indicated that one half of the job descriptions studied indicate a role of dean to be externally focused, serving as a liaison with bodies outside of the post-secondary institute and as a public spokesperson. The data in this study show that 23% of the job ads for that same year (2010) indicate external relations as being a role of the dean. In the full data collection, 38% of the ads mention external relations, with an increase of 4% from 1970 to 2011.

For the most part, the job advertisements have shown to support the literature in describing the evolving job description of a dean. The data describes deans as being more externally focused leaders with strong administrative responsibilities.

Much like the description of the role of the dean, the required (or preferred) experiences, skills and competencies of the dean is not necessarily given in full detail in the job advertisement. There is an assumption that the primary qualifiers are highlighted and therefore worthy of this study. It has been seen that there are changes in the roles that deans are undertaking, the purpose of this section is to ascertain if the required skills are also changing. Hoff (1999) noted that our leaders need the skills that will allow them to succeed in our changing environment, is this evidenced in the communication through job advertisements?

There are three areas of experience that have declined in the 1970-2011 date range. In the description of duties of the dean, academic management continues to play a primary role, with an increase of mentions of 5% in the final five years of the study. Interestingly, the job advertisements do not mimic this trend, with a decline of 5% of mentions of experience in academic management in the same time period. This is telling to the nature of dean that post-secondary institutes are seeking. It is not necessarily the case that deans are entering their role from a trajectory within academia. Also declining, is experience in the area of expertise of the represented faculty. Likewise, few institutions are seeking candidates with Masters degrees, while PhD requirements are increasing.

In a similar vein as the academic management role of the dean which showed an increase in the role description but a decrease in the required skills description, the role of teaching and learning decreased over the years, but the mentions of this experience remain in the job ads, with an overall increase of 3%.

In terms of general administration skills required for the role of dean, there is an overall increase of 3%, but in the final five years of this study, there is a 4% decline in the mentions of this type of experience.

Three areas that show an increase in mention with regards to required experience for potential candidates for dean that echo the trending presented in the evolving roles of deans are internal and external relations as well as leadership. There appears to be recognition that in order to provide a continual improvement in the

service offered at our post-secondary institutions, we must seek deans with the capabilities to communicate effectively and to engage with the wider community.

5.2.2 Research question #2. Is fundraising as either a duty or a competency communicated in the early recruitment stage of deans?

Collarbone and West-Burnham in their 2008 study found that educational leaders' lack of abilities in certain areas are due to the ever increasing complexities of their roles. One such complexity is in the increasing need for deans to become active in fund development. Piazza's 2008 study concluded that deans recognize that fundraising is a part of their role and Krahenbuhl (2004) found that there is a requirement for deans to become involved in fundraising activities. Is this being reflected in the description of the role of dean in the job advertisements? Clearly with only 14 mentions of fundraising as one of the duties of a dean in the complete data set of 248 advertisements, there is little communication taking place with regards to this evolving role of the dean as fundraiser. The numbers shows an equal percentage of ads that require deans to have experience with fundraising in order to become successful applicants.

The literature on the subject of deans as fundraisers is prolific on the important role this plays in the co-creation of value for the advancement of our post-secondary educational system. However, this study demonstrates that this is a role that is most often overlooked in the early recruitment stage.

5.2.3 Research question #3. Are there commonalities amongst the Canadian post-secondary institutions that are communicating the evolving role of deans as fundraisers?

This content analysis is able to provide insight into the type of post-secondary institutions that are communicating the evolving role of deans as fundraisers. In total, there are 14 universities (and no colleges) that have mentioned fundraising in any way during the time period under study. The majority (42%) of the universities are located in Ontario; none are located in New Brunswick, Prince Edward Island or Newfoundland and Labrador. Each of the other provinces has one or two universities that mention fundraising. Eight of the fourteen universities are located in cities with over a quarter of a million people. There is only one university that is located in a city smaller than 100,000. The average student population of these universities is approximately 40,000.

With these figures, it is difficult to paint a picture of which type of post-secondary institutions have managed the communication of this evolving role; and with none of the universities showing consistencies in demonstrating the change, there is no trend that stands out.

5.2.4 Research question #4. While there are many variables that play a role in fundraising, is there any statistical correlation between the mention of fundraising in a job advertisement for dean and success in raising funds for the post-secondary institution?

It is not the intent of this content analysis to draw a cause and effect relationship between universities that seek fundraising experience in the deans and success in fundraising endeavours. There are many elements that play a role in the increasing the funding available in a university endowment fund, philanthropic giving just one. Likewise, there are many factors that determine the success of a fundraising campaign; having an educational leader with the capacity to fundraise is but one. With the data on hand, however, this research was able to compute a statistical review of the 14 universities that did mention fundraising in the job advertisement to ascertain if this added focus of fundraising was evident when looking at the reported donations received. The results point, in every instance, to the fact that we can not statistically demonstrate that there is a relationship between these two factors.

5.3 Limitations

As a post-secondary educational leader in the field of institutional advancement, this researcher sought to add to the intellectual capital on the relevance of competent, knowledgeable and skilled educational leaders who understand their complex role within the service system.

When analyzing the results of this study, certain limitations need to be taken into account, some of which the researcher has had no control, and others which were under the control of the researcher.

5.3.1 Bias. This study was conducted by one individual researcher who conducted all of the data collection and analysis. Because of the role that this researcher currently plays within a post-secondary institution, namely as the Senior Development Officer for Memorial University of Newfoundland, fundraising was singled out as the main area of focus. Every reasonable opportunity was taken to bracket my assumptions in this regard (Fischer, 2009). The role of a development officer is to nurture relationships with the external community in order to attract philanthropic funding for the university, and to support others in their roles in fundraising. It is possible that other elements of the role of dean could have been studied with similar results

5.3.2 Coding. The researcher coded all of the studied elements of the selected job advertisements without assistance. The placement of the information in the job advertisements into its respective categories was a subjective decision taken by the researcher alone, making inferences based on prior experience and knowledge. There is a risk of the exact results of this study not being replicated should another researcher make alternate decisions in the coding of the job advertisements.

5.3.3 Nature of text chosen. This study is limited by the fact that the only content studied was the collection of job advertisements as found in the *Globe and Mail* newspaper. Admittedly, the information provided in a job advertisement is brief and serves not only as a recruitment purpose but also public relations. A more precise document would be to examine the entire recruitment package for the hiring of deans,

including interview questions. However, this information is not readily available and would not be accessible for a study that examines trending over time.

5.3.4 Methodology. The method chosen limited the scope of the information gathered to conduct the study. Interviews with deans could have shed more light on the topic at hand. Using triangulation efforts, a more complete picture would have been obtained. Additionally, there are limitations to drawing correlations between funds raised and the mentioning of fundraising in the job advertisements for dean, as there are a myriad of other factors that influence the dollars raised besides the skillset of the dean.

5.4 Summary

This chapter discussed the findings of the study as guided by the four research questions. The changing roles and responsibilities of a dean as reported in the job advertisements fall in line, for the most part, with the review of the literature pointing towards a dean who is capable of leading in a service system. With respect to fundraising, this content analysis showed that there is a gap between what the literature implies about the dean's role and fundraising and what the job advertisements are seeking in potential candidates for the position of dean. This study was not able to report any commonalities amongst post-secondary institutions that are doing a good job at communicating change in the job advertisements, nor could this study show

statistically any improved results in fundraising efforts due to the mentioning of fundraising in the recruitment efforts of deans.

Chapter 6 Summary, Conclusions and Implications

6.1 Introduction

This chapter provides a summary of the purpose of this study and the chosen methodology for its implementation. The researcher provides three overarching conclusions to this study along with implications for future practice and research. Included in this chapter are implications of the study.

6.1.1 Purpose of the study. The purpose of this study was to examine the changing roles and responsibilities of deans in Canada's post-secondary institutions over the past four decades. In order to continue to provide a high quality educational service to our population, post-secondary leaders require the ability to perform within a service system, building relationships with a myriad of stakeholders, including students and the wider community, to co-create value and increase the capacities of our society. Of special consideration in this study, is the role deans play in building relationships that attract charitable funding to offset the current budgetary constraints. To attract suitable candidates to serve in this evolving capacity requires accurate communication of the realities of the position. This study examines the initial communication piece in the recruitment of our educational leaders to ascertain if it falls in line with best practices in communicating change in a dynamic service system.

6.1.2 Methodology. This qualitative study used a content analysis approach to examine job advertisements for the position of dean at post-secondary institutions

across Canada since 1970. Additional data was retrieved on student and city population as well as Canada Revenue Agency charitable returns. The data was coded into categories and analysed for trending and relationships. A total of 248 job advertisements from 65 post-secondary institutions were analyzed.

6.2 Conclusions

6.2.1 Conclusion #1. The writings of Maglio and Spohrer (2008) described the role that post-secondary institutions play in the service system where there are multiple stakeholders all working together to increase the capacity of our students by co-creating value in education. In order to accomplish this goal, it is incumbent on the educational leaders at our post-secondary institutions to manage the myriad of relationships within the institution (faculty, staff and students) as well as in the broader community.

This study shows that the role of the dean, as communicated in job advertisements since 1970, is indeed changing. There is an increase in leadership, external focus and academic management, while teaching and human resources are declining. These results are in concert, for the most part, with the literature describing the evolving role of a post-secondary educational leader within the service system perspective. There is evidence of a shifting focus to involve these leaders with the broader community in order to bolster the educational offerings.

6.2.2 Conclusion #2. In Canada, over the past 40 years, there have been three funding models to support our publicly operated post-secondary institutions, with the

current model being in place since 1995. Generally, there is substantially less funding from federal and provincial budgets to support post-secondary education. In order to continue to provide for the educational needs of our population, leaders are looking more and more to other funding sources. Much has been researched about the role of presidents and deans with respect to fund development.

This researcher questioned whether or not this evolving role of deans, in particular, is being communicated to potential candidates in the earliest stage of the recruitment process. Is fundraising one of the key roles that is highlighted in job advertisements? Is fundraising mentioned amongst the list of responsibilities required, or even preferred, for potential candidates for dean? This results of this research point clearly to a no for both of these questions. In fact, only two universities have ever mentioned fundraising as a requisite skill and as a duty that would be performed by the dean. There is clearly a disconnect in the recruitment process between what is expected of the position and the qualities and duties being represented in the job advertisement with regards to fundraising.

6.2.3 Conclusion #3. The data in this study was not able to draw firm conclusions on any commonalities of post-secondary institutions that are consistently communicating the changing role of the dean. While it is clear that only universities, mostly from Canada's major urban centres, are including fundraising in the job advertisements, none have been consistent with this messaging in recent years.

The study analyzed the charitable giving of the fourteen universities that have ever mentioned fundraising in the job advertisement for dean to ascertain if there are more than average donations being received. Using the chi-squared method, statistical probability is not significant in this respect; this research therefore could not conclude that recruiting a dean with fundraising experience allows for a greater than average charitable giving pattern.

6.3 Implications

Based on the literature reviewed for this study as well as the data analysis, this researcher proposes the following implications both for practice and further research.

6.3.1 Implications for practice. This research examined a practical tool used by every post-secondary institution – the job advertisement. Using the dialogic approach, we gain knowledge collaboratively using shared objects to symbolically transform our knowledge creation (Hakkarainen & Paavola, 2007). The study of this object, in this case a job advertisement, then, has practical implications for current and future educational leaders, human resources departments and indeed the general public.

It is recommended that communicating the changing roles of our educational leaders be viewed from a systemic point of view. From the president's vision through to the implication of that vision by the human resources department, the description of the ideal candidate for the position of dean ought to encompass an understanding of the role the dean plays for the co-creation of value with the educational offerings.

The ability to develop and maintain relationships for the purpose of fund development is not something that every candidate for the position of dean would have. If it is that a post-secondary institute is requiring their deans to perform such duties, this researcher recommends that it be communicated throughout all levels of the recruitment process.

It is also recommended to those who are aspiring to become a dean at the post-secondary level that they become aware of the evolving role of the dean. Gone are the days that a background in academic teaching and research will prepare an individual well for the position of dean. It is incumbent on future leaders to be knowledgeable about the evolving role and the experiences that would be required to take on this position. However, this research shows that the job advertisements for the position of dean at Canada's post-secondary institutions do not always aptly depict the true nature of the positions. Aspiring leaders would be well suited to look beyond this initial communication piece in preparing for a path towards becoming a post-secondary dean.

6.3.2 Implications for further research. In order to study how post-secondary institutions are responding to change in the roles of its leaders, a narrow study on one particular communication piece was conducted. There are other components of the recruitment, hiring, training and evaluation stages of employment that could be researched using the same methodology. I would suggest that the following questions may be explored in future research:

- What qualities and experiences are mentioned in the complete recruitment package?
- What are common practices amongst Canadian universities and colleges with respect to training deans to become proficient with these non-traditional skills, fundraising in particular?
- Does a review of evaluation questionnaires for deans reveal whether or not their role as fundraiser is being assessed formally?

Researchers with an interest in a phenomenological approach could conduct interviews with current deans inquiring about their recruitment and hiring processes. Questions could be posed about whether or not the role as described during the recruitment process matches the reality. Descriptions could be taken about their own experiences they have had with fund development and whether they felt equipped to handle this component of their position.

Data has been collected by the Council for Advancement and Support of Education on the amount of time that CEOs of American colleges have spent on fundraising (Lippincott, 2012). It would be of interest to have a similar data set available to Canadian researchers. Currently, there is no empirical evidence of the amount of time Canadian post-secondary leaders are spending on fundraising.

A recommended area of study within this same area of focus would be to conduct a longitudinal study following the success of post-secondary deans with regards to the amount of charitable donations solicited by them. Each fundraising unit would be

able to provide the amount of gifts raised by their deans each year. This data could be cross referenced with interviews with those deans inquiring on their level of preparedness for this aspect of their job.

The methodological approach could be used to study the job advertisements for the position of dean in other geographic regions. A comparison of the job advertisements in the United States and Canada may be of interest. In the same way, other positions within the educational system could be reviewed, for example, the presidents of colleges and universities or the principals of private schools.

This study has added to the knowledge base of the expanding role of post-secondary leaders, in particular with regards to fundraising. It is the opinion of this researcher that the methodology and theoretical framework is worthy of duplication in order to continue to grow the knowledge and guide the practice of this area.

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October 24, 1970



CENTENNIAL COLLEGE

OF APPLIED ARTS & TECHNOLOGY

Invites Applications for the position of:

Dean of Engineering Technology Division

Duties:

- Assume responsibility for the total academic activities of the Engineering Technology Division
- Assume supervisory responsibility for the financial aspects of the Division

Reporting to The **Dean** of the College

Qualifications:

- Must possess a Master's degree or equivalent in practical experience in institutional business or industry
- 10 years experience in business and/or industry plus 4-5 years experience in a post-secondary institution
- Specialization in Mechanical Engineering desirable

Salary:

Commensurate with qualifications and experience

Applications:

Treated in the strictest confidence
Written application, with resume, to be received in the College by December 1, 1970

Addressed to:

Office of the Dean of the College
c/o Personnel Office
Centennial College of Applied Arts & Technology
651 Warden Ave., Scarborough, Ont.

January 17, 1985

Dean of Business

Ryerson's Faculty of Business offers undergraduate degree and diploma studies for over 2,700 full-time students, and a significant part-time enrolment, with programs in Business Management, Hospitality & Tourism Management, and Office & Administrative Studies.

The Faculty seeks a **Dean** who can provide leadership for curricular and faculty development, sound management of scarce resources, and vigorous liaison with the external business and academic community. The successful candidate must have suitable academic qualifications, proven administrative ability, a commitment to teaching, and a capacity for effective innovation.

Appointment would be for a five-year term commencing July 1, 1985. Applications should be directed to T.W. Grier, Vice President Academic, Ryerson Polytechnical Institute, 350 Victoria Street, Toronto, Ontario, M5B 2K3, not later than February 15, 1985, and must include a curriculum vitae and the names of three referees.

This advertisement is directed equally to women and men and, in accordance with Canadian immigration requirements, to Canadian citizens and permanent residents.

RYERSON

February 3, 1995



Dean of Forestry

Lakehead University is seeking applications and nominations for the position of **Dean** of Forestry. The **Dean** will be responsible to the Vice-President (Academic) for planning, management, and administration of the Faculty. The successful applicant will possess appropriate management experience and a record of distinction in academic and/or other settings. Also, the successful applicant will be conversant with current forestry issues and have contacts within the profession, industry, government, and national and international agencies. Located in the middle of Canada's forests, Lakehead University's Faculty of Forestry has modern teaching and research facilities with 20 faculty members and 12 technologists. The Faculty offers a two-year technical undergraduate program, a four-year baccalaureate program with a co-op option, and two graduate programs at the Masters level.

The appointment would be for a five-year term commencing July 1, 1995. It is expected that the Dean will be appointed at a senior academic rank.

Applications should be accompanied by a detailed curriculum vitae and the names and addresses of at least three referees. Letters of nomination should include biographical details of the person nominated. Applications and nominations should be submitted to:

**Dr. John Whitfield
Vice-President (Academic)
Lakehead University
955 Oliver Road
Thunder Bay, Ontario
P7B 5E1**

In accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Lakehead University is committed to employment equity and encourages applications from women, members of visible minorities, aboriginal peoples, and persons with disabilities.

December 8, 2000

DEAN, SCHOOL OF NURSING

University of Prince Edward Island

The University of Prince Edward Island is seeking a **Dean** of Nursing. Located on a heritage campus with state of the art facilities, this unique institution enjoys the advantages of human scale and high quality of life. UPEI offers a rich blend of undergraduate and select graduate programs, and an innovative, interdisciplinary focus on health and health care issues.

The ideal candidate is a dynamic collaborative leader who will serve as a role model in the pursuit of excellence in research, teaching, and professional practice. As a strong advocate, the **Dean** will help to create and support opportunities for faculty, staff and students, and represent the School locally, regionally and nationally.

Reporting to the President, the **Dean** of Nursing is responsible for the leadership, operation and management of the School of Nursing. The opportunities to influence the transformation of the health care field at a critical time and to participate in University wide initiatives and overall management make the position especially attractive.

In accordance with Canadian immigration requirements, Canadian citizens and permanent residents of Canada are given first consideration in this search. The University is an equal opportunity employer.



Should you want to learn more about this exciting leadership opportunity, call Laverne Smith at (416) 484-7768 or Kanya Adam at (604) 913-7768 or forward your CV and the names of three references in confidence to Provence Consulting, Suite 202 - 1555 Marine Drive, West Vancouver, BC V7V 1H9. Fax: (604) 913-8356, e-mail: search@provenceconsulting.com
We will communicate with all who express interest.

Appendix B Samples of Coding

January 16, 1975: Fanshawe College, Dean of Health and Welfare

Responsible for the effective management and leadership of the Faculty of Health and Welfare, including programs in preparation for a variety of medical auxiliary and welfare service occupations.

The successful candidate should possess a degree in medicine or (other) related fields and be experienced in education or administration.

The College is a major centre for programs in the health sciences and welfare services.

Duties	Leadership	1
	Academic Management	1
	Administration	
	Financial Duties	
	External Relations	
	Human Resources	
	Teaching & Research	
	Fundraising	
Skills / Competencies	Leadership	
	General Relations	
	External Relations	
	Business, Organizational, Administration	
	Academic Management	1
	Masters Degree	
	PhD	1
	Teaching & Research	
	Trade or Area of Expertise	1
	Fundraising	

May 12, 1980: British Columbia Institute of Technology, Dean of the Health Division

BCIT is a major post-secondary institution, located in Burnaby, with a mandate to serve the entire province of British Columbia in two-year diploma programs in the areas of health, business and engineering. The nine diploma programs which the health division comprises of are: Biomedical Electronics, Environmental Health, Medical Laboratory, Medical Radiography, Nuclear Medicine, Health Data, General Nursing, Psychiatric Nursing and Prosthetics and Orthotics. There are 85 instructors, 7 department heads and a student enrolment of about 900. The total full-time student enrolment at BCIT is 4,000.

The **dean** will be accountable to the vice principal of education, for the provision of responsive and effective educational programs in the health field and for the personnel, financial and operational control of the division. Considerable interaction and consultation with advisory committees, accreditation bodies, professional organizations and the provincial government will be required.

The successful candidate will possess wide experience in the health care field with a solid background of strong administrative capabilities. Also the candidate must have a proven ability to carry out a liaison role with senior levels of government and health care organizations.

Duties	Leadership	
	Academic Management	1
	Administration	1
	Financial Duties	1
	External Relations	1
	Human Resources	1
	Teaching & Research	
	Fundraising	
Skills / Competencies	Leadership	
	General Relations	
	External Relations	1
	Business, Organizational, Administration	1
	Academic Management	
	Masters Degree	
	PhD	
	Teaching & Research	
	Trade or Area of Expertise	1
	Fundraising	

May 16, 1990: Okanagan College, Dean of the Division of Mathematics and Science

Okanagan College is a comprehensive college offering vocational, developmental, career, technology and university degree programs. We offer programs leading to baccalaureate degrees in Arts and Science in cooperation with the University of British Columbia, and in Education and Nursing in cooperation with the University of Victoria. The College operates campuses in Kelowna, Vernon, Salmon Arm and Penticton, with degree completion programs concentrated in Kelowna.

The Division is responsible for university degree program courses and diploma program service courses in Biology, Chemistry, Mathematics and Physics, and a two-year diploma program in Water Quality Technology.

Okanagan College is seeking an energetic person with a vision for further development, a commitment to excellence and teaching, and an appreciation of scholarly work.

DUTIES: Under the general direction of the Vice President (Instruction), the Dean is responsible for the educational leadership and management of the Division of Mathematics and Science.

PREFERRED QUALIFICATIONS:

- 1) Ph.D. in a related discipline
- 2) Administrative experience
- 3) Post-secondary teaching experience
- 4) Good interpersonal and motivational skills

Duties	Leadership	1
	Academic Management	1
	Administration	
	Financial Duties	
	External Relations	
	Human Resources	
	Teaching & Research	
	Fundraising	
Skills / Competencies	Leadership	1
	General Relations	1
	External Relations	
	Business, Organizational, Administration	1
	Academic Management	
	Masters Degree	
	PhD	1
	Teaching & Research	1
	Trade or Area of Expertise	
	Fundraising	

Aug 10 2011: The University of Alberta, Dean of the Faculty of Business

The University of Alberta in Edmonton is one of Canada's top teaching and research universities, with an international reputation for excellence across the humanities, sciences, creative arts, business, engineering, and health sciences. Home to more than 38,000 students and 15,000 faculty and staff, the university has an annual budget of more than \$1.4 billion and attracts \$536 million in sponsored research revenue. It offers close to 400 rigorous undergraduate, graduate, and professional programs in 18 faculties on five campuses—including one rural and one francophone campus. The university has approximately 230,000 alumni worldwide. Edmonton, the provincial capital, is a vibrant, friendly city of more than a million people, offering a rich cultural and recreational life. The largest of the U of A's five campuses is situated adjacent to the spectacular North Saskatchewan River Valley and is less than a four-hour drive from the Rocky Mountains. The Alberta School of Business is one of Canada's leading business schools, and one of the largest, offering internationally renowned Bachelor of Commerce, MBA, Master of Financial Management, and PhD in Business Management programs. The Faculty is consistently rated among the best in Canada in terms of research, teaching and community involvement; in 2010 it was ranked 37th globally for overall research output by the Financial Times. It is the first Canadian business school to be accredited by the Association to Advance Collegiate Schools of Business in 1968 and has maintained its accreditation. With 72 full-time faculty members, 52 sessional lecturers, and 111 staff, the school offers a diversity of programs, research that is recognized as being in the top 5% of publicly funded universities worldwide, and a high standard of achievement in the career development of its alumni. The Dean of the Faculty of Business is responsible to the Provost and Vice-President (Academic) for the supervision and administration of all operations of the Faculty, including the budget and fund development. In addition to their role as senior officers of the Faculties, Deans also serve as senior administrators of the University. The successful candidate must possess an earned doctorate and be eligible for appointment at the rank of professor. A record of outstanding senior academic and administrative leadership and demonstrated success in external relations, fundraising, and in building and maintaining relationships at various levels are considered critical for the Dean's success. This individual will have a proven record of commitment to and support of excellence in research and teaching in fields related to business. The Dean of Business must possess highly developed interpersonal skills in order to inspire and engage faculty, staff, students and external communities in continuing to advance the success of the Alberta School of Business.

Duties	Leadership	1
	Academic Management	1
	Administration	1
	Financial Duties	1
	External Relations	
	Human Resources	1
	Teaching & Research	
	Fundraising	1
Skills / Competencies	Leadership	1
	General Relations	1
	External Relations	1
	Business, Organizational, Administration	1
	Academic Management	1
	Masters Degree	
	PhD	1
	Teaching & Research	1
	Trade or Area of Expertise	1
	Fundraising	1