AN EXPLORATION OF ACADEMIC DEANS' RESPONSIBILITIES IN FIVE U15

RESEARCH-INTENSIVE UNIVERSITIES IN CANADA: AMBIGUITIES AND

MANAGERIALISM IN THE ACADEME – A MIXED METHODS RESEARCH

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By

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Abstract

This study examined the responsibilities of academic deans within five U15 research-intensive universities in Canada as they operate in an increasingly complex environment. The academic deans who are sometimes flaunted as Chief Executive Officers, were found to be consummate academics who transitioned from their academic discipline into administration as middle managers. Academic deans have a dual responsibility in that they are accountable to the senior leadership of their university while being advocates for their colleges. Significantly, the responsibilities of these academic middle managers are central to the achievement of their universities' strategic objectives. However, the position of the deanship is described by researchers as complex, and the very nature of the duality of the role engenders ambiguities. The ambiguities and complexities of academic deans' responsibilities are said to be influenced by public sector reforms disguised as managerialism.

Some practices espoused by managerialism appear to be integral to universities' strategies globally, whether as an ideology or through processes and practices. Universities in Canada are also adopting various strategies which are said to be driven by managerialism (Brownlee, 2015). Symptomatic of managerialism are various changes in university governance, including the professionalization of the roles of middle managers, now referred to as chief executive officers in some institutions, and the implementation of marketing techniques (Brownlee, 2015; Kolsaker, 2008; Olssen, 2002). Additionally, and as indicated in the literature, reflective of managerialism are the demands for accountability, efficiency, and effectiveness which are achieved through practices such as increased competition, a focus on marketization, and engagement of private-public partnerships. According to the literature, the practices espoused by managerialism in higher education institutions (Meek et al., 2020; Seale & Cross,

2016) have shifted the responsibilities of academic deans to a type of management that is reflective of corporate-style management practices and evidenced by various corporate terminologies. Given the tenets of managerialism, the argument obtains that some principles of this ideology are translated into practices and have contributed to the evolved roles of academic deans. They now engage in business-like practices, the processes of their institutions' strategic planning initiatives, establishing public-private partnerships, and marketization, among others.

The changes have impacted how academic deans interpret, understand, and enact their roles, which are oftentimes imbued with role conflict and ambiguity due to competing demands and unclear expectations by various constituents (Arntzen, 2016; Boyko & Jones, 2010; Hoyle & Wallace, 2005). With the evolved responsibilities of academic mid-level managers, more specifically academic deans who are at the centre of this study, there is evidence of job enlargement as well as increased complexities in their roles. As such, in examining academic deans' responsibilities, this study gathered information on academic deans lived experiences and perceptions of the presence of managerialism in their institutions and how their responsibilities reflect practices akin to managerialism. That is, responsibilities that mirror management techniques usually employed by the private sector or corporate organizations. The study further examined academic deans' perceptions of role conflict and role ambiguity and how their perceived self-efficacy and tolerance-intolerance of ambiguity influence how they navigate the complexities of their roles.

The study's findings were limited to the perceptions of the participants who indicated that some of their responsibilities are reflective of practices such as budgeting and fund development; strategic planning; advancement/fundraising/establishing donor relationships; advertising/marketization and human resource management, among others. According to the

narratives provided by the academic deans in this study, they found themselves ill-prepared for important corporate-like responsibilities, which they indicated generally do not coalesce with their academic disciplines. Further, the findings revealed that the practices that characterize the responsibilities of these middle-level managers/chief executive officers are delineated by varying degrees of uncertainties and ambiguities which are defined by role conflict and role ambiguity. However, the academic deans in the study demonstrated that having a sense of self-efficacy and a high tolerance for ambiguity had been valuable in helping them to navigate the complexities of their roles as they engaged the corporate-like management imperatives of their responsibilities.

The research was grounded in the constructivist paradigm through a qualitatively dominant cross-over (Frels & Onwuegbuzie, 2013) mixed-methods research design. This process captured the subjective experiences of academic deans to gain an in-depth understanding of the practices of academic deans as they carry out their functions in an ambiguous environment characterized by managerialism (Arntzen, 2016; Ayers, 2012; Bess, 2006). Data were collected to address the research questions using a mixed methods sequential design over two phases. Phase one of this study focused on gathering quantitative data from surveys through SurveyMonkey. Phase two concentrated on the qualitative method of collecting data by way of reviewing position descriptions of academic deans, policy documents governing deans, and elite interviews with deans.

The study has implications for further research initiatives, research-into-practice, and contribution to theory. Implications for future research include comparative research with larger sample sizes across U15 research-intensive and non-research-intensive universities to garner a more comprehensive understanding of academic deans' perceptions of managerialism, role conflict, and role ambiguity. The study findings have potential implications for institutions'

policies governing academic deans' recruitment and professional development of academics,

including the establishment of management career pathways and succession planning initiatives.

Keywords: academic deans, university, managerialism, managerialist practices, role

conflict, role ambiguity, self-efficacy, tolerance-intolerance for ambiguity, constructivism, mixed

methods research, university middle managers, research-intensive universities, U15

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Dedication

"Now unto him that is able to do exceedingly abundantly above all that we ask or think, according to the power that worketh in us." (KJV -Eph. 3:20).

"Now unto him that is able to keep you from falling, and to present you faultless before the presence of his glory with exceeding joy, to the only wise God our Saviour, be glory and majesty, dominion and power, both now and ever." (KJV- Jude 1:24-25).

All glory to God for His grace and mercies over my life and peace that kept me from falling throughout this journey.

Ashley, Kimone, Davina, Gabriel, and Daniellia

All things are possible, through Christ Jesus who is your strength.

Blessings to each of you!!!

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Chapter 1

By our very nature, human beings "have an inherent tendency to seek out novelty and challenges, to extend and exercise their capacities, to explore, and to learn" (Deci, 2009, p. 70), therefore, it can be argued that "it is not the most intellectual of the species that survives; it is not the strongest that survives; but the species that … is able best to adapt and adjust to the changing environment in which it finds itself (Megginson, 1964, p. 4).

Higher education institutions (HEIs) are constantly in transition with their practices, purpose and values influenced by the social, economic, and political contexts within which they operate (Ben-David, 1977/2017; Verhoeven, 2010). These shifts incrementally changed the landscape of higher education institutions, an observation that is supported by researchers of higher education (Austin & Jones, 2016; Milter, 2015). Several researchers point to challenges of governance reforms, budget cuts, and increased pressures of accountability and efficiency, among others, as significant changes experienced by HEIs over the last 20 years (Ferlie, et al., 2008; Meek, et al., 2010). Some of these changes, it is argued, are reflective of managerialism which emanates from the New Public Management (NPM) ideology - an attribute of neo-liberalism.

These vagaries place significant pressures on higher education managers to be proactive and adaptive in anticipation of responding to an environment that appears to be continuously changing (Kallenberg, 2015). Rip and Kulati (2015) noted that it is the deans and directors who have the responsibility for addressing these challenges. For academic managers to effectively adapt to the changes, they require responsive, strategic competencies for contributing to strategic decisions at the college and institutional levels (Arntzen, 2016; Kallenberg, 2015; Spitzberg & Morris, 1982) and to engage stakeholders at all levels for the efficient functioning of their colleges/schools. de Boer and Goedegebuure (2009) further noted that academic deans hold strategic positions in their institutions. They refer to the academic deanship as the incumbent who is formally responsible for schools/colleges and has accountability for operations which

include administration and academics. These university leaders are integral to the success of their institutions (Del Favero, 2006). The impetus to develop a better understanding of the responsibilities of academic deans in an era of managerialism and to grasp knowledge of their experiences of role conflict and ambiguity, act as a springboard for an appreciation of the complexity of the decanal positions in universities. The motivation to explore academic deans' responsibility was also fueled by the need to understand the requisite competencies of deans to operate in a complex environment all while facilitating the maintenance of collegial relations, rather than an *us versus them* approach (Rosser et al., 2003).

Background to the Study's Problem

The current landscape of HEIs suggests a need for academic deans to be flexible in their approach, given the multifaceted nature of their roles. That is, deans are often required to act as facilitators, coalition builders and negotiators (Rosser et al., 2003) to the constituents they serve. Researchers argue that managerialism has significantly impacted and is contributing to the increasingly complex nature of academic leaders charged with executing core functions and who are integral to high-level decision-making within the institutions (Del Favero, 2006). According to Wolverton et al., (2001) the complexities have resulted in fluid role expectations and perceptions, causing issues of role conflict and ambiguity for deans. An examination of the current context of academic deans' responsibilities and even the competencies necessary for them to effectively manage their operations is considered timely given that historically deans were chosen based on their academic reputation (Boyko & Jones, 2010; Roaden, 1970), but now administrative and revenue generation abilities are being privileged in some institutions (Finkelstein et al., 2011).

Over the past two decades, higher education institutions have become increasingly complex in nature, while continuously shifting to meet the demands of the 21st century (Boyko &

Jones, 2010). Institutions previously operated on a national level with a stable market and guaranteed government funding, but now the higher education market is rife with competition, decline in government funding and direct involvement, as well as increased internationalization supported by a market-driven ideology (Boyko & Jones, 2010; Marginson & Considine, 2000). HEIs' core values and missions are even being challenged as a result of the dynamic environment in which they now operate (Austin & Jones, 2016; Diefenbach, 2009). These shifts in the landscape of higher education institutions are said to be a result of neo-liberalism and globalization (Austin & Jones, 2016; Mok & Lo, 2002), which also gave rise to the massification of higher education.

The major neo-liberal repercussion to HEIs is that states/government have become less involved in policy directions of universities but play "more of a regulatory and market facilitative role" (Austin & Jones, 2016, p. 166), as are the actions of the provincial governments in publicly funded universities in Canada. Evidence of the impact of neo-liberalism and globalization can be seen in Canada's Federal government cash transfers. CAUT (2021) reported that "federal government cash transfers for post-secondary education in Canada, when measured as a proportion of GDP, have declined from 0.5% of GDP in 1983-1984 to 0.19% in 2018-2019. Despite significant student enrolment growth over the past decade, federal funding has remained stagnant" (para. 2). Post-secondary institutions in Saskatchewan, for example, had their funding reduced by $1.5 million (CAUT, 2022) resulting in a heavy dependence on tuition fees. Another piece of evidence is the addition of education to the General Agreement on Trades in Services (GATS) in early 2000 as a commodity rather than a public good which reinforces the neo-liberal ideology in higher education institutions (Tilak, 2011). That is, HEIs have become market oriented. With the commodification of education, HEIs now operate on a global market. However, this situation is not unique to Canadian universities.

Globally, there has been resounding rhetoric on the need for changes in modes of governance of higher education institutions. Socio-economic and political demands are influencing the calls for change - demands for better accountability, efficiency and for higher education institutions to become drivers in creating knowledge economies, even during a time of austerity (Boyko & Jones, 2010). This trend is noticeable in universities in Canada. However, Meek (2003) noted that there is sparse information on government reforms at the institutional level as is the case of Canadian universities. He further highlighted that even amidst arguments of the presence of "corporate ideologies and bureaucratic reporting procedures, very little systematic study has been undertaken on the actual effects of these changes at the institutional (meso) or basic unit (micro) level" (Meek, 2003, p. 1). Nonetheless, Brownlee (2015) noted that universities in Canada are impacted by governance reforms, with transformations appearing differently in the institutions at the meso and micro levels. She stated that the alignment of some universities' activities with the interests of corporate entities is concomitant with governance reforms.

The trends in the push for change in the governance structure in these institutions are predominantly that of corporate models, with a thrust toward becoming 'entrepreneurial universities.' The drive for HEIs to adopt corporate-like models of governance amidst sustained budget cuts, performance accountability and management, user charge fees, and decentralization, among others, are all characteristics of new public management (NPM) (Gruening, 2001). NPM is borne out of "epochal developments – globalization and neo-liberalism" (Diefenbach, 2009, p. 894). But, in light of these changes, and the impetus for HEIs to contribute to economic development, universities now compete on the global market, for example vying for international students (a significant source of income) and faculty through various internationalization programs resulting in more culturally inclusive and diverse institutions.

Universities in Australia and the Netherlands, for instance, "are being asked to be more entrepreneurial, financially self-sufficient and innovative, while at the same time having their performance assessed and being held accountable with respect to a variety of external compliance structures and policies" (Meek et al., 2010, p. 31). The situation is no different for universities in Europe and Asia as they too are faced with pressures from various stakeholders that require a re-examination of how institutions are governed (Middlehurst, 1999; Mok & Lo, 2002).

Cafley (2016) noted that universities in Canada are experiencing complexities, which she attributed to "global competition, the changing needs of students and employers, decreased public sector funding, issues of accountability and increasing and conflicting expectations from a growing number of stakeholders" (para. 5). In the same vein, Boyko and Jones (2010), stated that "Canadian universities are increasingly subjected to new government accountability requirements, and there are rising public expectations related to the universities' contributions to regional and national economic development" (p. 83), requiring a reframing of how universities operate. Noteworthy is that there are differentiations in the changes in Canadian universities at the institutional level. Arguably, these changes reflect the influences of the respective provincial governments as the higher education systems for each province differ.

Research suggested that various aspects of managerialism have gradually found their way into HEIs in Canada (Brownlee, 2015) and brought role changes for academics, academic managers, senior managers, other faculty and staff. Managerialism has a multiplicity of definitions and assumptions and may be construed as an ideology, policy or practice. Hvenmark (2005) and Jones et al. (2015) explained that managerialism as an ideology concentrates on the discourse surrounding a culture of efficiency and effectiveness. Additionally, they consider accountability, transparency, and entrepreneurship, among others, all part of the ideological

beliefs of managerialism with particular outcomes in mind. Jones et al. (2015) refer to these ideological beliefs as aspects. Hvenmark (2013) further noted that espoused ideologies are then turned into practice which she referenced as "managerialization" (p. 2849). According to Jones et al. (2015) the practices or vectors of managerialist ideology are the methods used, or actions taken to achieve the ideological principles that create accountability, efficiency and effectiveness and are associated with undertakings such as strategic planning, leadership training, evaluations, appraisals, cost benefit analysis etc. using corporate management strategies. Such nuanced interplay of the interpretations of the use of managerialism accounts for any dovetailing of managerialism as an ideology and its operational manifestations (practices and processes) throughout this research. Having said that, Kok et al. (2010) pointed out that academics whose primary functions were "teaching and research are being actively given official managerial duties of managing finances and staff development together with other administrative duties" (p. 104). They further argued that the changes reflected in the advancement of academics to middle managers or leaders of micro-organizations (colleges, faculties, schools) are associated with managerialism. Musselin (2006) suggested that academics are now involved in developing contracts and proposals for grant funding, technology transfers, managing research projects, and creating national and international linkages, among others. Academic managers now have enhanced responsibilities which require quality assurance strategies, increased accountability to government and public-private partnership, efficiency and effectiveness, and decentralized decision making (Verhoeven, 2010). de Boer and Goedegebuure (2009) suggested that there is an expectation that the competencies of the academic disciplines will coalesce with the competencies of management. Nonetheless, Musselin (2013) believed that the transformations emanating from managerialism serve to provide universities with increased autonomy, "since the reforms put new competencies, decisions, and responsibilities under their purview" (p. 1167).

Similarly, de Boer and Goedegebuure (2009) proffered that consequent to the reforms in some institutions, the powers of deans have heightened and have led to a renegotiation of the social construction of the deanship which varies from institution to institution, as well as within institutions. For example, some deans have fiduciary responsibility for their college budget and are responsible for making recommendations to senior administration on matters of promotion and tenure appointments. Finkelstein et al. (2011) concurred that there is a noticeable increase in deans' influence, particularly in matters concerning budgets.

Those foregoing developments have set the context for advancing research to better understand the responsibilities and lived experiences of academic deans in five select U15 group of research-intensive universities in Canada in an era of managerialism. This collective group of Canada's most research-intensive universities, according to the Hefei Statement (2013),

> are defined by their serious and pervasive commitment to research; the excellence, breadth and volume of their research outputs; and the way in which a research culture permeates all of their activities, from teaching and learning to their engagement with business, government and the broader community. (p. 3)

A defining characteristic of U15 research-intensive universities is their ability to source and secure competitive funding through exemplary scholarship and research (Hefei Statement, 2013). This notion of universities competing for funding, as opposed to being funded by the government, has a ripple effect and presupposes a system of accountability and a performance-based regime, which are typical traits of managerialism (Austin & Jones, 2016; Diefenbach, 2009).

As such, to understand the responsibilities of academic deans and their experiences, I embarked on an examination of the extent to which academic deans perceived the presence of managerialism in their institutions and whether they perceived their responsibilities as a

reflection of the practices promoted by managerialism. Also, there was a need to capture deans' perceptions of role conflict and role ambiguity as they carried out their responsibilities. I also collected data on the academic deans' perceptions of self-efficacy and tolerance-intolerance of ambiguity to garner an understanding of how those principles contributed to their navigation of the complexities of their roles. The perceptions of deans were supplemented with rich thick data as they narrated their experiences and understanding of their role.

Statement of the Problem/Purpose of the Study

The purpose of this research was to examine academic deans' responsibilities to garner an understanding of their perceptions of the presence of managerialism in their institutions and how it is manifested in their responsibilities, the extent to which they perceived their role as being ambiguous (unclear about roles, expectations, responsibilities) and whether they experienced role conflict (with competing demands and expectations from various constituents). The research also sought to ascertain how they navigated perceived ambiguities and conflicts in their roles, using the principles of self-efficacy and tolerance-intolerance for ambiguity.

Pursuant to the notion that there is sparse research on the roles of academic deanship (Meek et al., 2010) and given the managerialism culture in academe, this study was localized in five U15 research-intensive universities in Canada conveniently selected due to accessibility to their location. This study focused on the responsibilities of academic deans or directors in charge of colleges, schools, or faculties. The mixed methods study provides a comprehensive knowledge of the: (a) deans' responsibilities and perceptions of the presence and influence of managerialism on their roles, (b) deans' perceptions of role conflict and role ambiguity, (c) perceptions of tolerance-intolerance for ambiguity and self-efficacy of academic deans in those institutions, and lastly, (d) how deans navigated role conflict and role ambiguities in carrying out their responsibilities.

Research Questions

To analyze the responsibilities of academic deans from the premise of managerialism in the academe, the research sought to address the following questions**:**

Q.1.   In what ways and to what extent did academic deans perceive their responsibilities to be reflective of the practices espoused by managerialism?

   Q.1a.   In what ways did academic deans perceive role conflict and role ambiguity due to the practices of managerialism?

Q.2.   In what ways did academic deans perceive that their self-efficacy influences their tolerance-intolerance of ambiguity?

Q.3.   What is the relationship between academic deans' tolerance-intolerance of ambiguity and their perception of role conflict and role ambiguity?

Q.4.   How did academic deans describe the ways they navigated perceived role conflict and role ambiguity?

The additional research question below (Q.5) sought to highlight how the data from the quantitative strand (phase one) and the qualitative strand (phase two) of the study were integrated. With the evolution of mixed-methods research, Creswell and Creswell (2018) asserted that "a strong mixed methods study should contain at least three research questions: the qualitative question, the quantitative question or hypothesis and a mixed methods question" (pp. 141-142) as represented in question five.

Q.5.   In what ways do the results of phase two conflate with the results of phase one?

Description of the Study

An investigation into the perceived presence of managerialism was carried out among academic deans with responsibilities for managing colleges/faculties/schools to develop a comprehensive knowledge of the extent to which academic deans perceive their responsibilities

as reflective of managerialism. The study which is considered a qualitatively dominant cross-over (Frels & Onwuegbuzie, 2013) commenced with a survey to collect data from a wide cross section of academic deans on their perceived presence of managerialism in their institutions, their perceptions of whether their responsibilities mirror the practices of managerialism and whether they experience role conflict and role ambiguity in their responsibilities. The lens of self-efficacy and tolerance-intolerance of ambiguity were used to assess how they respond to incidences of conflict and ambiguities.

However, with the research primarily undertaken from the positionality of the constructivist approach data were gathered to develop an in-depth understanding of the lived experiences of academic deans as it relates to the study phenomena. That is, reliance was placed "on the participants' views of the situation being studied and to understand subjective meanings negotiated socially and historically" (Creswell & Creswell, 2018, p. 8). Consideration was also given to the contexts in which the deans live and work which also provided an understanding of their cultural and historical background. Accordingly, the semi-structured interviews with deans stimulated organic conversations which fostered opportunities for the participants to share how they made sense of their responsibilities as deans, and their understanding of managerialism in their institutions. For example, I asked participants to talk about their responsibilities as deans and to share their experiences in the deanship, as well as how they made sense of their role. They were able to reflect on their responsibilities and compare their experiences, especially if they had served as dean in another institution. They also reflected on their responsibilities and experiences from the inception of their appointment to the deanship to the time of the interviews (during a period of crisis brought on by a global pandemic – CoVid-19). Rubin and Rubin (2005) support the use of this perspective which allows for the combination of detailed reports from various academic deans as they provided information on their experiences based on their interpretation

through their cultural insights. I also had the opportunity to share my background with the deans. The ensuing paragraphs provide a succinct description of the research methodology supporting the philosophical underpinning that guided the research. Chapter three provides a more detailed description.

According to Crotty (1998), engaging in a decision to justify a chosen methodology and methods is the epitome of one's theoretical perspective. In essence, this process embodies our values and belief systems, ideological viewpoints, one's knowledge of the world and how that knowledge was acquired (Waller, 1994). Given the nature of academic deans' responsibilities, and the constant interactions with the external environment and various other constituents, it was imperative to engage with the experts themselves – academic deans, who explicated their understanding of their lived experience as they carry out their roles. Employing the constructivist paradigm as the philosophical underpinning for this research provided credence to constructivist ontologist and epistemologist consideration which promotes multiple realities and the notion that knowledge is constructed rather than a single reality, or that knowledge is discovered by the world (Creswell & Creswell, 2018; Pritchard & Woollard, 2010).

I employed a mixed-method approach to address the various phenomena in the study, that is, academic deans' responsibilities in an era of managerialism across five U15 Research-Intensive universities in Canada, role conflict and role ambiguities. The study also gathered information on deans perceived self-efficacy and tolerance-intolerance for ambiguity. This approach facilitated the collection of data using different sources to garner a comprehensive overview of the phenomena and to develop an in-depth understanding of the lived experiences of academic deans as they carry out their responsibilities to their colleges and senior leaders, as well as other stakeholders.

Research on deans suggest that discussions on this topic can be conflicting and that the very nature of the decanal roles is contradictory (Seal & Cross, 2016; Scott et al., 2008; Spitzberg & Morris, 1982; Wolverton et al., 1999). As such, employing mixed methods to collect data to represent multiple realities of the lived experiences was appropriate. The use of a mixed methods approach accommodated the purpose of ascertaining complementarity and convergence. These were accomplished using the Pillar Integration Process (PIP) guidelines through a joint display to integrate the findings from phase one with the results of phase two and to examine the data for any possible contradictions, given the conflicting nature of the study.

I conducted the research in two phases. Phase I comprised the online distribution of surveys to academic deans in five select universities. I engaged deans through surveys in the first instance to capture their perceptions on the extent to which they identified the presence of managerialism in their institutions, the responsibilities of the deanship, their perceptions of role conflict and role ambiguity, perceived tolerance-intolerance for ambiguity, self-efficacy as well as demographic information.

Phase II encompassed desk review, which examined position descriptions of deans, institutions' policy documents on deans and elite interviews with deans. I used the data from Phase I and information from the desk review to inform the semi-structured interviews with the academic deans. The purpose of the elite interviews was to gather a deeper understanding and thick, rich descriptions (Creswell, 2014) of the findings from Phase I. That is, to gather further in-depth information on deans' experiences of the perceived presence of managerialism in their institutions and how their responsibilities are reflected in the practices; their understanding and experience with role conflicts and role ambiguities and to establish how they navigate the ambiguities experienced from having perceived self-efficacy and a tolerance-intolerance of

ambiguity. According to Charmaz (2014), through in-depth inteviews, a researcher can "understand participants' language, meanings, actions, emotions, and body language" (p. 58).

I recruited participants for both phases of the study from five of the U15 group of research-intensive universities in Canada which are among the higher education institutions which "receive 79 percent of all competitively allocated research funding in Canada" (http://u15.ca/about-us).

Significance of the Study

Research on the responsibilities of academic deans in U15 research-intensive universities in Canada is very sparse, particularly as it relates to their evolving responsibilities and the conflicting position of the deanship. The demands of the deanship and the impetus for the academic middle managers to engage in various corporate-like practices likely require a re-orientation to function in a space of ambiguity and perceived managerialism. The research sought to fill the gap in understanding the perceptions of the presence of managerialism and how the roles of the academic deans in five research-intensive universities in Canada are mirrored in the associated practices. Further, in examining role conflict and ambiguity, the research assessed the nature of multiple incongruities and ambiguities to ascertain whether there is a disconnect between the perceptions of decanal responsibilities and their experience. The main aim for assessing how deans understand their roles in comparison to what they do was to delineate implications for policies and practices. The findings from this study may lead to the facilitation of a systemic understanding of the responsibilities of the academic deans in their respective institutions as they operate in an era of managerialism, and the impact on their colleges.

Other outcomes of the research are recommendations on improving the academic leadership-management competencies of the academic executives interviewed. Nonetheless, lessons from the experiences of the deans and the recommendations are applicable to faculty

members aspiring to the decanal position to help them successfully navigate the ambiguities of the job. The study also added to the existing body of knowledge on methodological approaches for educational research and how managerialism is perceived by some academic deans in their universities.

Assumptions

The foremost assumption in conducting this research, was that academic deans perceived knowledge of managerialism, role conflict, role ambiguity, self-efficacy and tolerance-intolerance of ambiguity is embedded in their personal experiences which involves their social interactions with others and their respective environments. Further, I assumed that how each academic dean constructs their knowledge of the study phenomena is subjective and is based on their context and respective realities which may be considered fluid, given the multiple realities which may often be reconstructed as a result of new and developing cues in their environment. As such, one assumption aligned with my positionality was the understanding that managerialism tenets have impacted the governance of higher education institutions in various ways in Canada. As a result, implementing corporate-like practices in institutions may have some perceived level of impact on how deans with a predisposition to academics (teaching and research) operate as managers in the academe. In particular, I assumed that the responsibilities of academic deans and how they manage their respective colleges are influenced by managerialism, which constitutes the imposition of various corporate-like practices, which ultimately dictate the positionality of the governance of universities.

Additionally, the literature supports the notion that with the reformed governance structures of universities, academic deans operate in a position of central decision-making and often conflicting positions which presumably create conflict and ambiguities about their

mandate. Therefore, I further assumed that managing in a space of conflict and ambiguity successfully, requires a certain level of tolerance for ambiguity and self-efficacy.

Researcher's Ideological Assumptions

The orientation of managerialism towards market-driven universities requires different skillset and/or competencies for academic deans whose core expertise are embedded in academic disciplines with little or no management skills to operate like corporate managers. Further, an understanding of the literature presupposes that the practices of managerialism in Canadian universities are set in motion by the respective provinces' political compass which is further directed at the institutional and college level. The phrase managerialist practices or tenets of managerialism are used in this study to describe the accompanying behaviours or practices of managerialism found in some universities. The practices are reflected in corporate-like or business-oriented strategies and may be presented differently in various institutions.

The practices include, but are not limited to, increased advertising and competition, budget development, fundraising and advancement, public-private partnerships engagement, performance-based strategy, and strategic planning. There is an assumption that under the auspices of managerialism or the use of corporate-like strategies, universities have the potential to increase accountability and efficiency if academic managers have the requisite skills and competencies to deliver on their responsibilities.

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Delimitations of the Study

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The study was delimited by timeframe, participants, and location. Given the timeframe allotted to complete the research, the study was delimited to focus on only five research-intensive universities. As previously mentioned, these institutions belong to the group of U15 universities with the distinct characteristics of undertaking "80 percent of all competitive university research in Canada." They are the recipients of "79 percent of all competitively

allocated research funding in Canada" (http://u15.ca/about-us). Another delimitation in relation

to the participants was that only current academic deans participated in the study. Those

participants were considered ideal for relating their lived experiences and how they perceived

their roles which described their existing situations in the deanship.

Limitations of the Study

Limitations of a study represent weaknesses or biases outside of my control which may

have influenced the outcomes and the conclusions drawn (Price & Murnan, 2004; Ross & Zaidi,

2019). Several limitations were identified in this study, including methodology, data collection

and limitations regarding the results of the study.

Methodology. Although there is a suggestion that the study's phenomena can be

associated with academic deans throughout higher education institutions in Canada, the findings

of this study were limited to the reliance on only the insights of the deans who participated in the

study. There was no way of ascertaining whether the participants responded truthfully to the

surveys and whether some of the responses provided in the interviews were the more socially

acceptable answers, mainly because it became evident that some participants had personal

interests in participating in the study. Additionally, except for the deans who requested

clarifications on some questions during the interviews, the questions were left to participants'

interpretations. Further, there were no opportunities for participants of the survey to request

clarifications on the questions.

Data collection. Additionally, given the flux nature of the phenomenon studied,

limitations resulted from the research process as I was only able to conduct surveys and

interviews online. CoVid-19 restrictions prevented interactions with the participants in their

natural settings. Further, there was no telling who completed the survey. For example, one dean

forwarded the survey to an associate dean to complete but had emailed to inform me. The data

collection for the study were also limited to the voluntary participation of academic deans. As such, I was unable to establish specific characteristics of the participants to ensure representation of the group. Further, from the 71 survey invitations which were sent to deans in the targeted institutions, only 19 completed responses were usable for analysis.

Study results. The study's findings are limited to the study's participants; as such, no generalization could be made about the findings. Further, the adapted instruments used to collect data limited the study's outcomes (Theofanidis & Antigoni, 2019), as the potential of using alternative instruments may have resulted in different outcomes. For example, using the Leadership Self-Efficacy Scale over the General Self-Efficacy instrument would have perhaps yielded different results.

Definitions of Key Terms

Quite often, individuals ascribe different meanings to particular words. Therefore, to ensure that readers have the same understanding and interpretation in the way it is intended, I provided some contextual definitions of key terminologies used throughout this study.

Academic Deans. Academic deans, according to Wolverton et al. (2001), are "institutional leaders who head discipline-specific colleges within universities" (p. 3). In simple terms, the academic dean is the person in charge of a college, school or faculty within a university and is charged with a diverse set of responsibilities to ensure the efficient and effective management of the unit.

Corporatization. Corporatization, according to Brownlee (2015), "is the process and resulting outcomes of the ascendance of business interests, values and models in the university system" (p. 9). She further articulated that a corporatized university is evidenced by various practices and processes endemic to corporate business-like strategies. Indicative of a corporatized university is "the expansion of public-private partnerships and donor agreements,

and the acceptance of corporate control over university curriculum and infrastructure development" (Brownlee, 2015, p. 9). That is, universities are encouraged to replicate corporate-like models of governance, as practiced in the private sector.

Governance. Several definitions have been advanced for the governance of higher education institutions, which either focus on systemic governance or institutional governance. Organization for Economic Co-operation and Development (OECD) (2008) provides a more inclusive definition which takes into account "the structures, relationships, and processes through which, at both national and institutional levels, policies for tertiary education are developed, implemented and reviewed (p. 13). That is,

> governance comprises a complex web including the legislative framework, the characteristics of institutions and how they relate to the whole system, how money is allocated to the institutions and how they are accountable for the way it is spent, as well as less formal structures and relationships which steer and influence behaviour. (OECD 2008, p. 13)

This definition incorporates the various strands of governance that exist in higher education institutions.

Managerialism. Inferences about managerialism appear to vary and have been found to have more than 34 conceptualizations (Hvenmark, 2016). However, I have provided a stipulative definition of managerialism for this study to help readers to perceive the context. Readers will also notice that there are numerous features, tenets, beliefs and or practices of managerialism used throughout the study. Managerialism aligns with the tenets of NPM to "encompass ideology, discourses and axioms originating in the private sector. Employing corporate terminology, it speaks of professional administrators, line managers and competitive bidding for resources" (Kolsaker, 2008, p. 514). In the context of higher education institutions, Marginson

and Considine (2000) described managerialism as "a new kind of executive power, characterized by a will to manage and, in some respects, a freedom to act greater than was once the case" (p. 9). Further, managerialism is said to be geared towards presumably more efficient approaches that are imbued with private sector/corporate-like techniques or philosophy to promote a culture of self-sufficiency and sustainability characterized by increased "efficiency, effectiveness, quality assurance, decentralization of decision making and accountability" (Verhoeven, 2010, p. 6) driven by market-oriented strategies (Austin & Jones, 2016; Whitchurch & Gordon, 2010).

Middle managers. The term middle manager is multifaceted as it is perceived differently in diverse contexts. In the academic sphere, and for the purpose of this research, the term middle managers is ascribed to academic deans and is used interchangeably in the research. In light of the managerialism discourse on higher education institutions, academic deans are seen as those agents aligned to the strategic, corporate goals of their institutions. They are responsible for enacting and transmitting the institutions' core goals and strategic agenda within their colleges (Clegg & McAuley, 2005). Likewise, deans are considered the key agents for communicating core values, mission, and purpose throughout the institution and beyond. Ascribing deans to middle-managers is based on the premise of their responsibilities of leading their college through the development and maintenance of a shared understanding of the college's purpose; managing the responsibility of control delegated by senior management, and their membership in the policy-making bodies of institutions (Roaden, 1970). Beck and Plowman (2009) aptly noted that

> middle managers are individuals who make decisions about how to implement the
> organization's strategic objectives .... Middle managers interpret information and
> knowledge from top managers to make it meaningful to those below them in the
> hierarchy who are responsible for technical activities. At the same time, they interpret
> information and knowledge from functional managers about technical and day-to-day

realities of the organization... They then select those pieces of information that need top management attention. Thus, middle managers are responsible for interactions with those above them, with those they supervise, and with their peers. (p. 912)

Middle managers are those responsible for implementing and executing the institution's strategic plan mandates and are the conduit between senior management and the faculty they represent. As such, deans are also ascribed as leaders responsible for the governance of their colleges, representing faculty and the college to administration and external stakeholders.

New Public Management. The notion of New Public Management (NPM) is a strategy implemented by government/states to modernize or reform their business environment by employing corporate-like strategies to increase efficiencies and effectiveness. The implementation of NPM in publicly funded institutions sought to increase efficiencies and effectiveness through budget cuts, increased demand for accountability, competition, privatization, user fee charges, decentralization, strategic management, and performance evaluation, to name a few. Some or all of these strategies/measures currently exist in the institutions studied.

Role ambiguity. Role ambiguity occurs when the incumbent of a job position is unclear about the roles, functions, expectations, responsibilities, and goals associated with the job. That is, the job is not clearly defined, resulting in ill-defined: objectives, expectations from various constituents, responsibilities, and challenges in prioritizing responsibilities (English, 2006).

Role conflict. Role conflict arises when a job holder has responsibilities to two or more constituents with different expectations. These conflicting expectations may frequently interfere with how the job holder fulfills his/her responsibility to each constituent (English, 2006).

Self-efficacy. Self-efficacy is considered to be an individual's conviction of his/her capability to strategically engage in organizing and effectively implementing specific plans to

meet targeted objectives. To successfully navigate the various challenges of uncertainties, unfamiliar terrain and/or information inconsistencies, Stajkovic and Luthans (1998) argue that an individual has to have "convictions (or confidence) about his or her [sic] abilities to mobilize the motivation, cognitive resources or courses of action needed to successfully execute a specific task within a given context" (p. 66), especially given the complexities of HEIs and the complex nature of the roles and responsibilities of academic deans.

Tolerance-Intolerance of Ambiguity. Stoycheva (2002) defined ambiguity tolerance as "the way people perceive, interpret, and react to ambiguous situations" (p. 35). That is, an individual's perception of ambiguous situations determines whether there is tolerance or intolerance to uncertain, unfamiliar, novel, complex and or insoluble situations (McLain, 2009).

U15 Research-Intensive Universities. A group of 15 universities in Canada characterized by their intensive research nature, and according to Lacroix and Maheu (2015), these institutions "stand out for the intensity of their scientific endeavours and the way they are integrated into graduate studies, especially at the PhD level" (pp. 130-131). These institutions own 81% of patents for Canadian universities and have a monopoly over contracted private sector research at 83%, with an annual research capacity valued at $8.5B (u15.ca).

Researcher's Background

I spent most of my formative adult years in administration at a higher education institution, where I had the opportunity to engage with both mid-level and senior leaders. My interactions with the institution's managers and leaders are the triggers for my interest in the scholarship on academic deans. During my stint at the institution, I experienced significant changes in the management and leadership of the institution as different academics transitioned to decanal positions [as well as that of president/principal] over several terms. Deans served four-year stints or a double term on renewal of the decanal contract and five years in the case of

the presidency. Of significance are the experiences garnered in recent years, observing senior managers, deans and faculties engaging in sometimes heated discussions in meetings on the expectations and demands of deans. There were also questionable comments from faculty colleagues that portrayed conflicting and contrasting perspectives of deans' roles.

Further, it became clear that some of the challenges deans and faculty members struggled with needed to be addressed. For example, as the government funding to the institution reduced annually, the need for grant funding and public-private partnerships became more apparent. However, there were still some levels of resistance from faculty members, particularly those whose academic discipline did not appear to allow them to compete for external grant funding.

The interactions were unsettling. Only in a position of privilege or pursuant of scholarship in the field does such awareness of the discrepancies in universities come to the fore. My decision to undertake scholarly work on mid-level academic leadership in higher education institutions was prompted by on-the-job experiences, from observations that there is a need for professional development for academics who ascended to the role of middle managers, and to get a better understanding of the expectations as opposed to the realities of what deans do. Those preliminary ideas provided the impetus for this study, with attention to external factors and their perceived influences on the roles of academic deans. The increased complexities in HEIs resulting from the influences of various external factors, in particular, the neo-liberal managerialism phenomenon and the demands being applied to autonomous institutions, have since held my interest.

My experiences of working closely with academic deans, having inside knowledge of their exchanges and to some extent, perceptions on how the roles of middle managers have evolved, contribute to any biases brought to this study. However, there is much benefit to be had

from this research in that the study adds to the body of knowledge on managerialism in HEIs in Canada and the role conflict and ambiguity perceived by academic deans.

Additionally, data from the research informed capacity building needs of the academic deans who participated in the study. The identified competence needs, and the proposed professional development skills can guide the preparation of academics who serve as administrators, and faculty members who aspire to positions in university administration.

Organization of the Thesis

The thesis is organized into six chapters. Chapter one introduces the research and provided a background to the evolving roles of deans in HEIs. The purpose for which the research was conducted, and the questions addressed in the research are also captured in chapter one. A description of the study, assumptions, delimitations, and limitations are also delineated in this chapter, as well as a glossary of key terms used throughout the study.

Chapter two examines the current body of knowledge that supports research on academic deans. In particular, the chapter reflects on the literature which debated the roles of academic deans from the development of the decanal position to the currently evolved state and referenced an overview of the governance of HEIs. The chapter also provides details of managerialism in the academe and a brief history of the development of higher education institutions in Canada. Additionally, chapter two details the conceptual frameworks used to guide the research (managerialism, role conflict and ambiguity, self-efficacy, and tolerance-intolerance for ambiguity), culminating with a synthesis and a summary.

The research design for the thesis is outlined in Chapter three. Chapter three details my philosophical underpinning in relation to the study and discusses the methodology employed for conducting the research. Additional details included in chapter three are discussions on the instruments I used to collect data for the study, the process of data collection and analysis, and

details of the integration of the data. Chapter three also provides information on the ethical considerations of the study.

In Chapter four, the analyses of the findings from both the quantitative and qualitative phases of the study are discussed. Chapter four includes the statistical analysis of the results of the survey in its totality as well as highlights the statistical analysis of the survey to depict deans' perceptions of the presence of managerialism and their responsibilities, perceived role conflict and role ambiguity, their tolerance for ambiguity and information regarding their perceived self-efficacy. Additionally, chapter four focuses on the findings of the qualitative phase from interviews as well as the findings from a review of the position descriptions and policy documents governing academic deans.

Chapter five presents a visual display of how the results from phases one and two were integrated and discussions on the overarching findings of the research in relation to the research questions, including a discussion on recommendations for capacity building. Chapter six provides an overview of the study with a reflection on the methodology and summarized answers to the research questions. The chapter also includes contribution to theory, implications for policy, practice, and opportunities for future research. The chapter advances recommendations for further professional development for the academic deans and concludes with some culminating thoughts and final reflections.

Chapter Summary

Chapter one introduced the study with a brief background to the problem. The introduction sought to inform readers of the basis on which the study was conceptualized and was further expounded on in the statement of the problem. The chapter also included information on the significance of conducting the research and the various assumptions about the study phenomena. The chapter further provided information on delimitations and limitations of the

study, with key terminologies found throughout the study. A brief background on my

positionality was included to facilitate readers' understanding of the premise on which the

research was conducted. Lastly, an outline of each chapter for this study was provided.

Chapter 2

Literature Review

Research on the roles and competencies of deans in higher education institutions is far from novel. However, there is limited research on role conflict and role ambiguity of academic deans in higher education institutions, with scant research on managerialism in U15 research-intensive universities in Canada. Academic deans play a pivotal role in HEIs, but for years, by the very nature of the deanship, deans appear to be "in the center of controversy, conflict, and debate; they play the role of coalition builder, negotiator and facilitator" (Rosser et al., 2003, p. 2). They are the key link between faculty and administration. Lavigne (2018) noted that the position of "deanship is conceptualized as a posture between imperatives framed as incommensurables: those of Central Administration, deemed managerial, and those of the faculty, deemed collegial" (p. 21). The literature suggests that expectations of academic managers, in particular deans in higher education institutions, place these administrators in a precarious position - a position of conflict and ambiguity (Wolverton et al., 2001). That is, academic deans have a dual role or "double allegiance" (Rip & Kulati, 2015, p. 107). There is allegiance to senior management or the university, as well as to their colleges and or schools, with varying pressures and competing demands, sometimes resulting in tensions between constituents (Bess & Dee, 2008; Spitzberg & Morris, 1982).

These strains may be exacerbated if, tenured track academics, turned deans/administrators do not have the relevant training or experience in leadership, business and management to enable them to deliver on their roles (Morris & Laipple, 2015), especially with multiple competing expectations by colleagues, senior administrators, students, and external stakeholders adding to these pressures. Wolverton et al. (2001) argued that although more than 60% of academic deans have previously held administrative positions, they are nonetheless ill-

prepared for the unclear roles, fiscal burdens, and increased demands of accountability and efficiency – among other challenges previously mentioned. It would, however, appear that the responsibilities of deans were once straightforward and less sophisticated, with the main responsibilities being the recruitment of faculty, budgeting, and curricular development, with managing staff morale and relations being the most challenging, according to Wolverton et al. (2001). However, as HEIs evolved and grew into complex organizations, so too have the demands on leadership. In effect, so too have the roles of academic deans which now engender greater administrative, financial, marketing, and ambassadorial responsibilities, among others.

With the perceived discrepancies and fluid expectations surrounding the roles of academic deans, and the importance placed on the efficient functioning of those incumbents (Kallenberg, 2015), scholarship is necessary to understand the current nature of decanal roles. Finkelstein et al. (2011) reported that, at the expense of faculty and central administration, there is an increase in fiscal priorities in some HEIs by these administrators. They argued that at the same time, there is a perception that there is "no change or a modest increase in administrative competence and faculty institutional engagement" (Finkelstein et al., 2011, p. 211). On the contrary, deans are considered to be the catalyst behind a college's success or failure, with the responsibility of leading their college, faculty, or school (Wolverton et al., 2001). This scenario is one example of ambiguity in the roles of deans.

It, therefore, stands that at minimum, mutual understanding among constituents of the roles and functions of academic deans is important. Any gap in competing expectations of the roles and the actual roles deans undertake may result in ambiguity which may lend itself to various forms of conflicts among the constituents at all levels, (Boyko & Jones, 2010; Rizzio et al., 1970; Wolverton et al., 1999). This ambiguity often includes conflicts between deans and faculty members; conflicts between deans and senior administrators; conflicts between deans and

external stakeholders, and not by any means the least, conflicts between deans and the institution's main stakeholders – students. Or, in keeping with the managerialist language, their customers. Such a scenario may arise due to the varied perceptions of the responsibilities of deans in higher education institutions and deans' lack of a clear understanding themselves of what their roles demand. Bess and Dee (2014) argued that tensions sometimes arise between faculty and administration over budget cuts and decisions to reorganize, resulting in animosity among constituents.

The potential conflicts that may arise as a result of ambiguity with the roles of deans and misaligned expectations among the various groups may warrant addressing, or at least an awareness of the processes of deans' responsibilities, to mitigate against any misunderstandings of faculty. Critical to functioning in ambiguous territories is the appreciation for ambiguity or tolerance for ambiguity. Accepting that human beings are predisposed to exploring novel situations and engaging in problem-solving, tolerance for ambiguity facilitates creativity and proactive responses to challenges, according to Stoycheva (2002).

Further, Runco (2014) noted that "tolerance of ambiguity may allow the person to deal with the ill-defined nature of problems that have creative potential. It may also allow them to tolerate the range of options that should be considered" (p. 674), as is the alleged situation with the conflicting demands on academic deans and the complexity of their roles. Hoyle and Wallace (2005) and Wilkinson (2006) concurred that there is a synergistic relationship between ambiguity and complexity. Ambiguity thrives on complexities, and complexities create ambiguities (Wilkinson, 2006). Furthermore, in examining ambiguity, there appears to be a relationship between tolerance for ambiguity when navigating complexities and an individual's perceived self-efficacy or ability to successfully fulfill the leadership function (Kajs & McCollum, 2009).

In this literature review, I presented the scholarship related to the history of HEI in Canada, funding of HEIs, and a discussion on the managerialist culture in the academe, which looks at the changes brought on by managerialism in HEIs. The literature review further explored the evolution of deans, and subsequent governance reform in HEIs purportedly brought on by the massification of higher education and an examination of the current dynamics of the roles of academic deans. Also included is a conceptual framework used to explore the research problem of managerialism in the academe, academic deans' responsibilities, role conflict and ambiguity, tolerance/intolerance of ambiguity and self-efficacy. The conceptual framework, role ambiguity and self-efficacy theory provided a perspective which depicted an integrated relationship between managerialism and the roles of academic deans.

Growth and Development of Higher Education in Canada

As higher education institutions are constantly changing and have been since inception in respective territories, it is critical to provide a summary of the development of higher education in Canada to understand the growth and transformation of these institutions over time. The ambiguities of decanal roles, as well as the uncertainties in the institutions' environment being examined, are arguably resultant of the growth and development of HEIs.

Universities were established in Canada after becoming a British colony, with the first universities in the colonies of Nova Scotia, Quebec, New Brunswick and Ontario (Cameron, 1997). These were the four provinces created from the colonies from the British legislation, the British North America Act (BNA) of 1867 (Jones, 1997). Other colonies later became members of the federation, with Saskatchewan joining in 1905 (Jones, 1997). The BNA gave provinces authority for their education and although the government plays a significant role in higher education in Canada, the country does not have a department of education within the federal government, but at the provincial level (Jones, 1997).

Jones (1997) argued that Canada does not have a higher education system but a "unique network of postsecondary structures and policies" (p. 1.), which is influenced by each province's dynamic culture, federalism, geographic location, and language. In each province, the government assigns a member of the cabinet responsibility for higher education. There were coordinating structures providing advisory support for higher education in some provinces. These intermediary bodies acted as a conduit between the institutions and government and provided support for the regulation and coordination of provincial universities (Jones, 1997). Saskatchewan and other provinces later discontinued the use of such coordinating bodies.

University Governance in Canada

University governance can be understood from various perspectives that are also aligned with the context of the institutions. Marginson and Considine's (2000) delineation of the governance of universities proffers it to be

> the determination of values inside universities, their systems of decision-making and resource allocation, their mission and purposes, the patterns of authority and hierarchy and the relationship of universities as institutions to the different academic worlds within and the worlds of government, business and community without. It embraces 'leadership,' 'management' and 'strategy.' (p. 7)

This definition highlights the relationship of higher education institution, not just internally, but how these institutions are interdependent on the external environment within which they operate. To a greater extent, there are influences from the government which guides the way policies are developed for universities. Similarly, Birnbaum (1988) saw governance within higher education as "the structures and processes through which institutional participants interact with and influence each other and communicate with the larger environment" (p. 4).

In discussing the governance of Canadian universities, it should be noted that Canada's universities were established under distinctive charters or statutes as "private not-for-profit corporations" (Jones, 2002, p. 219) with most universities having a bicameral governance structure, while others have a unicameral or tricameral governance arrangement. Jones, et al., (2001) opined that the bicameral structure of governance serves to "balance public and academic interests within the formal, corporate governance structures of the university" (p. 136). The bicameral structure is organized around two governing bodies, the Board of Governors or a corporate board and the Senate, while the tricameral structure has an added layer in that of the University Council. The Board of Governors includes mostly representatives external to the institution (appointed by the provincial government or through alumni election). The governing board is generally responsible for the university's administrative and financial affairs, property development and capital assets, and appointment of senior university officers including the president to name a few. The Board is the organisation tasked with representing the interests of the public by providing oversight of governance practices (Jones et al., 2001). In a tricameral governance system, the University Council directs and oversees the institution's academic affairs which involves the granting of academic degrees, provides authorization for new colleges and departments and grants scholarships etc. while the senate is the avenue which provides a voice for various university stakeholders (students, community etc.) into the affairs of the university.

Generally, in a bicameral system, the Senate has responsibilities for academic matters (tenure and promotions, faculty council and associations, establish and manage academic programs) and includes academic administration, faculty members and students (CAUT, 2011; Jones, 2002; Mackinnon, 2015). The composition of the structure of the senate and board of governors allows for a balance of power which reflects a model of collegial decision-making and shared governance in universities. However, Woodhouse (2019) pointed to a steady decline in

collegial governance as senior administrators implement what he calls a "hierarchical model of decision making borrowed from the corporate sector that is alien to the collegium" (p. 115).

Universities in Canada are normally perceived as institutions with high levels of autonomy and academic freedom to undertake academic pursuits among a community of scholars, supported by collegial governance without interference from external forces (Jones, 2002). Woodhouse (2019) indicated that the undermining of collegial governance and academic freedom was initiated when the Canadian government defunded the universities, but the critical moment was the establishment of the Corporate-Higher Education Forum (CHEF). CHEF's market-oriented goal included a plan to ensure universities were defunded as well as to incentivise universities for developing corporate partnerships through a "matching fund" program (Brownlee, 2015. p. 141). The way which some universities in Canada are organized, with corporate managers or directors of corporations at the helm of the institutions board of governance, appears to influence the power dynamics within the academe.

A White Paper by the Confederation of University Faculty Associations of British Columbia (CUFA BC, 2020) titled "*Recalibrating University Governance: Restoring Collegial Engagement in Decision Making*" asserted,

> university governance is in crisis at British Columbia's institutions. It has been eroded by decades of chronic underfunding and corporate-oriented government policy. The balance of power has shifted over time, concentrating in the hands of a select few - senior administrators and boards of governors - and effectively marginalizing faculty involvement in university governance. This crisis, however, is emergent. We believe it is possible to restore university governance to a more democratic and collegial state, one that enshrines public accountability and transparency. (para. 1)

A similar article was published by the Canadian Association of University Teachers (CAUT, 2021) which speaks to the erosion of collegial governance in the University of Alberta, given the boards authority to override or disregard an important recommendation made by the institution's faculty council. Nonetheless, unionized faculty associations in some Canadian universities facilitate the process of reinforcing the rights of faculty members and students. The unions have clear demarcations between university management and academic authority which define roles, responsibilities, and various policy information (Boyko & Jones, 2010). Department chairs are represented by the bargaining unit while academic deans are considered out of scope. However, there is a lack of current information on how faculty associations impact university governance decision making.

Funding of Higher Education in Canada

Universities are funded by operational grants, provided by provincial governments, with most of these universities governed by a bicameral model of governance. Even though provinces had responsibilities for higher education, following World War I, there was an initiative to encourage the federal government and private sector entities to invest in research for the successful recovery of the economy which was rife with international competition following the war (Jones, 1997). A National Research Council was established in 1916 which depended heavily on major universities for their research expertise and resources in return for scholarship and grant funding (Cameron, 1997). "This initiative effectively secured the federal government's preeminence in the field of university research" (Cameron, 1997, p. 10), but following the aftermath of World War II and the Depression, the financial challenges of universities were exacerbated (Savage, 1980). Post-World War II brought the start of the massification of higher education, driven by the influx of more than 53,000 veterans entering universities, significantly increasing the student population and creating a strain on the institutions' infrastructure (Savage,

1980). University presidents lobbied the government for grant funding to offset increased costs and to improve their ability to meet new demands that came with the influx of veterans to the institutions (Savage, 1980). The government responded by introducing a short-lived veteran program in which "$150 per capita grants [were provided] to each discharged man or woman at a Canadian university, a system which, at its peak in 1946-47, cost $37,000,000" (Savage, 1980, p. 78). The veteran program was reduced significantly to $9,000,000 and disbanded shortly thereafter (Savage, 1980). "Tuition fees had risen to the extent that students were paying 40 to 50 percent of the costs of their education" (Savage, 1980, p. 77), while government contribution was reduced drastically.

A Report of the Royal Commission of Canada recommended the process of engaging the federal government took much lobbying from stakeholders, such as university representatives and senior government officials of the federal government, to solicit further funding (Angus, 1951). Additionally, the 1951 Massy Commission report emphatically declared the importance of universities to the nation, stating that "universities are provincial institutions, but they are much more than that. They also serve the national cause in so many ways, direct and indirect, that theirs must be regarded as the finest of contributions to national strength and unity" (Royal Commission on National Development in the Arts, n.d., p. 132); to that end the federal government conceded.

According to Cameron (1997), on account of the declaration put forward by the report of the Massey Commission, much lobbying by university presidents (Savage, 1980) and subsequent approval for continued federal funding to universities and colleges, the initiative provided much-needed support to universities, but evoked "intergovernmental tug-of-war" (Cameron, 1997, p. 12). Universities and colleges received grants during the period 1951-1952, with provinces allotted fifty cents per capita for distribution among institutions based on enrolment. This

initiative of federal funding to universities was not well received by all provinces. Québec clamoured for federal funding to be relinquished and influenced universities within the province to reject federal grants even though institutions suffered from the loss of funding (Cameron, 1997; Savage, 1980). Nonetheless, the federal government saw the need for funding higher education and introduced new programs to accommodate the demands and expansion of universities caused by the massification of higher education. They also provided increased funding for construction.

Research funding to universities also grew significantly during the late 1970s, with funding geared towards purchasing equipment and securing of technicians, firstly for the sciences under the National Research Council (Savage, 1980) and further expanded to other key areas. Nonetheless, political influences played a critical role in the funding of postsecondary education. As such, constitutional reforms propelled by neoliberalism and globalization resulted in erratic funding arrangements by both federal and provincial governments. Consequently, the withholding of or reduction in government funding to universities has pushed universities to become self-sufficient and self-sustainable while expected to meet governmental demands of increased accountability (de Boer & Goedegebuure, 2009).

In light of the economic downturn in the mid-1990s, provinces across Canada experienced significant reductions in federal funding resulting in provincial governments reducing their contribution to HEIs (Lacroix & Maheu, 2015). Resultant of this move, HEIs have had to find alternate funding sources, all while grappling with pronouncements of impending performance-based funding. Albeit, with the massification of higher education and the increased focus on funding by the administration, there was an augmented disconnect from faculty (Young, 2005). Lacroix and Maheu (2015) noted that research universities had to intensify their income-generating activities through targeted sources, such as private enterprises, alumni and various

non-governmental organizations (NGOs). In fact, universities and corporate entities established the Corporate-Higher Education Forum in the early 1980s. Maxwell and Currie (1984) explained that "corporate collaboration helps to optimize the use of Canada's limited human, financial, and physical resources in research and education while tuning the research effort and the university curriculum more closely to the needs of the marketplace" (p. 2). Public-private partnerships provided a revenue stream for universities to fill the deficit which resulted from the reduction in government funding (Buchbinder & Newson, 1990).

Reinventing HEIs for Sustainability

Universities globally are existing and operating in a competitive environment, with competition extending to all levels of the spectrum – from individual faculty vying for the most prestigious funding opportunities to the institutional level with competitions within and across institutions for different funding opportunities (Lacroix & Maheu, 2015). The shift from government funding to that of other funding sources has no doubt brought about new funding regimes for HEI (Deem, 1998; Sörlin, 2007). One such regime is that of increased accountability to include performance-based management (Sörlin, 2007), as seen in institutions in Ontario and Alberta (CAUT, 2020; Greenfield, 2019; Usher, 2020), with other provinces experiencing varying degrees of reforms in the HEIs.

There is also a perception that universities which were initially established to serve as a public good, with a focus on teaching and learning have become research-intensive institutions with an emphasis on commercialization of research and privatization (Diefenbach, 2009; Lacroix & Maheu, 2015; Marginson, 2009; Pocklington & Tupper, 2002). Shore (2010) argued that the notion of access to higher education as a public good for producing an educated society has taken on a new paradigm, that of "individual economic investment" (p. 15), giving rise to a sustained increase in user-pay fees and institutions operating like corporate businesses.

In the formative years, similar to universities in the United Kingdom and the United States, HEIs in Canada were established and directed by various religions, which differentiated them. However, their core mission focused on teaching and learning (Pocklington & Tupper, 2002). With the need to remain relevant and competitive, as well as the increased emphasis on research over the last two decades, universities appear to now have similar interests and priorities (Pocklington & Tupper, 2002). Several universities are engaged in collaborative relationships, establishing a global network of research-intensive universities.

In the mid-1980s, five research-intensive universities in Canada joined forces to advance their shared interests and collectively strategize on advancing their research at the provincial level (U15.ca). In successive years, 10 additional universities joined the alliance to form the group of Canadian universities, referred to as U15. The institutions are research-intensive universities that benefit from more than 70% of grant funding competitively allocated in Canada (U15.ca).

With CoVid-19 disrupting various activities of universities, resulting in an increased dependence on technology, institutions need to engage in further strategic planning, flexible policies and institutional practices that allow for agile adaptations to meet the challenges and demands of our even more unpredictable, ever-changing world. The art of decision-making and effective communication were crucial skills for academic managers during the peak points of the CoVid-19 pandemic.

Managerialism in Higher Education

In explicating the managerialism phenomenon, Shepherd (2018) argued that there is a somewhat blurring of the concept, noting that "the difficulty of defining managerialism is compounded by blurred boundaries with cognate concepts, such as New Public Management (NPM) and neoliberalism" (p. 1668). This statement suggests an overlap in defining the

concepts, and as such, the terms are often used interchangeably. However, according to Brownlee (2015),

> the ideology of managerialism holds that public institutions, including universities, should emulate the efficient organizational models in the private sector. These models include close monitoring of employee and institutional performance, the pursuit of key financial targets, benchmarks and "best practices," and the widespread use of accountability measures. (p. 182)

On the other hand, Gruening (2000) viewed new public management as a movement that "began in the late 1970s and early 1980s" (p. 2), with government representatives in the United Kingdom and America being the first practitioners. Gruening (2000) reported that NPM was proposed to be a more efficient way of governing publicly funded institutions. This ideology is characterized by: "budget cuts; performance auditing; accountability for performance; privatization; decentralization; strategic planning and management; competition; performance measurement; freedom to manage; changed management style and user charges" (Gruening, 2000, p. 2). These NPM practices are akin to the associated behaviours of managerialism which seek to increase accountability, efficiency and effectiveness. Meek et al. (2010) are of the opinion that new public management is "more of a set of ideological assumptions about how public institutions should be run, than a well-thought through strategy for improving the efficiency and effectiveness of how they are actually managed" (p. 40). Yet this ideology appears pervasive in HEIs, for example, principles of managerialism, which engender the use of business or corporate-style protocols in publicly funded institutions. Andrews (2006) proffered that HEIs are driven to undertake corporate-like practices in a bid for sustainability, citing that "different circumstances led institutions to increase their reliance on corporate practices over the last several decades" (p. 16). Corporate models espoused in HEIs may vary from institution to

institution. Brownlee (2015) argued that there is an evident shift in how universities in Canada are managed to one using strategies reflecting business models.

NPM is so multi-dimensional that the implementation of its core principles was appropriately compared to a chameleon that changes to fit with whichever context it is being applied (Pollit, 2007). This comparison suggests that there is no 'one size fits all' framework for the implementation of the core elements and principles of NPM in HEIs. Hence, in implementing NPM in any institution, consideration should be given to the contextual nature of the institution (Hood, 1995). Broucker and de Wit (2015) support the contextual application of NPM, noting that while features of NPM that exist in HEIs are common among some institutions, especially in member states of the Organization for Economic Corporation and Development (OECD), it is important that consideration is given to the contextual approach in the interpretation and implementation of NPM policies in HEIs. However, data on the presence of managerialism showing the contextual facets of NPM or the practices under managerialism appear inaccessible. Some of the common features of NPM principles adopted by universities include corporatization and market-based reforms; governance reform, increase in public-private partnership, commercialization of research output, customer pay scheme, and increased accountability (Marginson, 2009; Mok & Lo, 2002). To reiterate, considerations of the interpretation and implementation of NPM should be given on the premise of the complexity of the nature of higher education institutions and an examination of the institutions' geographic locations, cultural and situational contexts. In institutions globally, several researchers (Boyko & Jones, 2010; Broucker & de Wit, 2015; Carvalho & Santiago, 2010; Osei, 2007; Pechar, 2010) have shown how elements of new public management have infiltrated universities, either through incremental stages or through deliberate means to reform governance.

The practices that come with these assumptions have been weaving their way through higher education institutions with countries such as New Zealand, Australia, and the United Kingdom embracing the demands of the not-so-new public management system of managerialism through a corporate-like mode of governance (Boyko & Jones, 2008). For more than two decades, there has been an emphasis on higher education institutions to change the manner in which the institutions are governed to adopt what is touted as a more effective and efficient approach using corporate management approaches. Various factors have been the driving forces behind the call for universities' governance reform. Some of these factors are said to be a result of the "neo-liberal ideology" (Austin & Jones, 2016, p. 165), globalization, technological advancement, and internationalization, among others. These factors contributed to significant changes in the landscape of higher education institutions. The major neo-liberal repercussion to higher education institutions is that the state has become less involved in policy directions of universities, but plays "more of a regulatory and market facilitative role" (Austin & Jones, 2016, p. 166). This involvement constitutes a demand for increased accountability, despite a sustained reduction in government funding.

Universities in Canada are also assuming some characteristics of managerialism, with expectations of institutions engaging in commercialization, performance measurement, increased focus on customer service and public-private partnerships, among others (Pocklington & Tupper, 2002). The most recent strategy implemented is performance-based funding in Ontario post-secondary institutions under the guise of accountability, efficiency and transparency, with the government using metrics which are aligned to its priorities rather than the universities' (CAUT, 2020; Greenfield, 2019). Similarly, post-secondary institutions in Alberta implemented a performance-based funding scheme as recently as January 2020 linked to 20 key indicators, which many argue is unrealistic (Usher, 2020), especially in the wake of the CoVid-19

pandemic. Notably, it has been reported that "the amount of funding tied to performance outcomes [was set to] begin at 15 percent of operational funding for 2020-21 and gradually increase to a maximum of 40 per cent by 2022-23" (Alberta, 2020, para. 8).

Strategies such as performance-based funding schemes are practices of managerialism. In essence, managerialism has implied that the use of market principles directed by strategies of corporate-like governance carries with it a more efficient set of practices that will enable increased efficiencies, accountability and cost-effectiveness (Davies et al, 2002; Mok & Lo, 2002). As such, universities are being subjected to new accountability requirements and pressures from various stakeholders that require a re-examination of how institutions are governed (Boyko, 2010; Davies et al., 2001; Middlehurst, 1999; Mok & Lo, 2002). Brownlee (2015) indicated that in Canada, "managerialism has moved into the university, through the centralization of administrative power, the incorporation of performance indicators, ranking systems and marketing techniques into university management, as well as the suppression of academic freedom" (p. 66). The proposed corporate-like way of managing HEIs has arguably resulted in a paradigm shift with implications for various management positions, such as the decanal position. Researchers have suggested that one such shift resulting from the imposition of managerialism in higher education institutions appears to be an undermining of the collegial culture, which Tolofari (2015) implied may be a deliberate attempt to disrupt the status quo.

Austin and Jones (2016) agreed that there is a shift from the collegial type of shared governance within universities to a more executive type of leadership practices, where managers with corporate world experience have replaced academic leaders. That is, there is a deviation from the traditional collegial model to embrace that of a more managerial or corporate-like model of governance. Currie et al. (2003) stated that it is not only government ministers but also university administrators who are of the opinion that the collegial model of decision-making can

no longer suffice. They argued that executive leadership is more appropriate for governance, while students and faculty perceive this strategy as a means of power redistribution (Currie et al., 2003) with concentrated decision-making authority at the central level, board of governors and deans of faculties (Lazzeretti & Tavoletti, 2006).

Austin and Jones (2016) noted that there is evidence that some "universities have become managed entities in which the executive leadership is strengthened, and incentive steering, quality assurance, evaluation and accountability have all taken root" (p. 171) in their drive to adapt practices and the ideology that is managerialism. Shepherd (2018) cited managerialism as a practice that "is not only important, but also a good thing: a progressive social force with the capacity to solve a range of economic and social ills" (p. 1673). Whitchurch and Gordon (2010) advanced a distinctive set of the features of managerialism in universities. The features include:

> The introduction of an ethos of 'enterprise', whereby institutions are expected to foster activities the prime aim of which is to generate income. Government policies that stress the role of universities in serving socioeconomic agendas, and require them to become more market-oriented. Within institutions, increased competition (and competitive behaviour) for resources. Increased control and regulation of the work of academic staff by those with management responsibilities, be they professional or academic managers, reflecting increased accountability by government via, for instance, national teaching and research assessment processes. A perceived transfer of authority from academic staff to managers, accompanied by a weakening of the professional status of academics. The separation and even polarisation of academic and management activity. (p.5)

Austin and Jones (2016) suggested "an ideological shift that advocates for quasi-market principles, private or corporate sector management techniques and a minimalist state, but not a passive one" (p. 167). Davies et al. (2001) highlighted that "previous models of governance

based on the notion of collegiality do not sit comfortably with pressures from customers who expect a business-like response in dynamic situations" (p.1025), as is the current environment of HEIs. In some institutions, however, there appear to be elements of both the collegial and managerial models coexisting to create a hybrid model "drawing on a number of different ideas and organizational types and forms" (Deem, 2007, p. 50). Hybridization of the models is possible considering the various models and belief systems that are manifested in the governance and management of higher education institutions (Meek et al., 2010).

Newman (1987), on the other hand, associated these changes with the intrusion by governments, even though he believes that often, some of these intrusions are a result of unintended outcomes by universities and their processes. He opined that government intrusions can sometimes be counterproductive. As a result, the operations of universities may be inhibited. Newman (1987) further noted that government engages in wielding its political power for personal gains, sometimes under the guise of strategic priorities (Newman, 1987; Shore, 2010). McDaniel (1996) supported this argument, positing that some of the regulations or policies in place to govern higher education institutions are merely acts of "intrusion in academic affairs" (p. 140) as they were not initially developed to serve these institutions. The performance-based initiative, for example, has been criticized as a

> reckless approach to funding [which] provides only the illusion of accountability. When tied to funding, all these indicators are likely to measure is the capacity of the institutions to manipulate internal processes and metrics in attempts to meet the government's arbitrary criteria. (Sapra, para. 30 in Reimer, 2021)

Even with the recent erosion and first-ever insolvency of a government-funded institution in Canada, arguably resulting from lack of transparency, an infestation of years of mismanagement, with sustained budget cuts and tuition freeze (Greenfield, 2021), there is still a

pushback against government managing from afar and the implementation of governance changes. Constantineau in Greenfield (2021) argued that

> the minute you start looking at a university as a business, you have embarked on a slippery slope. We know that universities have a much broader role than simply contributing to the economy of a region. As soon as you start counting widgets and lose sight of the broader role, you're in trouble. (para. 68)

Nonetheless, it would appear that the status quo and traditional way of thinking about how higher education institutions are to be run is being challenged (Mandernach et al., 2015) as evidenced by the various changes in the roles and even the notable titles that are now ascribed to leaders in universities, to include chief executive officers.

That is, despite some resistance, the thrust towards managerialism in HEIs is purported to push universities to become more financially self-sufficient and innovative, on the premise that universities are tasked with becoming the drivers in creating knowledge economies, even during a time of austerity. These changes have left lingering questions for universities. Marshall et al. (2010) argued that universities would become more aware of issues concerning "who are we as an organization?, what do we value?, what do/should we do?, how do/should we do it? And why are we important?" (p. 42).

As summarised by Diefenbach (2009), the proposed strategy for publicly managed institutions has three major orientations, "market-orientation (commodification of services under the slogan of 'value for money'); stakeholder-orientation (meeting the objectives and policies particular of strong and influential external stakeholders); and customer-orientation (service delivery from a customer's perspective)" (p. 894). The question has been asked though whether a new public management approach is a suitable model for higher education institutions, given the complex nature of these institutions and the purpose for which they were initially intended.

Appropriately questioned, as the very assumptions of new public management, are in stark

contrast to the fundamental principles of the purposes of public services and the entities thereof.

That is, the nature of public services allows for a certain entitlement of the services for the public

good, irrespective of an individual's ability to pay (Kirkpatrick et al., 2005). This value change is

obvious in terms of the noticeable effects increased tuition rates for higher education have had on

students and families, for example. Students are now required to pay their way for higher

education at increased rates of tuition, a result of the reduction in government funding. The

perspectives of various researchers (Brookfield, 2005, p. 165; Haque, 1999, pp. 448-69; Hoggett,

1996, p. 14; Kirkpatrick, et al., 2005, pp. 3, 48) as summarised in Diefenbach (2017), is that new

public management

> while creating new value along the lines of abstract quantification and monetarization at
>
> the same time, it ignores, reduces, damages or even destroys many other values; the
>
> traditional public service ethos and its commitment to impartiality, social equality,
>
> integrity, equity and communitarian values, a care for the qualitative dimensions and the
>
> uniqueness of each individual and individual case, the socio-philosophical ideas of
>
> citizenship, representation, neutrality, welfare and social justice. (p. 895)

Contrary to that perspective, since universities are deemed responsible for becoming the

drivers of knowledge economies, there will be a need for the greater establishment of "venture

partnerships" (Olssen & Peters, 2005, p. 313) with industries and businesses. Employing

techniques from the corporate world and developing various strategies should lead to universities

becoming more entrepreneurial in ensuring economic viability. These approaches are key

initiatives behind universities adopting strategies of managerialism and are reflective of three-

year funding agreements tied to performance outcomes being negotiated in some parts of

Canada. One Minister of Advanced Education noted that in "shifting the focus to performance,

we will ensure taxpayer dollars are being used in the most responsible way possible" (Alberta, 2020, para. 5), which is increasing efficiencies across the institutions.

In its simplest forms, managerialism is using private sector/corporate-like strategies or adapting business-like models in publicly governed entities. While this practice may have proven successful for some universities, other institutions appear to be struggling with fully embracing some practices of managerialism. Even though an outcome of managerialism arguably reinforces the quality of service and customer satisfaction, a shift in the mandate of universities changes the nature of the roles of deans who "are at the centre of a university's raison d'etre" (Morris, 1991, p. 8). These new demands on and requirements for academic deans may result in skill deficiencies, ambiguity and conflict, given that the responsibilities of the deanship role engender greater, competing responsibilities to faculty colleagues and various senior administration portfolios (Morris & Laipple, 2015; Wolverton et al., 2001).

Evolution and Development of Academic Deans

The decanal position, established in the mid-13th century, was out of the need to relieve rectors and presidents from their duties (Arntzen, 2016). Later developments resulted in a need for a head of the faculty to be "responsible for administration and teaching, disputations and examinations" (de Ridder Symoens, 1992, p. 112). The literature indicates that at some point during the 1960s, presidents performed the functions of deans, but as institutions grew in student numbers and the external environment changed, a need arose for shifting roles. Deans were then later appointed by presidents on consulting with the board of governors, not faculty, to carry out those functions. During this time, there were no established requirements for the decanal positions, and any new considerations for such a position were based on the reputation of previous position holders (Boyko & Jones, 2010; Wolverton et al., 2001).

In as much as the roles of deans slowly evolved, so as the roles and responsibilities of senior administrators. According to Wolverton, et al. (2001), the major responsibilities of deans 20 years prior to 2001 included the recruitment of faculty, budgeting and curricular development, with managing staff morale and relations being the most challenging. The evolution of deans has been significant over the last two decades, moving from having primary responsibility for students to faculty and budgeting, to undertaking much more complex roles within institutions and the external environment - including becoming diplomats and politicians even (Boyko & Jones, 2010; Santiago et al., 2006; Wolverton et al., 2001).

Governance Reforms in Higher Education Institutions

The approaches being adopted by several higher education institutions under the influence of managerialism are evidenced by the introduction of new roles and titles within these institutions. These roles include "chief financial and operating officers and vice chancellors being referred to as chief executive officers" (de Boer & Goedegebuure, 2009, p. 348). Reform of the governance structure of higher education institutions, inspired by managerialism brings with it a contradictory position that allows for increased autonomy while undergoing a sustained reduction in government funding, with increased demand for accountability and efficiency (Shams, 2019). A necessary change, even in the midst of

> widespread complaints within institutions about "new managerial cultures" driving out the old academic collegial spirit, yet the very complexity of the demands on senior institutional managers make it essential for them to be fully professional. In seeking to achieve this they must learn to adapt commercial management techniques sensitively to the academic environment. (Fielden, 1988, p. 6)

To reflect an overview of the modes governance of universities, Olssen (2000) aptly developed a model from information collected from various research to provide a distinction

between the interacting practices of the managerial culture under neoliberalism and the "liberal professional culture" (p. 175). Table 2.1 articulates the characteristics of the neo-liberal and liberal ideologies observable in university contexts and outlines the difference in responsibilities between the two regimes.

Table 2.1

Contrast between Traditional and Managerial Modes of Governance

	Ideal-Type Model of Internal Governance of Universities	
	Neo-liberal (managerial)	Liberal (traditional)
Mode of control	'Hard' managerialism; contractual specification between principal-agent; autocratic control	'Soft' managerialism; collegial-democratic voting; professional consensus; diffuse control
Management function	Managers; line-management; cost-centres	Leaders; community of scholars; professions; faculty
Goals	Maximise outputs; financial profit; efficiency; massification; privatisation	Knowledge; research; inquiry; truth; reason; elitist; not-for-profit
Work relations	Competitive; hierarchical; workload indexed to market; corporate loyalty; no adverse criticism of university	Trust; virtue ethics; professional norms; freedom of expression and criticism; role of public intellectual
Accountability	Audit; monitoring; consumer-managerial; performance indicators; output-based *(ex-post)*	'Soft' managerialism; professional-bureaucratic; peer review and facilitation; rule-based *(ex ante)*
Marketing	Centres of excellence; competition; corporate image; branding; public relations	The Kantian ideal of reason; specialisation; communication; truth; democracy
Pedagogy/ teaching	Semesterisation; slenderisation of courses; modularisation; distance learning; summer schools; vocational; mode 2 learning	Full-year courses; traditional academic methods and course assessment methods; knowledge for its own sake; mode 1 knowledge
Research	Externally funded; contestable; separated from teaching;	Integrally linked to teaching; controlled from within

	controlled by government or external agency	university; initiated and undertaken by individual academics

Note: Adapted from Olssen (2000)

From all indications in Table 2.1 there is an evident change in how some universities are managed which has implications for academic managers. Moving from academia into a fundamental administration position with very little, or no prior training or development in business and management, may prove to be very challenging for deans, especially those who are keen on contributing to the successful leadership of their colleges, faculties, schools and ultimately the university (Morris & Laipple, 2015). Given the current context of higher education institutions, these mid-level managers who find themselves deficient in leadership and management abilities are expected to learn as they go (Del Favero, 2006). They may encounter administrative challenges different from those experienced in their previous academic roles as they face multiple, competing, sometimes unclear demands and expectations from their colleagues and those to whom they report (De Boer et al., 2010).

Decanal Roles in Higher Education Institutions

The current, complex environmental conditions within which universities operate have brought with them a need for the professionalization of the roles and functions of university administration, including the roles of academic administrators - in particular, the roles of deans or academic middle-managers. Academic deanship is referred to as "the person formally residing over a number of schools or departments and responsible (and accountable) for both its academic and administrative operations" (De Boer & Goedegebuure, 2009, p. 349). "These organisational entities are at the operational base of the HEIs, closest to the action with respect to teaching and research, and best placed for implementing institutional policies and strategies" (Santiago et al., 2006, p. 216) and require deans who can fill those mandates.

While all formal organizations have policies and procedures in place for appointing employees, the process for recruiting academic administrators differs from corporate recruitment strategies. Academic administrators such as deans in higher education institutions were previously appointed to the positions due to their academic prowess, in that of publication output, tenure and seniority (Yielder & Codling, 2004). In other parts of the world, like Canada, Executive Search Committees now have the responsibility for filling these positions based on individuals' administrative and revenue generation abilities (Boyko & Jones, 2010). In fact, in a 2021 article of the Executive Search Review it was reported that "academic institutions continue to pump big fees into the coffers of executive search firms" (Hunt Scanlon Media, 2020, para. 2) as universities are on the hunt for "high profile leaders to take them into new eras of fundraising, digitalization, sports, and in some cases, globalization" (Hunt Scanlon Media, 2021, para. 3).

Some universities in Canada have been accused of engaging in the commercialization of particular products and services through various university-industry partnerships (Pocklington & Tupper, 2002) which has contributed to a change in the core fundamental purpose of universities (Diefenbach, 2017). In a competitive marketplace, these activities are a deviation from academic disciplines and general administrative practices, and privilege such skills as negotiation and marketing, among others, to allow for successful bidding of contracts with industry.

Deans as Academic Leader-Manager

Each institution has its unique challenges, and even within the same institution, challenges will vary from college to college. Entrenched within the realm of universities' governance structures, are challenges faced by incumbents appointed to manage faculties, schools, and colleges. Some of these challenges are deeply embedded within the culture and can be deemed systemic (whether at the institution or college level). Often, these challenges are compounded by factors external to the institutions. Academics generally lead the colleges,

faculties or schools within universities, often ascribed as middle managers or academic deans which Duderstadt (2000) noted, represents "rather lean management, inherited from earlier times when academic life was far simpler, and institutions were far smaller" (p. 12). According to De Boer et al. (2010), "management is not confined to the 'top' of the institution, but cascades down to its constituent parts: the faculties, departments, schools and research institutes" (p. 230).

While there is some kerfuffle about whether academic deans are middle managers or senior leaders, it can be argued that leadership and management go hand in hand. Academic deans are in fact leaders in their designation of having responsibilities for colleges/schools/faculties. Arguably, the functions of leading and managing overlap and are inextricably linked as articulated by Azad et al. (2017), that "leadership is the quality that sets great managers apart from good ones" (p. 1). Ramsden (2003) supports this notion as he opined that

> strong leadership without strong management is a characteristic and disruptive failing of innovative courses in traditional academic contexts. Evidently, strong management without strong leadership contributes to the sense of disempowerment and irritation, and the corresponding culture of compliance and minimal desire to change, which has accompanied numerous attempts to introduce accountability measures and performance management systems in universities and higher education. (p. 109)

Universities' leadership can be grouped into different scopes of authority, including middle management (deans, associate or assistant deans, department chairs) and upper management or senior administration. Unlike corporate enterprises, universities considered to be "loosely coupled systems" (Weick, 1976, p. 3) are faced with a multiplicity of responsibilities to, and demands from its vast and diverse stakeholders, and therefore the leadership of these institutions is likely to require personnel who are multi-talented to execute their roles effectively. The

diverse nature of stakeholders includes boards of trustees, constituents (faculty and students),

administrators, government and the general tax-paying public (Montez et al., 2002). Figure 2.1

illustrates an overview of where academic deans are situated in the institution's structure.

Figure 2.1

An Overview of Universities' Hierarchy

Institutional governance
President, Rector
Vice Chancellor (VC)

Institutional Governance
Vice President, Provost,
Deputy VC

Senior Leadership
Vice Provost (VP) Research, Pro-VC of
Research, VP Teaching and Learning

Faculty Management
Deans of Faculties

Schools, Departments, Center Management
Head of Department, Head of School, Director of Center

Academic Faculty (Principal Investigators)
Professor, Associate Prof., Assistant Prof., Reader, Senior Lecturer, Lecturer

Research Staff
Research Fellows, Research Associates/Assistants, Post-Doctoral Researchers

Note: Adapted from Elsevier and Ipsos MORI (2020). University Leaders: Opportunities and

Challenges

Within the higher education governance system, particularly at the middle management

level, deans were often strongly criticized for not ensuring the relevancy of program offerings in

former years (Montez et al., 2002). Deans, having responsibility for program development and

design, appeared to engage in very little or no strategic measures to ensure that academic

programs were congruent with the demands of the labour market (Wolverton et al., 2001).

Additionally, other early challenges experienced by deans included limited resources, resulting

in classrooms not being adequately equipped for effective teaching and learning. Deans had to

also treat with faculty who were ill-prepared to meet the needs of students who were not quite at the level at which college programmes were taught, suggesting inadequacies in institutions' admission requirements (Wolverton et al., 2001).

The Conundrum of Academic Deanship: The Professionalization of Deans' Roles

From the perspective of the corporate-like model, under the governance ideal of managerialism, deans are considered middle-managers with critical functions of managing not only their faculty but directly contributing to the institution's strategic objectives. That is, a more strategic responsibility has been devolved to deans (Seale & Cross, 2016). These responsibilities require deans' contribution to policy development, institutional strategic planning and development, marketing and being the institution's diplomatic representative. Considering the tenets of agency theory at the micro-level of an organization, devolving this much authority to middle managers can be a tricky one, as there is no real way to control whether deans focus on achieving their personal goals rather than that of the institution (Kivistö & Zalyevska, 2015). de Boer and Goedegebuure (2009) opined that "middle managers are not necessarily supportive to achieving organizational goals but also may (and do) use their position and associated power to protect their own self-interests and push their own agendas" (p. 349).

On the contrary, Hellawell and Hancock (2002), argued that deans now find themselves in a precarious position, smack in the middle of central administration and the demands or expectations of their colleges, all while attempting to balance decision-making and meaning-making. As such, deans may consider it appropriate to maintain their values by acting in a contextually appropriate manner that strives to preserve a balance between the groups which they serve while negotiating with, and arbitrating for the various constituents (Arntzen, 2016; Baldridge, 1971; Wolverton et al., 1999).

de Boer and Goedegebuure (2009), agreed that the nature of the academic deanship has been experiencing sustained changes for well over three decades on a global scale. These changes are direct results of reduction in government funding, increased demand for accountability and the consumer pay system, influenced by the shocks of globalization, neo-liberalism, technological advancement and other external factors. Arntzen (2016) perceived deans as being the "backbone of university decision making… they serve as extensions of the presidency; on the other, they are regarded as extensions of the academic staff" (p. 20171). On this premise, deans now dubbed middle managers are expected to lead and manage their colleges while strategically meeting new and uncharted demands. These middle-managers, or more appropriately framed, leaders managing from the middle, undoubtedly are placed in the stead of leadership, having responsibility for communicating the institutions vision and core values. This perspective is supported by Mintzberg's (2009) argument that management activities are synonymous with activities normally ascribed to leadership, noting "leadership as a necessary component of management" (p. 66), especially in the case of academic deans.

Pocklington and Tupper (2002) emphasized the rivalry among various stakeholders - alumni, government, and private entities - over the priorities of these HEIs and the need for these administrators to "broker deals between competing factions" (p. 6) to advance institutions' research agenda, which appears to be a dominant activity within universities. Again, this role of university administrators is necessary since universities are now touted as the drivers of knowledge societies and are tasked with contributing to sustainable economic growth (Boyko & Jones, 2008; Pocklington & Tupper, 2002; Shore, 2010), with these roles residing in the remits of whom Gmelch et al. (1999) referred to as an imperilled species.

The current context of decanals roles has exposed them to a multiplicity of new and ongoing challenges which have been categorized into overarching areas of fiscal and

management with challenges of accountability, curriculum and program development, faculty, technology, personal balance and diversity (Seale & Cross, 2016; Wolverton et al., 2000). With the sustained reduction in government funding to higher education institutions, deans are now tasked with the responsibility of fundraising and budgeting. They are further confronted with cost-cutting decisions but are still expected to ensure the quality and relevancy of the programme are maintained while meeting the accountability demands. Such fundraising strategies require engaging with and building effective public-private partnerships and matching the research needs of private entities for garnering funding, but it does not end there. On soliciting funds for the college, deans also "have a fiduciary responsibility to donors" (Wolverton et al., 2001, p. 81) and are expected to put in place the necessary infrastructure for the best utilization of funds to maximize return on investment. These partnerships aim to develop into long-standing relationships that will facilitate the push toward entrepreneurial universities. Deans also, through their faculty try to ensure their colleges are fully equipped with current technology that will enable system efficiencies for online course delivery and streamlining of administrative processes. This process will facilitate the need to meet new demands on accessibility to higher education, for example. Collaborations between universities and industries can lead to mutual relationships, with universities benefitting financially from the patenting and licensing of their research and industries using these research outputs to develop various products and services.

The complexity of the roles, encumbered by the complex environment in which academic deans operate may render them ill-prepared (Gmelch, 2000) and not adequately supported (Damico et al., 2003; Enomoto & Matsuoka, 2007; Seale & Cross, 2016). Morris and Laipple (2015) shared results from their study on the preparedness of academic administrators which underscored that "leaders who had taken courses in business administration, human resources/leadership, industrial-organizational psychology, and behavioural psychology reported

feeling more prepared for their administrative role than those who had not" (p. 241). They further reported that "academic administrators felt they had been least well prepared in the areas of developing entrepreneurial revenue, developing metrics to document progress, and handling grievances and appeals" (Morris & Laipple, 2015, p. 245). Equally concerning is the notion that academic deans' roles appear to have become increasingly ambiguous with the incumbents fully operating in a space of uncertainty, with competing demands from above, below and external to the institutions (Gmelch et al., 1999; Pocklington & Tupper, 2002).

The responsibilities of the deanship have evolved into an ambiguous position and have "expanded beyond ivy-covered walls to resemble contemporary CEOs of industry" (Damico et al., 2003, p. 2) which many argue are either, resulting from neo-liberal shocks causing a paradigm shift. Neo-liberal disruptions and ensuing shifts include market-oriented practices, the imposition of corporate management practices, decentralization of power, and state interventions under the guise of steering from afar (Meek et al., 2020; Seale & Cross, 2016). The other reason, ascribed to the evolved roles is that as a result of the massification of higher education, and subsequent growth of the institutions, the roles and responsibilities of deans are now decentralized (Boyko & Jones, 2010; Montez et al., 2002). To tackle the challenges of ambiguity, Milter (2015) argued that

> now is the time for university leaders to practice what at least some faculty members are teaching with regard to preparing professionals for the organizations of the future. The ability to tolerate ambiguity plays a large role in successfully navigating new business development. Such tolerance is required for university leaders as they attempt to take their institutions to the next level in providing relevant learning experiences. (p. 22)

The foregoing literature shows that the rapidly changing socio-economic and political climates in which universities function have become increasingly complex, with adverse

repercussions for the leadership and management of these institutions - in effect reshaping the deanship (Bleikle, 2018; Seale & Cross, 2016). The introduction of managerialism using corporate-like governance strategies within a traditional university setting will of necessity result in changes to the status quo and the possible erosion of power/influence bases. To overcome any likely resistance and successfully achieve change, the strategies ought to include remedies for any imminent fallouts that would result from its misalignments, especially with disruptions to perceived benefits, entitlements, or institutions' missions.

However, deans being the managers seated in the middle of the conflict arena, have executive powers over schools and faculties and are in charge of the change process among the personnel they manage (Arntzen, 2016) to accommodate renewal, growth and adaptations. Arntzen (2016) argued that how deans choose to influence change, whether, through the process of incentivizing or coercion, it is important that they maintain the academic values shared among their peers. But the argument presented is that, most deans are ill-prepared for the ambiguities of their roles, and at the same time lack adequate support to lessen the dissonance between the expectations and the realities of the position (Seale & Cross, 2015; Wolverton et al., 2000). Loomes (2014) and Maslen (2019) argued that universities are finding it increasingly difficult to recruit highly competent leaders and reiterated the urgency for institutions to build their own talent (Maslen, 2019, Wallin, 2005).

Conceptual Framework

Through this research, the lived experiences of academic deans were studied to provide an in-depth understanding of their responsibilities in an era of managerialism, role conflict and ambiguities experienced in carrying out their roles and, how they navigate any perceived incongruities and dissonance experienced. Reflection of the literature pointed to the importance of academic deans perceived self-efficacy as a necessary characteristic to navigate the

ambiguities of their roles. Additionally, an understanding of how deans made sense of their roles, and their environment required theorizing about their tolerance and/or intolerance of ambiguity.

Role Conflict and Role Ambiguity

Rizzio et al. (1970) asserted that role conflict occurs when there is inconsistencies with the expected behaviour of the position holder. That is, role conflict exists when an individual in "fulfilling the expectations for one role interferes with or prohibits fulfilling the expectations for the other role(s). Thus, the two roles are incompatible and make it difficult, if not impossible, for the person to be successful in both settings" (English, 2006, p. 883). Such a situation is common with the roles of academic deans (Wolverton et al., 1999). English (2006) noted that role conflicts exist when a job holder has competing roles and insufficient time to meet the conflicting demands effectively and efficiently. This situation she classified as "time-based conflict" (p. 884). English also pointed to the existence of role conflict that results from relational or strain-based conflicts, often occurring when a colleague is promoted over his or her friends. The perceptions of the relationship may change, as well as the new responsibilities of the promotion which may require professional demarcations in collegial relationships and can result in strained relationships with colleagues. Spitzberg and Morris (1982) argued that whether the dean was brought in from outside or promoted from within, the faculty may see him/her as an outsider and the collegial relationship previously shared may become strained.

Additionally, individuals experience ambiguity in their roles when the position holder is unclear about the expectations, responsibilities and obligations of their role (Bess & Dee, 2012; English, 2006; Rizzio et al., 1970). An unclear role also affects how the incumbent perceives and makes sense of his/her responsibilities. As a result, they are said to experience tensions, anxiety, burn out and frustrations (English, 2006). If an academic dean is unclear about how to meet certain objectives, either from the faculty level or demands from senior administration or which

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job is to be given priority then this ambiguity can lead to an untenable situation. The presence of role conflict and ambiguity of job holders in complex environments is said to influence how satisfied an individual is with his/her job; contribute to work-related stress; inefficiencies and ineffectiveness on the job; the extent to which the individual is committed to the job as well as resentment and depression (Bess & Dee, 2012; English, 2006; Montez et al., 2002).

Research findings suggested that a position holder who experiences role conflict and ambiguity with his/her role normally experiences anxiety and job dissatisfaction; is not likely to perform effectively and may even misunderstand the reality of the job situation (Eisenhauer et al.,1996; Rizzio et al., 1970; Wolverton et al., 1999). In spite of the role conflicts and ambiguities surrounding the deanship, there appears to be some support for effective leadership operating under conflict and ambiguity in a complex environment. Bess and Dee (2012) argued that "some degree of ambiguity may be useful for stimulating innovative practice" (p. 265) and contributing to creativity. However, to function effectively and creatively in ambiguity requires a certain tolerance for vagueness, contradictions and uncertainties.

Tolerance-Intolerance for Ambiguity

Tolerance for ambiguity is defined as "the way people perceive, interpret, and react to ambiguous situations" (Stoycheva, 2002, p. 35). On the other hand, if an individual is intolerant to ambiguous situations the response is likely to result in anxiety, avoidance, and even stress (Kajs & McCollum, 2009; Stoycheva, 2002). Stoycheva (2003) noted that an individual with tolerance for ambiguity is likely to engage in more "risk taking, non-conformism, openness for experiences and humour in a dialectical balance between resistance and adaptation that characterise creativity" (p. 35) for decision-making. The onset of the CoVid-19 pandemic proved to be a recent test of wills of academic deans' ability to take risks and engage in decision-making processes that may go against the traditions of their colleges.

The mandate for academic managers to engage in marketization – competing with other institutions; build more university-industry partnerships; manage budgetary deficits all while being preoccupied with strategic planning and decision-making at the college (Randy & Brady, 1997) have resulted in estranged relationships (Gleeson & Shain, 1999). Also, managerialism reform in higher education institutions is contributing to the shifting of roles of academic deans to executive-type managers, away from the traditional role of "building a community of scholars to set direction and achieve common goals through the empowerment of faculty and staff" (Gmelch & Wolverton, 2002, p. 35), to that of a more balancing act between academic leadership and executive management. Such changes require a certain tolerance for ambiguity and conflict. Academic deans, especially newly appointed administrators, need to develop an understanding of their immediate and external environments, as well as their mandates as executive managers.

Social Cognitive Theory

The roles and responsibilities entrusted to academic deans which involve the leadership of their colleges, place them at the hub of the decision-making processes of their institutions. Additionally, with academic deans straddled between faculty colleagues and senior administration as the principal agents who communicate the institutions' visions, key decisions and faculty demands, they require a level of perceived self-efficacy to navigate the dual role. That is, an academic dean must have a perceived sense of capability to exercise control of the deanship to be able to realize the objectives of the position. Further, individuals who believe in their self-efficacy my attribute their belief to knowing their capabilities and limitations as well as well as the affirmations they receive from others. Self-efficacy theory is rooted in Bandura's social learning theory, later renamed social cognitive theory (Bandura, 1989). One postulate of social cognitive theory points to the notion that "behavior, cognitive, and other personal factors

and environmental events operate as interacting determinants that influence each other bi-directionally" (Wood & Bandura, 1989, p. 362).

With respect to the application of the self-efficacy principle of cognitive theory to the deanship, Bandura's theory suggested that to achieve expertise or *mastery experience* there is a reliance on "acquiring the cognitive, behavioral, and self-regulatory tools for creating and executing appropriate courses of action to manage ever-changing life circumstances" (Bandura, 1995, p. 3). Mastery experience is acquired from knowledge gained from prior achievements. Also, modeling or observation of peers and others succeed influences beliefs. This is known as vicarious experience. Further, support from others as well as one's emotional states (Bandura, 1995) influences self-efficacy. That is "in order to gain a sense of self-efficacy, a person can complete a skill successfully, observe someone else doing a task successfully, acquire positive feedback about completing a task, or rely on physiological cues" (Zulkosky, 2009, p. 93). This strategy helps to build a belief in one's competence through vicarious experience.

Self-efficacy is therefore not developed independently. Instead, achieving these personal efficacies are interdependent on interactions with the social environment. This idea supports the proposition that human beings "are neither autonomous agents nor simple mechanical conveyers of animating environmental influences. Rather they make causal contribution to their own motivation and action within a system of triadic reciprocal causation" (Bandura, 1989, p. 1175). Bandura's social cognitive theory argues that individuals are goal driven, capable of controlling their thoughts, behaviours and level of motivation, and are able to actively engage with changes in the environment in a proactive manner, rather than be reactive (McCormick, 2001).

Academic deans in the stead of the leadership of their colleges are expected to have a level of self-confidence in their capabilities as leaders which acts as a motivating factor to take actions towards delivering on their roles while maneuvering the ambiguities of the demands

placed on them by senior level administrators and faculty members. This type of "efficacy is a generative capability in which cognitive, social, emotional, and behavioral sub skills must be organized and effectively orchestrated to serve innumerable purposes" (Bandura, 1997, p. 37) as leaders.

However, having an elevated level of self-efficacy does not necessarily equate to expected outcomes as self-efficacy is aligned to situational context, the task at hand and prior experiences (Bandura, 1995; Lenz & Shortridge-Baggett, 2002). However, the individual may not have been equipped to deal with the particular situation. Given the dynamics of universities and the contextual natures of the environments, which are further diversified by cultural differences from one faculty to the next within the same institution, consideration has to be given to the contextual realities when exploring the influence of self-efficacy on deans' performance.

McCormick (2001) noted that applying self-efficacy theory as a referent to leadership has benefits for "leadership training" (p. 31) and can be used as a paradigm for theorizing about leadership effectiveness and its relationship to cognitive theory. The argument is that a leader who possesses self-efficacy is more inclined to seek goals which are at higher levels and is likely to experience less anxiety on encountering challenging situations (Bandura, 1986; McCormick, 2001; Wood & Bandura, 1989). That is, leaders with perceived self-efficacy rely on their expertise to take actions which will enable them to effectively carry out their roles, unlike a leader with little or no self-efficacy (McCormick, 2001) which may result in a debilitating effect or mere maintenance of the status quo. Similarly, Bandura (1995) reiterated that "people who regard themselves as highly efficacious attribute their failures to insufficient effort or adverse situational conditions, whereas those who regard themselves as inefficacious tend to attribute their failures to low ability" (p. 7). Jerusalem and Mittag (1995), posited that

people with a high sense of perceived efficacy trust their own capabilities to master

different types of environmental demands. High perceived efficacy enables individuals to

face stressful demands with confidence, feel motivated by physiological arousal, and

judge positive events as caused by effort and negative events as due primarily to external

circumstances. (p. 178)

The preceding arguments indicate that an individual's perceived self-efficacy is a key

factor in their ability to actively engage in behaviours and actions to resolve conflicts, deliver on

their roles and have control of situations is comparable to having a tolerance for ambiguity. As

such, understanding how academic dean's perceived self-efficacy influences how they carry out

their roles in an environment of ambiguity may be used as a precursor to unearth details on the

characteristics, skills, and abilities of academic deans as leader-managers in a time of

uncertainty, ambiguity and complexity. Essential to this process is also garnering from deans

how they make sense of their roles amidst the ambiguities.

Synthesis

For over two decades, researchers have argued that conflict and ambiguity abound in the

roles of academic deans in higher education institutions (Fielden, 1998; Morris, 1991; Spitzberg

& Morris, 1981; Wolverton et al., 2000; Wolverton et al., 1999). Some have even argued that

academics turned administrators are ill-prepared for the roles which have expanded significantly

with the massification of higher education (Bleikle, 1998; Boyko & Jones, 2010; Montez et al.,

2002; Seale & Cross, 2015) moving away from predominately generic administrative roles, to

roles and responsibilities mirroring managerialist functions.

The growth and expansion of the roles of academic deans are arguably a result of the

imposition of the managerialist culture in higher education institutions. The NPM phenomena

brought with it demands of increased accountability and efficiency, marketization, and reduction

in government funding – resulting in a need for increased public/private partnerships, among others. These corporate-like managerial principles have contributed to the increased complexity of deans' roles. The executive-type position has placed deans at the centre of institutions' operations, often with conflicting demands from those to whom they report and their faculty members. Sandwiched between two distinctive groups with sometimes disparate demands, deans are said to enact roles "of coalition builder, negotiator and facilitator" (Rosser et al., 2003, p. 2) which they may be ill-equipped for, and without sufficient support (Damico et al., 2003; Enomoto & Matsuoka, 2007; Seale & Cross, 2016).

Review of the literature re-iterated the need to examine the responsibilities of academic deans, in particular whether the growth and expansion of their responsibilities are reflected by the practices of managerialism and whether they perceived the presence of role conflict and ambiguity in carrying out their responsibilites. Further, the suggestions in the literature that the demands of managerialism are a contributing factor to the ill-defined roles and discrepancies between expectations and realities of decanal roles (Boyko & Jones, 2010; Spitzberg & Morris, 1981), served to reiterate the value of pursuing scholarship to garner an understanding of the current responsibilities of a select group of academic deans in Canada, as they operate in an era characterized by managerialism.

Additionally, the notion that role conflict and ambiguity are often construed as having negative effects can result in *diminishing returns*. The findings of a meta-analysis of the effects of role conflict and ambiguity, conducted by Fisher and Gitelson, (1983), as well as by Jackson and Schuler (1985) showed the effects of role conflict and ambiguity as widespread among persons in decision-making/authoritative positions. They noted that role conflict and role ambiguity affected levels of commitment to the job. However, Ebbers and Wijnberg (2017) in examining role conflict and ambiguity within organizations which promotes dual-leadership,

found that experiencing role conflict and ambiguity can have positive results. Having a positive effect is dependent on how leaders perceive the boundaries of their roles and whether they are able to redefine their roles. These arguments warrant further examination of whether or not academic deans experience role conflict and role ambiguity in the enactment of their responsibilities.

Figure 2.2 is a graphic representation of the interacting tenets of this research, which depicts academic deans operating from the middle in an environment characterized by complexities as they seek to meet competing demands from various constituents. The illustration shows that contrasting impulses such as managerialism, role conflict and role ambiguity interface with academic deans' responsibilities as suggested by the literature. Figure 2.2 also depicts the mediating concepts of self-efficacy and tolerance for ambiguity which was used as a conceptual frame to examine how academic deans navigate any perceived inconsistencies with their responsibilities. The literature suggested that having a perceived level of self-efficacy and a tolerance for ambiguity are essential characteristics for deans.

Figure 2.2

Overview of the Complexities of Academic Deans' Responsibilities
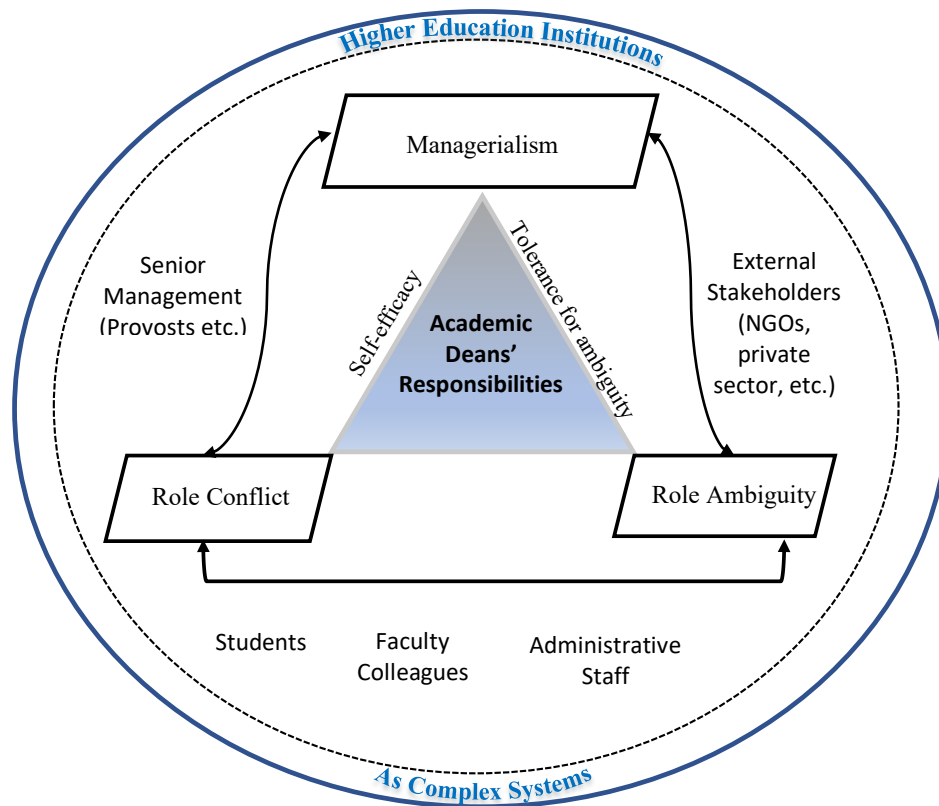
The literature reviewed suggested that an individual's ability to perform effectively under conflicting and ambiguous situations is reliant on their tolerance for ambiguity and confidence in their capability to perform the role. Therefore, with the use of previous studies as a point of reference, academic deans' ability to redefine their roles and to understand their boundaries can be examined from the framework of self-efficacy to examine how they make sense of their roles in a space of ambiguity. The principle of self-efficacy has implications for understanding how deans exercise control of the conflicts and ambiguities within their roles as a result of the managerialist culture as well as facilitate an examination of how deans' previous experiences, contribute to their development of self-efficacy to help them define, understand and execute their roles.

Chapter Summary

The literature review implied that the complexities and ambiguities of the roles of academic deans are resultant of numerous factors. Studies suggest that the managerialist culture/the imposition of new public management in HEIs contribute to untenable situations in which deans operate (Boyko & Jones, 2010; Carvalho & Santiago, 2010; Meek, 2003; Seale & Cross, 2016) but lacked focus on how the managerialist practices contribute to ambiguities of the roles of academic deans.

In Chapter Two, I provided background information on the history of higher education institutions in Canada and their development over the years to the current complex nature of the institutions. The information detailed some of the contributing factors to the complexity of higher education institutions. Also included in Chapter Two are details on the development of academic deans and the manner in which their roles have changed from being academic managers to corporate-like managers and the increased complexities and ambiguities with which they are expected to carry out their roles. I also focused on the extent to which researchers have argued that academic deans' roles are ambiguous with the supporting argument that even in the midst of ambiguity, once there is a tolerance for ambiguousness, academic deans may successfully execute their roles.

Chapter three will then outline the research plan employed to further examine managerialism in U15 universities in Canada and the responsibilities of academic deans through their perceptions and expression of their lived experiences. The plan discusses the methodology and methods that were used to develop an understanding of the roles of academic deans in research-intensive universities in Canada.

Chapter 3

Research Methodology

In Chapter One, I provided a background describing my positionality and the underlying basis for my interest in the scholarship on managerialism in higher education institutions, particularly, academic deans' responsibilities and perceptions of managerialism as an ideology and practice. The expression of concerns by deans with whom I interacted and my personal presumptions regarding how deans experience their roles are indicative that even within the same institutions, the experiences differ greatly. Differences may be attributed to the contexts of the respective colleges as well as deans' or senior leaders' agendas. As such, I was keen to acquire further understanding of the roles of academic middle managers in their respective contexts. The knowledge sought encompassed academic deans' perceptions of the presence of managerialism in select U15 universities in Canada and whether they perceived their responsibilities as being reflective of practices driven by managerialism ideology. More specifically, deans' perceptions of managerialism were examined based on their subjective knowledge, using survey and interviews to gain an understanding of how managerialist practices are reflected in their responsibilities. I also collected data on whether deans experienced or perceived that there is role conflict and role ambiguity in carrying out their roles, and how self-efficacy and a tolerance-intolerance for ambiguity contribute to their navigation of conflicts and ambiguities.

The literature discussed in Chapter Two implied a high level of complexity with the roles of academic deans and that there are often role conflict and role ambiguity given the nature of the responsibilities. The notion of contextual differences with the roles reinforces my stance that there are multiple realities of academic deans' experiences. This information contributed to the point of departure for this study. This chapter provides a detailed account of the methodology used to conduct the research and analyze the findings to explore and understand academic deans'

realities. This information is articulated in various sections of the chapter. The sections included are, (a) worldview (orientation towards research, mixed methods, and methodology, (b) and data collection technique.

The sections of this chapter show how the methods are applied to exploring and understanding managerialism in relation to academic deans' responsibilities in five universities in Canada, the extent to which academic deans perceived role conflict and ambiguity in the enactment of their roles and whether or not perceived self-efficacy and a tolerance or intolerance of ambiguity influenced how they navigated the dynamics of their roles, for example, having to play the role of diplomat, alliance builder, facilitator, among others.

Methodology

Research methodology is the main pillar that defines the direction and decisions of a research phenomenon, with its respective epistemological underpinning. In essence, a research methodology is "the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes" (Crotty, 1998. p. 3). In the case of this mixed methods study which was conducted in two phases with the quantitative data collection and analysis in phase one and the qualitative data collection and analysis in phase two. The following research questions guided the design of the study:

Q.1.   In what ways and to what extent did academic deans perceive their responsibilities to be reflective of the practices espoused by managerialism?

       Q.1b.   In what ways did academic deans perceive role conflict and role ambiguity due to managerialism?

Q.2   How did academic deans perceive that their self-efficacy influences their tolerance-intolerance of ambiguity?

Q.3.   What is the relationship between academic deans' tolerance-intolerance of ambiguity and their perceptions of role conflict and role ambiguity?

Q.4.   How did academic deans describe the ways they navigated perceived role conflict and role ambiguity?

The final research question is presented in the discussion to convey how the data sets from the quantitative and qualitative phases are integrated.

Q.5   In what ways do the results of phase two conflate with the results of phase one?

Worldview

The worldview of this study is premised on constructivist paradigm from a pragmatic lens which serve to bridge the quantitative and qualitative methodology. This perspective considers a pragmatic constructive stance which is apt for examining the perceptions and responsibilities of academic deans, as well as how they construct their realities in a market-driven environment. Further, this approach reflects what Morgan (2007) described as "shared meanings and joint action" (p. 67) which is predicated on the notion that "theories can be both contextual and generalizable by analyzing them for 'transferability' to another situation" (Shannon-Baker, 2016, p. 322). While there may be conflicting arguments against the suitability of applying the constructivist paradigm to mixed methods research (Hall, 2013), Frels and Onwuegbuzie (2013) noted that conducting a mixed methods research from the perspectives of the constructivist paradigm, constitutes what they refer to as "qualitative dominant crossover mixed analysis" (p. 187), which takes a philosophical stance based on a qualitatively dominant, constructivist position which include a "quantitative based data and analysis to address in more detail the research question(s)" (Frels & Onwuegbuzie, 2013, p. 187). They further argued that engaging in mixed methods from the constructivist worldview allows a researcher to analyze research data using both qualitative and quantitative data for descriptive and inferential statistics.

Constructivist worldview, as explained by Denzin and Lincoln (2005), is premised on "a relativist ontology (there are multiple realities), a subjectivist epistemology (knower and respondent co-create understandings), and a naturalistic (in the natural world) set of methodological procedures" (p. 24). This principle also reflects arguments offered in the pragmatic approach which supports subjective epistemology but argues that complete subjectivity and objectivity is likely unattainable as we cannot totally dismiss who we are and how we are (our values, assumptions, backgrounds) as researchers or how actors in organizations construct their reality based on their beliefs (Jakobsen, et al., 2011; Morgan, 2007; Nørreklit et al., 2010). Creswell (2013) further advanced constructivism and its implications for practice in terms of:

(a) ontology - promotes multiple realities which can be articulated through direct quotes from participants with multiple perspectives. From a pragmatic standpoint, the mixed methods approach also facilitated a general understanding of the study phenomenon from the quantitative data as I collected foundational information to enable deeper richer discussions in the interviews.

(b) epistemology – a researcher-participant relationship which Creswell noted can be achieved through visits to the participants' sites. However, this process was facilitated through online interactions as visits to the various campuses to meet with the participants in their natural environments to collect data were not possible due to the CoVid-19 pandemic

(c) axiology – considered as biased. Every effort was made to acknowledge and guard against imposing personal biases and

(d) methodology –Required working back and forth through the quantitative data (inductive) and qualitative data (deductive) (Morgan, 2007) as depicted in Table 3.1.

Table 3.1

Combining Methodologies to Diffuse the Paradigm Tension

	Quantitative Approach	Qualitative Approach	Combined Approach
Connection of theory and data	Deduction	Induction	Inference
Relationship to research process	Objectivity	Subjectivity	Co-construction
Inference from data	Generality	Context	Transferability

Note: Table 3.1 provides an illustration which depicts the commensurability of quantitative and qualitative methodology. Adapted from "Paradigms Lost and Pragmatism Regained: Methodological Implications of Combining Qualitative and Quantitative Methods," by D. L. Morgan, 2007, *Journal of Mixed Methods Research,1*(1), p. 71 (https://doi.org/10.1177/2345678906292462). Copyright 2007 by the Sage Journals.

In column three of Table 3.1 the combined approach depicts the nature of interpretation which emanated from combining the quantitative with the qualitative approach. Morgan (2007) argued that in conducting mixed methods research "during the actual design, collection, and analysis of data, however, it is impossible to operate in either an exclusively theory- or data-driven fashion" (p. 71).

Given the likely varied experiences of academic deans and how they function in their roles, the research was conducted on the premise that academic deans are experts in the subject matter as a consequence of their lived experiences while carrying out their roles. These lived experiences have likely been developed during academic deans' interactions with others, as well as from seeking to understand their work environment. Also, varied competing demands and expectations of their roles may have influenced the self-constructed realities of the deanship. As

such, the research espoused the constructivist paradigm which facilitated a reliance "as much as possible on the participants' views of the situation… studied [while unearthing] the complexity of views rather than narrowing meanings into a few categories or ideas" (Creswell & Creswell, 2018, p. 46). During the data gathering process, I collected data from academic deans who shared different perceptions on the survey. They also narrated their experiences by sharing openly about their role and by responding to various interview questions. Notably, the use of concept mapping was employed during the interviews to ensure that the deans and I had the same understanding of various concepts.

The varying context in which deans carry out their roles is assumed to be associated with the principles of self-efficacy and a tolerance for ambiguity, which are aligned to the constructivist paradigm. Aligning the principles of self-efficacy and constructivism to the roles of academic deans, especially those who transferred from a role predominantly involving research, teaching and learning, facilitated an examination of how their beliefs in their ability to actively engage in, and regulate their on-the-job learning/training acted as a conduit to carrying out their roles. Similarly, connecting tolerance or intolerance of ambiguity with the constructivist paradigm established how deans made sense of their roles and ambiguities in constructing their realities when responding to various stimuli in the environment(s) with which they interact. In essence, how academic deans interpret their reality or make sense of their experiences is socially constructed from their interactions with the various constituents, including influences from the political, economic, social and technological (PEST) factors.

Constructivism in Education and Leadership

Principles of constructivism/constructivist thought are said to be widely used in education and the practices of educators (Jones & Brader-Arajae, 2002) with a focus on understanding how learners construct knowledge (Walker, 2002). Lambert (2002) noted that constructivism "has

emerged as an important educational perspective that is changing how educational researchers, writers, professional developers, and leaders view the world… [and] has given rise to the recognition that constructivism is critical to adult and organizational learning" (p. 24). In explaining how learning occurs in education, Davis et al. (1990), posited that "each learner has a tool kit of conceptions and skills with which he or she must construct knowledge to solve problems presented by the environment" (p. 3). Learning occurs when there is active interactions or exchanges, "comparing and contrasting" (English, 2006, p. 197) previously held information or schemas, with current or new information and deciding whether to accept or reject the new information. Undertaking my research from a constructivist standpoint aligns well with how I perceive academic deans learning of their job - as developing over time primarily using prior knowledge and experiences to guide how they operate. This perspective also serves to guide an understanding of how academic deans make sense of their role and therefore construct their own meaning and understanding of the realities of their environment.

Similarly, Naylor and Keogh (1999) noted that in applying constructivism to education, "the central principles of this approach are that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge" (p.93). The constructivist theory has been applied to several areas of education curriculum to help scholars, teachers and administrators understand how learning takes place in science, mathematics, language and communication (Davis et al., 1990; Naylor & Keogh, 1999) and other subject areas, from the standpoint of the learner. That is, each learner's knowledge is constructed differently as they assimilate their respective as well as collective experiences to the space of acquiring new knowledge. In education, translating the tenets of the constructivist paradigm to practice has

resulted in enhanced curriculum development, teaching processes and creative teaching tools through role plays, artifacts and concept mapping, among others (Adams, 2006; Walker, 2002).

As aspects of this research examined and informed areas of academic leadership it was important to demonstrate the relationship between constructivist principles and leadership. "Constructivist leadership is the reciprocal processes that enable participants in an educational community to construct meanings that lead toward a shared purpose" (Lambert, 2002, p. 36). Constructivist leading emphasizes that "shared inquiry is an important activity in problem identification and resolution; participants conduct action research and share findings as a way of improving practice" (Walker, 2002, p. 14). The idea of shared inquiry under the principle of constructivism suggests that academic deans, for example, are likely to enhance the depth and understanding of their experiences if they operate in an environment which encourages collaborative inquiry and discussions, a space to share with others' opinions and reflectivity (Walker, 2002). However, Lambert (2002) argued that leadership in the education environment does not readily accommodate the kind of social interactions that will facilitate reciprocity for deepened understanding, coherence and shared experiences. Instead, the demands and complexities within the education arena appear to warrant more quick fixes for educational practices and processes which validate and reflect deep-rooted educational practices (Lambert, 2002).

However, the matter of evolving roles of academic deans in higher education institutions appears to be impacted by managerialism, and the effect of the changing roles on the governance of colleges is a 'matter of fact' situation which may be addressed using practical approaches, rather than established beliefs supported either by coherentism, consensus or correspondence (Bridges, 2017). Additionally, the need to sometimes make rather quick, on-the-spot decisions does not necessarily make accommodations for drawing on established norms. As such,

undertaking this research from the constructivist paradigm facilitated the development of an understanding of how academic deans experience their roles, in essence unearthing their lived experiences from multiple perspectives.

Mixed Methods

This mixed methods research study was undertaken to ultimately garner an understanding of academic deans' responsibilities. Information was gathered on deans' perceptions of the presence of managerialism in their institution as it relates to their responsibilities, and the extent to which they perceived the presence of role conflict (competing demands and expectations from various constituents) and role ambiguity (unclear about roles, expectations, responsibilities). The research also examined how academic deans navigated perceived role conflicts and ambiguities, using the principles of self-efficacy and tolerance-intolerance for ambiguity.

Given the multi-dimensional nature of managerialism, and while there are standard aspects of the adopted practices across universities, various tenets are implemented in accordance with institutional contexts (Broucker & de Wit, 2015). In the case of Canada, vectors of managerialism are subjected to regimes of provincial governments. Conversely, the competing and conflicting demands of the roles of academic deans viewed from multiple perspectives provided more extensive data on the experiences of academic middle managers regarding the phenomena. Therefore, a complete understanding of the responsibilities of academic deans requires an approach that "provides more comprehensive evidence for studying a research problem" (Creswell & Clark, 2007, p. 9). Such an approach employed different methods to address the research questions and garner first-hand information about deans' experiences in the execution of their roles.

I embarked on the study using quantitative and qualitative techniques to accomplish this task. Research situated in the constructivist paradigm is generally associated with qualitative

research. However, the purpose of using both qualitative and quantitative methods was to solicit "knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints" Johnson, et al., 2007, p. 113. By combining both approaches to this study, I was able to sufficiently understand and corroborate the data of the social phenomena under investigation. Engaging in research that allows the use of both quantitative and qualitative data collection facilitates an opportunity to gather more in-depth responses to the research questions as opposed to using a single method (Clark & Creswell, 2015).

Additionally, this technique "provides finer grained, more nuanced evidenced-based understandings" (Day et al., 2016, p. 2). The essence is to capitalize on the strengths of quantitative and qualitative data while potentially minimizing the weaknesses of each approach. This argument is also supported by Creswell and Garrett (2008) who indicated that "when researchers bring together both quantitative and qualitative research, the strengths of both approaches are combined, leading, it can be assumed, to a better understanding of research problems than either approach alone" (p. 322). The ultimate goal in using mixed methods for my research was to provide "the most informative, complete, balanced, and useful research results" (Johnson et al., 2007, p. 129) when integrating the quantitative and qualitative data to examine whether the results from the two phases of data collection corroborated.

Johnson and Onwuegbuzie (2004) further support the notion that engaging in the mixing of research methods and research paradigms or the use of "epistemological and methodological pluralism" (p. 15) enhances the effectiveness of educational research. Given the dichotomy of the research problem, Creswell and Creswell (2018) argued that, in conducting research where there is a need for the "identification of factors that influence an outcome… understanding the best predictors of outcomes, then a quantitative approach is best" (p. 57). "On the other hand, if a concept or phenomenon needs to be explored and understood where little research has been done

on it or because it involves an understudied sample, then it merits a qualitative approach"

(Creswell & Creswell, 2018, p. 57). In studying the presence of managerialism in the institutions,

how academic deans perceive that managerialism may or may not influence their responsibilities,

and their perceptions of role conflict and role ambiguity it was appropriate to use a quantitative

method. Then qualitative methods were used to further support the study to develop a deeper

understanding of the under-researched phenomena of academic deans' responsibilities in select

U15 universities. This concept is similar to engaging the principle of pragmatist research, which

encourages the use of "what works." However, from the constructivist paradigm, mixed methods

design facilitated the collection of first-hand knowledge from the experts themselves – academic

deans. The intention was to solicit perceptions and information on academic deans' lived

experiences.

The mixed methods approach incorporated "data collection, analysis, integration, and the

inferences drawn from the results" (Creswell & Tashakkori, 2007. p. 108). Additionally,

credibility, confidence, reliability and trustworthiness of the research findings were enhanced, all

while adding depth and scope to the research. To further justify the choice of mixed methods,

reference is made to Greene et al.'s (1989) argument that this research approach has the potential

to enhance the trustworthiness of the research. They also advanced five other reasons for

employing a mixed method research design: triangulation, complementarity, development,

initiation and expansion. Of these reasons, triangulation and complementarity were significant to

my research. Greene et al. (1989) proffered that

> triangulation is considered the process in which the designed use of multiple methods,
>
> with offsetting or counteracting biases, in investigations of the same phenomenon in
>
> order to strengthen the validity of inquiry results. The core premise of triangulation as a
>
> design strategy is that all methods have inherent biases and limitations, so use of only one

method to assess a given phenomenon will inevitably yield biased and limited results. (p. 256)

The opportunity to interview deans from different colleges within the same institution and deans across institutions facilitated the triangulation process of the responses from the multiple perspectives of the deans, results from the survey and archival documents. Therefore, the use of mixed methods research design served as a means of mitigating any biases if only one method was used (Denzin, 2009) and as a result, lessened the infringement of any inherent biases. In doing so, I combined the data from the survey, archival documents and interviews to compare the information and check for consistency in the data. This process resulted in checking the data to establish complementarity of the research.

According to Greene et al. (1989), complementarity exists when "qualitative and quantitative methods are used to measure overlapping but also different facets of a phenomenon, yielding an enriched, elaborated understanding of that phenomenon" (p. 258). In other words, I used the findings of data collected from the qualitative information to elaborate on or enhance the findings of the quantitative data. This process allowed me to capitalize on the strengths of each method and minimized the weaknesses of each approach. Another purpose was to seek clarification of the results (Greene et al., 1989) of the quantitative data.

Mixed Methods in Education and Management

Johnson and Onwuegbuzie (2004) noted that in addition to the use of purist research paradigms, that is, independent use of qualitative research and quantitative research paradigms, mixed methods research is now proposed as an additional research paradigm which offers "a logical and practical alternative" (p. 17) for educational research. Although mixed methods appear to have somewhat overcome the paradigm war, there seems to be a lack of confluence or awareness among the philosophers/research methodologists and practitioners (Bridges, 2017;

Johnson & Onwuegbuzie, 2004). Lopez-Fernandez and Molina-Azorin (2011) examined the prevalence of mixed methods research in interdisciplinary educational journals from 2005-2010 and found that a mere 9.2% used mixed methods research approach. Arguably, there has been a significant increase in the use of combining quantitative and qualitative methods for conducting research in various aspects of education (Bucholtz, 2019).

The management/leadership research discourse suggests some commonalities between the two. However, for this research, I adopted the notion of educational management research advanced by Briggs et al. (2012). They espoused educational management research as "studies of the organizational structures of educational institutions, and the roles and responsibilities of staff in organizing and directing the work of the institution" (Briggs et al., 2012, p. 3). In this case, the focus is on the responsibilities of academic deans. Quantitative research is commonly applied to leadership research, with mixed methods research using both quantitative and qualitative methods on occasions to advance leadership research (Stentz et al., 2012). They noted that, on examination of articles published over a 20-year period in the Leadership Quarterly, only "15 studies" (Stentz et al., 2012, p. 1) were mixed methods research.

Methods

This section of the study provides information on the research techniques, tools and strategy employed to conduct the research, which is further explained in the research design section. Also in this section is information on the participants, survey instrument and interviews used for data collection and analysis.

Research Design

The techniques used for the study provided a broader understanding of managerialism in the academe and the responsibilities of the academic deans who participated in the study. Mixed methods facilitated the identification of possible trends in the discourse from the survey findings,

while data on the lived experiences of deans emanated from the interview conversations. The mixed methods approach enabled the collection, analysis, interpretation and integration of both quantitative and qualitative data from open and closed-ended questions (Creswell as cited in Hesse-Biber & Johnson, 2015. Data were collected on academic deans' responsibilities, perceptions of the presence of managerialist practices, role conflict and ambiguity, self-efficacy and tolerance and intolerance of ambiguity as well as demographic data.

An illustration of the data collection and analysis process for this study is depicted in Figure 3.1 which illustrates the design model used for the data collection as well as the analysis process. The diagram shows the distinct phases in which the quantitative and qualitative data were collected. In phase one, the diagram shows that the results from the quantitative phase were used to inform the data collection process for the qualitative phase. As indicated in Phase two in Figure 3.1, different methods were used to collect the qualitative data. That is, document review was used to gather information from archival documents and interviews to gather data on the lived experiences of the academic deans.

I developed questions for the interviews with the data from the archival documents and findings from the quantitative data. As the conversations progressed with the participants, there was a need to ask supplemental questions to probe for more in-depth information about their roles and their lived experiences.

Figure 3.1

Visual Representation of Study Design
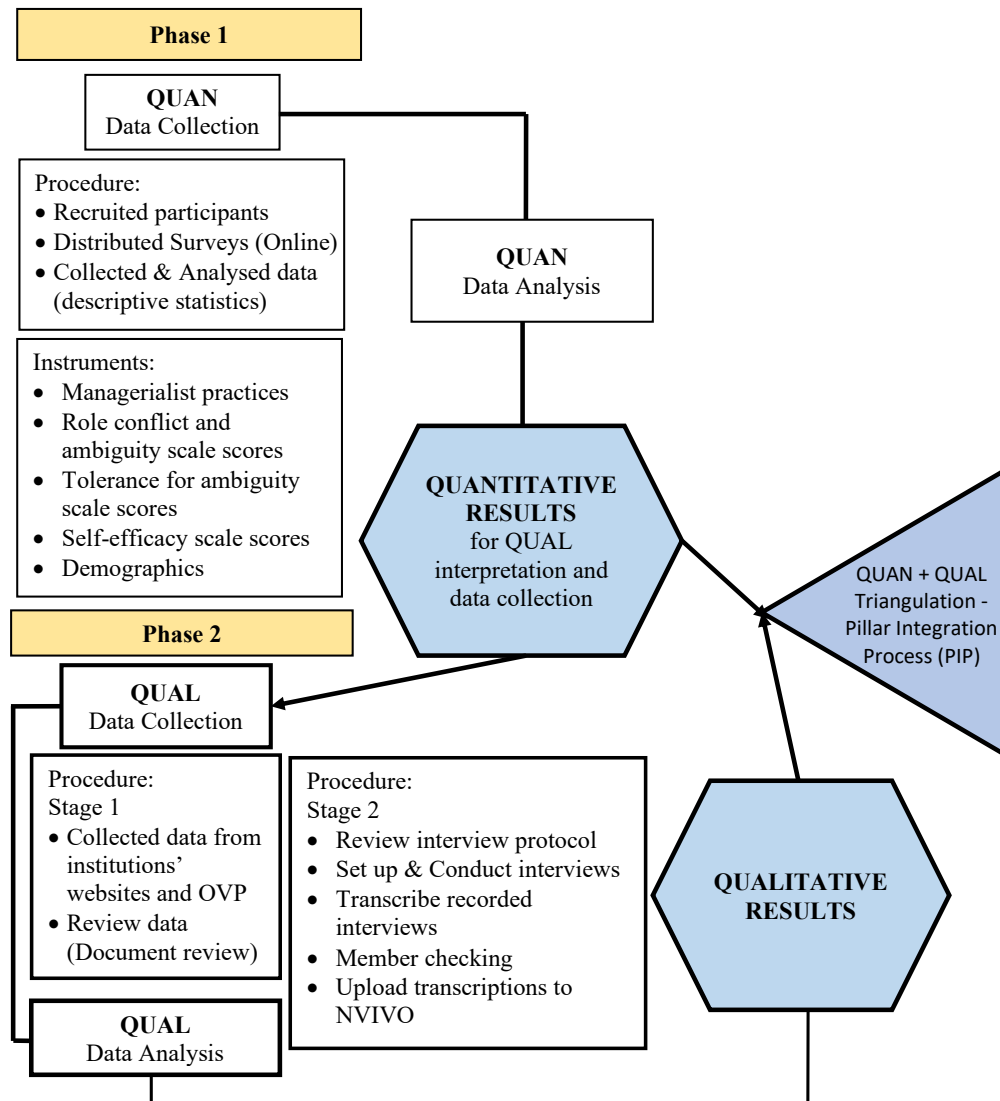
Additionally, Figure 3.1 shows that data from both the quantitative and qualitative phases were merged as part of the research process. This process is an illustration of how both sets of data from this study converged.

Overview of Five U15 Universities in Canada and Participants

Currently, there is little research on how managerialist practices in higher education institutions impact the roles of academic deans in Canada. Metcalfe (2010), in *Revisiting Academic Capitalism in Canada*, pointed to a possible reason as a deficiency in timely and readily available data on Canada's higher education institutions' expenditure and revenues, as well as a shift from free access to data to user fees for what would normally be public information. This practice is a result of policy changes on access to public information and is representative of neoliberalism. However, research suggests that with the imposition of managerialist practices, among other factors, the responsibilities of academic deans in HEIs have become increasingly complex and ambiguous (Altbach, 2010; Austin & Jones, 2016; De Boer & Goedegebuure, 2009).

In collecting data for this research, I selected participants from higher education institutions belonging to the distinguished U15 group of Canadian universities. These U15 universities are considered research-intensive institutions and are heavily dependent on external funding sources and governmental support. They are characterized by their ability to competitively source funding and produce research with far-reaching global impact (U15). It is on the premise of the current funding regime, a tenet reflective of managerialism, which contributes to the complexities of university governance (Deem, 1998; Lacroix & Maheu, 2015; Sörlin, 2007) that helped to influence the decision to undertake research at select institutions. Table 3.2 reflects defining features of U15 research-intensive universities in Canada from which the participants were recruited for this study.

Table 3.2

Distinctive Features of Five U15 Research-Intensive Universities Identified by Pseudonyms

U15 Characters	University of Epsilon	University of Delta	University of Gama	University of Beta	University of Alpha
Canada Excellence Research Chairs	1	3	1	1	1
Canada 150 Research Chairs	1	4	-	1	1
Canada Research Chairs	118	205	79	52	34
Research Income	$500M	$650M	$480M	$200M	$180M
Undergraduate Enrolment	31,000	53,900	26,700	25,140	20,000
Graduate Enrolment	7,500	10,970	6,400	3,800	4,350
International Students	7,800	17,000	4,300	6,000	4,000
Total Enrolment	38,300	65,000	33,150	29,600	25,510

Note: The data were adapted from U15 (2020) using approximate figures. This table illustrates some of the features of five of the U15 research-intensive universities in Canada.

The U15 universities are a set of distinctive research-intensive institutions in Canada with over 83% of their research based on contractual arrangements with private-sector entities, and they conduct research to an estimated value of $8.5B annually. U15 universities are also responsible for 81% of patents and 85% of technology licences in Canada. Also of importance is that 79% of research funding for the group of distinguished universities is competitively allocated (U15 Group of Research Universities, 2021). The institutions to which the academic deans who participated in the study are affiliated have research income which ranges from over $175M to $660M, and enrolment totalling between 25,000 and 70,000 students. The U15

Universities' reliance on external funding and the need for public-private partnerships is reflective of the corporatization of the universities which accounts for the presence of managerialism, with several prominent philanthropists positioned as chairs of various boards in the institutions.

I distributed surveys electronically to academic deans who have responsibilities for colleges, schools or faculties across U15 institutions in Canada to ascertain, among others, the claims on the pervasiveness of managerialism in universities, for example, marketing techniques, public-private partnerships, performance-based measures, and strengthened executive leadership etc., and perceptions of role conflict and ambiguity. Researchers suggest that electronic surveys account for 50% - 70% of response rates (Creswell, 2012; Tashakori & Teddlie, 2003). However, given the projected size of the sample and the guidance of Tashakori and Teddlie (2003), having 25% - 30% of the target sample completing the survey is an acceptable rate for the research.

During phase one of the research, purposive sampling technique was used to select participants for the research. Creswell and Plano Clark (2011) described purposive sampling process as the intentional recruitment of "participants who have experienced the central phenomenon or the key concept being explored in the study" (p. 173). To identify academic deans within the institutions, I conducted a search on the institutions' websites and generated a list of the institutions' current deans. Offices of the Provosts for each institution were asked to confirm whether the list was complete and accurate. At the beginning of the data collection process, there were approximately 71 academic deans across the selected U15 institutions in Canada. All 71 deans matched the criteria of being an academic dean in charge of schools/colleges/faculties from those institutions and were targeted as prospective participants. The institutions were purposively selected based on their locations as I had initially planned to collect data face to face in the institutions and had access to free accommodations across the

provinces in which the institutions are located. However, I had to collect data virtually given the Co-Vid19 pandemic restrictions.

Participants for the semi-structured interviews in the second phase were self-selected from the group of academic deans surveyed. The interview participants indicated on a second survey their willingness to participate further in the study and a total of eight academic deans participated in the elite interviews.

Survey Development and Pilot Testing

The survey instrument (see Appendix A) consisted of a total of 61 open and closed-ended items which gathered information on the perceived presence of managerialism and job responsibilities of academic deans. Academic deans were given the opportunity to provide further information to supplement the list of job responsibilities. Additional items in the survey were adapted from standardized surveys of Rizzio et al. (1970) Role Ambiguity Scale, McClain's (2009), Multiple Stimulus Types Ambiguity Tolerance (MSTAT-II) and Bandura's (1977) general self-efficacy scales. All the scales were adapted to use a five-point Likert Scale with answers ranging from strongly disagree (1) to strongly agree (5). The role ambiguity survey by Rizzio et al., consisted of 17 items to assess individuals' perceived level of role conflict and role ambiguity; 13 items measured tolerance-intolerance of ambiguity and 15 items measured deans perceived self-efficacy. Additional items on the survey were measures for collecting demographic information. Table 3.3 represents a summary of the instrument and indicates the corresponding items used to address the research questions as well as the quantitative tests used in this study.

Table 3.3

Design and Analysis as per Research Questions

Research Questions		Items from the Survey	Data Analysis
In what ways and to what extent did academic deans perceive their responsibilities to be reflective of the practices espoused by managerialism?	Presence of managerialism	5, 6, 7, 8, 9, 10, 11, 12, 13	Descriptive Statistics, Correlation
In what ways did academic deans perceive role conflict and role ambiguity due to the practices of managerialism? (Seven items for role conflict; 10 items for role ambiguity)	Role conflict and role ambiguity	14, 15, 16, 17, 18,19, 20 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	Descriptive Statistics, Correlation
In what ways did academic deans perceive that their self-efficacy influences their tolerance-intolerance of ambiguity?	Perceived levels of self-efficacy	31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45	Descriptive Statistics, Correlation
	Perceived tolerance-intolerance for ambiguity	46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58	
What is the relationship between academic deans' tolerance-intolerance of ambiguity and their perceptions of role conflict and role ambiguity?		46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58 14, 15, 16, 17, 18,19, 20 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	Descriptive Statistics, Correlation
How did academic deans describe the ways they navigated perceived role conflict and role ambiguity?			Qualitative review to establish themes
In what ways do the results of phase two conflate with the results of phase one?			Joint display guided by Pillar Integration Process

Development of Survey Instrument

The items on the survey instrument used to measure the perceived presence of managerialism were self-developed with information gathered from the literature and assessed for content validity. Rizzio et al. (1970) Role Conflict and Role Ambiguity Scale was adapted from the original 14-item scale which used a 7-point Likert scale where 1 indicated "not true of my job and 7 represents "extremely true of my job" to using a 5-point Likert scale where 1 suggests strongly disagree and 5 represents strongly agree. Bandura's (1977) general self-efficacy scale was also adapted to use a 5-point Likert scale rather than a 14-point scale where 1 indicates strongly disagree and 5 represents strongly agree. McLain's (2009) MSTAT-II Tolerance-intolerance of ambiguity scale was also used in the survey. These scales were previously used and tested in various research over the years. However, I reworded some items to match the desired language as suggested by some participants in the pilot testing.

Pilot Testing

Pilot testing of research instruments serves multiple purposes. It is usually effective in identifying whether there are issues with items on the survey and whether there are questions that may be potentially overlooked by participants (Dillman, Smyth & Christian, 2009) to establish the validity of the instrument. As such, the survey's instrument was piloted among five deans of colleges of graduate and postdoctoral studies in Canada. The participants in the pilot study were not on the list of participants for the study but were possibly familiar with the managerialist language, have experiences as administrators at the mid-level of their institutions and may have experienced incidences of role conflict and ambiguities. The pilot also checked for clarity and ambiguity of the questions and solicited feedback on any shortcomings. The survey was also reviewed across various devices (tablet, laptop, cellphone) to identify and address any potential issues with technology.

As part of the pilot study, two cognitive interviews were also conducted on WebEx with Directors of units at a university in Jamaica to establish the extent of familiarity with the managerialist language and issues of role conflict and ambiguity across different jurisdictions. The respondents were asked to share their thoughts while responding to each question on the survey. For the think-aloud cognitive interviews, respondents noted that while they understood the questions relating to managerialism, they were not all familiar with the concept. The suggestion was made to include a blurb explaining or defining the concept in the section on managerialism. Other respondents also provided similar feedback. Participants in the pilot indicated that the other sections were clear and familiar.

The pilot study's feedback yielded very helpful tips for enhancing the survey instrument. Based on the feedback received, some items on the survey were tweaked to make the language more current and relatable to academic deans. The participants in the second round of pre-test cognitive interviews agreed that the revisions had improved the survey instrument without changing the content validity. The survey was then deployed in SurveyMonkey via email to participants who were not part of the pilot testing to collect data for phase one of the study.

<div align="center">**Data Collection**</div>

The following section outlines the study's data collection process during phases one and two. Phase one of the study involved quantitative data collection and analysis, while the qualitative data collection and analysis was done in phase two of the study.

Phase One – Quantitative Data Collection (Survey)

The scope of the research inhibited my ability to survey all academic deans in Canada's group of U15 research-intensive universities. Given this shortcoming, I distributed the surveys to academic deans belonging to members of five U15 universities in Canada. However, using surveys facilitated data collection from a dynamic group of participants sharing their opinions,

describing their attitudes, beliefs, and behaviour (Creswell, 2007) which contributed to the deans' subjective understanding of the phenomena.

The survey (see Appendix A) was distributed electronically through SurveyMonkey, a survey tool provided by the University of Saskatchewan. The survey sought to gather data to address the research questions:

Q.1   In what ways and to what extent did academic deans perceive their responsibilities to be reflective of the practices espoused by managerialism?

Q.1a.   In what ways did academic deans perceive role conflict and role ambiguity due to the practices of managerialism?

Q.2   In what ways did academic deans perceive that their self-efficacy influenced their tolerance-intolerance of ambiguity?

Q.3   What is the relationship between academic deans' tolerance-intolerance of ambiguity and their perception of role conflict and role ambiguity?

Confidentiality. To maintain the anonymity of participants and in keeping with the stipulations of the University of Saskatchewan's Research Ethics Board (REB) which provided approval for the study (see Appendix B), participants in the study were contacted individually via email with a letter informing them of the research and seeking their participation in the study. With the use of the approved survey consent form (Appendix C), participants were informed of how the data will be collected, how the data will be used, how the data will be stored and were also notified that in completing the survey, they provided consent to participate.

Procedure. I collated a list of participants for the study from the universities' websites in an Excel spreadsheet. Emails were then sent to the Offices of the Provosts of each institution to query whether it was necessary to seek permission to conduct the study and whether local ethics approval was required from the institutions. All institutions responded indicating that no

permission was necessary, neither was local ethics required. Another email was sent to the Offices of the Provosts to confirm the names of current academic deans, and to request information on archival documents such as job descriptions of deans and policy documents governing deans.

The REB approved the recruitment letter (see Appendix D) which included information about the research, an invitation to participate in the study, and a link to the survey. The invitations were sent individually to the emails of academic deans from SurveyMonkey. The participants were asked to provide their consent to conduct the survey by selecting yes to the consent question. Selecting no would have taken them to the end of the survey. Prior to sending the emails, the SurveyMonkey logo was removed, and my personal email address added to minimize the risk of emails going to the recipients' spam. Two additional emails were sent as follow-ups to participants. The data collection for Phase One lasted six weeks.

Phase One – Quantitative Data Analysis

Analysing data is not a one-off process but rather a process which is ongoing during the research (Creswell & Tashakkori, 2007). In the first phase of the data collection, responses from the survey were uploaded to the Statistical Package for Social Sciences (SPSS) for statistical analysis. Descriptive statistics were used to generate the frequency distribution of means and standard deviations. The purpose of the descriptive statistics was to analyse the respondents' demographic information as well as their responsibilities, perceptions regarding managerialist practices, role conflict and role ambiguity, tolerance for ambiguity and self-efficacy. Correlation analysis was also conducted on the quantitative data to establish whether relationships existed between the phenomena studied. The response rate of 27.5% was a determining factor as to the type of statistical analysis which was conducted.

Phase Two - Qualitative Data Collection (Document Review and Interviews)

Following the collection and analysis of data from the survey, document review was conducted to collect information from job postings with position descriptions and policy documents regarding decanal positions from the universities under investigation. The document review provided an overview of the job responsibilities of academic deans as well as identified areas of responsibilities which mirror managerialist practices. The information for the document review was retrieved from WayBack Machine, an archival online database linked to the institutions' websites. Information collected on academic deans' job postings spanned approximately 10 years, while some policy documents governing academic deans were provided by the Offices of Provosts.

The data collected from analysis of the document reviewed and the results of the quantitative phase were used to guide the protocol for semi-structured interviews (see Appendix E) in stage two of phase two. The interviews served multiple purposes. Firstly, the interviews sought to get a deeper understanding of deans' perception of managerialism in their institutions and how the practices are reflected in their responsibilities, as well as an overarching perspective of deans' responsibilities. The interviews also gathered information to garner a general sense of how academic deans having a high level of confidence in their ability to carry out their responsibilities helps them to address issues of role conflict and ambiguity. In essence, conducting semi-structured interviews allowed for deeper probing into the findings from the survey data that required additional explanations, or where there was a need for the participants to build on the responses (Saunders et al., 2016). In this case, the interviews served to enhance and elaborate on the results of the quantitative data. Each participant was given the opportunity to speak freely about their position as dean and those who indicated that they previously served as dean at another institution was asked to make comparison of both roles.

Deans self-selected for the interviews by indicating on a second survey, their interest in participating in further discussions. The initial plan for the study in phase two was to interview 15 deans with the hope that if there was a surplus of deans self-selecting, the study would benefit from a broader scope of interview participants. However, only a total of eight deans indicated their willingness to participate in the study after several attempts of snowballing, after not receiving the targeted number of self-selected participants.

Given the uncertainties which abound as a result of the CoVid-19 pandemic, I conducted interviews using the University of Saskatchewan's approved online meeting platform, WebEx which facilitated the conversations using both audio and video technology. Permissions were sought from deans to record and use video option to conduct the interviews. The ability to conduct interviews using video accommodated, to some extent, the opportunity to act on any cues from participants' body language. Non-verbal responses, changes in tones, silence and change in the pace of responses are often valuable to data collection and can lead to further probing (Bisman & Highfield, 2012).

The semi-structured interviews with deans consisted of mainly open-ended questions with some closed-ended questions. Semi-structured open-ended interviews are particularly important when engaging participants considered to be among an elite group. The presumption is that the elite participant is one "who occupies a senior or middle management position; has functional responsibility in an area which enjoys high status in accordance with corporate values; has considerable industry experience and frequently also long tenure with the company" (Welch, et al., 2002, p. 613). Aberbach and Rockman (2002), noted that "elites especially – but other highly educated people as well – do not like being put in the straightjacket of close ended questions. They prefer to articulate their views, explaining why they think what they think" (p.

674). All interview participants signed an interview consent form (see Appendix F) prior to starting the interviews

Phase Two – Qualitative Data Analysis

Data analysis for phase two began with reviewing the data collected from archival documents and extracting information by themes. In reviewing the archival documents collected from Wayback Machine which is linked to the institutions' websites and those sent from the Office of the Provosts, I extracted information related to the responsibilities of academic deans, particularly to look for trends and glaring differences across institutions. The list of managerialist practices described in the literature formed the a priori assumptions about academic deans' responsibilities for extracting data from the archival documents. The documents examined spanned just over 10 years. Various titles ascribed to deans were also extracted from the documents as part of the verification process to check for alignment or disparities with the literature. The data from the review also facilitated the discussion on how deans believe they are perceived by their constituents and how they see themselves. A priori themes which overlapped with some of the theoretical concepts or categories embedded in the research questions were also used to initiate the coding process. With the pre-established themes, information from the archival documents was uploaded to NVivo and a thematic analysis was conducted to establish recurring patterns and themes and additional themes generated. Additional questions emanated from the conversations with deans.

On completion of the semi-structured individual interviews with deans, each recording was transcribed using Otter.ai and returned to participants to verify the accuracy of the transcriptions and to sign a transcript release form. On receipt of the returned transcripts, transcriptions were then uploaded to NVivo. On uploading the transcriptions of the interviews and inputting the a priori themes in NVivo, the transcripts were scanned for any information that

would readily identify the participants and information removed as appropriate or substituted with a pseudonym. The initial list of a priori themes which was generated from the research questions, interview protocols, document review, reflection on the literature, and findings from the survey was used. That is, factors considered of primary importance that needed further exploration in addressing the research questions were selected and subsequently, engaging the a priori themes for analysis, along with additional codes that emerged throughout the qualitative analysis phase.

Bernard (2011) argued that, in analyzing data, essentially, we are searching "for patterns in data and for ideas that help explain why those patterns are there in the first place" (p. 338). To find patterns, I used the broad themes identified in the questionnaire and checked them against recurring themes that emerged during the interviews or identified from the document analysis. In alignment with the constructivist paradigm, Bisman and Highfield (2012) noted that "thematic analysis was a practical starting point in the discovery of both archetypal and unique experiences, and in unearthing points of commonality and contrast in realities, as well as in the identification of relationships between themes" (p. 14). Following the identification of themes, a list of recurring codes was developed. According to Saldaña (2009), "a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p. 3). The process of developing additional codes was done during the qualitative data collection phase with the use of NVivo.

Subsequently, I used the initial coding to identify similarities or differences (Strauss & Corbin, 1998) by comparing participants' responses. Queries were then conducted in NVivo using the same codes to group aspects of the interviews, after which the second round of coding was done. In the second round of coding, I further engaged the data to ensure that the

information provided by the participants was used to create more detailed codes to maintain the use and representation of participants' voices. From the second round of coding, NVivo was used to analyze and map the more detailed codes to identify key patterns and themes from which the findings are reported. The findings from the qualitative phase were then integrated with the findings from the quantitative phase.

Integration of Findings

When conducting mixed methods research, the design allows for the integration of the quantitative and qualitative approaches at different stages – including data collection, data analysis, sampling and even in the development of the research questions (Bryman, 2006). As this research was done in two phases, with the quantitative phase preceding the qualitative data collection phase, the findings of the quantitative phase informed the questions for the qualitative phase as part of the integration process. At the end of analyzing data from phase one and the data from the document review, I conducted another process of integrating the overall findings. This process was to ensure integration of the "results from the initial quantitative phase to help plan the follow-up qualitative data collection phase" (Creswell, 2014, p. 258), that is the interviews to gather more depth on aspects of the initial findings.

Additionally, this process allowed me to gain a much deeper understanding of academic deans perceived presence of managerialism in their institutions and how it is reflected in their responsibilities, their perceptions of role conflict and ambiguity, self-efficacy and tolerance-intolerance of ambiguity. Participants were engaged in conversations on salient factors identified in the findings of the quantitative phase. I used the data from the interviews and elaborated on the information collected in the quantitative phase and compared the findings from the quantitative phase with the qualitative phase to ascertain discrepancies or consistencies as well as enhanced the findings. The merging of data from both phases according to Bryman (2007), is

"forging an overall or negotiated account of the findings that brings together both components of the conversation or debate" (p. 21). The process of triangulation or integration of both quantitative and qualitative data was done using a visual representation developed from the guidelines of the Pillar Integration Process (PIP). Through the joint display of data from the results of phases one and two, there is a clear representation of how the data from both phases are integrated.

The use of the PIP guided the integration of results from both phases of the study "and *identified* meta-inferences in joint displays" (Johnson et al., 2019, p. 2) to generate an integrated visual display to enunciate how the data from phase two converge with phase one of the study. This process involved four stages whereby the data were listed, matched, checked and pillars built, or inferences drawn about the results from the listing, matching, and checking stages (see Figure 3.2) at the central column. This process was repeated to ensure that the information extracted for the joint display was appropriate, bearing in mind the research questions of the study and any emerging theme deemed significant to the research findings.

Figure 3.2

Four Stages of the Pillar Integration Process
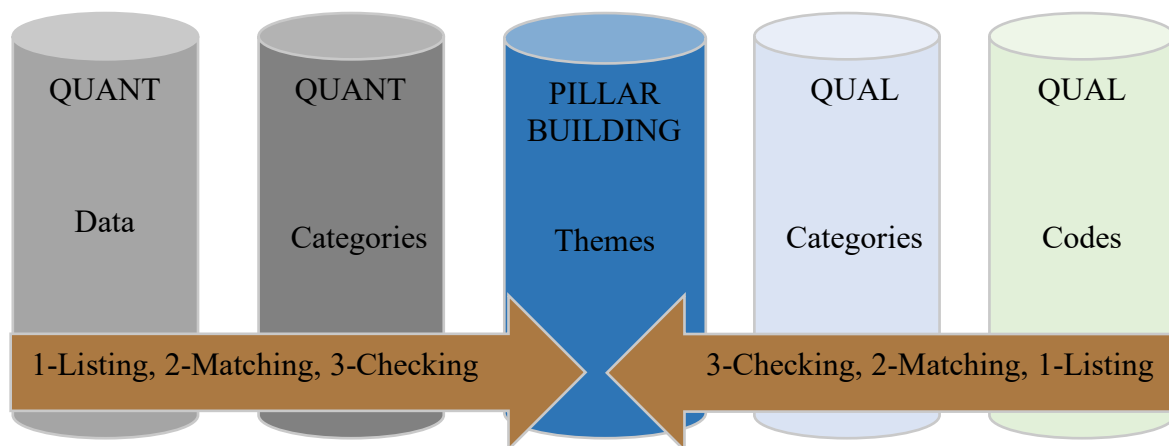
Note: Adapted from Johnson et al. (2017)

As previously mentioned, data collection for the study was undertaken in two phases with the intention that the results of the QUAN phase informed the interview protocol for the QUAL phase. Information collected from position descriptions and policy documents governing deans was also used to inform the interview protocol.

Reliability and Legitimation (Validity)

Reliability and validity are key components of research. The reliability of an instrument in quantitative research refers to the consistency of the instrument and addresses the question of whether the same instrument "will yield similar data from similar respondents over time" (Cohen et al., 2011, p. 200). While using established instruments to collect data may have limited coverage in responding directly to the research questions, the role conflict and ambiguity, tolerance for ambiguity and self-efficacy scales all allowed for reliability and validity, given that they have been extensively tested and widely used. The survey included additional questions that examined perceived presence of managerialism to address the research questions directly.

Additionally, to check for the reliability of the survey, Cronbach's alpha was used in SPSS to determine "the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items within the test" (Tavakol & Dennick, 2011, p. 53). In other words, "how well the items in a scale are correlated with one another" (Bernard, 2011, p. 249) or are consistent in measuring the phenomenon under investigation. As such, I conducted a scale reliability test on each group of variables measuring managerialist practices, role conflict and role ambiguity, self-efficacy, and tolerance-intolerance of ambiguity.

In testing the reliability of a scale "the closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale" (Gliem & Gliem, 2003, p. 87) but argued that having an "alpha of .8 is probably a reasonable goal" (p. 87); nonetheless, items in a

scale which depicts internal consistency at a level of .7 are considered acceptable (Field, 2018; Taber, 2018). Given that only 19 participants completed the survey, the nine items which examined academic deans perceived presence of managerialist practices in the five U15 research-intensive universities showed Cronbach's Alpha at α =.826, as indicated in

Table **3.4**. This result suggests that the scale has good internal consistency reliability, that is, all nine items measured the same phenomenon, Managerialist Practices.

Table 3.4

Reliability Analysis of Scale Measuring Espoused Managerialist Practices

Item	Alpha .826	Cronbach's Alpha if Item Deleted
Strengthened Executive Leadership		.813
Increased accountability		.788
Increased public/private partnership		.804
Increased search for alternate sources of funding		.818
Performance-based funding		.802
State budget cut		.817
Market type behaviour/strengthened commercialization of research		.798
Intense competition for funding		.794
Increased advertising		.837

N=19

Additional reliability measures for the adapted scales which measured role conflict and role ambiguity, tolerance-intolerance for ambiguity and self-efficacy are depicted in Table 3.5 through to Table 3.8. The reliability coefficient for each scale shows that all scales have internal consistency with the items. That is for the respective scales they each have acceptable Cronbach alpha above α = .7.

Table 3.5

Reliability Analysis of Scale Measuring Role Conflict

Item	Alpha .826	Cronbach's Alpha if Item Deleted
I sometimes make decisions that are apt to be accepted by one/some person(s) and not accepted by others.		.820
I work with two or more groups who operate quite differently.		.825
I receive incompatible requests from two or more people.		.775
I have to work on unnecessary things.		.799
I sometimes ignore a rule or policy in order to carry out a directive or mandate.		.835
I work under incompatible policies and guidelines.		.756
I receive directives without the proper resources and materials to execute it.		.760

N=19

Table 3.6

Reliability Analysis of Scale Measuring Role Ambiguity

Item	Alpha .826	Cronbach's Alpha if Item Deleted
I feel certain about how much authority I have.		.809
I have clear, planned objectives for my job.		.775
I know that I have divided my time properly.		.798
I know what my responsibilities are.		.776
I know exactly what is expected of me.		.770
I receive clear explanations of what has to be done.		.773

Item		
I am able to act the same regardless of the group I am with.		.820
I have to "feel my way" in performing my duties.		.869
I feel certain how I will be evaluated.		.793
I perform work that suits my values.		.782
I feel certain about how much authority I have.		.874

N=19

Table 3.7

Reliability Analysis of Scale Measuring Self-Efficacy

Item	Alpha .826	Cronbach's Alpha if Item Deleted
If I can't do a job the first time I keep trying until I can.		.796
When I set important goals for myself, I rarely achieve them. (R)		.747
When I make plans, I am certain I can make them work.		.770
I give up on things before completing them. (R)		.744
I avoid facing difficulties. (R)		.763
If something looks too complicated, I would not even bother to try it. (R)		.780
When I have something unpleasant to do, I stick to it until I finish it.		.758
When I decide to do something, I go right to work on it.		.746
When trying to learn something new, I soon give up if I am not initially successful. (R)		.746
When unexpected problems occur, I don't handle them well. (R)		.763
Failure just makes me try harder.		.786

Item		Alpha	Cronbach's Alpha if Item Deleted
		.826	
I do not seem capable of dealing with most problems that come up in life. (R)			.761
I feel insecure about my ability to do things. (R)			.761
I am a self-reliant person.			.811
I give up easily. (R)			.824

N=19

Table 3. depicts the reliability analysis of the MSTAT-11 Tolerance-Intolerance scale developed

by McLain (2009).

Table 3.8

Reliability Analysis of Scale Measuring Tolerance-Intolerance

Item	Alpha .826	Cronbach's Alpha if Item Deleted
I don't tolerate ambiguous situations well.		.746
I would rather avoid solving a problem that must be viewed from several different perspectives.		.807
I try to avoid situations which are ambiguous.		.735
I prefer familiar situations to new ones.		.819
Problems which cannot be considered from just one point of view are a little threatening.		.743
I avoid situations which are too complicated for me to easily understand.		.753
I am tolerant of ambiguous situations.		.764
I enjoy tackling problems which are complex enough to be ambiguous.		.773
I try to avoid problems that don't seem to have only one "best" solution.		.799
I generally prefer novelty over familiarity.		.766
I dislike ambiguous situations.		.729
I find it hard to make a choice when the outcome is uncertain.		.765

I prefer a situation in which there is some ambiguity.	.757

N=19

The use of multiple data sources, methods, and theories through the process of triangulation also served to enhance the reliability of this research (Creswell, 2013).

Validity is "the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests" (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education [AERA, APA, & NCME], 2014, p. 11). Onwuegbuzie and Johnson (2016) argued that there are concerns regarding the question of validity for mixed methods research design and that the term legitimation is a more appropriate phrase for addressing the quality and rigour of mixed method research. In addressing the legitimation of research, the aim is to assess the quality of the research which may be done in several ways. For this study, to measure the quality of the research design, and subsequent rigour in the interpretation or inferences drawn from the collected data, I conducted pilot testing of the survey prior to distribution to participants. This process, commonly known as face validity was done to assess whether the instrument measured what it purported to measure.

Additionally, aspects of the survey instrument that was used for this study was partially adapted from standardized surveys which have been widely used in research areas of education, psychology, and leadership/management, among others. Gorden (1980), argued that standardized instruments will facilitate "comparability and classifiability of answers from respondents. Standardizing the instruments ensures that any differences in the answers are due to differences among the respondents rather than the questions being asked" (p. 46).

Credibility/Trustworthiness

Credibility of a research "refers to suggestions that employing both approaches enhances the integrity of findings" (Bryan, 2006. p. 106). The process of establishing the research's trustworthiness stemmed from the use of employing quantitative and qualitative approaches to collect and analyze data. As such, both my voice and that of the participants were captured in the research by combining the quantitative and qualitative data (Onwuegbuzie & Leech, 2005). Engaging in mixed methods research enabled me to develop further understanding and meaning of data by using one method to authenticate the findings of the other method (Onwuegbuzie & Leech, 2005) to augment the credibility of the research findings.

Additionally, legitimizing and building the credibility of the findings for research can be achieved through various techniques such as member checking, triangulation, extended field observation, participant observations, code checking, replicating a finding, clarification of researcher bias, making comparison and contrast (Gall, Gall, & Borg, 2006; Lincoln & Guba, 1985; Onwuegbuzie & Leech, 2005) among others. For this research, as part of the validation process, member checking was used in that the interview transcripts were returned to the participants to check for the accuracy of the information provided. I also engaged in triangulation and concept mapping during the interviews to check for the accuracy of interpretation of fundamental concepts. The intention was to ensure that both the participants and I had the same interpretations of some key concepts.

Ethical Considerations

Prior to data collection, ethics approval was received from the University of Saskatchewan Research Ethics Board (REB) in March 2021. Further to the initial ethics approval, a request was submitted to the Research Ethics Board to amend (see Appendix G) the transcription process to allow the use of Otter.ai to transcribe the interviews. A second

application was submitted and re-approval received March 2022 (see Appendix H) from the ethics committee for the study. In keeping with the principles of research ethics, all participants and institutions were assigned pseudonyms for the purpose of anonymity. They were asked to complete an informed consent form which they signed and returned electronically. Academic deans' participation in this study posed no risks and as such there was minimal vulnerability. However, given the relatively small group of institutions, every effort was made to conceal the identity of the individual participants and their institutions. Special consideration was given to ensure that identifiable demographic information such as names, names of colleges/faculties/schools and universities were concealed by the use of pseudonyms.

All data collected through the survey are anonymous and interview data were kept confidential. Pseudonyms were used throughout the interviews and for transcriptions of participants' interviews and their respective institutions to protect the privacy of the participants in the study. Each participant was informed that their participation in this research is voluntary and that they should answer only those questions with which they were comfortable. Additionally, participants were informed that they may withdraw from the study for any reason, at any time without explanation or penalty of any sort. If a participant chose to withdraw, all data collected from that participant would have been destroyed and would not have been utilized in any way in this research or any possible publications resulting from this research. In addition, all recordings and any documents containing pseudonym information of participants in the study will be destroyed after five years.

Consent and Anonymity

Initially, I indicated that a copy of the ethics approval from the University of Saskatchewan Research Ethics Board (REB) would have been sent to the institutions, but the Offices of the Vice Provost Research had indicated that there was no need to. Prior to starting the

survey, participants were informed of the purpose of the research and advised of the approval for the study by the ethics board and informed not to include their names on the survey. The survey responses were collected, and data were reported anonymously. Interview participants were provided with an informed consent sheet to give their written consent to participate in the study. All consent forms were signed by participants and returned. Following the transcriptions of the interviews, deans were further contacted to verify the accuracy of the transcripts and give approval for the use of the data. A transcript release form was sent to deans for their signature (see Appendix I). To maintain the confidentiality of interview participants, pseudonyms were used to report the findings. No compensation was provided to participants for this research. For the purpose of anonymity, the institutions from which deans participated are identified by pseudonyms in that of Greek letters of the alphabet, and the colleges/faculties are assigned to three overarching categories – Humanities and Social Sciences, Health Sciences and Natural/Applied Sciences.

Chapter Summary

Chapter three captured the research methodology employed in this study. The research design addressed the methodology, philosophical paradigm linked to my research approach, method, participants involved, and the process undertaken to conduct the research. The study examined the phenomena from a theoretical and philosophical lens of constructivism. In identifying constructivism as the philosophical paradigm from which to understand the nature of the study, a mixed methods approach was used with the research conducted in two phases. The chapter also pointed to reasons for choosing the design and the method used for collecting data from research participants. Data collection for the study was conducted using mixed methods with the quantitative data collected in phase one and the qualitative data in phase two. The data from the quantitative phase were analyzed using SPSS while the data from the qualitative phase

of the study were analyzed using NVIVO. Subsequent to the analysis of the datasets, the results were integrated and represented in a joint display.

Given the significant changes in higher education institutions over the last 20 years and the likely effects that the changes have on the manner in which academic deans manage their colleges, as well as with the critical roles that deans play in leading their colleges, especially in such a time of austerity measures, there is a need to understand and develop further knowledge of the roles of academic deans in a complex environment and how the changes impact the way they govern their respective colleges.

The need to understand and address issues and challenges of managerialism, role conflict and ambiguities faced by leaders and managers in organizations cannot be overstated. Similarly, with the literature suggesting that academic managers are constantly caught in the middle of conflicting and ambiguous situations, there is a need to examine how they navigate the ambiguous environment. The study examined the phenomena from a theoretical and philosophical lens of constructivism. With the guiding tenets of constructivist philosophy, chapter three illustrated the research design employed in executing this research. The research design addressed the methodology, philosophical paradigm linked to the research approach, method, and participants involved for the framing and conducting of the research.

Chapter 4

Quantitative and Qualitative Data Analysis

As was previously mentioned, the purpose of this research was to garner academic deans' perceptions of the presence of managerialism in their institutions as it relates to their role, and the extent to which there is perceived role conflict (competing demands and expectations from various constituents) and role ambiguity (unclear about roles, expectations, responsibilities). The research also sought to ascertain whether academic deans' tolerance-intolerance of ambiguity and self-efficacy influence how they navigate the perceived presence of role conflict and role ambiguity using a mixed methods approach, with the collection of data spanning two phases.

This chapter provides information on the analysis of both phases one (quantitative) and two (qualitative) of the data collection process. The chapter commences with the findings from the data collected from policy documents and position descriptions which were used to provide some context to gather more detailed information during the conversations with academic deans in phase two of the study. The policy documents and position descriptions provided data on deans' responsibilities and skill competencies required for the deanship and is presented here to contextualize the deanship of the participants offering a more organized flow of information.

The results of the quantitative data gathered from the survey in phase one which was distributed through Survey Monkey are then presented in this chapter. The data from the survey were analyzed using Statistical Package for the Social Sciences (SPSS 20). This Chapter then highlights the results of the qualitative analysis from the interviews with eight academic deans.

Findings from Review of Policy Documents and Position Descriptions

Policy documents governing deans, as well as position descriptions of academic deans which outline the responsibilities of the incumbents in the deanship also mirror practices akin to managerialism. The policy documents governing deans' recruitment and selection process from

some of the participants' institutions were collated both from the institutions' websites and Offices of the Provosts.

The documents provided an overview of deans' profiles and as such, they were examined to determine whether the documents had information relevant to the research. In analyzing the documents, observation was made to different titles that are ascribed to deans. The noticeable titles include Senior Administration, Chief Executive Officer (CEO) and Chair of Faculty, with CEO, noted three times.

In reviewing deans' position descriptions across institutions, a total of 16 position descriptions dating from 2012 to 2022 were downloaded from archival materials on the institutions' websites, procured through WayBack Machine. The position descriptions list the responsibilities of academic deans from various colleges, faculties, and/or schools. Managerialist practices described in the literature and those used for the survey formed a priori assumptions about academic deans' responsibilities to extract data that represents a trend in what academic deans' responsibilities entail across different institutions.

Responsibilities which appear to be common practices that are not reflective of purported managerialist practices were also extracted from the data to show a more comprehensive picture of academic deans' responsibilities. In reviewing the position descriptions of 16 college deans and policy documents to gather information on academic deans' responsibilities and their requisite skills and competencies, the information was grouped in a manner to capture the colleges under three overarching areas. The colleges from which the participants belong were suitable for grouping under the areas of health sciences, natural and applied sciences, humanities and social sciences as depicted in Table 4.1 which shows the responsibilities of academic deans as described in the position descriptions and policy documents governing deans.

Table 4.1

Summary List of Academic Deans' Responsibilities

Academic Deans Responsibilities	Humanities & Social Sciences (4 colleges) # of occurrences	Health Sciences (8 colleges) # of occurrences	Natural/Applied Sciences (4 colleges) # of occurrences
Budget and fund development	4	4	2
Fundraising or advancement	3	8	3
Partnerships & external relationships	4	6	4
Community engagement or Outreach	-	3	1
Human Resource Management	1		1
Advance Institution's Strategic Plan	1		

Table 4.1 indicates that some of the responsibilities which are expected to be carried out by deans comprise budget and fund development, with four mentions in colleges classified under both Humanities and Social Sciences, and Health Sciences. There were two mentions of budgeting and fund development in the Natural and/or Applied Sciences. Fundraising and/or advancement had occurrences in Humanities and Social Sciences, Health Sciences, and Natural and/or Applied Sciences of three, eight and three, respectively. Building partnerships and external relationships, which is another responsibility reflective of managerialist practices, was also noticeable across the colleges, with three mentions for Humanities and Social Sciences, six in Health Sciences and three in Natural and/or Applied Sciences. This may be a result of the significant budget cut to higher education institutions in the provinces. Further, these disciplines have the capacity to commercialize their research and need external partners for such initiatives.

Data were also obtained from the position descriptions that reflect requisite skills and competencies for decanal positions as shown in Table 4.2. The position descriptions specify skills and competencies essential to the success of the incumbents of the academic deanship. The skills and competencies varied across colleges within institutions and across institutions, but there are also noticeable similarities with the various positions, both within and across institutions. Some similarities in skills and competencies include advancement and fundraising, budgeting and finance, collaborative, and interpersonal skills. Some of the noticeable differences include change management competencies and consultative but decisive skills.

Table 4.2

Summary of Required Skillsets and Competencies for Academic Deans

	Deans' Requisite Skills and Competencies Summarised Across Colleges by Institutions (# of occurrences)				
	University of Epsilon	University of Delta	University of Gamma	University of Beta	University of Alpha
Advancement and fundraising skills	10		3	1	
Financial and budgeting	4				
Interpersonal and/or Collaborative & Collegial skills	7		2		
Promote Outreach	2		1		
Consultative but decisive	1				
Leadership	7	1	2	2	2
Management	2	1	3	1	
Change Management		1		1	
Coaching and Mentoring	1		1		

Quantitative Data Analysis

In seeking to address the research questions a survey was developed to collect data using both open and closed-ended questions. The survey consisted of a total of 61 questions including items for collecting demographic information. 41 items on the survey were developed on a five-point Likert Scale ranging from strongly disagree (1) to strongly agree (5) and distributed through SurveyMonkey to participants across five U15 universities in Canada.

Items for the survey included a self-developed scale for ascertaining the perceived presence of managerialist practices in the universities. The items used to develop the managerialist practices perception scale and items for deans' responsibilities were drawn from the review of the literature which proffered a list of characteristics of managerialist practices in higher education institutions, as well as responsibilities normally undertaken by academic deans.

The quantitative analysis section of this chapter includes results of participants' demographics, academic deans' perception of the presence of managerialist practices in their institutions, their perceptions on role conflict and ambiguity, self-efficacy, and levels of tolerance-intolerance for ambiguity. Further exploration of the data also shows the relationships between perceived managerialist practices and perceived role conflict and role ambiguity; perceived self-efficacy and role conflict and role ambiguity; perceived self-efficacy and tolerance-intolerance for ambiguity.

Demographic Analysis

Invitations to participate in the survey were sent to 71 academic deans across all faculties, schools and/or colleges within the selected U15 research-intensive universities. Each survey was sent individually, with the cover letter introducing the research, personally addressed to the respective deans. One dean opted out of the survey, and another replied to the email to indicate that because of time constraints participation in the study was not possible. The withdrawal of

two participants reduced the sample to 69 (N=69). Of the 69 deans, 32 deans responded in the

affirmative to the question, are you currently an academic dean or director in charge of a

college/school/faculty? The initial download of the data from SurveyMonkey showed that 32

participants had completed the survey, however in cleaning the data only 19 participants took the

survey. However, the quantitative phase of the study has a good response rate of 46%, with the

completion rate at 27.5%. In other words, only 19 surveys were considered usable.

Participants in the survey identified as females accounted for 47% of the survey (N=9), and the

remaining 53% of participants identified as males, (N=10).

Respondents indicated that they have been in the role as academic deans for one year or

less (12.5%), 2-3 years (25%), 4-5 years (12.5%), 6-10 years (37.5%) and 10 years or more

(12.5%) as depicted in Table 4.3. Of the number of deans who responded to the survey, a total of

nine deans reported serving a second term or more in the role.

Table 4.3

Number of Years as Academic Dean (including years served at previous institutions)

		Frequency	Percent
Valid	1 year or less	2	12.5%
	2-3 years	4	25.0%
	4-5 years	4	12.5%
	6-10 years	7	37.5%
	10 years or more	2	12.5%
	Total	19	100.0

The data provided in Table 4.3 represents the number of years that the participants served in the capacity as academic deans both at their current institutions and/or an institution at which they were previously employed.

Descriptive Statistics Analysis

To analyse additional data collected from the survey, all negatively worded statements were reversed coded for consistency when measuring the reliability of the scale items after which variables were computed in their respective groupings to identify the mean and standard deviation of each scale as shown in Table 4.4. The scales include managerialist practices, role conflict and ambiguity, tolerance-intolerance for ambiguity and self-efficacy. The results show academic deans' (n=19) perceptions of the presence of managerialist practices (M=3.19, SD=.783). That is, the 19 academic deans who participated in the survey perceived that there is a high presence of the practices driven by managerialism in their institutions which averages 3.19 on a five-point Likert Scale. The activities summed as managerialist practices also include increased advertising and search for alternate sources of funding, performance-based funding measures, and sustained budget cuts.

Table 4.4

Table of Computed Variables

Variable names		Descriptive Statistics Computed Variables			
	N	Minimum	Maximum	Mean	SD
Managerialist Practices	19	1.67	4.67	3.19	.783
Role Conflict	19	2.43	4.71	3.42	.754
Role Ambiguity	19	2.30	4.50	3.65	.592
Self-Efficacy	19	2.93	4.73	4.02	.417
Tolerance-Intolerance for Ambiguity	19	2.92	4.38	3.70	.417

Valid N (listwise) 19.

As indicated in Table 4.4, the frequency with which academic deans perceived role conflict averaged (*M*=3.42, *SD*=.754). Perceptions of role conflict is delineated as having to work with two or more people who operate differently and having to make decisions that are apt to be accepted by one/some person(s) and not accepted by others, among others. Conversely, based on the statements that measure role ambiguity, the computed average of 3.65 (*M*=3.65, *SD*=.592) suggests low ambiguity. For example, the findings suggest that there is an indication that the deans know what their responsibilities are (*M=4.11),* know what is expected of them (*M=3*.95) and have clear, planned objectives for their jobs (*M=3.89)*. There is also a clear indication that they perform work that suits their values (*M=4.26)*. In examining academic deans' perceptions of their self-efficacy, I found that the academic managers agreement of self-efficacy averaged (*M*=4.02, *SD*=.417) which represents their perceived capacity to successfully carry out their responsibilities.

Investigation into academic deans perceived tolerance or intolerance for ambiguity, encompassed scenarios considered to be complex, unfamiliar, uncertain, insoluble and stimuli that are ambiguous in general (McLain, 2009). Tolerance-intolerance to ambiguity was measured on a Five-point Likert Scale with an aversion to ambiguity on the lower end of the scale and a liking or tolerance to ambiguity on the upper end of the scale. The deans perceived tolerance or intolerance to ambiguity averaged (*M*=3.70; *SD*=.417), an indication that the academic deans perceived some levels of tolerance to various stimuli.

Perceived Presence of Managerialism in Institutions

The survey included a self-developed scale for practices fuelled by managerialism using a total of nine questions (q.5- q.13 See Appendix A). The questions were developed from information found in the review of the literature which suggests that there are some

distinguishable practices of managerialism which are present in universities. As such the questions were designed to determine participants' perceived presence of the practices of the managerialist culture in their institutions. That is, participants were asked to ascertain the degree to which they perceived the presence of managerialism in their institutions using a five-point Likert Scale ranging from strongly disagree (1) to strongly agree (5).

Responses indicating academic deans perceived presence of managerialism are articulated in the list of statements in Table 4.5. Table 4.5 shows the frequency of responses in the first lines of corresponding statements and the percentages indicating the rate at which deans perceive the presence of managerialism in their institutions are displayed in the second lines.

Table 4.5

Descriptive Statistics of Academic Deans' Perception of Managerialism

	N Valid	Likert Scale Measure (1-5) Frequency Percent					Mean	SD
		[1]	[2]	[3]	[4]	[5]		
Increased advertising and/institutional profiling.	19	-	3 15.8%	6 31.6%	5 26.3%	5 26.3%	3.63	1.065
Increased search for alternate sources of funding opportunities & donors.	19	-	5 26.3%	3 15.8%	8 42.1%	3 15.8%	3.47	1.073
Intense competition for funding among and/or between faculty.	19	1 5.3%	3 15.8%	3 15.8%	10 52.6%	2 10.5%	3.47	1.073
Market type behaviour/strengthened commercialization of research.	19	1 5.3%	5 26.3%	4 21.1%	7 36.8%	2 10.5%	3.21	1.134
Increased demand for accountability.	19	3 15.8%	5 26.3%	1 5.3%	5 26.3%	5 26.3%	3.21	1.512

Evidence of corporate-like practices is reflected in strengthened executive leadership.	19	2 10.5%	2 10.5%	7 36.8%	7 36.8%	1	3.16	1.068
Performance-based funding practices.	19	3 15.8%	3 15.8%	6 31.6%	5 26.3%	2 10.5%	3.00	1.247
Increased public/private partnerships.	19	3 15.8%	5 26.3%	3 15.8%	8 42.1%	-	2.84	1.167
Institution impacted by State budget cuts.	19	5 26.3%	5 26.3%	3 15.8%	3 15.8%	3 15.8%	2.68	1.455

Note. All participants responded to perceived evidence of managerialist practices in their institution. Likert Scale range from Strongly Disagree (1) to Strongly Agree (5).

Participants' responses showed that the most prevalent practice reflective of managerialism is increased advertising and/or institutional profiling (*M=3.63; SD=1.07*). That is, 26.3% of the participants indicated that they both strongly agreed and agreed to the practice. Another practice identified as common practices emanating from managerialist principles that is present in their respective institutions is increased search for alternate sources of funding and intense competition for funding with 42.1% of the participant agreeing to the statement while another 15.8% indicated that they strongly agreed. Increased public/private partnership and the perception that their institutions have been impacted by state budget cuts rated as least common (*M=2.84; SD=1.17*). The managerialism scale shows some resemblance to the major job responsibilities/duties listed in the survey and identified as those undertaken by the academic deans.

Job Responsibilities of Academic Deans

Participants were provided with a list of 11 job responsibilities (see Table 4.6) from which they were to choose those roles that they undertake. A total of 15 participants responded

to this question by selecting the job responsibilities reflective of their role as deans. The findings

indicated in Table 4.6

Frequency Table Showing Academic Deans' Responsibilities show that most common

among the job responsibilities are that academic deans provide advice to the institution's senior

leaders on university policies and procedures as well as lead and coordinate strategic planning

and the development of new undergraduate and graduate programs for the college/school/faculty

(N=15). The responsibilities to develop budgets and manage fiscal affairs of

college/faculty/school *(N=14),* develop, lead, and encourage fundraising efforts in support of the

college's and/or department(s)' goals and manage non-faculty staff were also seen as common

(N=13) among the participants. Additionally, the responsibility to establish public/private

partnerships with external stakeholders was reported as present among *(N=10)* participants. The

least common responsibility identified is that of establishing tools/strategies for evaluating

teaching and learning (*N=6*) which may account for the fact that this initiative is not the sole

responsibility of the dean

Table 4.6

Frequency Table Showing Academic Deans' Responsibilities

Deans' Responsibilities	N
	Valid
Provide advice to the institution senior leaders on university policies and procedures.	15
Lead and coordinate strategic planning and the development of new undergraduate and graduate programs for the college/school/faculty.	15
Develop budget and manage fiscal affairs of college/faculty/school.	14
Manage non-faculty staff.	13
Develop, lead, and encourage fundraising efforts in support of college's and/or department(s)' goals.	13
Supervise, Evaluate and Support Department.	12

Establish public/private partnerships with external stakeholders.	10
Evaluate college administrators and staff in consultation with college faculty and staff.	9
Provide recommendations to Provost regarding sabbaticals and other leaves.	9
Engage in teaching and research in my academic discipline.	7
Establish tools/strategies for evaluating teaching and learning.	6

Note. N = 15 participants. Not all participants responded to indicate their major responsibilities.

Subsequent to participants selecting their respective responsibilities, they were asked to indicate whether they perceived any of the responsibilities listed in Table 4.6 unnecessary for the deanship. In responding to the question, a total of 58% or 11 of the participants indicated that they consider the responsibility of establishing public/private partnerships with external stakeholders unnecessary for an academic dean's role. Additionally, participants were asked to indicate whether they believed any of the responsibilities listed in Table 4.6 were a direct result of managerialism. A total of six participants or 32% pointed to budget development and managing the fiscal affairs of their colleges. Another 53% (10 participants) identified the responsibility of establishing public-private partnerships as a direct result of the imposition of corporate-like practices in their universities.

Perceptions of Role Conflict and Role Ambiguity

The role conflict and ambiguity scale consisted of a total of 17 items with questions 14-20 (seven questions) classified as items that represent perceptions of role conflict and 10 items, questions 21-30, depicting role ambiguity. Table 4.7 and Table 4.8 show the frequency in responses on perceived role conflict and role ambiguity, respectively. Most common among the items of perceived role conflict is that academic deans "sometimes make decisions that are apt to be accepted by one/or some person(s) and not accepted by others" *(M=4.37; SD=.761)*. Academic deans who participated in the study indicated that on average *(M=4.11*; *SD=.737)*,

perceptions of role conflict exist based on the level at which they work with two or more groups who operate quite differently. The results also suggest the possible existence of a perceived level of role conflict resulting from academic deans receiving incompatible requests from two or more people (*M = 3.68*; *SD = .885*). That is, there is a frequency indicating some level of agreement among deans that they in fact receive conflicting demands.

Table 4.7

Role Conflict

	N Valid	Likert Scale Measure (1-5) Frequency Percent					Mean	SD
		[1]	[2]	[3]	[4]	[5]	Mean	SD
I sometimes make decisions that are apt to be accepted by one/some person(s) and not accepted by others.	19	-	1 5.3%	-	9 47.4%	9 47.4%	4.37	.761
I work with two or more groups who operate quite differently.	19	-	1 5.3%	1 5.3%	12 63.2%	5 26.3%	4.11	.737
I receive incompatible request from two or more people.	19	-	2 10.5%	5 26.3%	9 47.4%	3 15.8%	3.68	.885
I have to work on unnecessary things.	19	2 10.5%	5 26.3%	4 21.1.%	3 15.8%	5 26.3%	3.21	1.398
I sometimes ignore a rule or policy in order to carry out a directive or mandate.	19	3 15.8%	6 31.6%	5 26.3%	3 15.8%	2 10.5%	2.74	1.240
I work under incompatible policies and guidelines.	19	2 10.5%	5 26.3%	6 31.6%	4 21.1%	4 21.1%	2.95	1.177

	N Valid	[1]	[2]	[3]	[4]	[5]	Mean	SD
I receive directives without the proper resources and materials to execute it.	19	1 5.3%	9 47.4%	2 10.5%	5 26.3%	2 10.5%	2.89	1.197

Note. All participants responded to perceived role conflict. Likert Scale range from Strongly Disagree (1) to Strongly Agree (5)

In describing the frequencies of the items on the role ambiguity scale, the results show that academic deans who participated in the study tend to "perform work that suits my values" *(M=4.25; SD=.775)* and importantly, the results indicate that common among the role ambiguity scale is that academic deans know what their responsibilities are *(M=4.11; SD=.875)*, a suggestion that they do not perceive the presence of role ambiguity in their position.

Table 4.8

Role Ambiguity

	N Valid	Likert Scale Measure (1-5) Frequency Percent					Mean	SD
		[1]	[2]	[3]	[4]	[5]		
I perform work that suits my values.	19	-	1 5.3%	-	11 57.9%	7 36.8%	4.26	.733
I know what my responsibilities are.	19	-	2 10.5%	-	11 57.9%	6 31.6%	4.11	.875
I know exactly what is expected of me.	19	-	2 10.5%	1 5.3%	12 63.2%	4 21.1%	3.95	.848
I have clear, planned objectives for my job.	19	-	3 15.8%	1 5.3%	10 52.6%	5 26.3%	3.89	.994
I receive clear explanations of what has to be done.	19		3 15.8%	2 10.5%	12 63.2%	2 10.5%	3.68	.885
I feel certain how I will be evaluated.	19	-	5 26.3%	3 15.8%	8 42.1%	3 15.8%	3.47	1.073

		Likert Scale Measure (1-5) Frequency Percent						
	N	[1]	[2]	[3]	[4]	[5]	Mean	SD
I feel certain about how much authority I have.	19	2 10.5%	4 21.1%	-	11 57.9%	2 10.5%	3.37	1.257
I am able to act the same regardless of the group I am with.	19	2 10.5%	1 5.3%	6 31.6%	9 47.4%	1 5.3%	3.32	1.057
I know that I have divided my time properly.	19	-	5 26.3%	5 26.3%	9 47.4%	-	3.21	.855
I have to "feel my way" in performing my duties.	19	-	5 26.3%	7 36.8%	5 26.3%	2 10.5%	3.21	.976

Note. All participants responded to perceived role ambiguity. Likert Scale range from Strongly

Disagree (1) to Strongly Agree (5).

Perceptions of Self-Efficacy

The general self-efficacy scale in Table 4.9 had nine negatively worded items and as such

the items (indicated by R) were reversed coded to reflect perceived high self-efficacy. That is, a

strong agreement to items which are negatively worded suggest a low level of self-efficacy.

Reversed coding of the negatively phrased items resulted in a high score being transformed to a

low score and a low score to a high score. Academic deans indicated that they are very capable

of dealing with most problems that arise.

Table 4.9

Academic Deans' Perception of their Self-Efficacy

		Likert Scale Measure (1-5) Frequency Percent						
	N Valid	[1]	[2]	[3]	[4]	[5]	Mean	SD
I do not seem capable of dealing with most problems that come up in life. (R)	19	11 57.9%	8 42.1%	-	-	-	4.58	.507

Statement	N	1	2	3	4	5	Mean	SD
When I set important goals for myself, I rarely achieve them. (R)	19	7 / 36.8%	10 / 52.6%	-	2 / 10.5%	-	4.16	.898
If something looks too complicated, I would not even bother to try it. (R)	19	7 / 36.8%	10 / 52.6%	1 / 5.3%	1 / 5.3%	-	4.16	.958
I feel insecure about my ability to do things. (R)	19	7 / 36.8%	9 / 47.4%	2 / 10.5%	1 / 5.3%	-	4.16	.834
I give up on things before completing them. (R)	19	7 / 36.8%	8 / 42.1%	3 / 15.8%	1 / 5.3%	-	4.11	.875
I avoid facing difficulties. (R)	19	7 / 36.8%	8 / 42.1%	3 / 15.8%	1 / 5.3%	-	4.11	.875
When unexpected problems occur, I don't handle them well. (R)	19	5 / 26.3%	11 / 57.9%	3 / 15.8%	-	-	4.11	.658
I am a self-reliant person.	19	1 / 5.3%	1 / 5.3%	-	10 / 52.6%	7 / 36.8%	4.11	1.049
When trying to learn something new, I soon give up if I am not initially successful. (R)	19	4 / 21.1%	13 / 68.4%	1 / 5.3%	1 / 5.3%	-	4.05	.705
If I can't do a job the first time I keep trying until I can.	19	-	1 / 5.3%	2 / 10.5%	12 / 63.2%	4 / 21.1%	4.00	.745
When I have something unpleasant to do, I stick to it until I finish it.	19	-	-	3 / 15.8%	13 / 68.4%	3 / 15.8%	4.00	.577
I give up easily. (R)	19	7 / 36.8%	9 / 47.4%	1 / 5.3%	-	2 / 10.5%	4.00	1.202
When I make plans, I am certain I can make them work.	19	-	1 / 5.3%	4 / 21.1%	13 / 68.4%	1 / 5.3%	3.74	.653
When I decide to do something, I go right to work on it.	19	-	2 / 10.5%	6 / 31.6%	8 / 42.1%	3 / 15.8%	3.63	.895

	N Valid	[1]	[2]	[3]	[4]	[5]	Mean	SD
Failure just makes me try harder.	19	-	3 15.8%	7 36.8%	8 42.1%	1 5.3%	3.37	.831

Note. All participants responded to the perceived self-efficacy scale questions. Likert Scale range from Strongly Disagree (1) to Strongly Agree (5). Items denoted by (R) were reversed coded.

Tolerance-Intolerance for Ambiguity

I used McLean's MSTAT-II Tolerance-Intolerance for Ambiguity scale (McLain, 2009) to assess the academic deans perceived tolerance or intolerance for ambiguity. The Likert Scale measure ranges from Strongly Disagree (1) to Strongly Agree (5) with a total of 13 questions. Six items in the scale (denoted by R) were reversed coded. The results in Table 4.10 represent descriptive data depicting academic deans perceived level of tolerance-intolerance for ambiguity. Most frequent among the tolerance-intolerance stimuli is that academic deans engage with situations that are generally considered too complicated (M=4.37; SD=.496) but have a high tolerance to such situations. Also, they do not seem to feel threatened by problems which cannot be considered from several viewpoints (M=4.16; SD=.834). As mentioned earlier, reversed coding of scale items that were negatively worded meant that the items were rated positively resulting in a higher score.

Table 4.10

Tolerance-Intolerance for Ambiguity

	N Valid	Likert Scale Measure (1-5) Tolerance-Intolerance for Ambiguity Frequency Percent					Mean	SD
		[1]	[2]	[3]	[4]	[5]		
I avoid situations which are too complicated for me to easily understand. (R)	19	7 36.8%	12 63.2%	-	-	-	4.37	.496

Statement	N	1	2	3	4	5	Mean	SD
Problems which cannot be considered from just one point of view are a little threatening. (R)	19	7 36.8%	9 47.4%	2 10.5%	1 5.3%	-	4.16	.834
I am tolerant of ambiguous situations.	19	-	1 5.3%	-	15 78.9%	3 15.8%	4.05	.621
I enjoy tackling problems which are complex enough to be ambiguous.	19	-	-	2 10.5%	14 73.7%	3 15.8%	4.05	.524
I try to avoid problems that don't seem to have only one "best" solution. (R)	19	7 36.8%	8 42.1%	3 15.8%	-	1 5.3%	4.05	1.023
I try to avoid situations which are ambiguous. (R)	19	2 10.5%	13 68.4%	3 15.8%	1 5.3%	-	3.84	.688
I don't tolerate ambiguous situations well. (R)	19	3 15.8%	12 63.2%	1 5.3%	2 10.5%	1 5.3%	3.74	1.046
I dislike ambiguous situations. (R)	19	1 5.3%	12 63.2%	1 5.3%	4 21.1%	-	3.56	.922
I would rather avoid solving a problem that must be viewed from several different perspectives. (R)	19	-	3 15.8%	4 21.1%	11 57.9%	1 5.3%	3.53	.841
I find it hard to make a choice when the outcome is uncertain. (R)	19	2 10.5%	11 57.9%	3 15.8%	3 15.8%	-	3.53	.895
I generally prefer novelty over familiarity.	19	-	3 15.8%	7 36.8%	7 36.8%	1 5.3%	3.33	.840
I prefer a situation in which there is some ambiguity.	19	-	3 15.8%	8 42.1%	8 42.1%	-	3.26	.733
I prefer familiar situations to new ones.	19	-	12 63.2%	5 26.3%	2 10.5%	-	2.47	.697

Note. All participants responded to the perceived tolerance-intolerance for ambiguity questions. Likert Scale range from Strongly Disagree (1) to Strongly Agree (5).

Relationships and Study Parameters

Further to establishing academic deans perceived presence of managerialism in their respective institutions and how they are reflected in their responsibilities, as well as their perceptions on role conflict and ambiguity, self-efficacy and tolerance or intolerance of ambiguity, I explored whether relationships existed among the various phenomena. Correlation coefficient was used with the range -1.00 to +1.00 showing different degrees of relationship to ascertain the extent to which relationships exist between different scales variables. A negative correlation coefficient is indicative of a negative or inverse relationship, while a positive correlation indicates a positive relationship. A coefficient of 0 shows that there is no relationship, (Field, 2019). Notably, irrespective of the strength of the relationship, there is no indication that a change in one variable causes a change in another variable.

Pearson correlation analysis was conducted to explore the degree of relationship with the variables - managerialist practices and role conflict and role ambiguity as per research question (Q.1a.), in what ways did academic deans perceive role conflict and role ambiguity due to the practices of managerialism? The results in Table 4.11 show that there is a weak positive relationship between the espoused practices of managerialism and role conflict r=.321. However, there appears to be no relationship between managerialism and role ambiguity.

Table 4.11

Relationship between Managerialism and Role Conflict and Role Ambiguity

Variable	Variable2	Correlation	Count	Lower C.I.	Upper C.I.
Managerialist Practices	Role Conflict	.321	19	-.156	.676
	Role Ambiguity	.006	19	-.449	.459

Similarly, Pearson Correlation analysis was conducted to examine whether a relationship exists between self-efficacy and tolerance-intolerance for ambiguity based on the research question, in what ways did academic deans perceived that their self-efficacy influences their tolerance-intolerance of ambiguity? The findings as indicated in Table 4.12 suggest that there is a weak but positive relationship between self-efficacy and tolerance-intolerance for ambiguity with r = .148.

Table 4.12

Relationship between Self-Efficacy and Tolerance-Intolerance for Ambiguity

Variable	Variables	Correlation	Count	Lower C.I.	Upper C.I.
Self-Efficacy	Tolerance-Intolerance for Ambiguity	.148	19	-.328	.564

In examining whether there is a relationship between academic deans' tolerance-intolerance of ambiguity and their perception of role conflict (r=.24) and role ambiguity (r=.40), Pearson correlation analysis illustrated in Table 4.13 shows a weak positive relationship.

Table 4.13

Relationship between Tolerance-Intolerance for Ambiguity and Role Conflict and Role Ambiguity

	Variables	Correlation	Count	Lower C.I.	Upper C.I.
Tolerance-Intolerance for Ambiguity	Role Conflict	.239	19	-.241	.626
	Role Ambiguity	.393	19	-.075	.719

Hence the variation between tolerance-intolerance of ambiguity and role conflict accounts for only 5.7% of the academic deans surveyed, while the variation in tolerance-intolerance for ambiguity and role ambiguity accounted for 15%. This result might be an

indication that the more academic deans perceived that they have a high level of self-efficacy the greater their tolerance of ambiguity.

Synthesis

This section of Chapter Four presented the results of the quantitative findings of the study. The Chapter commenced with an overview of the institutions from which the participants were drawn, and a summary of the responsibilities and requisite skills and competencies extracted and collated from position descriptions and policy documents for academic deans. This information was included in the quantitative section to provide early insights into the universities as well as the responsibilities of various deans.

Further, this section detailed the results of the data collected in the quantitative phase of the study. The data were collected through a web-based survey, distributed through SurveyMonkey. The quantitative analysis addressed the research questions which sought to examine:

RQ.1   In what ways and to what extent did academic deans perceive their responsibilities to be reflective of the practices of managerialism?

RQ.1b. In what ways did academic deans perceive role conflict and role ambiguity due to the practices of managerialism?

RQ.2.   How did academic deans perceive that their self-efficacy influences their tolerance-intolerance of ambiguity? and

RQ. 3. What is the relationship between academic deans' tolerance-intolerance of ambiguity and their perceptions of role conflict and role ambiguity?

More specifically, this section provided a description of the quantitative analysis of the survey with results showing demographic information of the participants, frequencies, and descriptive statistics for each scale on the survey. Also included are correlation analyses used to determine

whether a relationship exists between managerialist practices and role conflict and role ambiguity; self-efficacy and tolerance-intolerance for ambiguity and tolerance-intolerance for ambiguity and role conflict and role ambiguity. The results of the correlation analysis highlighted whether relationships existed between the various study parameters such as managerialist practices and role conflict (weak positive relationship, r=.321) and role ambiguity (no relationship); self-efficacy and tolerance-intolerance for ambiguity (weak, positive relationship, r=.148) and tolerance-intolerance for ambiguity and role conflict and role ambiguity show a weak positive relationship for both with role conflict (r=.239) and role ambiguity (r=.393). Some of the results from the quantitative phase were used to inform the interview conversations in phase two of the study which are presented in the ensuing section.

<p style="text-align:center;">**Phase Two: Qualitative Findings - In Conversations with Academic Deans**</p>

This section presents the study findings from the qualitative phase which focuses on different but inter-related themes emanating from the literature, survey and interview data. Emergent themes were identified during the data analysis of the interview transcripts. Each theme from the data is described in depth and the findings are represented and organized in thematic areas throughout the chapter. Each theme represents the participants' diverse perspectives and their lived experiences as academic deans in charge of their respective colleges.

Pseudonyms are used throughout the discussion in order to maintain the anonymity of participants and their respective institutions. Deans were asked to provide a pseudonym by which they were addressed throughout the conversations. Two deans asked that I assign pseudonyms which were used to address them during the interviews. Randomly selected Greek letters of the alphabet are used as pseudonyms to represent the names of institutions with which the participants are affiliated and the colleges or faculties from which deans are associated are anonymized under colleges in Humanities and Social Sciences and Natural or Applied Sciences.

The grouping of participants in these colleges served as an added measure to ensure anonymity of the participants.

This section details participants' responses to conversations from interviews with eight academic deans during the qualitative phase of the study. Interviews were conducted between the period September to November 2021. The participants were drawn from the survey in which they had indicated their willingness to engage in further discussions, both to clarify and to provide in-depth information relating to the survey results. Notably, three of the interview participants opted out of the survey but indicated their willingness to participate in the interview, through emails.

The various participants' voices are from five U15 universities in Canada and are represented by pseudonyms in Table 4.14. The table also shows the colleges with which participants were aligned to safeguard the anonymity of the small group of participants.

Table 4.14

List of Pseudonyms for Participants, Institutions and Colleges

| Deans Pseudonyms	Institutions (Pseudonyms)	Colleges (Pseudonyms)	Number of years as dean
Dean Allen	University of Alpha	Humanities & Social Sciences	1- 5 years
Dean Michael	University of Gamma	Humanities & Social Sciences	10+ years
Dean Anthony	University of Delta	Natural/Applied Sciences	10+ years
Dean Junior	University of Delta	Humanities & Social Sciences	1 - 5 years
Dean Jill	University of Epsilon	Humanities & Social Sciences	1 - 5 years
Dean Ben	University of Epsilon	Humanities & Social Sciences	1 - 5 years
Dean Will	University of Beta	Humanities & Social Sciences	1 - 5 years

The Interview Process

The interviews sought to collect in-depth information on the findings from the survey by further exploring academic deans lived experiences and their perceptions on managerialism practices in their institutions, role conflict and ambiguity, self-efficacy, and their tolerance-intolerance for ambiguity in relation to their roles. Interviews were conducted virtually rather than the preferred method of face-to-face which would have facilitated observations of the participants in their environment. The constructivist ontology on which this research is premised, suggests a reliance on the views of participants and supports the observation of participants in their environment. However, with the various CoVid-19 restrictions across provinces and, in keeping with the ethics guidelines, interviews were conducted online. At the start of the interviews, I had the opportunity to briefly interact with deans as they shared their backgrounds while we developed a rapport which facilitated the ease with which participants, and I were able to engage in candid conversations. Similarly, deans were given an opportunity to share information about their roles as deans and how they made sense of some of their responsibilities. More specifically, I asked the deans to talk with me about their role and how they made sense of some of their responsibilities, particularly those responsibilities that are said to be driven by managerialism.

Hence, as part of ensuring that participants' views were accurately represented and that my understanding of the deans' experiences was adequately captured, I developed a decision-making map based on themes previously identified from the overarching areas represented in the survey. During the interviews, I made handwritten notes of some concepts which emanated from

the conversations with participants which were considered pertinent for exploration and co-construction. Participants were then asked to share their understanding of the concepts and phrases to facilitate the co-creation of meanings. The concepts were then aligned with the major themes as indicated by the participants. Figure 4.1 represents participants' views on managerialist practices and deans' responsibilities, perceptions of self-efficacy, tolerance-intolerance for ambiguity, role conflict and role ambiguity and a collation of recommendations made during the interviews. The diversity reflected in how academic deans perceived managerialism as well as their responsibilities are a result of how they subjectively constructed and reconstructed their understanding and assigned meanings to their experiences from the provincial to their institutional context. According to Shams (2019), how academics interpret their identity is based on their unique experiences with "narratives available to them to fashion legitimate accounts of their selves and thus remedy the managerial identity crisis" (p. 3) which contributed to the diversity of the discourse. The map also captured various recommendations proffered by the participants.

Figure 4.1

Concept Map on Major Research Areas
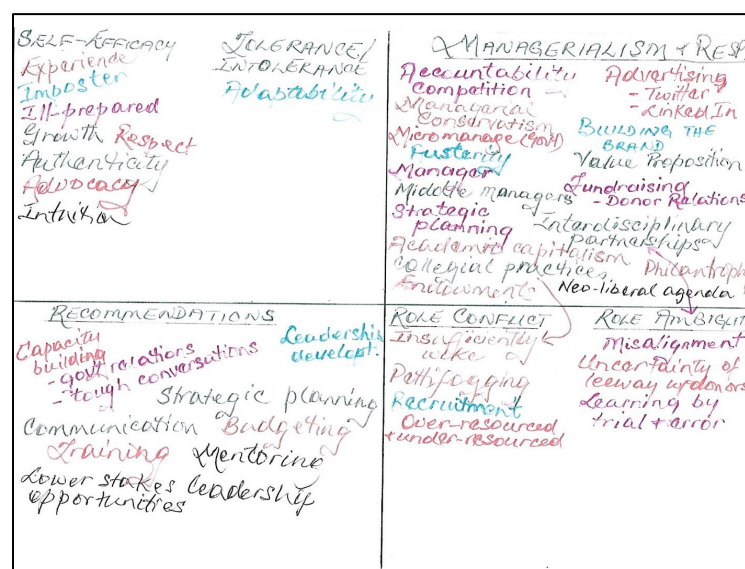
The process of concept mapping helped to maintain the authenticity of the data and participants' voices. The coloured inks represent the various participants' voices. While the words or phrases are only mentioned once, it should be noted that some of the concepts emerged repeatedly throughout the conversations, for example strategic planning, misalignment, middle managers, and accountability. There are two concepts in the managerialism and deans' responsibilities quadrant, collegial practices, and interdisciplinary partnerships, which I initially identified for that category given the line of conversation. However, on asking the participants to confirm whether they associate those concepts with managerialist practices and deans' responsibilities, further clarification provided suggested that collegial practices may sometimes evoke conflict based on the lack of capacity to appease everyone. An arrow was used to indicate that collegial practices would be better aligned to role conflict.

However, it was noted that interdisciplinary partnerships have some gray areas, especially where grant funding is concerned and the allocation thereof and would be better aligned with role ambiguity particularly since universities' current dispensation appears to privilege colleges with the capacity to engage in marketization and patenting. One participant shared that often proceeds from grant funding are used to support and develop cross-faculty or multidisciplinary programmes. Allen noted that funds acquired by his college are used to "create partnerships that will promote benefits for each college." However, the discrepancy arises when questions regarding "revenue split" come to the fore. Such questions include "who gets the revenue? and where does the programme reside?" The ensuing section provides a comprehensive thematic description of the narratives from the interviews, information from the concept map and the survey and reflection on the literature.

Academic Deans' Characteristics

An examination of the transcripts provided insights into the characteristics of the deanship of each study participant. These characteristics mirrored some aspects of the various position descriptions which were reviewed. Academic deans are sometimes perceived as chief executive officers, managers and, "totally middle managers" (Jill). Junior concurred as he enunciated that

> deans are very much middle managers, in terms of if you think about the sort of professional corporate structure, we're very much answering the faculty on one end and the university purview on the other. And we are absolutely in the fight to get the university view to change, to become better aligned with academics as defined by faculty.

Surprisingly, there was no mention of the word leader by the participants, rather in referring to their position, the rhetoric used was dean of the college or the person in charge of the college. Astonishingly so, as my experiences with some deans both here in Canada, the institution with which I previously worked, some deans see themselves as senior leaders and resent being touted as middle managers.

According to Ben who has been in the dean's office for six years initially as associate dean, but is currently in his second year as dean, he has prime responsibilities for "supporting the strategic objectives of the faculty, encouraging, directing, facilitating the work of academic departments and other units that are aligned with strategic undertakings" all while knowing that "sometimes what they want is different than what the provost wants." He also indicated that characteristics of the deanship include the ability to develop an "understanding and capacity to build work relationships around the university." Yet, another facet of the deanship as suggested by Dean Will is that of having a certain level of diplomacy. He perceives a dean as a diplomat,

to be several steps ahead of the game and who is constantly in the ranks of preventing

catastrophes from happening or, things from kind of unravelling… and understanding

human nature, human behaviour, how systems work, and, getting to know people well, and

how they operate. And, of course, providing different kinds of forums for them to be able

to think about, where they're going, what they're doing.

This perception of the deanship mirrors the expectations that academic middle managers who

operate as corporate-like executives will be responsible for the efficient and effective managing of

human capital while executing policy tactics.

Each dean concurred that in their respective colleges they are also required to make

decisions that may not necessarily reflect the agreement of either faculty members or senior

administration. But as proffered by Allen, they should have the capacity to "be able to consider

the perspectives from all to garner opinion and commentary. But then recognize that it's

impossible to please everyone. Therefore, at the end of the day, you'll gain that insight, but the

decision is the dean's." On top of that, Allen noted that the deanship requires the capacity to be

"nimble enough to pivot quickly, without becoming bogged down that they lose sight of

planning," referencing the agility with which he had to act at the onset of the CoVid-19

pandemic.

Career Path to Deanship

All eight participants held middle management/leadership positions prior to the deanship.

They each made their way up the ranks starting from assistant professor through to the deanship,

or first among equals according to de Boer and Goedegebuure (2009). As listed in Table 4.15,

leadership positions included being the director of an institute, department chair, or associate

dean as well as dean at other institutions. Dean Anthony indicated that he previously held

positions as "department chair, scientific director as well as assistant vice president research"

while deans Allen, Ben, Jill and Will were associate deans. Junior also held the position of department chair and "had some wider university experience as the president of a faculty association." Shamira was the director of an institute at another institution. Conversely, Jill and Michael served as deans at other institutions prior to becoming deans at their current university.

Table 4.15

Previously Held Leadership Positions

Deans (Pseudonyms)	**Previously Held Leadership Position**
Allen	Associate Dean
Anthony	Department Chair Scientific Director Assistant Vice President Research
Ben	Associate Dean
Jill	Associate Dean Dean at other institution
Junior	Department Chair President of Faculty Association
Michael	Dean at other institution
Shamira	Director of an Institute
Will	Associate Dean

Synthesis

The previous section provided a springboard for the ensuing section, which shares details of the conversations with each dean, by first introducing the interview participants and their respective institutions using pseudonyms, and their associated colleges grouped as humanities and social sciences and natural and applied sciences. The section then segued into the interview process where key ideas were captured in a concept map to represent academic deans' respective voices and interpretations of the overarching study phenomena, as well as recommendations for various capacity building which was also captured in map. The deans shared information that

provided a description on characteristics of the deanship as they see themselves in the role and outlined their career path which led to the deanship.

Overview of the Deanship: Academics Managing the Academe

Some of the deans who participated in the interviews are attached to colleges named after benefactors to their colleges. The various centres, institutions, and units within the respective colleges benefitting from different corporate-funded initiatives also assume the names of donors which serves as a constant reminder of the presence of private funding and the need for deans to be accountable and improve efficiencies (Caroll et al., 2018).

Deans shared varied perspectives on the deanship, with Junior highlighting that the deanship can become an isolating place, especially in a small college where he believes there has to be an awareness of appearing to be "too close to anybody." Anthony remarked that "there is a difference between deans of small faculties as contrasted to deans of large faculties," suggesting that in small faculties there is a greater potential "to get to know each and every one of my faculty." He further argued that his colleague deans in science, specifically applied science, "really don't have that opportunity."

Coupled with the ability to garner trust from both faculty members and senior administration, expedient to the deanship is that academics are placed in charge of colleges and faculties rather than non-academic leaders or executive leaders. This notion of non-academic staff members becoming deans of colleges was emphatically rejected by several research participants. When asked, what are your thoughts on non-academics becoming deans in charge of faculties and colleges? Jill noted that she would be,

> horrified and alarmed if academics were pushed out of holding decanal roles. Because the work of leading a faculty requires, insider knowledge of what it means to be an academic and what it means to be a researcher. Something really important and valuable would be

lost if non-academics were to move into these roles. I would worry for the future of our

public universities if that were to happen.

Ben reiterated that

when it comes to strategic leadership and academic institutions, you need academic

leaders. And they need to be supported by a really strong administrative team. The

complicated part is that the reality is there will be some non-academic leaders who cross

over into the academic realm in the course of their work. And academic leaders like

myself will find that even if it wasn't what they wanted to do, they end up crossing over

into administration in some of their work.

On the same matter, Junior responded "absolutely not, absolutely not! I could not think of

a worse way to try to manage academics." Explaining that non-academics would never be

accepted as "legitimate, credible leaders" and as a result, such a decision would be "a recipe for

disaster, absolute disaster" as he referenced a scenario of a case with one American university.

He added the caveat that first, such an action would not be sanctioned based on the academic

culture that reflects a kind of "sheer tribalism," and second "that there is a distrust of a regime

that would try to bring that perspective in the first place." He further noted that, if for example,

senior management decided to employ a consultant for the position of "deanship of a difficult

faculty or whatever, if they think that's the answer, then they're so far removed from our reality

on the ground as academics that we have no interest in being part of this or supporting it."

Evidently, there is staunch support for academic colleagues to manage colleges, rather

than outsiders or non-academics. This practice appears to facilitate the maintenance of the

collegial culture in universities, even amidst the professionalization of the roles of academic

managers which bears the expectations that academic deans ought to be financially and

politically astute chief executives and the arguments that managerialism is eroding collegialism (Austin & Jones, 2016; Brownlee, 2015).

Nonetheless, it will become apparent in the section, Academic Deans' Dilemma, that these responses run counter to some respondents declaring that they are "first and foremost academics" (Jill, Allen and Ben) and not leaders/managers. Presumably, not only the lack of requisite skills but the mindset of being an academic first might be an impediment to how some academic deans approach their responsibilities of the deanship, especially during the transitioning phase (even with participants indicating that they previously held leadership positions).

Academic Deans' Dilemma – Ill-equipped and Ill-prepared for the Corporate Mindset?

Whether the participants had several years of leadership experience in other areas such as departmental head, director of a unit or even previously served as a leader from within the office of a dean (associate dean for example), the realities of the responsibilities of the deanship came as a surprise for some. There was a common thread throughout the conversations which indicated that the academic deans who participated in the study are, to a certain extent, ill-prepared for aspects of their roles, particularly the responsibilities that mirror corporate-like practices. Those responsibilities included strategic planning, fundraising/advancement, budget development, advertising and human resource management. Deans were asked to respond to their level of preparedness for the role of dean. The responses to deans' preparedness evolved from questions such as what is the perceived impact of the professionalization of their roles? sometimes phrased as what is your perception of the impact of the managerialist practices on your role as dean? or in a more direct manner – were you prepared for the responsibilities of the deanship given the professionalization of the roles?

Dean Allen indicated that while he had some exposure to the dean's role "I was not fully immersed in the deanship until I received the position" and that if the question was asked when he first became dean, he would have responded that,

> that area [*fundraising*] scared me the most and I was terrified. Because as deans we are trained as academics, we're trained in terms of being able to deliver our material in the classroom, we don't really receive any training at all in terms of donor engagement, donor development or those important parts of relationship building and fundraising. So, I went into this, I think, with quite a bit of trepidation, recognizing it was a world for which I had no training.

Allen mentioned that

> I spent the first two years of the deanship learning by trial and error and trial and retrial in terms of what was appropriate for the way that I could conduct myself both professionally, with colleagues academically within the college and from a donor relations point of view in terms of connecting with our alumni.

> Nonetheless, he added that in examining managerialism, given the nature of his academic discipline, he is sufficiently exposed to the concept to understand what is required of him to "manage the deanship appropriately, manage all the activities in the portfolio, so that you can be successful, effective and efficient."

In response to the question of how prepared she was for the deanship, Jill concurred with a resounding "no! I was not prepared for the responsibilities of advancement, fundraising, and donor relations. And it was the thing that actually scared me the most, if I'm being completely honest, I find it very uncomfortable, to ask people for money." She, however, explained that the fear was overcome with the support from the advancement professionals and developing a better understanding of how "deans work to support advancement." She went further to state another

aspect of her role that she found challenging was having tough conversations, commenting that "it is probably the hardest thing we have to do as deans" pointing out that she has "heart palpitations before those conversations, they are very stressful." Jill's statement led me to assume that there is a need for the development of soft skills for capacity building in human interactions which was mentioned in later conversations with other participants.

The sentiments of being ill-equipped were also echoed by Dean Ben. Ben in speaking in general terms reiterated that similar to his colleagues, "overall, academic leaders enter into their roles ill prepared for important parts of it." He reported that while he was prepared for other important aspects of the job, there were skills deficits in areas of budgeting and fund development and fundraising. He associated his ability to carry out his role with his previous experiences in a leadership position where he learned how to build relationships and "think strategically and work with intuition to achieve the things that you want to achieve."

Dean Michael affirmed that academic deans are generally not prepared for the responsibilities and after his first term he attended a business school where he "learned about HR and strategic planning." He is of the belief that

> maybe the deans of business schools are [prepared], but no other discipline because [when] you think about how you became a dean. Well, I, I taught, and I wrote stuff. And somehow that qualifies me for a job where I have to do financial planning, HR, strategic planning, and so on. So, there's a complete disconnect between what one does to become a dean, and then what one does as the dean. I was completely unprepared for it.

Dean Will however countered the perspectives of being ill-prepared for the responsibility of the deanship. He suggested that rather than being consumed by the roles and responsibilities all that is required is a mindset that takes into account "critical thinking, experience, resilience

and a commitment." He highlighted that his very personal experiences throughout his development have equipped him for whatever responsibilities are entrusted to him.

In underscoring the applicability of prior experiences, Dean Junior emphasized that he was previously exposed to and had

> more background in terms of Personnel Management from a labour relations perspective than many other folks stepping into a first-time dean role would have, I think, so I felt like I was very well prepared for that. I also had a lot of conflict management training, and experience as a department head, and as a union person. I had all that as part of my experience base when I came into a deanship, where all of those things all come together. So, I felt like I was very prepared for that.

But Junior further explained that there were other university relational matters for which he was not prepared, citing that nothing could have equipped him for that experience, for example, how to properly address and provide resources in relation to situations surrounding the violation of human rights and making decisions to ensure the well-being of the victim.

Dean Anthony echoed the sentiments of experiencing helplessness when engaging on an interpersonal level in response to the question on his responsibilities and perceptions surrounding managerialist practices. He used the analogy of a novice placed in an academic position who did not experience gradual ascent or fluid transition into the role, almost "not completely knowing" like being "thrown into an assistant professor position" with the only experience of having been a teaching assistant. He indicated that the lack of human resource training proved challenging when dealing with people, "it would be ideal if everyone played nicely in the sandbox, but it's a normal distribution. You get people who don't play so well. And then you have to deal with them. And that's true, of any administrative position." He also noted that in carrying out his job "somethings completely came out of the left field for me, issues around, things that happened

outside of the academic realm,", sharing an example of a situation he had with a student needing assistance and not knowing how to provide. Anthony said "I felt absolutely helpless. I really mean, I had nowhere to turn. I didn't know where to turn!"

Further experiences of being ill-prepared for the responsibilities of the deanship were illustrated by Dean Shamira. She indicated that while she was academically prepared and was confident about her credentials she explained "I had just become a full professor and was definitely not prepared for the interplay of human dynamics." In an obviously agitated manner, Shamira highlighted that she was not at all prepared for the kind of "incivility, the bullying and the harassment" that some deans (including herself) have to endure as she candidly shared her experience with the toxic culture that abounds within her institution. She offered that

the faculty itself has a toxic culture of bullying and harassment that has been going on for the last 10 years. For whatever reason, it hasn't been dealt with. So learned behaviours have become practice. I was completely sidelined (at a meeting open to the public) by the combative, aggressive attacks on my leadership. I was told that I didn't have a vision; that I was paying lip service to equity, diversity and inclusion, and indigenous initiatives; that I have no knowledge of governance and that there was something seriously wrong with the way the faculty council was being run. It took me by surprise.

She expressed feelings of being "hired under false pretense" and was of the opinion that she was set up for failure. She continued to share that she was also not prepared for developing and leading strategic planning or fundraising initiatives for the college. She pointed out that she also had "no idea how to fundraise" but anticipated engaging in that area.

On the other hand, Dean Junior in providing an account of his responsibilities indicated that he knew prior to accepting the position what was required of him and as such was not surprised by some of the responsibilities.

Intersectionality in the Academe

Issues on diversity and inclusion emerged during the interviews along with intersecting identities such as race, gender, and ethnicity. Anomalies surrounding participants' lived experiences appear to have impacted their perspectives on how they were treated and the carrying out of responsibilities. Dean Shamira highlighted the fact that she was surprised to have been headhunted for the position of dean as she had shown no interest. She was explicitly told that "this is the time for non-traditional candidates like herself to move forward." She further reiterated this point by noting that,

> I think they put in a woman of colour, identify as a woman of colour... because no one else would take on that position, and they knew it. So, they decided that well, we will fill our EDI (equity, diversity and inclusion) and so I may be wrong about this, but we do know that we are often put in positions, that are very difficult and very complex, because our white colleagues are not going to take it.

She proffered that the reason for her being recruited was a result of the "anti-racist discourses that we've seen, in particular, anti-black racism, discourses, and anti-Asian discourses" to satisfy the college's EDI target.

As a white, male dean, one participant noted that he suffered from the "imposter syndrome." Dean Michael underscored having this experience of being an imposter which he deemed stereotypical of females, citing that

> the imposter syndrome is often styled as a gendered thing. And if that's true, then I must have an awful lot of female hormones coursing through my veins, because every day, I'm saying this, to be honest with you. Every day, I feel a failure. I think I'm going to be found out someday.

He shared that "I came from a rural background in one of the poorest areas and I was the second in my family to have finished high school let alone attend university and I felt out of place in university." Michael opined that his feelings of being an imposter are associated with his socio-economic background during his formative years, as well as his life experiences.

Dean Shamira concurred with this stereotypical notion that "as women, we tend to suffer from the imposter syndrome. We don't think that we're able to take on these leadership roles. I think that's something that you find more commonly in women, it's very gendered." It was noted that women deans need extra support groups and have sought to establish supportive networks with other women deans within their institutions and across Canada. She claimed that the main purpose is to help them navigate the demands of their roles and to maintain their health and well-being which will be discussed later in this chapter.

What was also very clear from Dean Shamira's viewpoint is that there is a "very deficit-oriented approach to diversity and inclusion" as it relates to academic leadership. However, there is an evident move towards bridging the gap of equitable academic leadership employment opportunities, with one dean boasting that there are currently 10 females holding the position of dean at that institution. Jill noted that

> when I first arrived, there were only five of us, and now there are 10 of us. We've doubled in size. And we organize ourselves outside of the workday. We get together and we support each other, and we engage in leadership development initiatives together and it just keeps me going.

She beamed with pride at the awareness of the gradual increase of female deans at the institution within a five-year period.

Deans' Responsibilities: A Reflection of Managerialism?

Interviews sought to corroborate or deepen the understanding of the findings from the quantitative phase which highlighted academic deans' responsibilities, and to examine academic deans' perceptions on whether their responsibilities are reflective of business strategies couched as managerialist practices. The discussions with deans also validated the results from the quantitative phase of this study which indicated that their institutions have to some extent adopted a corporate style modus operandi that is reflected in their responsibilities. Such responsibilities mirror aspects of managerialist practices.

Dean Michael, while commenting on his perception of managerialist practices in his institution, argued that "politically, it's easy to criticize something like managerialism or performance-based measures, but the fact is, at least so far, it hasn't been oppressive. It hasn't been challenging. It's the pettifogging in other respects, that's the problem." Nonetheless, he maintained that the ideology, that is "managerialism does not have to be a curse word. It is a word that has reflexive negative connotations when uttered by an academic, but I think we've gotten better." In a somewhat contradictory statement Michael does not believe that injecting aspects of the market in education is neo-liberalism. He argued that "universities were established as a branch of the public service" and as such the institutions are required to "follow the same sort of accounting and accountability rules," noting that this practice dates to the "first decade of the 20th century" which in fact was the era of the rebirth of the neoliberal ideology.

Junior's perception on managerialism referenced the financial model permeated throughout his institution which he ascribed to a neoliberal practice. His argument insinuated that if institutions continue with their current "financial model to determine in a very kind of neoliberal marketized way" sooner or later the future of universities will be "organized around STEM disciplines. It will mean that the entire academic vision for humanities, social sciences,

and arts will be nothing more than breadth requirement, value added taught by sessional faculty, because that's the only platform you'll be able to afford." Junior who previously served at another institution illustrated similar situations in some universities where there is a "division of General Studies" which incorporates Arts and Humanities programs "providing subject area learning, but no actual commitment to it for research areas as creative outputs or anything," which evoked a question of sustainability for some programmes in Arts and Humanities.

In speaking about his responsibilities as dean under the regime of managerialism, Will pointed to

> a noticeable paradigm shift in terms of the deep professionalization of my field, for example, where people have gone from looking at people that they work with to looking at them as clients. There's a very big difference there, to rather than sort of institutional bureaucracy, to street level bureaucracy, working with people in the systems in the street.

Yet, Anthony from Applied Sciences denoted that "it's a full contact sport" competing for central funding which the colleges cannot rely on given that "budgets are way beyond what we would be getting." He added that

> it's a full contact sport, even in donor relations. It's not unusual that an individual or an organization is of interest to only one faculty. They're probably of interest to many tracks but the resources, for argument's sake, or competitors, maybe forestry, applied science, engineering, business school, it could be pharmacy because of some of their natural products that our food guys are looking at. So maybe we're all chasing after the same bird or animal.

Anthony acknowledged that where managerialism is concerned "it is a takeaway game… and there are inconsistencies."

Consequently, further explorations of the transcriptions were conducted regarding the academic deans' roles, to identify those responsibilities perceived as reflective of managerialist practices as well as to establish whether deans' academic disciplines conflate with their administration role or whether they are able to continue to engage with their discipline.

Several of the deans spoke of engaging in activities such as budget planning and finance, strategic planning, fundraising/advancements, advertising or building the brand, endowments, and accountability. Other mentions of the managerialist philosophy included managerial conservatism, philanthropy, austerity, academic capitalism and the neo-liberal agenda.

However, only a few of the participants reported that they are able to engage with their academic discipline, but no evidence or argument was provided to suggest that the academic discipline is conflated with that of administration. In fact, Dean Allen whose academic discipline is associated with the Social Sciences where management programmes are taught, expressed familiarity with the managerial language but did not have some of the skills required to effectively carry out his responsibilities, but learned on the job.

Maintaining the Academic Portfolio: Research and Teaching

In addition to the many responsibilities, there are some deans who continue to engage in their academic discipline through continued research and teaching as exemplified in their statements. Others have not been able to take on full responsibilities of teaching and research but may attend as visiting lecturer and continue to supervise students.

Junior and Allen are still involved in teaching, with Junior having taught one course and Allen two courses. Junior explained that he continues to teach so that he can "stay connected and to not get so far away from the ground that you stopped recognizing what its features are." This role helps him to be accountable and connected with students' learning and helps him to be aware of what goes on in the classroom, and with the curriculum, among others.

Allen's engagement in teaching was thought to be a strategic one even though he finds it challenging. He explained that in spite of

> all the things on my plate, it's helped, especially when we pivoted to the pandemic world of virtual teaching because I know we've had previous deans in our college that didn't teach. And I think sometimes the faculty who were engaged in the daily grind of teaching would lose a bit of respect for the dean. I think the ability that I've had to do two classes in the remote world using zoom or WebEx, does help to show that I'm willing to stand shoulder to shoulder with them. And that, I think, has helped strategically to provide more trust, and I think a stronger relationship between the dean's office and the department heads especially.

On the contrary, Jill and Will are not involved in teaching but continue to advance their research portfolio. Jill stated that while she does not teach, she has responsibilities for supervising two doctoral students and is a very active researcher. Jill explained that she has not

> taught a class since taking on the role of dean at this institution. And that is because there are not 36 hours in a day, there are only 24 hours in a day. And I just cannot fit teaching into my very, very, very full calendar. Although I do supervise two doctoral students and try to engage wherever I can, in supporting faculty members in their teaching. If I am invited to give a guest lecture, for example, in a class. I will always take that opportunity.

Will is very much involved in research and recently completed a book. He expressed that while he "enjoys being in a leadership position," he is desirous of engaging in research a lot more than he is afforded now. He noted that the leadership position does not allow that level of flexibility. Presumably, whether deans continue to engage in teaching or research during their stint in administration is optional and is dependent on whether they believe they are able to

adequately balance competing responsibilities. They all expressed the decision as a choice based on their workload with administration.

Shifting Realities/Balancing Priorities

Emerging from the conversations with research participants is the need to balance priorities and do so appropriately. The findings suggest that priorities may not necessarily be only those responsibilities reflected in deans' portfolios, rather priorities for some deans are directed towards the health and well-being of their faculty, staff, and students. It was also suggested that some deans lack the ability to balance all that is required of them appropriately and that they should be equipped with the necessary skills to help them. Allen emphasized the importance of being able to aptly balance the competing demands. He stated that

> deans need some sort of tools in terms of the ability to balance appropriately and to learn when to delegate. I think some deans may adopt the hero complex that they want to do it all. And if that's the case, you're not going to last your five years, you're not going to last one year. I think you need to be able to delegate appropriately and not micro-manage.

In addition to having a sense of how to balance responsibilities, Jill, Shamira, and Will spoke to health and well-being as their priority. According to Jill, her major priorities are "mental health and wellness, truth and reconciliation, student awards and bursaries, and sexual and gender minority studies and initiatives." She indicated that she gets support for her own mental health and well-being through a group of women deans across the university.

Shamira shared that her "health and well-being has always been a priority" as well as that of her faculty and staff. She indicated that she also has a supportive group of women who get together and share. Will noted that he considers his major responsibilities to be that of inspiring and "giving people hope and a sense of optimism" by being "a charismatic, inspirational leader and providing an environment that promotes a welcoming and comfortable atmosphere."

Fundraising and Establishing Partnerships

When asked to share information about their roles and responsibilities as dean, Dean Ben of the University of Epsilon highlighted that he "plays a role where you could equate to being a chief executive officer" with responsibilities of "fundraising, building donor relations, strategic planning, advertising, or building the brand, budgeting among others." Dean Ben noted that he is the "key academic lead in terms of fundraising and advancement" and that "in my experiences, a big chunk of the work should be about fundraising, advancement and community relations. But over the last year and a half, partly because of CoVid and the lack of fundraising staff made it hard to have those kinds of meetings." He noted that his college "has fewer commercial partners, and funds for research." The pandemic has undeniably affected the time Ben engaged with donors, citing that it has in fact been "negligible compared to what it should usually be in normal times. And that's going to change, it's going to ramp back up."

Dean Anthony emphasized that he "spends a lot of time lately doing donor relations for prospective donors, stewarding people." He argued that "the amount of time I would spend meeting people for potential contributors to your faculty… because the dollar has started to shrink. Even more so today with CoVid. Everybody took a huge hit in their budgets, because of tuitions."

Similarly, Dean Jill reiterated that "the work that I do-now, with donors and alumni is much more intensive" when compared to the role she had as dean at another university, "where there was almost no expectation for deans to be involved in advancement and fundraising activities." Jill speculated that

> aspects of the professionalization of the deanship contribute to the intensity of time.
> Because there is an expectation that deans are more actively engaged in seeking out
> additional revenue sources that can be through advancement and donor relations, but it

can also be through other revenue-generating activities. For example, we've been talking

a lot about micro-credentialing as one area to generate revenue.

She indicated that "the nature of my job and the institution's ranking of being among the

top 100 universities globally has added layers of complexity to my roles… in a variety of areas."

Additionally, there is a greater emphasis "on supporting faculty members to be successful in

bringing in external research grants [which] is a big difference between my previous institution

and this one, as it relates to the work on advancement and fundraising." The college currently has

an annual target of $2M for new donor funding, but "the reality is that some faculties will never

be able to bring in the huge grants… the way a college of medicine or engineering would for

example," Jill stated.

Junior reported that while "I do a lot of building donor relationships, a lot of fundraising

activities I consider them to be primary functions of my job, I do not actually view that

necessarily as part of a managerialist sort of regime." He, nonetheless, contends that when he has

to solicit funding from a donor for a capital project for his college, in some way speaks to

managerialism. Allen asserted that his college is heavily dependent on "donors for a lot of

student scholarships for infrastructure development," confirming that it is an area that "really

keeps me motivated and continually refreshed every day."

Will stated that, "because of the pandemic, I have not been able to seize the opportunity

to engage donors directly," but pointed out that he is preparing himself to meet with donors as

soon as the pandemic situation ends.

Advertising

Anthony noted that a considerable amount of time was also spent on "building the brand"

which involves "identifying [the college's] core strengths," an objective he noted, coming out of

the strategic plan. Allen asserted that the practice of marketization of the college which is

reflected in advertising the college required him to be "much more active on social media. They deploy staff who are very well versed in social media." He explained that the purpose is to be

> able to appropriately use those platforms to convey [their] message, [that of] the value proposition of a degree from the college. I think another corporate practice that we would follow would be the ability to really demonstrate a value proposition. So why should a student consider coming to this university? Why should a faculty member or a staff member want to be employed here? Why should a donor provide funding for the college?

The need for a value proposition covers various recruitments to include talent, human capital, and partnerships with government and industry. Allen explained that in his role as dean and being familiar with the managerialist language he associates his engagement in marketization as part of the corporatization philosophy.

Michael accredits an influx of students from outside of the province to the college to advertising and other measures, noting that a lot of his time is allocated to Twitter communicating information to attract stakeholders to the college. He noted,

> in terms of advertising and competing for students, we want students here who have a choice. I spend a lot of my time and we do have a communications person as well. I guess someone could say, I see managerialism at play, but we're trying to convince good students to choose us. In the class that just began the day before yesterday, for example, 35% of them came from outside of the province. And that's despite all the bad press that our province is getting across Canada.

Junior said that he engages in significant advertising for his college and believes "it is a necessary part of my job" affirming that the need for "advertising feeds into the managerialism, for sure."

Budget Planning and Finance

Budgetary decisions in Jill's college rest with her and other members of her leadership team. However, she indicated that as dean she

> has fiduciary responsibility and budget decisions are not subject to collegial governance. The faculty council does not vote on the budget, but I report regularly on the budget and try to be as transparent as I can with how we're spending our money, etc. Most of our budget is for line faculty salaries and staff salaries anyways.

In conversation with Dean Ben, he reported that, concerning budgeting in his institution, colleges such as his require him to impress upon researchers the need for income generation given the budgetary constraints. He stated that

> a lot of universities when they're dealing with their budgets, and faculty budgets are looking at how many students do you have? Does enrolling money just come with a student? Or do you count students, and it impacts the distribution of enrollment some other way? They're looking at, how many grants are you getting? How many dollars are you bringing in not only being able to keep those but allowing that to impact how other monies are distributed? So, we find ourselves in a situation where, a dean like me has to try to position us well, by shaping the kinds of budget models we have.

Junior also alluded to the dysfunctional funding model in his institution which he equates to counting the number of "bums and seats," a "funding mechanism in which the allocation model greatly privileges, the sciences in particular because of their very large class sizes." Junior opined that to resolve this issue, they are

> trying to move to a funding model that is not completely tied to seat registrations, or bums and seats, but instead towards a holistic model of funding, in which we fund a

campus academic plan for five years, that is less about how many students you have than it is about getting to where you say you want to be in five years.

Dean Ben on the other hand argued that

irrespective of the practices there isn't sort of a choice you make at some point between embracing and following whether it is a sort of commercialization, entrepreneurial approach and or suffering, the consequences. It's figuring out where you have opportunities to do things, and where do you need to push back and try to remind people of the sort of diversity of scholarship within the university. Right now, …many of our top priorities are going to be about commercialization, technology transfer - all of the things that make some people uncomfortable, [it has to be done] because of how much money it brings into the university.

Will has budgeting as a key function of his role with the budget for his college routed through the institution's administration from the Central Government. He has the responsibility of allotting the budget with the help of his faculty members. That is,

the faculty help me decide what they need, what research money they want, we need to fill positions, and they want these positions filled with certain kinds of people. We may be doing a curriculum redesign. So, they may need money from the budget to do certain kinds of things, or conferencing, or they need funding for certain kinds of program development or course development, whatever it is.

Government Managing from the Sidelines

Some of the financial woes experienced by higher education institutions are a direct result of government impositions, including academic program approval and budget cuts. While some literature indicate increasing intrusion from central governments with regard to the way universities are managed, they are still very influential in the decision-making processes.

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Michael who has been dean in two different provinces noted the difference with which the two governments operate and that the "university leadership inevitably reflects the public service culture of the province in which you're located." He referenced that his previous university had less interference from the government. However, in this province at the University of Gamma, "the biggest difference is that the higher education sector is much more tightly regulated." He noted that the government questions, how monies are spent. While he somewhat considered that as part of the accountability process, he also deems it as "really pettifogging, bureaucratic, small-mindedness. And it discourages innovation."

Michael further explained that the issue he has is the government's micromanaging of the institution's activities pointing to the "extent to which you have to get permission to do things, the extent to which the government is willing to second guess, budgetary decisions." To address this issue, he offered that, institutions in the province have been exploring options to get universities' accounts off the public's purse.

Junior also shared his annoyance with the government intervening in the academic process of the institution, noting that "it delays the institution's processes particularly curriculum and program development." He argued that once a curriculum is developed through the collegial process at his institution, thereafter "the whole approval process for curriculum has become really micromanaged through the government which sometimes sits on their desks for months before being addressed." Michael concurred that even prior to the pandemic it sometimes takes "18 months to get approval" for a new credential or certificate.

Austerity Measures – Budget Cuts. Several institutions have been experiencing sustained budget cuts. Since Jill's inception in the role as dean, the college budget "has decreased by 20%. The provincial government… believes our university has a spending problem and as such they

have cut the budget by $170 million in a two-year period, requiring that we rethink everything we do and how we do it." She explained that with

the severity and the speed of the budget cuts we are having to restructure administratively, which means that a lot of those decentralized processes are disappearing. And in order to create economies of scale and efficiencies, to use that sort of corporate language or the neoliberal language my faculty members would say, we are having to shift how we do things and that also has an impact not only on processes and procedures but where the lines of authority are for some of the administrative decisions that would be made.

The significant budget cut experienced by Junior at the inception of his deanship was described as "catastrophic" to the point where he mainly "focused on academics, program building and some programs shutting." He said, "they imposed a $2 million cut to my base budget, on a $10 million budget" which was not brought to his attention during his recruitment. He expressed his dismay, highlighting that "the cut was so deep and so completely in excess of what was actually manageable that I didn't try to manage it" noting that it was "the deep corporate managerialism that was behind that decision to cut the budget that severely enabled me to not become the victim of that perspective."

Michael has had "two or three rounds of budget cuts" but is reassured that even amidst those instances that caused some level of disquiet among faculty, senior administration "have not perverted the academic mission." The budget cuts situations according to Will, require a great level of adaptability as he indicated that he also had a budget cut when he accepted the position, but he communicated with his faculty or "primed them about the situation." In so doing, he would have prepared his faculty on how to manage and adapt to the situation of the budget cut. As much as this approach can be considered feasible, during the time of the interview the entire

institution was undergoing further crises in addition to the pandemic, which questioned whether the effects of the budget cuts were grossly understated.

Performance-based Measures

In recent years, there has been much talk about performance-based funding as well as the implementation of various performance-based metrics in different provinces, but the CoVid-19 pandemic seems to have put a damper on the extent to which the implementation has taken effect in some provinces. Here, deans shared their multiple perspectives on performance-based measures in their institutions. Will is highly supportive of performance-based measures as he uttered, "performance-based funding, is good. Some people say, everything should be a level playing field, we should always get this amount of money, and no matter what, it just doesn't work that way, that's not the way the world works." He pointed out that since he became dean, the budgeting model at his institution has changed requiring them to "produce a bit more in order to receive the allocation that is going to continue to support the college at this level."

Similarly, support for performance-based measures is endorsed by Allen but he expressed concerns about the lack of procedures and policies to ensure tenured professors continue to make significant contributions to their profession, the academy and or to students. He believes that while the "performance-based measures provide some mechanism by which we can adjudicate and evaluate the performance of faculty in their pre-tenure years, what we're missing is the ability to be really thoughtful about post-tenure evaluation." He explained that

> there is a merit system in place so after a member becomes tenured and promoted to
> associate professor, they can continue to apply for merit, but there's no requirement that
> they do so. They could simply maintain a very low level of productivity and with tenure,
> they can be here for a long time.

Allen's perspective reflects a lack of control or influence over tenured faculty with respect to their levels of productivity. This argument evoked thoughts of theorizing about Allen's shift in mindset to managerialism/corporate governance where in such situations, penalties are to be imposed on academics who are no longer performing at their best "and to ensure that simply getting tenure doesn't mean a free ticket to do nothing," according to Allen.

Jill, on the other hand, does not believe there is a lot of support for performance-based measures, but noted that if they are imposed on the institution, they "will have to figure out how best to manage." She explained that there is a perception by the government that the institution has a spending problem and with that, the

> government is imposing a performance-based funding formula on the universities and starting this coming year, there will be a single metric that they use initially and that is work integrated learning. Well, in my college, everything we do has a work-integrated learning component to it, so I'm not super worried about that. I certainly was watching what was happening in another province with those performance metrics and that our government really seems to gravitate towards and kind of just say, oh, we're going to do the same without even really giving it much thought.

She expressed hope of having this policy delayed, citing insufficient consideration of its effects, and possibly limited resources to manage its implementation.

While Shamira did not directly address the performance-based measures in her institution, she spoke unequivocally about the undermining of collegiality and the potential of her faculty to contribute more significantly to the academe by reconceptualizing how research is done. She noted that "more than half of faculty is assistant untenured" which she expends greater efforts to support. The incidence of untenured faculty is not unique to Shamira's college but is prevalent in several universities across Canada (Hauen, 2018; McDonald, 2013). While the

number of untenured faculty may be directly related to austerity measures, to some extent the practice of having untenured faculty can be the solution to addressing the issue of performance measures for unproductive tenured faculty, even though it has crippling effects on college programs and curricula.

Junior believed that there is some value in having a performance-based system but argued that senior administration or rather the financial operations team, which he is convinced make the decisions about college budgets, must recognize "that the metrics for success or performance have to look different for the different faculty subject areas." He noted that what is considered a success in one college may be quite different for another. He added that the metrics to which he referred include completion rate, and employability metrics, citing "those graduates from varying majors who had to take a job from Starbucks for example, while figuring things out." Junior pointed out that currently he and his colleague deans are on a mission to "bring back the idea that academic planning, drives financial modelling, not the other way around because that has been the case for Canadian universities, as long as I've been working here is that the financial model has driven the academic model" otherwise, there will be "grave implications for some colleges such as humanities and the social sciences."

Accountability. Accountability benchmark(s) operationalized under the professionalization of academic deans' responsibility parallels the performance-based funding measures which some believe is essential to the sustainability of universities. Yet others consider this kind of corporate-like practice as a threat to the autonomy and intellectual freedom of faculty. For publicly funded universities, the provincial grants come from the public purse and Shamira believes that institutions should be "fiscally responsible" and exercise a level of "great responsibility to the communities" they serve. Shamira indicated that her "approach to corporatization is that of transparency where finances and budgetary considerations are

concerned." This approach she deems as an avenue to provide awareness "of the directions that need to be taken and where these monies are spent."

Junior's account referenced the very hands-off position that the government has taken. He noted that once the government provides funding, that is

> they hand us an amount of money for every student that registers up to a certain point, and there's a maximum number of seats that they fund. And then anything in addition, which are all the international students, totally up to us to manage. They do not care how we spend the money, so long as we can demonstrate more or less, that we're using this money to support the students that we have, and any number of ways to do that.

Yet there are different ways in which the government appears to ensure there is accountability. Junior spoke of the micromanaging of some processes which he abhors. He mentioned for example "the whole approval process for curriculum which has become really kind of micromanaged through the government, and also through the university's way of doing things."

Another perspective on the accountability practice shared by Michael pointed to that of the provincial government's practice of questioning how funds are spent and "the extent to which you have to get permission to do things, the extent to which the government is willing to second guess, budgetary decisions," with questions such as "why are you spending this much on X and not as much on Y? Justify that. I guess it goes under the term accountability. But, in my view, what masquerades as accountability is really pettifogging, bureaucratic, small-mindedness and it discourages innovation" which imposes greater control on how things are done. According to Deutscher et al. (2019) "decision-making was arguably simpler and less value-laden when government reach was narrower" (p. 186). Michael indicated that institutions in that province are advocating to "get university accounts hived off from the regular public accounts so that we

don't have to follow the same regime" to regain the once treasured autonomy that faculty members enjoyed.

Strategic Planning

Another of the perceived professionalization of academic deans' responsibilities is the requirement to develop strategic plans which some indicated they had no skills, yet others found ways of engaging in the process. Dean Shamira indicated that developing strategic plans is part of her portfolio, but she lacked the skills to conceptualize and develop the same. Will asserted he is in the "center of the strategic planning with his faculty," noting that both his faculty members and the university on a whole have been "very thoughtful in the strategic plan which is coming to an end as we are in the process of starting a new phase" of strategic planning.

Anthony noted that prior to taking on the deanship, his college had no strategic plan and as soon as he joined the college, he embarked on launching a plan which he said, "morphed into an action plan." He believed that there should be accountability and using a business approach to develop a strategic plan and an action plan allows for accountability, especially with timelines in place.

The notion of having a strategic plan is supported by Allen but he warned about having somewhat of a tunnel vision. Allen said, of strategic planning,

> one of the areas that are going to be really important for us is trying in our planning not to continue to basically plant large fields or cultivate small ones. Trying to see the big picture, but also do the day-to-day that will get you there. If we are too much into the big picture, and we don't do the implementation that will never accomplish anything. And, if we're always with our heads down trying to plant the road in front of us, we will never see the large picture. We're trying to really balance that vision of a broad future versus the immediate present.

The preceding arguments offered by academic deans suggest that there is an evident shift to the corporate mindset by some deans.

Academic Deans' Perceptions of Role Conflict and Role Ambiguities

An examination of perceived role conflict and role ambiguities sought to expound on the quantitative findings of the research question in what ways did academic deans perceive role conflict and role ambiguity due to the practices of managerialism? The perceptions of role conflict account for competing demands and expectations from various stakeholders, while role ambiguity explores the notion of academic deans being unclear about roles, expectations and/or responsibilities. The ways in which deans perceive role conflict vary and sometimes the perceptions of conflict appear to overlap with that of ambiguity.

Experiences of Role Conflict

In conversation with Michael, he underscored the deans' position of serving multiple constituents which in and of itself can bring about conflict within the role. Michael reasoned that

> deans serve multiple constituents, we serve our students, and faculty colleagues, and we serve the university, at least a professional school like mine... To an extent, we serve our alumni as well and, one does one's best to try to make those interests align. But not all the interests will align on every issue, so whatever you do, it's going to be the wrong thing in someone's mind. So, you do your best to try to get things to align, to use the hackneyed phrase to try to find a win-win. But you can't always and so you have to learn to live a double life.

By the same token, Ben accentuated the dean's position of being smacked in the middle where "conflict is evitable" as they are often faced with situations where they ought to choose how and when they respond to the competing demands and to even justify the reason a particular decision is taken on account of "marching orders from the provost and president, but at the same

time, they have a responsibility to go back and say, you know here's where I think we perhaps should be changing those marching orders." Ben further pointed out that as dean

> you really are in a position between the academic programs and the researchers who are in academic departments, and then the provost and the president on the other side and trying to communicate in both directions. And, sometimes that means, explaining to chairs, that the things that they're resistant to are actually necessary, or perhaps even good ideas. Not just necessary, but sometimes it means turning it around and going back in the other direction.

> Ben noted therefore that he has a responsibility to communicate to his faculty members

and/or the provost or president, the reason a particular decision was taken. He does not see his role as being merely partisan, that is, it is, "not about embracing or rejecting but rather working within that system to understand why you're doing that publicly and to make sure that your office is also being responsive to, and supportive of other undertakings." He exclaimed, "it is not easy!" and chiefly

> because you are on Dean's Council, you are part of committees that work closely with the president and provost, they will bring you into confidence on many things. And you will know, quite often that on the ground in your faculty, there would be people who would be disappointed or frustrated with some things and you're navigating that, and you're trying to bring information in both directions, and you're trying to influence in both directions to what you think is sort of the workable, best solutions that can come out of that kind of situation.

> Junior considers himself "insufficiently woke" because of his unwillingness to give in to

certain kinds of demands or requests. He indicated that he is perceived by some as

either too practical and/or unwilling to take on very strong sort of political positions relative to the cultural work that the faculty does. To put it more bluntly, I'm insufficiently woke. And I don't just sort of sign off on certain kinds of political public styling (referencing an incident where he was insistent that the aggressive political language be removed from a faculty advertisement).

Nonetheless, he believes himself an advocate for his faculty and at the same time supports the directives and mandates of senior management. Furthermore, the way he operates as dean he doesn't think he "needed to play both sides against the middle" offering that is "how he thinks deans often feel." He noted that it is his responsibility as he puts it

> to deliver the institutional vision to your faculty and get them in line. That's the line that gets used. Whereas at the same time, you're supposed to represent the faculty and its needs and when it wants that institutional authority at the same time, so that's middle management. And where you go, where you fall on, that can be tricky. And sometimes you have to say to your bosses. Yes, I'll get them to do that, or I will tell them to stop doing that. And sometimes I do, there have been times when we close programs. And then on the other side, it's like, I'm going to tell my bosses what we think. And that's what we're doing right now we're trying to take back the management of the campus. I feel like our college is right in there with what is a much broader fight across all universities, which is the academics running the universities.

An account of Jill's perception of the presence of role conflict reflects the sentiments previously mentioned, that is, deans "have directives from senior leadership, but then we have needs and demands often from faculty and staff. And it is a bit of a tricky dance." Additionally, she reported that tension occasionally stems from situations where "sometimes faculty members do think that they should co-manage the faculty and that they should actually have some

fiduciary responsibilities as well." Conflict and tensions she argued, are sometimes exacerbated by "misunderstanding or a lack of sufficient information which results in mistrust and disagreement." Additionally, she shared that her college has "long-standing challenges, tensions and conflict that had not been sufficiently addressed, if at all" and some of those challenges "were specific to respect."

Shamira discussed a similar situation at her institution in terms of issues of respect and having to address longstanding, unresolved issues within her college as well as "outdated processes and procedures" coupled with what she perceives as a "very top-heavy hierarchical controlling nature." She expressed that the toxic culture in her college has added to the complexity of her role.

There are instances when the different stakeholders do not readily have all the details regarding a particular situation and as such rationality and motives are obscured. Anthony stated that conflict does exist in his role and particularly because

faculty, staff, and students look at a situation sometimes from the surface, they think this is the obvious thing to do. Yet, I as the dean have information that they don't have and that additional information that they don't have kind of colours the way you as the dean will make a decision, which may be counter to what they think the decision should be.

In sharing a practical example of his experience with role conflict, Allen pointed to a faculty recruitment scenario in his college,

the university has mandated that we cannot run budget deficits. Therefore, when we are recruiting tenure track faculty, which is our most expensive resource, it is important that we demonstrate the sustainability of our budget. Each one of the departments has had to make significant changes to align with our budget model of not having a deficit, they've had to delay tenure track hires.

When we do have a situation in which we can hire, if we can't do all departments, then the dean's office needs to make a decision in terms of which of the four areas is most pressing, and which should proceed forward, those decisions obviously, will make one department very happy, and the other three quite frustrated.

The case in point as offered by Allen suggests

the most pertinent example of the misalignment was two years ago, when we were prepared to hire, take on more faculty in one of our departments, and then that's when the news came down about the budget situations, the provost office then would not authorize the hiring. In fact, we had already gone through the interview stage, we had posted the position, we interviewed the faculty members, and they were prepared to come here. And then at the 11th hour, we had to pull the position and that caused, I think, some challenges with our brand.

Allen went further to highlight the rift caused by the decision

I think it caused some real challenges within the one department that was impacted because they lost two positions that they had been promised. That was the one instance where it was the most glaring in terms of trying to, I guess, see the tug of war between central and our college. That's probably the most severe example that I've seen or a serious example that I've seen as a misalignment. It happens rarely, which is good. But the bad thing is when it happens, the impact is disastrous. It's a horrible impact when you have to make these excruciating, challenging decisions to maintain stability with central administration while trying to honour and respect your own college.

He ended by accepting that, "that's one area where it can be challenging for a dean to try to bridge that gap between the departments. I try to, in those cases, in our executive meeting explain to the department heads why we're making this decision."

Deans' testimonials on perceived role conflict indicate that the very position in which the deanship is situated, in the middle of faculty members and senior administration stands to bolster conflicting demands. With conflicting demands resulting in role conflict, deans were also asked to share whether they also perceived the manifestation of role ambiguity as they carry out their roles.

Experiences of Role Ambiguity

Role ambiguity tends to manifest itself in unclear expectations of their roles and responsibilities as expressed by Michael for example. Michael spoke of uncertain expectations from stakeholders and, being unclear as to the extent to which he can and should engage donors without blurring the lines of ethics. In a moment of reflection, Michael asserted that

> inside the academy, we still have many colleagues who have this, wistful or romantic notion that (it's really kind of Victorian), we sit around the common room and decide everything, as a committee of the whole, and whereas, to the external community expects you to respond like a CEO, and you're neither. And you try to learn a double life on any issue. If I am downtown, to use that expression, and I am meeting with a potential donor, and the donor says, I'd like to do this, and you're constantly thinking, how far could I go before I sort of go too far? how much rope do I have here? And, sometimes, you generally get it right. But sometimes you get it wrong.

Such a situation also reflects deans' preparedness or lack thereof for donor engagements and building public-private partnerships.

Jill's experience of role ambiguity is specific to her institution's current landscape. With the "tremendous amount of ambiguity," Jill said she has "learned and continue to learn how to be okay with that ambiguity, knowing that there are things that I can still do to be productive within that space of ambiguity and support faculty within that space of ambiguity as well." This is even

amidst the many questions that they have no answers to, and the "many uncertainties about where roles and responsibilities are going to shift; how faculty will be supported in their teaching, research and service? etc.

She also highlighted the pandemic as another contributing factor to the ambiguity of her role, advising that "there are so many new and unexpected realities in terms of our lives as scholars and academics and academic leaders, because of the conditions that the pandemic has created." She postulated the unknown which surrounds the day-to-day CoVid-19 responses and noted that when a decision is eventually taken, "there are all of these layers of complexity underneath the decision that needs to be unpacked and articulated and communicated." With a deep breath, she expressed, "and gosh, sometimes we don't know what we don't know that's for sure."

Role ambiguity exists for Will with situations where he has to "tow the line," and some of those include matters that he considers to be "generally protected by laws or rules or even by faculty association, negotiated behaviours or benefits or procedures in an institution."

Ben sees ambiguity extending beyond how things are set up and can be blurred by conflict. He alluded to

> aspects of our central administration's agenda that I disagree with, but I'm implementing because I expressed my disagreement, and then I lost the debate. I find that just sort of the realities of trying to work through things and I tried to express that as clearly as I can to my colleagues, and to staff and faculty within the faculty. I will say, I disagree with the provost about this, and I will push for what you guys want and then when the Provost wins, I go back and say, I said what I thought, but other deans disagree, the Provost had the authority to make the decision or whatever the case might be.

The nature of ambiguity was also underscored in Michael's experience with decisions that run counter to the expectations of faculty. Michael noted that in such a situation he had to engage in what is considered to be a "negotiation with faculty colleagues" all while being cautious about not wanting to appear to be influencing them "to sell out or corporatize but it's just the fiscal reality" in order to source funding for a proposed project idea.

Collegiality and Power Dynamics in the Academe

Reflection on the literature and the quantitative findings indicate that among other role conflict challenges, academic deans in their decision-making processes "sometimes make decisions that are apt to be accepted by one/or some person(s) and not accepted by others" *(M=4.37; SD=.761).* As I unearthed instances of perceived role conflict and role ambiguity as experienced by the academic deans, it was pertinent to interrogate the interpersonal experiences as influenced by collegiality and power dynamics regarding the two main constituents from which they experience competing demands.

Deans were asked to share their perceptions on how they think they are seen chiefly by faculty colleagues and senior administration. The findings show a range of perceptions to describe the interpersonal relationships and display of power dynamics. As a point of departure, Junior declared that at times with the managerial aspects of their job, not only deans but also department chairs are "identified as the evil administrators." Particularly, there is a notion that "the evil deans with their dean counting, are trying to sabotage the academic mission and, tenure and destroy academic freedom and all the rest of it. That's total nonsense." He stated that that has not been his experience, but that some of his colleague deans have.

Faculty vs. Senior Administration

Junior did not provide much more information but indicated that he has the support of his faculty as well as that of senior administration and that, for him, some academic processes are

time-consuming because of the collegial process. Junior indicated that for example, faculty recruitment in his college is "a very collegial, consultative process that we use in all areas of academic work." He said, "academic leadership of our campus is completely united around the vision and that would be the provost and the other deans on our campus. The people who are not, are on the administrative and financial side of the senior management" whom he believes need to understand the dynamics of how colleges are run. Junior believes that "academic deans need to have full responsibility for the management of the campus rather than financial administrators who make decisions on budget allocation."

Michael believed that, while they don't always agree with him, there is support from the majority of his faculty, given he was asked to continue his role for a third term. However, he argued that "there are some who think that I'm the devil incarnate and can hardly wait to see, you know, my backside" citing that, "I often make unpopular decisions." In terms of the senior administration, he claimed that he knows he is "thought of as a person who will speak his mind" and is aware that as a result, "the university administration does not invite me to some things because they're afraid of what I'm going to say" given his critical nature.

In speaking with Jill, she assumed that how she is perceived by her faculty differs, inserting that,

> there are always faculty members who are going to be suspicious of anyone who moves into these roles. And so, I just work hard at always, being in good relations, listening, and making myself available. I always operate as much as I can with transparency and an ethic of trust and care. And you know what, it's still there. I still have a few faculty members who just believe that my motives are always nefarious.

However, she expressed having

really good relationships with the senior administrators at our university, but I don't always agree with them. And I think that's important that we are stronger when we are able to have robust conversations in which we are in disagreement. And I think that helps us to move forward in better ways as a result, but I have excellent relationships with them. They are incredibly hard-working, and very dedicated to the institution and our strategic plan at the institution is called for the public good. And they do believe in our work as being for the public good. And maybe that's not true in other institutions. But it has been my experience at ours.

In the exchange with Allen, he deflected the perspectives from himself as dean to reflect how faculty view the dean's office instead. He suggested his faculty knows the importance of the office and has high regard for the dean's office. To help faculty understand the functions of the dean's office he demonstrates to faculty how the "office is helping to make things easy, and more effective for faculty and staff. Through fundraising, we can provide either student support, research support, or access to infrastructure. I think that helps to garner their support."

Also, the strong culture of collegiality that the dean's office established denotes a sense of oneness as Allen believed "within our college, we're not viewed as a distinct entity on another island. We live amongst them. We're not separated culturally and physically from them. So, I think there's that closeness to create some feelings of transparency and effectiveness." Concerning senior administration, Allen reported that he is "seen quite positively" as he "sees a lot of support for us as a college."

Anthony provided a more global perspective on how he thinks deans are perceived by faculty, noting there's "agreement that the dean of the faculties is the inside voice to central administration. That's going up the ladder. Coming down the ladder, there's a realization that deans are the engine of the university but sometimes they forget that." In personalizing the

narrative, he said ideally it would be good if he was viewed in a positive light by everyone. However, in his last review,

> it came out that there were individuals within the faculty who aren't big fans of me. As hard as that was for me, the realization I came to, and I said this to the provost, as much as that was a stinger for me, what it really brought to the fore for me was, that maybe I'm doing my job.

> Anthony unreservedly stated that "the provost is a great cheerleader for us deans into the senior management, sometimes at his own peril. So, there's that element of trust."

> Some faculty view their deans as advocates for faculty, as in the case of Ben. He also noted that he is viewed as honest and transparent, "even when, I'm not always going to do exactly what they wish I was going to do." Ben perceived that he is seen by senior administration as "a constructive critic, with the constructive part being the important thing because it's easy to be a critic and we have lots of critics, but if you want them to take you seriously, take your advice and welcome you into discussions you also have to be constructive."

> Shamira assumed that "for the most part my faculty see me as an engaged individual, who is very much aware of societal impacts, the importance of community building." However, she indicated that she is aware of at least two faculty who complained to the provost about her, chiefly because, stating frankly, "I don't tolerate bullshit, I just don't." As for senior administration, Shamira is of the opinion that there is a dislike for her and mainly because of her critical nature. She shared an encounter she had with senior administration regarding the institution's dated processes and policies, but rather than seeing the value in her criticism, she reported that she was told that she is "combative, disrespectful, and aggressive."

Navigating Challenges in an Era of Complexities

To further understand how deans endure some of the challenges articulated, including those at the different levels of the institution and with different constituents, I asked all participants to provide some of the strategies that they employ to resolve any conflicts which they experienced. It was evident that in navigating challenges, emphasis was placed on maintaining or building collegiality among faculty and senior administration, even with the awareness that they are unable to satisfy everyone.

In governing his college, Junior noted that he avoids using the policy tactic, but rather engages faculty with the aim of securing consensus "from the ground up with every decision and, tries to have everyone feel included, at least in the discussion, even if it doesn't go their way." He opined that in academia that is a more acceptable practise, especially if there is "a healthy and collegial governance system in place, and that includes robust consultation, and an opportunity to participate in debate using information and data, that's a shared set of, knowledge." Essentially what he does is to keep the faculty in the loop on major plans such as the expansion of the college, increasing students' enrolment and building so that they feel part of the growth.

Critical to Jill's strategy to address conflicts or avoid them is communication. In fact, she declared that her "mantra is to communicate, communicate, communicate and create opportunities to bring people together to have conversations and to clarify." One such opportunity is through budget town halls, especially with the massive budget cut. She thought that if you invite people to participate in exchanges of information and understand their "concerns, how can they be addressed, how can the individual who's raising the concerns be part of helping to address those going forward, rather than just having people complain, which academics are very good at" – that would alleviate or minimize some of the uncertainties and conflicts.

Allen supported the importance of constantly communicating with faculty, explaining to them, "the reasons behind some decisions as well as soliciting and considering different perspectives for decision making." Neither does Will make decisions without the knowledge of others, to avoid surprising his colleagues. However, Anthony reckoned that academics are not very good at communicating. He indicated that, "there are instances when I, myself came across matters that directly affect me in the newspaper, or on social media, tweeted by the provost for example." To avoid dilemmas of that nature, Anthony reported that "my college has regular town hall meetings to provide a forum for open discussion and information sharing."

Ben delineated his "involvement in extensive consultations with faculty members, students, researchers, and staff on major decisions relating to merging academic programs and developing multi-disciplinary and multi-program departments." Nonetheless, he stated, "I have a preference for frank conversations in a friendly manner so as not to burn bridges" because "I still have to work with my colleagues." His intent is to build strong relationships and exhibit team spirit.

Tolerance-Intolerance for Ambiguity

In examining the experiences and responsibilities of academic deans and ascertaining some of the challenges they encounter, the argument obtains that there is some level of ambiguity in their roles. As such, the participants were asked to talk about their perceived tolerance or intolerance for ambiguity and how that might affect their role.

Jill declared having a higher tolerance for ambiguity than some of her faculty members as such some show impatience with uncertain situations. She shared that,

> many in the faculty do not have that same tolerance, and they want answers, certainty,
>
> and clarity. Every time I have to say to them, that's a great question. Thank you for

asking for the 17th time, I don't know the answer to it. That's hard, that's a tricky dance sometimes.

Shamira did not respond directly to this question but indicated at some point in the conversation that she does not "tolerate bullshit." She, nonetheless, divulged that she has actually "gone through the highs and the lows, the personal attacks," and indicated at the time of the interview that "the last three months were really tough with long hours, working 60 hours per week or so working on weekends." With the challenges, she faced she shared "I see myself more now removed and more as somebody who is simply listening and is not judging and really has the success of the faculty and that includes students." Does becoming disconnected from complexities or situations that appear to be insoluble/illogical/irreducible/internally inconsistent (McLain, 2009) equate to intolerance to ambiguity, or does it merely mean a dissonance exists between individuals' beliefs and value systems?

Issues of uncertainty do not appear to phase Michael and Will. Michael attributed his tolerance for ambiguity to his profession. He conveyed that in his profession

> the standard answer that we would give to most questions is, it depends. I'm quite used to it, the depends on answers. So that's not a hard issue for me at all. I don't feel worse because there's less certainty, I kind of expect uncertainty, that the older I get, the less black and white things become, the grayer everything is.

Similarly, Will's position on ambiguity reflects having a high level of tolerance. He illustrated that "throughout my life and in my position as leader I had to adapt to whatever framework in which I found myself." He noted his "particular style of management is to look at things in an appreciative inquiry way. Look at the strengths of people and the system, then try to build upon that. So, it's not a deficit approach by any means."

Allen noted that the principles of tolerance for ambiguity are extended to his students as he often shared with them "that in order for them to succeed, they needed to have a tolerance for ambiguity" which he declared is exemplified in his role as dean. He outlined that

in my role as a dean, there is no playbook for a pandemic… Being a dean, you can't turn to the back of the book and see the answer to what to do in an uncertain situation because each situation is so unique. There are a variety of different perspectives and circumstances involved in the decisions we make. So, you need to develop and have that tolerance that each day is very different, people are very different, people have good days and bad days - faculty, staff and students and yourself. So as long as you maintain that tolerance for ambiguity and recognize that it is part of your day-to-day life it helps to navigate the storms, it helps you to ride the positive things and also to try to survive some of the more challenging experiences.

Evidently, Allen's interpretation of his environment and the interacting stimuli during times of uncertainty suggested high levels of tolerance for ambiguity which allowed him to be open to trial and error, taking risks and establishing creative ways of responding to complexities in his role, particularly during the onset of the CoVid-19 pandemic.

Conduits of Self-Efficacy

The apparent overwhelming nature of responsibilities of academic deans requires having a perceived level of self-efficacy to effectively carry out their roles, whether it's an innate belief or confidence, mastery experience developed over time or simply put, learning from others through vicarious experience. An examination of academic deans perceived self-efficacy showed that their belief in their abilities to do their jobs was a result of one or all of the three categories.

Personal Belief or Confidence

Shamira exclaimed she is confident in who she is as an academic, as she declared "I know my strength and my true worth" but was just not prepared for some aspects of her job. Junior indicated that he "generally feels empowered as a dean with signs of growth." Michael on the other hand said, "I often doubt myself and thinks I'm an imposter as I often feel like a failure." However, this imposter complex may not represent a lack of belief or self-confidence as he considered it as a way of keeping him level-headed and grounded. He noted that he has "never been cocky and is always worrying about something" but given his successive terms as dean, he thought that he must be performing suitably.

Will spoke in general terms. He opined that, "a lack of confidence in self can often hinder one's performance." Bandura (1997) highlighted that an individual's self-efficacy is influenced by how a task is perceived or the context in which a decision is to be taken as well as ideas about personal ability. This theory is supported by Will as he declared that

> sometimes when people say they're not equipped to do a job, I think they are equipped, they just don't understand what they need to do. As such, they need to really sort of engage themselves in a belief that this can be done and that it's okay to not know everything, it's okay to have, situations of ambiguity.

In fact, deans were able to address the many occurrences of role conflict and ambiguities because of a personal belief in their abilities to do their jobs, even for those parts of their responsibilities that they were ill-equipped. There were no indications that deans neglected any situation that may have appeared complex, instead they are addressed sometimes to the dissatisfaction of one group.

Mastery Experiences

Allen's ability to develop his own style as dean has impacted the way he carries out his role and especially with his previous experience in the dean's office which enabled him to observe first-hand how deans operate. That experience he noted, "encouraged me to develop my own style which I focused on during the first two years of my deanship."

When Michael was asked whether he believed his experiences helped to shape who he is as dean, he responded with an emphatic "oh, absolutely! No question about that." He shared that, "my many experiences and stints in leadership positions around the world allow me to apply a more global approach to education and the way I manage my college." Jill echoed that the "significant growth in my confidence is definitely a result of my experience over the years." Similarly, Anthony indicated that he has "become a much more confident person in my role as dean. To be honest, I started out wanting to be loved by everyone. And you realize that you can't, and neither should you be."

Will shared his story of growing up amidst varying degrees of uncertainty which helped him learn how to thrive in any situation, and the lessons from those experiences shaped his confidence in his ability to relate to and work with people at all levels.

Vicarious Experiences

In addition to Anthony's previous experiences, he shared that through his wife he has been able to respond to situations in an acceptable manner rather than producing a reaction response, noting that that has saved him a few times. That is, he learned to emulate some of his wife's behaviour in responding to certain situations in his college. In like manner, Ben spoke affectionately about his partner's contribution to his confidence and style with which he handles certain conflicts. He stated that

I have an amazing partner, and I learned from her - just the way she did things in her job. From her, I sort of learned how to work those kinds of conflict situations in a way that can allow you to be really honest and disagree, but also not burn bridges. That's what it's all about. And having the capacity to be clear, and not always worrying about niceties. But being friendly, but not always ignoring the messier side.

Shamira on the other hand had a mentor from whom she learned. She explained having the privilege of working closely with a former dean - "observing how that dean operated has helped me in my current role as dean as I am able to use some of that experiential knowledge in my deanship."

Institutional and Other Support Networks for Academic Deans

One of the emergent themes from the interviews speaks to how academic deans are supported whether at the institutional level or other localized support networks to help them through their tenure as deans. It became evident that only some institutions have leadership training programs in place for mid-level managers. However, there was no clear indication that those programs were mandatory for academic deans to participate. Additional support networks include those developed among various groups across colleges, and institutions as well as across Canada. Several deans also mentioned having a complement of staff that support their work, including support for building relationships with donors.

At the University of Epsilon, Jill is supported through various leadership programs organized by the Office of the Provost with a "leadership development steering committee" having oversight. She indicated that

the Provost Office facilitates multiple opportunities for deans, associate deans, and chairs to engage in leadership development. Our institution also has a membership to an organization called Academic Impressions. And they do leadership development

specifically for the post-secondary sector. They offer all kinds of opportunities, webinars, boot camps, workshops, readings, and daily updates. I think this has been a tremendous tool that our university has invested in.

There are also other leadership networks throughout the institution which were developed out of the need for deans to support each other. Jill said her group is "an open and fluid circle" allowing people who are interested in leadership and those who are already in leadership to participate. Support is also provided through the "Dean's Advisory Committee, which is made up of Chairs, Associate Deans and Directors and they provide advice and support for budget-related decisions."

Allen mentioned that "the dean has staff that take care of many of the more operational pieces, while the dean is pulled in a very strategic place." He also spoke of the support from his executive assistant and the difference that has made. Will expressed that "I receive support through an executive coach who primed me on how to think, and how certain information should be processed and managed." He indicated that has helped him in engaging with "outside external resources, possible funders, or people that will support the college's projects and ideas."

The University of Delta over the last few years has what Anthony called a "boot camp for heads and directors" where they go through various scenarios typically encountered by chairs and directors, and how those still do not fully equip one for the deanship. Ben noted that he has support from various members of his college, including the associate dean and vice dean, and a fundraising staff which has been more or less absent due to various uncertainties currently being experienced by the college.

Shamira expressed gratitude for her support staff which includes the finance team. She also mentioned that she received executive coaching and attended leadership courses through the institution and continues to engage in leadership training courses. She explained that what is

woefully lacking is "I do not have adequate support from a confidential assistant, resulting in having to personally track all my appointments and meetings." This inadequacy takes away from her other responsibilities. Shamira highlighted that "senior management should ensure that the dean's immediate support staff has the requisite skills and qualifications to adequately support the work of the deanship."

Academic Deans' Recommendations for Addressing their Corporate-Style Management Skills Deficit

Emerging out of the conversations with academic deans, several recommendations were extended on how to adequately address the corporate-style management skills deficit challenges that deans experience, particularly at the inception of the deanship. The overarching recommendations include capacity building in human resource management, leadership skills, strategic planning, fundraising, strategies for building public-private and/or donor relations partnerships, communication skills particularly for having tough conversations as one dean highlighted, and lastly budget planning and finance.

When asked what recommendations can be made to senior management to better equip academic deans or academics who are considering the deanship, Ben quickly responded by offering a comprehensive list.

Three things come to mind. One is that universities must have training programs, and those can be small and specific, like, how does fundraising work, they can also be broader and more general, like programs on leadership, or whatever it might be. And our university has some of those that they've done well, and some that they haven't done enough of.

Secondly, I think there has to be sort of a career path that allows people to get the right experiences along the way. So that there are academic leadership roles people can

take on that are lower stakes, lower commitment before they move on to the higher

stakes, higher commitment. So there have to be spaces for people to get experience,

which is really important.

But then on top of all that, there just has to be mentoring. And mentoring can be

facilitated and encouraged. But it can't be overly coordinated. Because mentoring comes

out of relationships and people who mentor you might not necessarily have been people

in a formal mentoring program. So that made us need a culture where mentoring is taken

seriously. So that, everybody in leadership positions, sort of sees people who are

interested takes time for it.

Ben wrapped up his comments on how to improve academic deans' skills deficit with the

notation that, "critical to preparing academics for the deanship is that institutions should

implement training and development programmes, career experience and pathway opportunities

as well as mentoring."

In addition to Ben's list, Allen argued that "there's more that the university could do to

foster that capacity building within potential deans, within new deans" as they need

tips and advice about how to nurture donor relationships about what to say, what not to

say, about when the dean should be involved, when the dean should step back because

the dean is very busy and can't be involved in all conversations.

He recommended a more context-specific capacity-building program rather than a generic one,

especially where the budget model is concerned. Allen also stressed the importance of

communication training for deans whether in the form of workshops or seminars.

Communication is critical in getting people through turbulent times. He considers effective

communications skills as a key component for success in the role of the deanship.

Capacity building for people requiring executive training can take place through think tanks according to Will. He posited the skills needed by deans are all learned skills supported by experience which can be taught in think tanks. Anthony on the other hand supports what he calls a Charm School for developing academic administrators. He noted that "the Charm School provides the means for academic administrators to engage in and learn skills such as budgeting and handling human resource issues."

While Shamira supports the need for leadership capacity building, she said she found it challenging getting associate deans on board. She suggested that may be a common issue across many campuses. She questioned

> how do we build leadership capacity, within our faculties, so as assistant professors make their way up to associate, we encourage them to take administrative positions? And then associate to whether it be a head, and then an Associate Dean, to prepare them for, if they're interested in the future, deanship?

Michael stated there is a need for universities to ramp up their training on human resource management and strategic planning. He pointed out that "HR is the hardest thing of all, and it's not easy" dealing with people.

Synthesis

The perceived presence of managerialism in the five U15 universities from which the participants are affiliated and the conundrums of the academic deans' responsibilities have been highlighted throughout this chapter. The academic administrators who participated in this study, now dubbed CEOs, managers and middle managers often play the role of diplomat and advocate caught between the realms of the demands of their colleges and their universities' strategic mandates. The deanship is seen as a role that can become isolating if not managed to effectively straddle the competing dynamics of the dual relationships as highlighted by Junior. Deans'

responsibilities are made more challenging given the uncertainties and fluidity of the environment in which they operate, particularly under sustained budget cuts (as experienced by each dean) which requires several academic administrators to strategize and rethink how they manage. Although, one dean indicated that even amid the budget cuts, there is no evidence that the academic mission has been perverted by senior administration.

These academic administrators who have indicated that they are first and foremost academics have experienced various challenges in meeting the demands of their roles. They denoted that the breadth and complexities of their responsibilities are reflective of managerialism, and while managerialism has some benefits, there are also constraining effects. One such effect that some of the deans oppose is the central government interference or micromanaging of university affairs. Such affairs include approvals for new curricula, the government questioning decisions on the allocation of and how the budget is expended.

In delineating the responsibilities of the deanship, much of which they were not prepared for, academic deans shared that they are increasingly involved in advertising their colleges to promote the value proposition for enrolment purposes (faculty and students) and to secure funding. Additionally, they are responsible for developing their college budgets, and fundraising through the building of public-private partnerships, all while managing the strategic objectives of their colleges and implementing the institution's strategic initiatives, at times engaging in teaching and research, managing faculty and non-faculty staff, among others.

Deans all agreed that their responsibilities require that they have a tolerance for ambiguity and self-efficacy to navigate the demands of their jobs. They indicated that their perceived self-efficacy either results from their personal belief or confidence in their ability to do the job, mastery or vicarious experience. This perceived self-efficacy and tolerance for ambiguity do not mean that deans did not often question their ability to do their jobs. This was evident by

their expressions of being ill-prepared and ill-equipped for the job, with some admitting that they sometimes felt like impostors. Nonetheless, the academic deans for the most part of their tenure appear to be supported by senior administration and to some extent by their faculty colleagues, even when decisions are sometimes made that do not align with one group or the other. Yet others, felt the need for further support.

Chapter Summary

The purpose of this chapter was to present the findings from the quantitative data collection and narrate the findings from the interviews which described academic deans' perceptions of the presence of managerialist practices in their institutions, role conflict and ambiguity, self-efficacy, and their tolerance-intolerance for ambiguity in relation to their roles. The quantitative phase of the study concentrated on gathering data on academic deans' perceptions to address research questions 1, 2, and 3. Data on academic deans' responsibilities were also collected during this phase of the study.

The chapter also captured the responses of academic deans which were represented through their subjective views. The interviews were influenced by the findings from the quantitative data and the data analyzed and coded using NVIVO. Along with a-priori themes, emergent themes which include career paths to the deanship, an overview of the deanship, intersectionality and collegiality and power dynamics were presented in this chapter. Findings from the qualitative phase show that all eight study participants acknowledged the presence of managerialist practices in their institution, but their perspectives on their experiences varied in relation to their corporate-like responsibilities. Also highlighted in this chapter are various challenges which academic deans encountered with their roles, how they navigated the challenges and the way forward for themselves and academics aspiring to the deanship. The way forward is translated into the various recommendations offered by the deans.

Chapter 5 – Data Integration and Reflection on the Conversations

Chapter four examined the results of the quantitative and qualitative phases of the study. The results were drawn primarily from surveys, and interviews collected among academic deans across five U15 research-intensive universities. Additional information was gathered from a review of the institutions' policy documents and position descriptions. This chapter will provide insights into the analyzed data through a discussion on the integration of results of the quantitative data from phase one and the qualitative data from phase two of the study. This discussion will also examine the literature review and its integration into the study. Integration of the data served to triangulate as well as validate the results across the information sources (interviews, survey, literature review and document reviews).

The Quantitative and Qualitative Data Integrated

The main purpose for integrating the data from both phases of the study was triangulation and complementarity to enhance the credibility of the study. The ensuing discussion highlights how the data from the quantitative phase converged with the data of the qualitative phase. In other words, how the data collected in the qualitative phase elaborated and clarified the results of the quantitative phase. According to Guetterman et al. (2015), researchers using mixed methods should be intentional about the practice of integrating data for both the quantitative and qualitative phases of the study, which was addressed by research question five, in what ways do the results of phase two conflate with the results of phase one?

Therefore, to examine how the results of phase two conflated with the results of phase one, a joint display with integrated data was used to illustrate how the results of the interviews explained or clarified various findings from the quantitative phase of the study. You might recall as indicated in Chapter Three, a joint display is considered a visual representation of "the integration and organizing data, methods, or results" (Guetterman, 2021, p. 1) or simplified as "a

table or figure that can be used for organizing mixed data collection and analysis" (Fetters, 2020, p. 194). Using a joint display or visuals to represent integration is an evolving process that can be used to "reduce cognitive burden and make integration clearer" (Guetterman, 2021, p. 3). In essence, this process was used to enunciate the responses to the research question which sought to establish in what ways do the results of phase two (qualitative phase) explain and/or conflate with the results of phase one (quantitative phase)?

On analyzing the findings of the quantitative data, several areas of the data warranted further exploration, particularly the areas of the research which were considered a priori. These focal areas included perceived managerialist practices, role conflict and role ambiguity, tolerance-intolerance of ambiguity and self-efficacy. The information presented in Table 5.1 is a summarized representation of an integrated joint display of the results from the quantitative findings of phase one (survey) and the qualitative findings of phase two (interview, position descriptions and policy documents). The integrated data are presented here as a framework for advancing the discussions on academic deans' experiences and their perceptions in relation to articulating corroborations and contradictions emanating from this study's findings and the literature. The column titled, *Themes and Analytical Integration* highlights the areas in which the interacting study phenomena are integrated and describes whether there is a convergence of data.

Table 5.1

A Joint Display of Study Data Mapping Quantitative Findings Qualitatively Derived Codes

QUANT Data	QUANT Categories	Themes & Analytical Integration	Interview Excerpts	QUAL Code
Perceptions of the presence of managerialist practices (M=3.19)	Practices include increased advertising, budgeting and fund development, increased public-private partnership, fundraising etc.	**Theme 1. Managerialist practices reflected in academic deans' responsibilities** • Responsibilities of deans discussed in interviews (QUAL) converge with the perceptions of the presence of managerialist practices (QUAN) • Deans acknowledged the paradigm shift in the professionalization of their roles • There appears to be greater emphasis on some of the responsibilities over others e.g., fundraising/ donor relationship, advertising/marketization.	"The kind of corporatized, neoliberal practice exists in the financial model permeated in my institution." "Plays a role where you could equate to being a chief executive officer." "…with responsibilities of fundraising, building donor relations, strategic planning, advertising, or building the brand, budgeting among others."	Academic deans' responsibilities: A reflection of managerialist practices?

Perceptions of role conflict (*M=3.42*). 63.2% of academic deans indicated that they work with two or more groups who operate differently.	Decisions that are not suitable for all. Working with two or more groups who operate differently. Funding deficit is a grave source of conflict for decisions.	**Theme 2. Role conflict** Convergence across both data sets which shows the presence of role conflict Deans serving multiple constituents Deans are required to play the role or advocate and negotiator	"Deans serve multiple constituents, we serve our students, faculty colleagues, we serve the university. Not all the interests will align on every issue, so whatever you do, it's going to be the wrong thing in someone's mind."	Experiences of role conflicts in carrying out responsibilities
Perceptions of role ambiguity *(M=3.65)*	Unclear expectations of roles Stakeholders (government, donors etc.) sometimes have unclear expectations as well as deans being unclear about the expectations of stakeholders.	**Theme 3. Role ambiguity** • Uncertain about expectations from stakeholders • No convergence across data sets • Pandemic and restructuring activities contributed to role ambiguities • Academic deanship/leadership appears paradoxical to corporate world practices	"Many uncertainties about where roles and responsibilities are going to shift; how faculty will be supported in their teaching, research and service." "…knowing when and how, and with whom to push and when, and how and with whom to partner with." "What's really hard is feeling like I am letting down my faculty, my staff and my students, when I can't mitigate the	Experiences of role ambiguities

			ambiguity for them.
Perceived Tolerance-Intolerance for Ambiguity *(M=3.70)*	Uncertainties/inconsistencies/illogical issues exist across the responsibilities of deans Deep sense of self-efficacy is an asset to tolerating ambiguity	**Theme 4. Tolerance-Intolerance for Ambiguity** Convergence across QUANT and QUAL findings To be a successful dean there has to be some level of tolerance to ambiguities	"I don't feel worse because there's less certainty, I kind of expect uncertainty, that the older I get, the less black and white things become, the grayer everything is." "There are a variety of different perspectives and circumstances involved in the decisions we make. So, you need to develop and have that tolerance that each day is very different, people are very different, people have good days and bad days - faculty, staff and students and yourself."

Perceived Self-efficacy *(M=4.02)* Academic deans are capable of dealing with most problems *(M=4.58)*	Personal Belief in capabilities to perform responsibilities Mastery experiences Vicarious Experiences	**Theme 5. Self-Efficacy** Convergence across data sets Confidence in capabilities to do a job is critical even amid uncertainties Deans developed skills over time through various experiences Opportunities to learn by observing others	"I know, my strength. I know my true worth." "I had a wonderful dean who was very much involved in alumni development and so I learned a lot." "…my own confidence in my abilities has grown with experience."	Perceived levels of self-efficacy

To further articulate the discourse on the convergence of the quantitative data with the data from position descriptions, policy documents governing deans, the literature reviewed and findings from the interviews, a schematic visual display was developed. The display shows that the data converged on the point of the academic deans' responsibilities which are perceived as reflections of the practices of managerialism and to some extent, there is convergence with role conflict.

Figure 5. depicts a schematic of a visual display which summarises the point at which data relating to the managerialist practices from the quantitative phase of the study is integrated with those of the qualitative phase.

Figure 5.1

Schematic of Joint Display Triangulating the Data
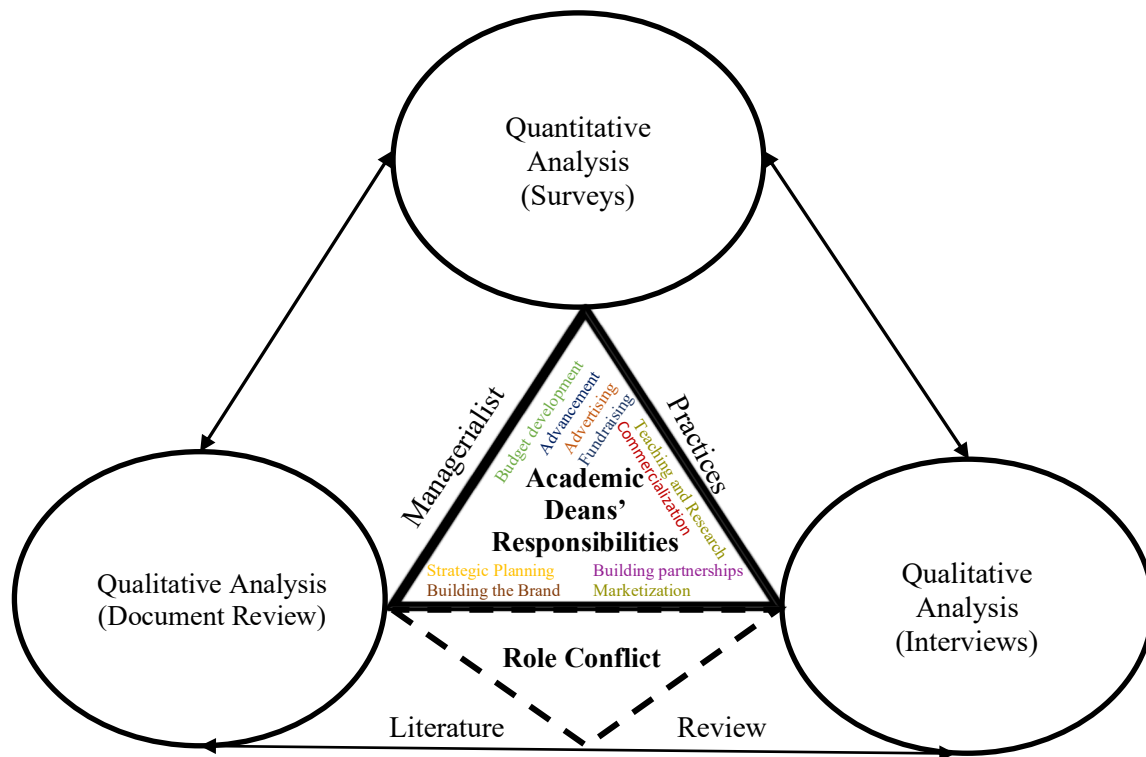
Convergence of the data from the various sources are indicative of the presence of managerialist practices in universities - or more specifically the colleges which the deans belong - as reflected in the responsibilities of academic deans. These corporate-like practices which also exist at the senior level of universities are symptomatic of the kind of governance in publicly funded institutions across Canada – corporate governance.

Discussion and Implications Emanating from the Findings

More than five decades after Ciardi (1962) unapologetically criticized deans as being inept, noting that "education is too important a business to be left to deans" (p. 782), and with significant changes in the political, socio-economic, cultural, and technological landscape of higher education institutions, the controversial discourses continue (Jones, 2010; Rosser, et al., 2003; Seale & Cross, 2016). This discourse persists even amidst the significant changes and

growth which universities have experienced, including leadership training programmes for academic deans at some institutions. Over half a century ago, one critic questioned the ability of leaving decisions concerning education to those who are too busy to read (Ciardi, 1962).

Is it prudent to ascribe/prescribe here that the more things change the more they remain the same? The introduction of managerialism in educational institutions is rationalized as a strategy to increase efficiencies through the professionalization of the universities' processes under a new regime of funding which requires skillsets not normally honed by academics whose disciplines are outside of the business fields. Although there are still those whose academic disciplines are within the realms of the business portfolio, they nonetheless lack certain requisite skills. Gmelch (2000) aptly summarized the dilemma of newly appointed academic deans which demonstrated that

> deans usually come to their positions without leadership training, without prior executive experience, without a clear understanding of the ambiguity of their new roles, without recognition of the metamorphic changes that occur, and without an awareness of the toll their new position may take on their academic and personal lives. (p. 68)

Yet, in the recruitment process, position descriptions in job advertisements provide an overarching account of the responsibilities and a list of the required skills for the deanship. Nonetheless, academics whether head hunted or recruited, are still hired for the positions without having the pertinent knowledge and skills in relation to responsibilities such as budgeting and fund development, donor relationships and/or fundraising and advancement. The range of fiscal and management challenges, accountability, curriculum and program development, technology and personal balance and diversity (Seale & Cross, 2016; Wolverton et al., 2000) have all contributed to the multiplicity of the complexities of academic deans' roles which, to some extent, are reflective of managerialism. These activities are contrary to the argument of Meek et

al. (2010), that "Canada is one of the countries where the higher education system has been more resistant to NPM dictates, maintaining many of the more traditional approaches to academic management" (p. 6).

Academic deans who are considered the "backbones of university decision-making" (Arntzen 2016, p. 20171) shared that for the most part, they were ill-prepared for their roles. The lack of skills in developing and planning budgets, establishing public-private partnerships/donor relationships, or fundraising and advancement were among the reasons the deans provided for being ill-equipped for the deanship. Despite being ill-prepared for the responsibilities of their jobs, it can be presumed that, with deans serving second and third terms (15 or more years, in the case of one participant), they do experience success. Certainly, the success is based on the benchmark of senior administration and, to some extent, faculty colleagues' acceptance of how deans perform.

Academic Deans' Corporate-like Responsibilities in an Era of Managerialism

Xiao and Newton (2020) noted that "there are global forces felt by societies and educational systems from which Canadian educators and educational leaders are not immune" (p. 2). The external pressures require strategic competencies in that deans should hone skills that enable strong management and leadership, human and financial capital management, and the ability to assist in higher-level decisions. Those skills are necessary for deans to enhance the success of colleges and, ultimately the institution they serve. The skills and competencies required for deanship may not be congruent with their academic training/discipline. They may therefore require training and development that are in line with that which is being advanced – corporate-style management strategies.

In addressing the first research question in what ways and to what extent do deans perceive their responsibilities to be reflective of the practices espoused by managerialism? I

support the argument which promotes the idea that academic deans are entrepreneurial chief executives who are expected to integrate academic management (of maintaining quality teaching and developing programs/curricula that increase enrolments and generate revenues) with corporate-style management (budget planning, with fundraising through the building of donor relationships, all while trimming expenditures and accumulating reserves for investing). Pocklington and Tupper (2002) shared that these practices are tenets of NPM while Austin and Jones (2016) compared these practices to management techniques endemic to the corporate sector.

Hence, despite the arguments proffered by Meek et al. (2010) that in "Canada, deans and heads of departments seem more protected against managerial intrusion" (p. 6), there is a suggestion that practices of managerialism are present in the five universities and that instruments of professionalization of the academic deans' roles do exist, but in a blended way as suggested by the deans. One can only presume that a blended approach of managerialism facilitates the maintenance of collegiality while engaging in practices that are market-oriented, stakeholder-oriented and customer-oriented (Diefenbach, 2009) to become more self-sufficient, financially savvy, increase efficiency and effectiveness, as well as more accountable. The notion of a hybridized model in universities is supported by Deem (2007) who indicated that "established forms of university management… have been joined by newer elements … resulting in hybridized forms of New Managerialism" (pp. 5-8).

Given that universities' strategic mandate for increased accountability, as well as to become more self-sustainable, and increase efficiencies and effectiveness, have resulted in academic administrators at the college level engaging in business management strategies, there is a need for multi-talented personnel to manage the strategic responsibilities of the deanship. The corporatization of universities and consequently the professionalization of the responsibilities of

university administrators appear to be the catalyst for how academic deans carry out their roles – emulating corporate management practices.

As indicated by deans and corroborated by the literature, such responsibilities now include developing public-private partnerships/donor relationships whether through alumni, private sector agencies and or governmental and non-governmental agencies; budget development and planning; strategic planning; marketization, advertising and/or commercialization of their colleges and research outputs and fundraising/advancement. Notwithstanding arguments presented by Boyko and Jones (2010) that the nature of academic deans' roles has not changed significantly, the list of responsibilities which emanated from the results of this study suggests otherwise for this particular group of deans. That is, these academic deans' roles have become more professionalized to reflect the disguised corporate culture which exists in their universities.

The academic deans who participated in the study indicated challenges in balancing and managing the multiplicity of corporate-like responsibilities and academic goals, with the executive type of management responsibilities as priority. Survey participants indicated that most common among the responsibilities they undertake is advertising and/or institutional profiling (*M=3.63; SD=1.07*). Based on the survey results, advertising emerged to be a more pervasive practise than the others. This practice is supported by the literature and confirmed throughout the interviews with deans. Anthony, Allen, Michael and Junior all spoke of the contribution to their colleges of having increased advertisement in place to build the brand, marketize the college and showcase the institution's value proposition. The very use of the phrases value proposition, building the brand and marketing of the college stems from the corporatized mindset and or corporate governance practices of institutional profiling. Several researchers have pointed to commercialization as a pivotal strategy in which universities are engaged (Diefenbach, 2009;

Lacroix & Maheu, 2015; Marginson, 2009; Pocklington & Tupper, 2002). With colleges operating as smaller entities within the larger institution, now more than ever universities are engaged in "peddling their wares" resulting in increased competition across institutions where they vie for first-rate faculty, staff, and students and developing programmes tailored for niche markets in respective provinces (Lacroix & Maheu, 2015).

Deans corroborated their engagement in an increased search for alternate sources of funding and intense competition for funding (*M=3.47; SD=1.07)*. However, emanating from the survey, 58% of the participants indicated that they believe the responsibility of building donor relationships or establishing public-private partnerships is unnecessary for the deanship. During the conversations, increased search for alternate sources of funding was expressed as advancement/fundraising and or engaging in developing public/private partnerships. Similarly, Pocklington and Tupper (2002) indicated that universities are increasingly engaging in developing donor relationships to build public-private partnerships for the purpose of fundraising. This responsibility is a critical function of the deanship and even with support, several of the deans indicated that initially, they found this task daunting. Rosso (2010) argued that to be a fundraiser, one has to embrace the philosophy of fundraising, particularly because of the demand for accountability (a principle of managerialism) and the necessity to build trust with philanthropists.

With the heavy reliance on fundraising and partnerships engagement, it was tempting to assume, how unsettling it may have been for some deans who were not able to engage in fundraising activities in the past two years. The CoVid-19 pandemic incapacitated the process for some deans, as they expressed that either their office was not adequately staffed or that they were inhibited by the pandemic restrictions to meet with prospective donors. In fact, one dean expressed concerns about depleting the reserves which the university on a whole is protecting,

yet another opined that there is enough in the reserve to be distributed among the colleges rather than passing the costs to students. As Junior aptly stated, the funding model that exists in universities is one that counts "bums in seats" and a "funding mechanism [in which] the allocation model greatly privileges, the sciences in particular because of their very large class sizes." Recently, the University of Saskatchewan blamed budget cuts for its oversized classrooms and meagrely staffed faculty in one of its programmes, where students' errors can make a difference between life or death (Ghania, 2022). Tenure track faculty recruitments have been placed on hold in several of the colleges to ensure there is alignment with the budget model and to avoid the colleges' budgets running into a deficit (Allen, Ben).

The flip side to this scenario is that universities have been accused of hoarding monies under the guise of saving for rainy days (Fleisher, 2015). Yet, during the onset of the CoVid-19 pandemic which could easily be classified as rainy days, several universities engaged in staff cuts and laying off employees while hoarding wealth (Dean Ben; Douglas-Gabriel, 2022). This move is understandable for institutions operating a deficit budget. However, the notion that universities that are hoarding monies acquired through endowments which allow them to invest in equity funds, for example, is evidence of managerialist practices. Further, the argument obtains that donations from some entities to universities have various restrictions and effects on academic freedom (Slaughter, 2011). Proper and Caboni (2014) concurred that "many a college or university is saddled with endowed funds for scholarships that no longer make sense but cannot be spent elsewhere" (p. 6). This ideology contradicts the very purpose of universities which were established for the public good and is still flaunted as such (Diefenbach, 2009; Kirkpatrick et al., 2005; Shore, 2010). Nonetheless, managerialism promotes corporate-like practices as a superior strategy for accountability, efficiency, effectiveness and ultimately sustainability of the institutions (Carvalho & Santiago, 2010; Shepherd, 2018). Lane (2009)

succinctly stated, that "public management is the accomplishment of social objectives, whereas private management is the maximization of profit for a set of owners." Albeit the purposes of publicly funded universities, academic administrators who manage colleges and faculties are expected to operate like corporate executives who are in the business of making money.

The corporate mindset according to Mabasa (2017) that is entrenched with "neoliberal austerity" (p.104) is echoed in the prescription by Cox (2013) in his review of *The Corporatization of Higher Education*. Cox viewed "the university culture [as] increasingly privileging those disciplines that can patent, brand, and market products through corporate partnerships over disciplines that encourage critical thinking designed to engage democratic citizenship" (p. 4). The emphasis that appears to be placed on marketization and establishing public-private partnerships certainly puts some colleges at a disadvantage. According to Dean Will, it is not entirely a level playing field across universities, in that there are some colleges that by their very nature have the capacity to generate more funds and develop more sustainable private-public partnerships, while others struggle to stay afloat. Noteworthy is that colleges engage in cross-faculty, multi-disciplinary and inter-disciplinary collaborations to spread the funding and enhance the relevance and currency of some programs according to Allen and Will. Nonetheless, they noted that there is still the question as to which college will have the responsibility of accounting for the funds when previously, this process was centralized.

The survey participants' perceptions on state budget cuts and the impact on their institutions differ from what is suggested in the literature. Their perceptions of state budget cuts and the impact on institutions were rated at an average of ($M=2$.84; $SD=1$.17). However, in the literature, evidenced by failed universities, under-resourced colleges and increased class sizes the significant budget cuts have made clear the impact that sustained reduced government funding has on universities (Bess & Dee, 2014; Greenfield, 2021; Meek et al., 2010). Similarly, support

was provided by the interview participants detailing the debilitating effects of the budget cuts on their colleges citing that various provincial government "abandoned their financial responsibilities to the universities" (Junior). Jill explained that her university experienced a $170 million cut over a two-year period, which was confirmed in a news report (French, 2021). Junior also indicated that his college received a budget cut of $2 million which he asserted was unmanageable so instead of trying to manage that budget he let the chips fall where they may. Budget cuts require deans to aggressively engage with alumni, private sectors, and other entities to seek funding so that the institutions can remain viable which Constantineau (2021) argued is a slippery slope for universities operating as a business.

The argument offered by Junior pointed to the reality that because the "provincial government has steadily eroded its support for universities" there is a significant focus on increasing recruitment of international students as universities "can't keep the lights on without them" (Junior). International students are sometimes seen as the "cash cows" for institutions (Choudaha, 2017). However, according to Altbach and de Wit (2020), with the recent fallout from the CoVid-19 pandemic which debilitated the movements of international students, universities are forced to rethink their corporate strategy of internationalization.

On the point of performance-based measures in universities, another corporatized strategy fuelled by managerialism, a 2021 news headline read, "Major crisis in the system': Manitoba's performance-based education plan gets failing grade" (Reimer, 2021). Similarly, Alberta was set to implement performance-based funding metrics but got delayed by the pandemic. Saskatchewan on the other hand is currently reviewing Bill Number 61: An Act respecting Post-Secondary Education and Skills Training and making consequential amendments to other Acts, under the guise of developing and implementing "accountability measures" as well as to "establish priorities and associated evaluation systems for the post-secondary education

sector," Makowsky, in Simes (2022) reported that the Minister indicated that "performance-based funding is not tied to the bill" (para. 7). Yet Simes (2022) argued that "critics worry the government is overstepping with legislation that could allow it to change the way post-secondary schools are funded" (para. 1).

It has been argued that a performance-based funding metrics strategy is not apt for implementation in universities, particularly if a broad brushed metrics are used that are expected to be applied across all colleges where there are too many unique variables. Performance-based funding metrics have been criticized as reckless, and grossly inadequate, (Sapra, 2021; Spooner, 2019). Not all participants in this study expressed support for this regime of results-driven funding, where priority is placed on incentivizing outcomes.

Jill expressed relief and excitement about the delay in the implementation of the performance-based measures in her province but conceded that if or when "they are imposed on the institution, they will have to figure out how to manage." In Reimer's article, the president of the Manitoba Organization of Faculty Associations, Scott Forbes, was quoted as saying "there is really no persuasive evidence that it works to achieve the goals that the governments … state they want to achieve" (Reimer, 2021, para. 8). There is some skepticism about the implementation of standardized performance-based measures in universities, chiefly because at the college level by their very nature some departments have an unfair advantage over others. Institutions certainly do not need such a strategy to highlight underperforming and under-resourced departments, those that lack creativity or the research capacity to marketize or generate income through public-private partnerships. However, some performance-based measures can facilitate more efficient allocation of workload and increased transparency.

Researchers suggested that the practices of managerialism in universities have been accused of stifling the creativity and strategy work of middle managers (Davis et al., 2016;

Spooner, 2019; Thorley, 2020) and ultimately faculty work. In the case of performance-based metrics, colleges which are unable to compete at the level that others can, establish public-private partnerships and rein in the big bucks, for example, might be inhibited from advancing cutting-edge research that does not necessarily require significant funding. This perspective was confirmed by dean Will who candidly stated that there is no way his college can compete with the hard sciences, health science or social science for that matter. He said "it's clear that, if you can't keep up with the herd, if you can't run, and, or make adaptations, you're going to become obsolete. That's the bottom line." A further debate proffered by Spooner (2019) also corroborates the negative effect of such practice of performance-based metrics. He highlighted the potential risk that different metrics indicators may have which

> privilege the types of research that fit into established funding envelope goals and traditional output formats while devaluing non-traditional scholarship – for example, community-engaged, participatory and Indigenous research approaches. Overlooked altogether is a potentially ground-breaking scholarship that requires little or no funding at all (other than perhaps a well-resourced library), or whose funding may be sourced from community-based, non-governmental or even other governmental agencies. (para. 7)

As suggested by the literature, such constriction is symptomatic of managerialism impinging on academic research/privileges. This narrow-minded approach is one indication which suggests that autonomy in the academe is at stake and confirms the argument that universities have somewhat become managed entities (Austin & Jones, 2016; Kolsaker, 2008). Nonetheless, there are others like Michael who believe that for accountability purposes, there is some merit to having a strategically established system of performance-based funding measures tailored to meet the dynamics of respective institutions.

It is still early days to ascertain the impact of performance-based measures in publicly funded universities in Canada given its recent implementation, even if there is a lack of evidence of its success elsewhere. However, Spooner (2019) noted that where performance-based measures have already been implemented there are already warning signs of dysfunction.

That said, I concur with Michael's argument that managerialism does not have to be a "curse word or viewed negatively." Rather than repudiating the practices of managerialism in universities, having a clear understanding and embracing the evolution of the publicly funded landscape to that of an era which promotes the corporatized ethos as the embodiment of progress with the potential to unravel social and economic problems (Davies et al., 2018). That is, if universities are to become the driving force for knowledge economies and contribute to the social, economical, and technological development of societies (Boyko & Jones, 2010) they need to be effectively managed and self-sustainable. Davies et al., (2018) argued that a fundamental tenet of managerialism is the notion that "if only things were better managed, improved performance would inevitably follow. By this token, effective management should lead to the elimination of red tape and inefficiency, the establishment of clear objectives, a highly motivated workforce and demonstrable results" (pp. 1672-1673).

Whether managerialism is seen as a taboo or is embraced in some institutions or by deans, the evidence presented in the study suggests that the responsibilities of the academic deans who participated in this research have become professionalized not merely in theory, but in the very duties that they carry out through the course of their tenure in the deanship. In essence, a reflection of the corporatization of universities. As such, academic deans need the requisite management skills to help them transition from their academic role to the kind of academic management role found in corporate entities.

The Academic-Manager Transition

The professionalization of the deanship which requires academics to perform as corporate managers have contributed to the ill-equipped and ill-prepared nature of academic deans. The argument of academic deans being ill-prepared for their roles was advanced over a decade ago (Gmelch, 2000; Wolverton et al. 2001). Yet currently, deans have explicitly confirmed that they are ill-prepared for the responsibilities of the deanship. Academic deans who predominantly practiced as educators delivered courses related to their respective disciplines, conducted research, and interacted with students and faculty colleagues, now undertake various strategic management responsibilities. Shepherd (2017) noted that academic managers "are largely divorced from day-to-day academic, leading to an increased separation of management and frontline academic activity" (p. 1676). Similarly, Rich (2006) noted that there is increased pressure for academic leaders "to pursue business success in ways that may diminish academic success" (p. 41) as corroborated by deans who engage heavily in marketization, fundraising etc.

Nonetheless, while the deans indicated in the interviews that they all had experience of working in management positions, their statements pointed to deficits in skills necessary to operate as corporate-like managers, while sometimes balancing the work for their academic discipline. Furthermore, even after being an academic administrator for more than five years deans still identify as being academic first and foremost. This assertion by the deans lends credence to the idea put forward by Austin (1990) more than two decades ago that the main source with which a faculty identifies is inextricably linked to the culture of discipline.

Gmelch et al. (2002) noted that even academics who served as department chairs find the transition to the deanship particularly difficult, noting that the skills required for the deanship were quite different, with responsibilities mirroring CEOs (Damico et al., 2003). Seale and Cross (2016) further noted that "most deans have not been adequately prepared nor are they supported

for the expectations versus the lived realities of deanship" (p. 1515) which concurs with the arguments of deans and several other researchers.

Therefore, if universities are to become the driving force for knowledge economies, and contribute to the economic development of societies (Boyko & Jones, 2010) they need to be effectively managed. Davies et al., (2018) argued that fundamental to the tenets of managerialism is the notion that "if only things were better managed, improved performance would inevitably follow. By this token, effective management should lead to the elimination of red tape and inefficiency, the establishment of clear objectives, a highly motivated workforce and demonstrable results" (pp. 1672-1673).

This argument is strengthened by Rich (2006) who proffered that

> higher education requires administrators who effectively balance unity and integrate business and academic priorities; respond creatively to demand for increased market competitiveness in ways that support long-term academic objectives; and connect the strategies for improvement of institutional infrastructure and fiscal resources with the requirements for strengthening the ingredients of academic progress. Higher education cannot import that kind of leadership, they must produce it (p.41).

This statement clearly and succinctly articulates the multifaceted nature of administrators in higher education institutions, descriptives which are apt for the responsibilities of academic deans. Additionally, the suggestion by Rich (2006) is that university administrators need skills to balance both academics and entrepreneurship and that can be accomplished through the use of mentoring and succession planning to develop their own academic administrators who are adept at managing the complexities of their roles.

Role Conflict and Role Ambiguity

The innuendos about how managerialism impinge on the roles of academic deans signalled the likely presence of role conflict and role ambiguity with deans' responsibilities. Considering the conversations presented by the eight deans, there is some agreement with Bernier's (1987) argument which spans more than 20 years. That is, "the role of the dean requires ethnographic skills in monitoring organizational realities such as changing symbolic systems, managing cultural conflicts, and dealing with conflicting expectations generated by organizational and professional affiliation" (p. 17). There is however a lack of research examining the relationship between the practices which emanate from managerialism in U15 universities in Canada and role conflict and role ambiguities as perceived by academic deans. However, the literature suggest that the very nature of the academic deanship inherently exposes them to conflict (Arntzen, 2016; Morris & Laipple, 2015; Wolverton, et al., 2001). As such, this study examined whether there is a relationship between the practices which emerge from managerialism and role conflict and role ambiguity to address the research question, in what ways do academic deans perceive role conflict and role ambiguity based on managerialism?

While the results of this study are limited to the participants' perceptions and no generalization is being made, the findings of the quantitative analysis show that a weak positive relationship exists between managerialist practices and role conflict r=.321 which is relative given the sample size. Nonetheless, it can be argued that this finding is sufficient to warrant further exploration to establish whether there would be a stronger relationship if a larger sample size of academic deans was engaged, especially since the conversations with deans alluded to experiencing role conflict in executing their roles. Deans expressed having competing demands and expectations from multiple constituents which required them to often play the role of negotiator. In essence,

deans serve two masters. And therein lays the irony. On the one hand, university presidents and provosts advocate, and sometimes demand, responses to the external environment that require innovation and creativity that only faculty can provide. On the other, faculty, loyal to academic disciplines but not necessarily to the universities for which they work, are not interested in expending time and energy on issues they deem someone else's concern (Wolverton et al., 2001, p. 1).

Walker and Walker (1997) pointed to the importance of professionals being "sensitized to the issues, dilemmas and situations that both brief and protracted dual relationships can pose" (p. 236). They further affirmed that "professional groups who seek to educate their current and prospective members regarding the hazard-prone types of relationships and the pathologies precipitated by the same will gain the benefits of sustained public trust and excellence of professional services" (p. 236). Deans conveyed that sometimes there are expectations that at minimum, if the demands of their faculty members are not met, they would have an understanding that attempts were made to meet their expectations, rather than being accused of self-serving biases or focusing on their personal agenda. Duncan (2015) in sharing her experience as dean remarked on the admirable level of collegiality among faculty members but noted that "less than desirable was the lack of trust in administration" (p. 34). Nonetheless, she articulated that during the ups and downs of her tenure as dean, she has not experienced the deanship as "a cup laced with arsenic but perhaps a strong expresso that keeps [her] awake some nights" (Duncan, 2015, p. 34), which are sentiments expressed by some of the study's participants.

Role conflict was also seen in issues concerning the allocation of funding to meet the staffing needs of a college and other resources. The very definition of conflict proffered by McShane et al., (2018) supports the presence of role conflict. They argued that conflict exists

when "one party perceives that its interests are being opposed or negatively affected by another party… when one party obstructs another's goals in some way, or just from one party's perception that the other party is going to do so" (p. 307). This additional explanation of conflict clearly articulates the experiences of the academic deans as they make sense of their responsibilities. That is the conflict arises as a result of their perception of the exchanges with both faculty members and senior administration.

Wolverton et al. (1999) conducted a large-scale research using a seven-point Likert scale to gather, among other information, academic deans' perceptions of role conflict and role ambiguity using Rizzio et al. (1970) Role Conflict and Ambiguity Scale. While the scale used by Wolverton et al. (1999) in their study differs from the scale used in this study and may account for the variations in the results, reference is made to their research findings to highlight the areas in which academic deans perceived the presence of role conflict during that period in comparison to now. The findings from Wolverton et al. (1999) show that deans' perception of role conflict was more prevalent as a result of having to work with two or more groups who operate quite differently. The findings from this study survey indicate a frequency of role conflict when deans make decisions that are apt to be accepted by one/some persons and not accepted by others. Further, the conversations with deans revealed that the main source of perceived conflict with their role resulted from decisions that are not aligned to or contradict the expectations of their faculty. On the other hand, situations in which deans make incompatible decisions across competing groups were identified in Wolverton et al. (1999) study as the second most cause of role conflict.

In this study, the second major source of role conflict is the predicament of deans having to work with two or more groups who operate quite differently. The very position of the academic deanship places the administrators in a situation that requires them to play an advocacy

role for their faculty while negotiating with senior administration, but as deans have indicated they cannot always make decisions that are accepted by everyone. This source of role conflict was echoed by several of the participants who noted that when such a situation occurs, they are hopeful that the faculty will understand that the decision would have been taken for the greater good and there was no intent to cause discord. In a research conducted by Rizzio et al. (1970) titled *Role Conflict and Ambiguity in Complex Organizations*, they highlighted that role conflict can occur "when the behaviours expected of an individual are inconsistent… [noting that the individual] will experience stress, become dissatisfied, and perform less effectively than if the expectations imposed did not conflict" (p. 151). While the study did not look at the effects that role conflict and ambiguity have on academic deans' performance or well-being, it was evident that wherever there is misalignment with a decision, there is sometimes disquiet among faculty as well as uneasiness for the dean. Nonetheless, deans' efforts to meet the expectations of the competing constituents at a common ground suggest that to some extent there is a level of loyalty to both groups as concurred by Boffo (2010) that "deans… have a role leading to a double loyalty" (p. 111), that of their faculty colleagues and senior administrators.

On the matter of role ambiguity, Hoyle and Wallace (2005) argued that ambiguity is an endemic characteristic of organizations in particular educational institutions. The ambiguities which exist in these types of institutions as we will later recognize may sometime lead to unintended consequences in the midst of well-intended actions, according to Hoyle and Wallace (2015). In ascertaining the relationship between managerialist practices and role ambiguity, the survey results from this study show that there is no relationship, and items which measured role ambiguity on the survey suggest low ambiguity for some items.

The study participants indicated that they are more geared toward performing work that suits their values followed by the expression that they are in fact clear about what their

responsibilities are. However, the earlier study by Wolverton et al. (1999) revealed that deans are clearest about their responsibilities, followed by certainty about how much authority they have. In this study, however, deans appear less certain about how much authority they have but have some knowledge of what is expected of them. Nonetheless, the participants noted they also have clear, planned objectives for their job *(M=3.89)* and receive clear explanations of what has to be done *(M=3.68)*. However, the conversations with deans indicated that role ambiguity does exist within the deanship. Emanating from the conversations, uncertainty surrounding deans' authority is manifested in various aspects of decision making. The notion of deans' uncertainty about how much authority they have caused me to reflect on Allen's experience which he shared about starting the faculty recruitment process for some of his departments. He indicated that he had to terminate the recruitment process at the last minute because senior management no longer deemed it a priority, which did not sit well with the faculty colleagues. Not only did this action and the unintended outcome resulted in conflict but highlighted role ambiguities. Furthermore, this equivocal situation can be construed as questioning how much authority rests with deans. This question coincides with Wolverton et al., (2000) statement that academic deans experience role ambiguity when they are faced with "ill-defined responsibilities, mixed messages as to how much authority deans actually have, unclear or unstated expectations and goals, and a lack of clarity about what is to be done and how much time should be spent doing it" (p. 57).These scenarios align well with the assertion of Bolman and Deal (2017) who argued that "middle managers, meanwhile, feel trapped between contradictory signals and pressures" (p. 35). Yet, they suffer the consequences of particular decisions, whether it is the fallout with colleagues or senior administrators. According to Davies et al., (2016) results from their study which examined the impact of managerialism and university middle managers' strategy work showed that the "participants felt that they were often held accountable for decisions they had not made and

needed to solve problems others had created" (p. 1489). The lack of clarity on deans' part regarding their authority to make certain decisions without interference from senior administrators engenders ambiguity and uncertainties, even if the academic dean ultimately makes a final decision that she herself/he himself opposes. Rizzio et al. (1970) noted that

> if an employee does not know what he has the authority to decide, what he is expected to accomplish, and how he will be judged, he will hesitate to make decisions and will have to rely on a trial and error approach (p. 151).

This statement suggests that role ambiguity exist from the onset of the deanship for deans who indicated that they had to learn their jobs by trial and error or as they go from day to day, while having to "deal with complex moral and ethical decisions on a daily basis, often bounded by severe financial constraints" (Gleeson & Shain, 1999, p. 470). Nonetheless, the very uncertainties resulting from role ambiguity can provide avenues for deans to be creative (Bess & Dee, 2012; Stoycheva, 2003), especially in this market-driven landscape which envelopes universities. Duncan (2015) shared that "as a new dean" (p.32) it was her own values that guided the way in which she interacted with others to immerse in the complexity of HEI's culture. She pointed out that "before embarking on high-level change, it is important to scan the environment thoroughly and become aware of any hidden obstacles that lurk in the undergrowth" (Duncan, 2015, p. 32).

As it relates to the quantitative results which showed that deans are more inclined to perform work that suits their values, several thoughts percolated in my mind. As such, deans were asked about their priorities in terms of their responsibilities to garner an understanding of their espoused values. The literature indicates that middle managers are arguably perceived as the first among equals (de Boer & Goedegebuure, 2009), and are sometimes viewed by their colleagues in terms of us versus them, (Ben, Jill, Michael; Rosser, et al., 2003). As expressed by

some of the deans, some of their colleagues believe that they are either self-serving or are more loyal to the institution's senior leadership. The argument of academic deans being self-serving individuals is strongly supported in the literature (de Boer & Goedegebuure, (2009); Kivistö & Zalyevska, 2015; Shepherd, 2018). But contrary to the perceptions that academic middle managers are in the job to protect their own self-interests, the deans who participated in the interviews indicated otherwise. They expressed having their faculty's best interest and as such they often find themselves negotiating with senior management just so they can satisfy the demands of their faculty colleagues and sustain collegiality. The academic administrators signified that the well-being of their faculty colleagues and students is central to their responsibilities. There is no indication in this study findings to suggest that the practices of deans under an era of managerialism have alienated them from their fellow faculty members as suggested by the literature.

Regarding the argument that academic deans are perceived as more loyal to senior management, Davies et al., (2016) argued that "there is a strong tendency among middle managers not to see themselves as part of 'them', that is, part of the senior management of the institution" (p. 1487). This statement gives credence to the way the eight deans appear to navigate conflicting situations between the competing groups, negotiating with both groups, engaging, and consulting with faculty colleagues to maintain collegiality. What appears to cultivate role ambiguity for academic deans are the uncertainties which abound in the universities' landscape in terms of shifting roles (Carvalho & Santiago, 2010). As an example, at least three deans expressed that with major restructuring strategies in their institutions it is no longer clear what their responsibilities will be and how the role of the deanship will evolve. Yet for others, role ambiguity is primed by the agenda of the institution's central administration which sometimes runs counter to that of their colleges and is generally reflected in matters

concerning budgets as supported by Bess and Dee (2014). Additionally, governmental interference which removes the power from universities to develop and approve their own academic programmes conjures some level of role ambiguity for academic deans who sometimes must wait months before moving ahead with the implementation of a programme or not at all.

While universities should have the autonomy to decide their academic programmes, government interference is a necessary part of the process to ensure that their strategic objectives are met and that the respective provinces are not oversaturated with graduates who are unable to meaningfully contribute to the economic development of the province. This argument parallel's the assertion by Deutscher et al. (2019) that one of the benefits behind the practices or established guidelines put forward by government as standard operating procedures is "to narrow and direct the discretion of [publicly funded organizations] to ensure that their actions support the priorities of the democratically elected government" (p. 187). Additionally, this meddling from the government is perceived by Austin and Jones (2016) as part of the quality assurance and regularisation of academic programmes which rationalizes the accountability principle of managerialism.

Given the study's findings which suggest that deans experience role conflict and role ambiguity, their perceived levels of self-efficacy have been important to their tenure in the deanship. According to Rizzio et al. (1970), the presence of role conflict and role ambiguity for example tend to "result in undesirable consequences for both organizational members and for organizational performance" (p. 154) which was manifested in the conversations. Nonetheless, drawing on the theory of self-efficacy, it became evident how the perception of or having high levels of self-efficacy facilitates the navigation of conflict and ambiguity.

Perceived Self-Efficacy for Managing Ambiguities

Based on Bandura's (1989) Social Cognitive Theory, self-efficacy is premised on the notion that "much human behavior is regulated by forethought embodying cognized goals, and personal goal setting is influenced by self-appraisal of capabilities. The stronger their perceived self-efficacy, the higher the goals people set for themselves and the firmer their commitment to them." (Bandura, 1989, p. 1175-1176). Even with the lack of skillset, the deans expressed that they were able to tackle their responsibilities amid mixed feelings of confidence, trepidation, and uncertainties.

Woven in the fabric of self-efficacy is the notion of interacting factors such as their social environment and "people's beliefs about their capabilities to exercise control over events that affect their lives" (Bandura, 1989. p. 1175). How academic deans perceive their capabilities to manage a college can either impede or enable the execution of responsibilities or their efficacy. Further, establishing perceived self-efficacy supports deans' theorizing about how they make sense of their social environment. That is, through the lens of self-efficacy underpinned in social constructivism, deans revealed how their values, experiences, beliefs, socio-cultural background, and interactions helped to shape their understanding (Lambert et al., 2002) of the deanship and ultimately their responsibilities, as well as how they respond to the complexity of their environment. Gmelch (2000) opined that socialization and experiences coupled with leadership training for academic administrators "can heighten a faculty member's appreciation for leadership and strengthen their motivation to develop leadership capabilities" (p. 69), ultimately enhancing their leadership confidence.

Research undertaken using the self-efficacy paradigm often examined the relationship between self-efficacy and outcomes/performance. It is posited that perceived high levels of self-efficacy motivate individuals to persevere and stay the course even amid untenable situations, set

goals that challenge them, seek alternate and effective strategies to accomplish tasks, and are oriented toward problem-solving (Bandura, 1997; McCormick, 2001). Deans indicated perseverance amid drastic budget cuts, toxic organizational culture, and resolving fallouts from unfavourable decisions, among others.

This study's survey findings also found that deans' self-efficacy was most perceptible in their confidence to deal with most problems that come up (*M=4.58*). Followed by the belief in their ability to achieve important goals they set for themselves, work on complicated tasks, and equally, feel secure about their ability to do things (*M=4.16*). Overall, the deans who participated in the study indicated a high level of self-efficacy. Academic deans' self-efficacy was linked to a dynamic set of variables which were either acquired through personal belief or confidence, mastery and/or vicarious experience. The capacities of current deans to observe other deans in their environment was a learning platform for some, especially observing other deans who are deemed successful, yet others developed their belief in their capabilities throughout various life experiences working in other leadership positions all while developing a belief in their capabilities.

Even amidst feelings of being an imposter or, for those deans who declared they were unprepared for various aspects of the roles, they were not emasculated by the daunting encounters and experiences they sometimes faced in their responsibilities. Luszczynska et al. (2005) describe self-efficacy as "individuals' beliefs in their capabilities to exercise control over challenging demands and over their own functioning" (p. 443) and is formed "by analyzing the environment, task and themselves" (Endres et al., p. 33). As such, deans found ways of overcoming their fears and dealing with the uncertainties through a personal conviction or belief in their efficacy to get the job done.

Tolerance for Ambiguity – An Avenue for Managing

Researchers have pointed to having a tolerance for ambiguity as critical to the success of leadership (Milter, 2015; Stoycheva, 2003). This study showed that coupled with the deans perceived self-efficacy, their tolerance-intolerance for ambiguity greatly contributed to their success or failure in the position. A study by Endres et al. (2009) among 151 participants in an undergraduate management class found that "in highly complex task[s], individuals with a higher tolerance for ambiguity reported higher self-efficacy and more accurate self-efficacy versus individuals with lower tolerance for ambiguity" (p. 31). Arguably, some levels of ambiguity are beneficial to leading and managing and provide an advantage for individuals with tolerance to vagueness or uncertainty, particularly in complex organizations. Ostensibly, individuals who have a tolerance for ambiguity are inclined to take risks and are more open to exploring creative ways of engaging with uncertainties (Bess & Dee, 2012; Stoycheva, 2002).

Results from the quantitative data show that there is a weak but positive relationship between self-efficacy and tolerance-intolerance for ambiguity *(M=.148)* using the Multiple Stimulus Types Ambiguity Tolerance Scale-II (MSTAT-II) and Bandura's General Self-Efficacy Scale. Ratner (2009) noted that correlation "values between 0 and 0.3 (0 and -0.3) indicate a weak positive (negative) linear relationship through a shaky linear rule" (p. 140). The tolerance-intolerance for ambiguity scale sought to measure academic deans' tolerance to stimuli that may either be complex, unfamiliar and/or insoluble (McLain, 2009). On the other hand, while none of the deans who participated in the interviews admitted to having an intolerance for ambiguity, the manifestation that there is often a perception that deans sometimes have little or no authority over certain situations feeds into the theory that how an individual perceives his/her environment influences self-efficacy and that those with a low tolerance for ambiguity believe that they have no control over tasks and environment (Bandura & Wood, 1989; Budner, 1962).

One dean viewed her college as toxic with having little control over some faculty colleagues but expressed confidence and personal belief in her capabilities. Yet other deans spoke about the uncertainties which exist not only in their college but the institution. They noted that even amidst doubts they are still capable of handling the complexities of their responsibilities by using various strategies to engage their stakeholders. Allen aptly pointed out that for example, "there is no playbook for a pandemic" and based on the dynamics of decision-making for deans, the answers for uncertain situations are not available or cannot be found in the back of any books. Alvesson and Benner (2016) highlighted that

> academic leadership is pursuing a combination of internal autism and external adaptation, in a state of organizational anomie, where norms and ideals as expressed by academic leaders are fluid, responding pragmatically to several different forces and expectations at the same time, often in a highly disjointed manner. (p. 86)

Alvesson and Benner (2016) described internal autism as the practices of academic leadership that pursue a quasi-collegial model which has various demands for reporting attached that may be viewed as micromanaging, sometimes through performance measures which results in the academic manager being either rewarded or ostracised. They further noted that external adaption, on the other hand, is the ability of academic leadership to be open to the demands and expectations of the various other stakeholders including funding agencies, private sector partners, the state, students etc. While there was no discussion surrounding the demands on faculty, I am aware of the requirements in some institutions for deans and department chairs to provide annual reports of their activities and accomplishments, as well as an annual performance appraisal. However, the notion of external adaptation was disclosed in conversation with the deans about who decides how funding from donors and the government is allocated. The

complexities of academic leadership bounded by uncertainties have undoubtedly placed a greater demand on the deanship, requiring greater tolerance.

Navigating Perceived Role Conflict and Role Ambiguity

Operating in an environment characterized as complex and uncertain warrants managers that are agile and adaptable, particularly during times of crisis. As Allen mentioned in the interview, there is no handbook that tells you how to respond to certain situations or what decisions to make during times of crises or uncertainties. In the face of uncertainties, competing demands and ambiguities, how do academic deans navigate perceived role conflict and role ambiguity these issues?

As the academic deans strive to navigate the competing expectations of different constituents very little is known about how deans work to resolve the issues of perceived role conflict and role ambiguity and as established in the conversations, there is no right or wrong way. That is, there is no rubric for academic deans to manage competing expectations or behaviours of senior administration and faculty for that matter, especially when deans' decisions run counter to that of either constituent. As such, deans try to mitigate against any perceived dissonance by either constantly communicating and consulting with colleagues with the hope of mobilizing consensus or at a minimum get colleagues to understand the reasons some decisions were made. Deutscher et al. (2019) proposed that

> the exercise of leadership involves applying judgment to a problem or activity that does not fit a predefined process or set of responses. In this sense, the practice of leadership involves some degree of discretion, which inevitably involves the ability [*sic*] make moral judgments through the exercise of conscience. (p.183)

Respectively, this line of argument underscores the need for adept academic leadership. In examining leadership succession in universities in America, Gmelch (2000) aptly stated over a

decade ago that "the development of academic leaders is at a critical juncture" (p. 86) and that "the time of amateur administration is over" (p. 69). This observation is particularly applicable to institutions today, given the sustained changes.

University Governance and Academic Middle Management

Shattock (2006), argued that it is "imperative that the governance culture imposes on professional officers a responsibility to express themselves positively or negatively on issues at decision-making bodies if they feel obliged on professional grounds to do so" (p. 125). Some deans expressed having a supportive platform at the level of senior administrators to voice their opinions, while others find it challenging to speak their minds, yet others whether they believe they will be heard/supported by their senior administrators they nonetheless speak their minds.

According to the literature and dean's disclosure, by the very nature of the deanship, academic managers are placed in the middle of engaging competing factions, acting as advocates for the colleges/faculties and the manager who dispenses instructions and directives from senior administration. In other words, academic deans are the gatekeepers of the institutions' policies and implementation thereof but do so in a manner that does not entirely disrupt the status quo of collegiality which Rowland (2014) described as the "professional and social interaction between academics" (p. 1029). This presumption emanates from the deans' narratives which indicate the importance of collegiality within their colleges through robust conversations and consultations with faculty (Junior, Will, Jill, Allen, Ben) even though some decisions (fiduciary/budget decisions) do not depend on collegial or shared governance. Further, universities in Canada are recognized by their distinctive nature as community of scholars or as a collegium, a recognition granted by the Supreme Court in Canada. Notably, while universities in Canada are considered corporations, Shanahan (2019) declared that "the university's legal status as a corporation does not supplant its collegial nature [and that] its corporate structure does not have paramountcy over

its collegial structure" (p. 6). According to Deem (2007) and Shanahan (2019) the processes of the corporate and collegial structure of universities do coexist. However, others argue that there is sufficient evidence to suggest that universities are gradually moving towards a more corporate-style, entrepreneurial mode of governance away from the traditional collegial governance (Bleikle, 2012; Currie, et al., 2003; Fielden, 1988) with centralized decision-making and bureaucratic processes. This practice can be construed as a shift in the power dynamics within universities. Rowlands (2014) proffered that even where collegial governance appears to exist, "hegemony is exercised by management rather than by the professor" (p. 1019) as indicated by some deans in sharing their experiences about budgetary decisions for their colleges.

Dean Junior indicated that because of the corporate-style responsibilities of academic deans, some faculty members are of the opinion that deans have a mandate that is geared towards undermining academic freedom and tenure. However, it can be argued that the proliferation of unions/faculty associations in universities constrains the way these academic middle managers make some decisions. Unions or faculty associations serve as a means of maintaining academic privilege, power, and influence of faculty. However, there are conflicting arguments regarding whether unions reduce the influence of faculty over governance or whether an outcome of unionization is that universities employ more bureaucratic red-tape, with centralized decision-making processes (Baldridge et al., 1981; Cameron, 1984; York University Sub-Committee, 2002).

Nonetheless, although dated but relevant, Neumann (1980) argued that attitude towards collective bargaining units is premised on perceptions of power and attitudes that may also vary across academic disciplines. He noted that

> in the physical sciences, perceived individual power is negatively related to all aspects of
> collective bargaining attitudes, while perceived central administration power is positively

related to those attitudes. In the social sciences, on the other hand, perceived faculty power has a negative effect on faculty attitudes toward unionization, whereas personal chairperson power has a positive impact on all aspects of collective bargaining attitudes. (p. 363)

Dean Will narrated his experience of having to "tow the line" when he has to make certain decisions which are governed by different procedures. He noted that the "difficulty lies not in the organization itself, but… like the Faculty Association which sometimes has very different rules, in terms of guidelines and procedures that are different than I would like." Such experience for example, concurs with the argument offered by Austin and Jones (2008) that "governance becomes a delicate balancing act between the traditional collegial faculty governance and faculty union" (p. 140). Similarly, the narratives provided by the deans suggested that there is a need for finding the right balance between collegial culture - which Marginson and Considine (2000) highlighted as the responsibility of university governance to sustain - and the culture of corporate management in their institutions.

Academic Deans' Skills Deficit Identified

In consideration of the findings of the study and the literature which suggest that the presence of managerialism in some universities has contributed to the professionalization of the roles of the academic deans, universities need to examine the prudence of academic managers' capacity building. Emanating from the discussions with the deans, by every indication there is a need for academic leadership capacity building. Morris and Laipple (2015) concurred that there is a need for capacity building of academic administrators. With the expectations that academic leaders are responsible for the success or failure of their college/school including fundraising and students' success, they asserted that

the lack of a systematic approach to training, developing, and coaching academic leaders

leaves to chance how they deliver on these results. Poorly prepared leaders may at best

slow the progress of their organisation and at worst adversely affect productivity and

morale. (Morris & Laipple, 2015, p. 242)

However, any capacity building or training programmes should be directed towards the

development and improvement of corporate world management and leadership skills from the

perspective of academic governance and complemented with mentorship as part of the

institution's succession planning programme as indicated by the eight deans. The main aim of

capacity-building programmes is to eliminate or mitigate academic deans' ill-preparedness for

engaging in corporate-like practices. Notwithstanding the offerings of leadership programmes for

academic managers by some universities, it appears that the timing for which the programmes

are offered is unsuitable. The various programmes are offered subsequent to deans engaging in

their roles, yet others sought to engage in other professional development courses independent of

the institution, on recognizing the skills deficit. In essence, deans should have prior competencies

before being recruited for the role.

While there might be questions surrounding developing a prescriptive capacity-building

programme for university academic executives given the dynamic nature of the institutions,

Woolridge (2011) proffered that "leadership development in HE is not a process of training or

teaching but engaging in a positive, evidence-informed and challenging dialogue with leaders,

managers, both academic and professional" (p. 249). What does this engagement look like one

might ask? Seale and Cross (2016) proposed three leadership development approaches for

academic deans which

(i) takes cognisance of and responds to the unique dynamic context wherein they operate,

including institutional legacies; (ii) provides the necessary preparation and ongoing

support for dealing with a changing environment; (iii) addresses their need for reflection and learning; and (iv) incorporates performance management and career advancement requirements. (pp. 1514-1516)

These approaches echo the sentiments of the deans as they shared the gaps in their management skills for the deanship.

On reflecting on a statement by Milter (2015) in which he enunciated that it is "time for university leaders to practice what at least some faculty members are teaching with regard to preparing professionals for the organizations of the future" (p.22), it would be beneficial for universities to establish some evidenced-based engagements as a strategic imperative, in corporate management and leadership for faculty, on receiving tenure. Evidently, there is a skills gap between the participants' academic competences and those required for corporate management practices that need to be filled by implementing mandatory training to re-tool the academic executives. It is also imperative that universities establish and implement a programme of succession planning and talent management that remains active throughout the colleges. Succession planning appears to be woefully lacking in universities' practices as expressed by Allen. Yet, succession planning is a subject area or course that is not only taught to students in these institutions but a practice that is encouraged in organizations.

The practices of corporate management skills ought to be exemplified not only by the academics who teach them and are in leadership/management positions but by all academic administrators. Rothwell (2010) asserted that "... academic institutions will be forced to adopt a proper succession planning within the framework of existing policies and procedures" (p. 362) to be able to adequately fill academic positions, more specifically, academic leadership. Succession planning is "a process by which an organization assures necessary and appropriate leadership for the future through a talent pipeline with the capabilities of sustaining an institution's long-term

goals… develops key candidates in anticipation of future openings" (Wallin et al., 2005, p. 26).

That is, effectually planning for the sustainability of and retention of an organization's talent

core. Further, more than a decade ago Marshall (1997) proffered that there are seven essential

skills for managers and leaders of higher education intuitions. These include professional

identity, academic leadership and management, information management, human resources

management, financial and physical resources management, operational leadership and

management and strategic leadership and management. Several of these overlap with the skills

deficit expressed by the deans who participated in this study.

With constant changes in the higher education landscape, increasing access to university

education and competitions across universities in the international arena, it is vital for academic

leaders to have the requisite skills. While some might argue that universities are not to be run

like corporate businesses and, whereas some universities do not appear to be fully

entrepreneurial, or are adept at balancing the entrepreneurial practices with those of academia,

the proliferation of the managerialist culture throughout the institutions is sufficient evidence

that, academic executives need to be adequately resourced to ensure efficiency, effectiveness and

ultimately sustainability, all while ensuring that their clients receive the highest quality of

education to survive in the global economy.

Chapter Summary

This chapter highlighted some key findings emanating from this study, which addressed

the research questions. First, it provides an illustration of how the qualitative results from phase

two of the study informed the results of the quantitative phase of the study by integrating the two

data sets in a joint display using the Pillar Integration Process.

Second, the chapter discussed the academic deans' state of readiness for the position of

the deanship. The multiplicity of corporate-like management responsibilities embedded in the

deanship is sometimes not synonymous with the responsibilities of an academic, and even deans who previously served as department chairs have experienced some levels of discomfiture in carrying out critical aspects of their roles. Deans continue to feel ill-prepared and ill-equipped for the business-type responsibilities of the deanship. As such, the competing demands and expectations of their roles often create role conflict and role ambiguity for incumbents.

Third, the chapter illustrates the nuances experienced by academic deans in their roles in an era of managerialism. Particularly, it provided a discussion on how academic deans' responsibilities have evolved to reflect those charges of corporate managers which require them to engage in activities such as advertising, strategic planning, fundraising, building donor relationships, and marketization, among others. Managerialism has permeated the walls of the colleges that the academic deans oversee but it appears to exist in a hybridized model that maintains aspects of collegial governance.

Also delineated in this chapter are the experiences of deans as they perceived the presence of role conflict and role ambiguity. It outlined the relevance of having perceived self-efficacy and tolerance-intolerance for ambiguity to navigate the challenges experienced within the deanship. Their self-efficacy stemmed from an innate belief or confidence in their abilities, through mastery experience developed over time during their interactions with their various social environment and/or vicarious experience. Finally, a comprehensive dialogue was presented to underscore the skills deficit of academic deans as provided in their recommendations during the interviews.

The following chapter provides a re-iteration of the research questions and methodology. Additionally, it presents insights on the study's contribution, implications for policy and practice, and opportunities for future research recommendations for bridging the skills gap for academic deans.

Chapter 6

Bridging the Gap: Study's Contributions, Implications, and Culminating Thoughts

Chapter Five provided a discussion on this study's findings which incorporated the analysis from both phases one and two. The results were compared to each other as well as findings from the literature, coupled with a display of how the findings from phase one integrate with the findings from phase two.

This chapter offers reflections on the genesis of the study and the methodology that was undertaken to complete the thesis. The chapter also includes a synopsis of the study's contribution to theory, implications for policies and practices, methodological implications, and opportunities for more extensive research on managerialism in U15 research-intensive universities in Canada and the effects on the roles of academic managers, chief executive officers, middle managers, academic administrators – generally known as academic deans. The chapter culminates by sharing final thoughts about the research and a personal reflection.

My interest in the roles of academic middle managers, specifically academic deans, spans over a decade which I developed while working closely with academic administrators at a university. In recent years, her exchanges with deans in discussing the evolution of their roles evoked different reactions. Particularly, conversations about the emphasis placed on their responsibilities for securing funding for their colleges, feelings of being called middle managers and/or administrators, and the impression projected by researchers that they are not very prepared for the responsibilities of administration brought out expressions of resentment.

One dean, when told the nature of this Ph.D. research, was immediately offended by the very notion of being dubbed middle manager. In a disdainful way, he explicitly rejected and denounced the ascription of being a middle manager, asserting that he is an "academic and an avid one" (former colleague). Yet, another academic dean took offence to the undertaking of the

research. Specifically, the rhetoric found in the literature which criticized deans as self-serving and their level of preparedness was viewed as offensive. My thoughts of those interactions, as well as the rebuke from being called middle manager were that of gatekeeping or the appearance of territorial behaviour which I presumed was aimed at deterring an outsider from unearthing information on the realities that may be inimical to the deanship. The reactions were not entirely surprising as I was warned in previous conversations with a colleague about "paddling in uncharted waters" as a student. The literature also alluded to the conflicting and contradictory nature of discussions surrounding middle managers/academic deans in higher education institutions. However, those reactions only served to further ignite my passion to undertake this research.

On reflecting on the narratives surrounding budget cuts and/or university funding from the states' coffers, I recalled a situation which raised questions of accountability at the university with which I worked. In October 2016, one news headline in Jamaica read, *UWI Snubs Parliament, Declares itself 'Not Accountable'* after refusing to appear before the Public Administration and Appropriations Committee (PAAC). In a letter to the committee, the institution categorically stated that it is a "regional autonomous body" (Johnson, 2016) and while it has a responsibility to inform Jamaican taxpayers how the funding is being utilized, it is not accountable to report to the government agency. The letter stated that "the UWI is a public autonomous regional educational institution which serves 17 countries in the Caribbean. The university was established by the Royal Charter in 1962. The university, therefore, has to be distinguished from other agencies of your ministry," (Johnson, 2016, para. 6 & 7) and that any information regarding the use of funds should be routed through the government's representative that sits on the university's Finance Committee. The funding regime which now exists in universities and the requirements for accountability which see the government managing from

the sidelines have a far-reaching impact on universities and create uncertainties for institutions'

leaders. Nonetheless, requirements for accountability, efficiency and effectiveness under the

ideology of managerialism are touted as a measure for enhancing universities capacity to become

financially sustainable through the use of business-like strategies.

Methodology in Perspective: A Reflection

Data was collected for the study using a mixed methods approach over two phases. In

phase one quantitative data was collected electronically through a survey by way of

SurveyMonkey. The surveys were distributed among current academic deans in five U15

research-intensive universities in Canada and the data from the survey were analyzed using

SPSS. During the data collection of the first phase, there were moments of uncertainty,

particularly when some deans opted out of the survey, while others emailed to apologize that

with their busy schedules, they were not able to participate. Nonetheless, given that the sample

size from which the participants belong is relatively small, an acceptable completion rate of

27.5% of the participants was attained to bring the study to methodological completion.

Subsequently, the results from the survey, information gathered from position

descriptions and policy documents governing deans and the literature reviewed were used to

guide the interview questions in phase two. The purpose was to gather information on deans'

responsibilities of their colleges and policies governing their roles which were deemed relevant

to the study. Further qualitative data were collected through interviews with academic deans who

had indicated their interest (self-selected) in having a deeper richer conversation about their

responsibilities in relation to their perceptions and experiences of managerialism. A total of eight

academic deans from various colleges and academic disciplines were interviewed to capture

information on their lived experiences as deans (six males and two females). Initially the plan

was to engage a total of 15 academic deans for the interviews, equally drawn from across the five

institutions as that number would have added significantly more and varied data on deans'

responsibilities and their experiences. However, by the end of the sixth interview data saturation

was reached, but the other two deans who had expressed their willingness to participate were

also interviewed. The data collected from the additional interviews not only supported some of

the arguments of the earlier participants but provided some rather candid scenarios as the deans

shared their experiences.

In retrospect, there was deliberation over the notion that there would be added value if

provosts to whom deans report participated in the research to provide somewhat of an outsider

perspective. Although the philosophical underpinning sought to garner the lived experiences of

the academic deans, adding the voices of provosts would serve to augment the findings of the

study, whether it corroborated or contradicted the claims of academic deans.

On analyzing the data, there was a need to redefine the conceptual framework of the

study which was initially developed on the assumption that academic deans positioned in the

middle of their universities' governance are enveloped in a complex environment imbued by

managerialism ideology, and their responsibilities rife with role conflict and role ambiguity.

Also, the conceptual framework examined the influence of self-efficacy and whether tolerance-

intolerance for ambiguity contributed to how deans navigate their responsibilities. The redefined

framework in Figure 6.1 depicts a more clearly articulated relationship between academic deans

and their responsibilities, and the different parameters of the research.

More distinctively, Figure 6.1 shows that there is a relationship between the perceptions

of the presence of managerialism in their institutions and academic deans' responsibilities. The

various arrows are used to show connections between the interacting variables. That is, there is a

connection between managerialism and role conflict; academic deans' perception of role conflict

and ambiguity with their responsibilities; academic deans' perception of self-efficacy and tolerance-intolerance of ambiguity influence how they carry out their responsibilities.

Figure 6.1

Redefined Conceptual Framework of Managerialism in the Academe
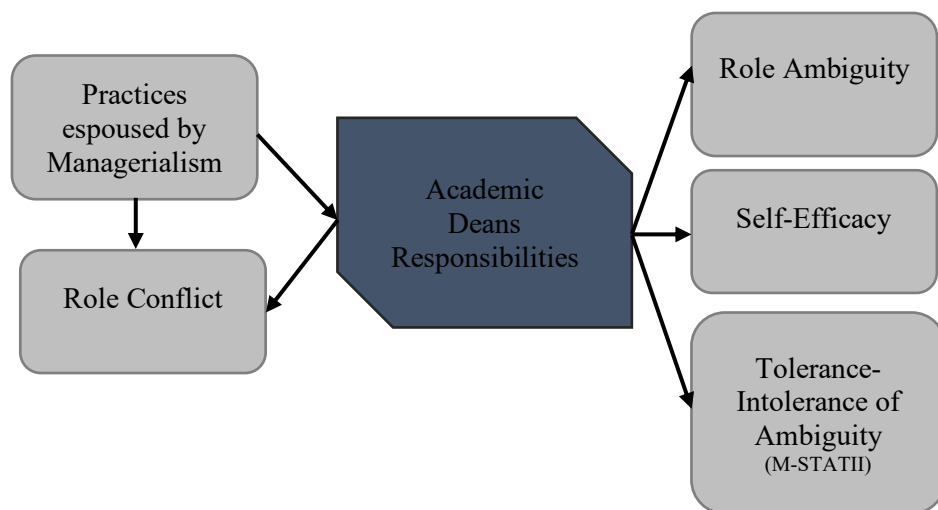
Overall, the interviews were not only rewarding but at times unnerving. The unsettling thoughts were evoked from the mixed emotions and frustrations communicated by some deans while sharing their experiences. This experience is considered important in research with a qualitative focus. Given (2008) noted that awareness of participants' emotions helps to "gain a greater understanding of their research participants… [while allowing the] researchers to analyze their subjective responses and unpack the assumptions they carry" (p. 250). The results of this study provided insights into the experiences of the academic deans' responsibilities and how the professionalization of the deanship has changed the way in which they now operate. That is, a move away from the primary responsibility of supporting teaching and research to focus on market-oriented strategies. While the study does not purport to make any generalizations or broad-brushed recommendations, the implications emanating from this study are

multidimensional and include implications for policy and practice and opportunities for further research.

Reiteration of the Research Questions and Synopsis of Findings

I embarked on the study to garner an understanding of academic deans' responsibilities as they operate in an increasingly complex environment considered rife with ambiguities and espoused practices of managerialism. Insights into the responsibilities of some academic deans in five U15 research-intensive universities were garnered from information on their experiences and perceptions of the presence of managerialism in their institution, the extent to which they perceived their role as being ambiguous (unclear about roles, expectations, responsibilities) and experience conflict (with competing demands and expectations from various constituents). The research also sought to ascertain how the academic deans navigate the perceived conflicts and ambiguities in their roles, using the principles of self-efficacy and tolerance-intolerance for ambiguity. That is, whether they believe that their perceived self-efficacy and tolerance-intolerance for ambiguity influence how they respond to role conflict and role ambiguity.

The following research questions were used to guide the investigation of this study, *An Exploration of Academic Dean's Responsibilities in Five U15 Research-Intensive Universities in Canada: Ambiguities and Managerialism in the Academe*:

Q.1.   In what ways and to what extent did academic deans perceive their responsibilities to be reflective of the practices espoused by managerialism?

Q.1a.   In what ways did academic deans perceive role conflict and role ambiguity due to the practices of managerialism?

Q.2   In what ways did academic deans perceive that their self-efficacy influences their tolerance-intolerance of ambiguity?

Q.3.   What is the relationship between academic deans' tolerance-intolerance of ambiguity and their perception of role conflict and role ambiguity?

Q.4.   How did academic deans describe the ways they navigated perceived role conflict and role ambiguity?

Q.5.   In what ways do the results of phase two conflate with the results of phase one?

A summary of the findings is presented as responses to the research questions. Noteworthy is that the summarized findings are not intended to generalize or amplify area(s) of the study, neither should it be construed as limiting the findings of this study. Rather the summary provides an overview of the answers to the research questions. The answers are delineated under key parameters of the research questions.

Managerialism

The academic deans' perceptions of the presence of managerialism in their respective institutions vary. Some deans believe that some practices contribute to the growth and sustainability of their institutions, while others object to some of the processes that drive the practices. For example, there is a lack of support by some on how decisions regarding college budgets are determined, and the process for academic program development and approval. However, there are differences of opinions among the participants of how managerialism is reflected in the corporate-like responsibilities entrusted to them, including demands for accountability and efficiency in some institutions. Some of the responsibilities described as reflective of managerialist practices include market-oriented practices (advertising, commercialization of research), establishing private-public partnerships or donor engagement, fundraising/advancement, budget development, strategic planning, performance-based metrics, among others. These responsibilities were deemed unfamiliar to the deans who still view

themselves as academics first but nonetheless had to learn by trial and error or through various courses subsequent to their appointment to the position.

Some deans are still learning how to carry out different aspects of the business management functions, while others appear to have caught on to some of those corporate-style responsibilities. They are nonetheless hopeful that they will benefit from additional professional development. One derivative of the practices of managerialism in that of performance-based measures appears to lack support from some of the academic deans. Some deans regard performance-based metrics as unsuitable to universities' dynamic culture, while others opined that any implementation of such metrics must be tailored to the respective institutions' strategic objectives.

Role Conflict and Role Ambiguity

The very nature of the deanship places the incumbents in a position of conflict. Academics deans often experience role conflict with decision-making that involves incompatible expectations and demands between their faculty colleagues and senior administration. Nonetheless, maintaining open communication and a collegial process in decision-making can contribute to faculty members' response to perceived unfavourable decisions. Deans are often advocating and negotiating for their colleges while seeking to achieve the strategic mandates of their university. Further, some deans have also expressed perceived presence of role ambiguity which sometimes stems from issues arising with the budget. More specifically, they have been operating on a significantly reduced budget which impinges on decision-making, particularly decisions concerning recruitment.

Self-Efficacy

Critical to the success of the deanship is how academics perceive their ability to perform their duties. Academic deans have indicated that their confidence to carry out their

responsibilities emanated either from their personal belief in self, mastery experience or vicarious experience. While deans indicated that they were not prepared for important aspects of their roles, they had a high level of self-efficacy which contributed to how they understood their roles as well as how to deal with uncertain, complex, and ambiguous situations.

Tolerance for Ambiguity

While ambiguity is essential to creativity, academic deans who operate from a space of complexity and uncertainties require a high level of tolerance to ambiguity to help them navigate the competing demands of their roles. An ambiguity tolerance character facilitates the development of creative strategies to navigate perceived role conflict and ambiguity as experienced by the deans.

Further to the summarized findings, a revisit to the research purpose shows that the study's outcome provides an understanding of the lived experiences of academic deans as they shared their perceptions of the presence of the managerialism in their institutions as it relates to their responsibilities, the extent to which they perceived their role as being ambiguous and experience conflict. The research also garnered insights on how deans navigated the perceived ambiguities and conflicts in their roles, using the principles of self-efficacy and tolerance-intolerance for ambiguity.

Significance Emanating from the Findings

In Chapter One, I indicated that the study is significant as it sought to advance the knowledge on the perceived presence of managerialism in universities and how the practices are reflected in the responsibilities of academic deans in five U15 research-intensive universities in Canada. Also, emanating from the review of the literature, I used this study to engage in unearthing the relationship between managerialism and role conflict and ambiguity as well as to describe how deans effectively navigate the ambiguous terrain to mitigate the dissonance in

competing expectations of their roles. These paradoxes were examined from the standpoint of academic deans perceived self-efficacy and tolerance-intolerance for ambiguity.

Having investigated the various phenomena surrounding the complexities of the roles of academic deans, the study is significant in the field of educational administration for several reasons. The study is significant in that it provides a greater understanding of the current experiences of academic deans in five of the U15 research-intensive universities in Canada as they carry out their corporate-like responsibilities. Further, the results of this study can advance the knowledge and understanding of the responsibilities of academic deans in general and provoke broader conversations on how to improve academic deans' experiences which seem to be similar across the colleges and five universities. The findings of the study can be used by university senior administrators to review their policies governing academic middle-managers, specifically the requirements for recruiting mid-level academic executives.

Additionally, this study has methodological significance as it contributes to the increased use of mixed methods in education research. Studying the managerialism phenomenon and academic deans' responsibilities using mixed methods contribute to the increased usage of this methodology in research in education. Mixed methods research is often criticized for not adequately integrating or mixing the qualitative and quantitative approaches of the study and the use of a joint visual display guided by the PIP technique adds to the body of research which advances appropriate uses and techniques for integrating mixed methods research. Creamer (2018) reiterated that the benefit of integrating quantitative and qualitative strands of a study is that it allows for "a type of methodological transparency that explicitly links the contribution of the qualitative, quantitative, and mixing strands to the conclusions drawn from a study" (p. 213). Furthermore, intertwining mixed methods with constructivism in education research takes on a

collaborative inquiry to gather multiple perspectives and helps to reduce the paucity of such methodological approaches.

Contribution to Theory

One of the palpable contributions to theory resulting from the study's findings is that the responsibilities of the academic deans who participated in this study are now reflective of some managerialist practices which appear to emanate from various market-oriented strategies within their institutions. The responsibilities include advertising and marketization, budget development and finance, establishing public-private partnerships and fundraising, among others. Despite research suggesting otherwise (Boyko & Jones, 2010; Meek et al., 2010), practices fuelled by managerialism appear to be very much part of the responsibilities of some academic deans in U15 universities in Canada. The academic deans who participated in the study articulated during the conversations that some of their responsibilities are a direct result of the managerialism culture (Allen, Jill) which is also supported by the quantitative findings. As such, further to the professionalization of deans' responsibilities, findings from this study suggest that business strategies that the academic deans engage with do not conflate with their general academic disciplines for which they have expert knowledge, rendering them ill-prepared for some of those responsibilities. Consequently, the academic deans declared that there is a need for professional development in various areas to facilitate their success in carrying out the responsibilities of the deanship.

Additionally, in the absence of or complementing professional development, as well as throughout the tenure of an academic faculty, one theoretical assertion which emanated from the study advocates for universities' active engagement/practice in leadership succession planning. It is believed that succession planning can contribute to the efficacy of academic deans' leadership which is a more targeted approach at the college level. Wallin et al. (2005) concurred that

"succession planning through targeted leadership development is a proven way to nurture and support new leaders" (p. 28). They also supported the notion that "each college must determine the competencies and skills necessary for their unique college to grow and prosper" (p. 28) which may account for the cultural differences across the colleges within a university.

Another broader theoretical contribution based on the findings of this study is that the responsibilities of academic deans' in U15 universities in Canada can be assessed by combining the theoretical underpinnings of Rizzio et al., role conflict and ambiguity scale with self-efficacy to ascertain whether relationships exist between those variables and academic deans' leadership effectiveness. Academic deans' effectiveness could be measured using reliable and valid evaluation techniques (for example, role-based evaluation model) based on indicators of academic deans' responsibilities as per universities standards. I am not aware of any research of this nature that has been previously conducted among U15 universities however, I would propose a substitution of Bandura's General Self-Efficacy Scale with Leadership Self-Efficacy Scale (LSE), which I discovered late in the research, that is, after data were collected. The LSE would be considered more appropriate to the language associated with managerialism as the scale is said to be a "specific form of efficacy beliefs related to leadership behaviors and so it deals with individual self-efficacy beliefs to successfully accomplish leadership role in groups" (Bobbio & Manganelli, 2009, p. 4).

Implications for Policy and Practice

This study advances theorizing about the professionalization of academic deans' roles, an effect of the corporatization of universities, based on managerialism. Managerialism as an ideology in universities is part of a strategic move toward institutional accountability, efficiency, effectiveness, and ultimately self-sustainability by adapting various business strategies. Findings from this study suggest that, while there are benefits of managerialism, there are also

constraining effects. Such effects include government involvement from afar and increased responsibilities for academic managers who are ill-prepared.

The study provides insights on the skills deficit of the academics in middle management positions. To bridge this gap, one of the implications for policy and practice is that university leaders can use the information provided in this study to establish a clearly articulated career path or professional management/administration pathways as part of their institution's succession planning for academics. Succession planning in universities appears to be lacking, hence the need for sustainable leadership development (Austin, 2015), particularly because recruiting universities' academic middle managers and senior leaders appears progressively more challenging. According to King (2008), universities ought to change the way in which their academic leaders are developed or prepared. Universities should be more strategic in developing their academic leadership by engaging in more deliberate practices, for example, to

> bring more young people through graduate school into the permanent faculty, advancing them through the academic ranks more quickly and altering the career ladder so that people can skip rungs and rise to the presidency with fewer years of experiences, or become more open to individuals with career paths other than the traditional academic route. (King, 2008, p.7)

Although King's statement referenced the leadership development for university presidents, a similar practice can be applied to the development of mid-level executives/academic deans in universities. Rich (2006) purported that a balance can be struck by university administrators in which the business competence and academic priorities are integrated. He further stated that universities must produce/develop their own leadership so that there is an ample supply of academic leaders to fill any academic leadership shortages within the

institutions. Such development can be accomplished through mentorship-succession planning programmes. In support of mentorship, Gmelch et al. (2002) argued that

> it is not enough merely to provide opportunities to practice budgeting through simulations or faculty evaluation through case studies. The type of skill training that most deans need is greatly enhanced by the type of long-term development that comes from work with a mentor, support group or executive coach. (p. 131)

The recommendations from this study can also be used to bridge the skills deficit gap of academic deans and ultimately university executive leadership teams by implementing an annual comprehensive executive management certification, through an intensive programme which examines relevant and current modalities of advancing the deanship. Alternately, institutions may consider undertaking a reciprocity agreement across U15 Universities to develop academics for the role of executive academic management. The deans have indicated that they are desirous of being trained in particular areas. Herein highlights one of the paradoxes of academics who serve in administration, having to straddle both the academic competence of their discipline and the corporate management competence – that is, one foot in the academic world and one in the corporate world and importantly for those academic deans who are interested in returning to their teaching and research. On the other hand, given that managerialism appears to be prevailing in these publicly funded institutions, it stands to reason that having capable and competent academic managers with the knowledge and skills of corporate practices will only serve as an engine to strengthen the academic executive leadership of universities and drive the economic growth of universities.

Universities should consider reviewing the policies governing academic deans to weave in an additional requirement for the position holder of the deanship to have a professional certificate in business administration, executive management from an accredited institution or

targeted professional development to address the skills gap. This added qualification or skills competence program will augment the knowledge of academic deans' academic disciplines for which they presumably are experts as emphasized by researchers (Gmelch et al., 2002; King, 2008 & Rich, 2006). Having the corporate-management capacity as a requirement will allow search committees to be more strategic in selecting academics with the requisite competencies for engaging in budget development, fundraising, relationship building with funding agencies and essential human resource management skills. Nonetheless, some may argue that such requirements will only serve to further complicate the already challenging process of deans' search by executive search firms that are already confronted with increased failed dean searches.

However, the practical implication of such a policy is evident. Given the disdain expressed by deans regarding the notion that non-academics with the requisite managerial skills be tasked with the responsibilities of managing colleges, the possibility exists that in years to come academics will still hold the reigns over the micro-institutions – colleges. Therefore, universities' academic executives who are equipped with the requisite competence are likely to lead their college from the onset well-equipped for their corporate-like responsibilities. Noteworthy, is that I am in no way suggesting that universities should be equated to corporate organizations, as supported by Duderstadt (2000) who declared the idea as pitiful when he remarked "pity the poor administrator who mistakenly refers to university as a corporation, or to its students or the public at large as customers or its faculty as staff" (p. 12). But the fact that universities are engaged in practices akin to corporate management (investments, commercialization, marketization etc.) they must be equipped with the resources to manage accordingly.

Opportunities for Future Research

Given that the study was conducted among a small number of academic deans from a subset of the U15 universities, no generalization can be made about the results of the study. However, this study can be adapted to expand the scope of research to examine managerialism as it relates to academic deans' responsibilities across all U15 research-intensive universities in Canada. Similarly, this study can be used as a guide to conduct a comparative study that examines academic deans' responsibilities in U15 research-intensive universities as opposed to non-research-intensive universities. The research should gather information on academic deans' perceptions of role conflict and role ambiguity considering the changing dynamics and complexities within which universities operate.

It would be interesting to consider examining demographic variables to see if there are gendered differences across a larger sample size, for example, on the perceptions of the different phenomena used in the study. For example, a larger study could be conducted to examine whether there is a difference between gendered perceptions of role conflict and role ambiguity and to look at the effects of these on academic deans' responsibilities. Additionally, research could be conducted to examine the cultural and contextual differences in deans' perspectives at the institutional level across provinces as there is a shortage of data at the institutional level. This suggestion emanated from the conversations where deans implied that there are differences in expectations from the government of one province as compared to another. Further, given the ingrained collegial culture of Canadian universities, bolstered by unionized faculty associations, this study lends itself to future research to examine the power dynamics of academic middle managers who operate under what appears to be a hybridized collegial-corporate culture.

There are opportunities to also further examine whether there will be a significant relationship between managerialism and role conflict among a larger sample size. This

opportunity for further research stems from the findings of this study which indicate that there is a weak but positive relationship between managerialism and role conflict. Furthermore, academic deans in sharing their perceived experiences of role conflict suggested that coupled with the competing demands of their roles, the varied responsibilities of the deanship often result in role conflict.

Additionally, given that academic deans repeatedly acknowledged being ill-prepared for important aspects of their roles, there is an opportunity for research to assess the success of academic leadership in corporatized universities or institutions operating under a regime of managerialism. There is also a need for research in the form of a needs analysis, to garner stakeholders' perceptions on considerations for implementing corporate management or executive type certification/qualification as a mandatory requirement for the deanship. Such a study could be used as part of institutions change management process.

Re-tooling Academic Professionals: Recommendations

In light of argument surrounding skills deficit for corporate world practices, the participants made several recommendations for skills training or capacity building. Capacity building is germane to developing the skills deans need to effectively meet the demands of their responsibilities and to prevent them from operating from a space of trial and error. The areas for capacity building highlighted by the participants were indicated in the concept map in Chapter Four and are presented in Table 6.1. Along with the recommendations made by deans labeled as capacity building skills deficit, Table 6.1 also underscores the specific skills required to address the skills competence gap and the likely benefits or outcomes to be had from equipping deans with the particular skills. During the conversations with the academic deans, they indicated that there is a need for capacity development in human resource management, leadership skills, strategic planning, fundraising, strategies for building public-private and/or donor relations

partnerships. Additionally, I aligned communication skills with human resources, as well as knowing how to have tough conversations, as one dean highlighted, and lastly budget planning and finance are skillsets required by academics leading the charge for their colleges. As established by the literature, the skills required for establishing donor relationships/fundraising/advancement, strategic planning and budget development can be associated with managerial skills.

Table 6.1

Recommendations for Evidence-Informed Capacity Building

Capacity Building Skills Deficit	Specific Skills Required	Possible Outcomes
Human Resource Management • Effective Communication • Coaching & Mentoring • Succession Planning	Interpersonal/soft skills, managing human capital e.g., difficult people; having tough conversations; relationship building; how to actively listen; adaptability skills; succession planning	• Empathetic academic executives • Strengthen academic leadership • Create an environment that fosters trust and collegiality • Learn how to leverage management and leadership strengths • Apply strategies to address and engage difficult people and situations • Enhance adaptability of college and personal versatility • Develop knowledge and skills of budgeting • Budget management • Strengthened fundraising abilities
Management and Leadership Skills	Personalized/tailored to individual's attributes; adaptive leadership; crisis management; leader as change agent	
Establish Donor Relationship • Fundraising/Advancement	Negotiation; Principles and techniques of fundraising; identify and authenticate prospective donors; learn the corporate language; techniques to successfully structure how funds are petitioned; maintaining donor relationships; effective marketing strategies	
Strategic Planning	SWOT Analysis; Risk Management; Long-term planning	
Developing Budget	Fundamentals of developing and managing budget	

Almost reflexively, with insights about academic administrators' responses to the effects of the CoVid-19 pandemic on universities, I recommend that professional development training in adaptive leadership strategies and crisis management be added to the streams of capacity building engagements. Arguably, the skills gaps identified by deans can have detrimental consequences for colleges and are therefore worthwhile addressing as confirmed by the academic leaders. Gmelch (2000) argued that, if it takes approximately 14 years for an academic to be considered highly adept at a particular discipline in the capacity of full professor (in America), it is unreasonable to expect that an academic without prior executive training will develop managerial competences from a short three-day course, for example.

The re-tooling of academic deans with private sector approaches to leadership and management may require that universities invest in personnel from the corporate world to coach incumbent deans and faculty members, on receiving tenure. Engaging trainers external to the institution who understand the operations and culture of universities can provide innovative approaches for the academic managers. Any capacity-building management or leadership mechanisms for academic deans and academics aspiring to the deanship must be tailored and aligned to both the needs of the individual's attributes and qualities and importantly, the context of their respective institutions (Glatter, 2006; Ogawa & Bossert, 1995).

To reiterate, I propose that moving forward, universities should add to their list of requirements for academic deanship positions, a bespoke professional certification in business leadership/administration/management or requirements which distinctly demands corporate-style management competences. This may be in the form of business administration or a recognized

comprehensive executive management training certification. Arguably, the implementation of this requirement will need to be introduced as a phased-in process over a period, but employing a certification programme that is mandatory for tenured faculty will over time, change the narrative of having ill-prepared deans managing colleges and faculties. One may or may not agree that, if certification is introduced as a requirement for the deanship, academics who are interested in joining their institutions' administration will seek to be certified by the time they are able to apply for a decanal position. In drawing on what is believed to be an aged old ideology by Machiavelli (1999), but quite apt to situations concerning leadership adaptability and change is the argument that for change agents, such as academic deans

> there is no more delicate matter to take in hand, nor more dangerous to conduct, nor more doubtful of success, than to step up as a leader in the introduction of change. For he who innovates will have for his enemies all those who are well off under the existing order of things, and only lukewarm support in those who might be better off under the new.
>
> (Machiavelli, 1999, p. 19)

The recommendations emanate from the foregoing conversations with academic deans and with awareness of the challenges which accompany changes, particularly changes that have the capacity to disrupt an institution's status quo. One such challenge is the likelihood of resistance to the implementation of compulsory additional professional development. However, I hasten to add that institutional changes need to consider change management strategies which include stakeholder engagements, and according to Gmelch (2000) "a radical change in our approach to leadership development in higher education" (p. 69) is required.

Considered as part of continuous growth and development, academics who engage in lifelong learning, and capacity development training leading up to their ascension to the deanship should be better prepared for the role. While universities have been experiencing challenges

recruiting academics for the deanship position, academic leadership cannot remain or is rather unsustainable in a comatose state. The whole idea of employing change management strategies is to use a systematic approach to implement changes over time or on a phased-in basis to help both organization and human capital adapt to changes in their environment which includes leadership capacity building.

The very recognition by the deans who participated in the interviews who expressed the need for training in particular areas should be used as a springboard for universities to move beyond conversational pieces and short leadership courses to implementing measures that will contribute to closing the corporate-management competence gap. Even though they indicated that the leadership training provided by their institutions alleviated, to some extent, some of the skills challenges they encountered, additional training is required. Importantly, training or capacity development should be in place prior to onboarding of the deanship to supplement previous leadership experiences. Again, the training occurs after spending some time in the job.

Executive Search Firms and the human resources departments have an integral role to play in bridging the skills gap as they are well positioned to establish from the outset the deficit skills of incumbent deans and new faculty members and make recommendations on addressing the skills gap. Yet, they often fail to recruit the applicant with the requisite skills. Universities are in the habit of competing for and recruiting highly qualified faculty. However, it was ascertained that although incumbent deans knew what the responsibilities of their jobs entailed and that there were skills deficits based on the position descriptions, they nonetheless accepted the position. Arguably, they may not have been aware of the extent to which they required certain corporate-like skills, as was highlighted by a few participants. But, with universities having to demonstrate their value proposition on a global landscape, academic managers ought to be positioned with the

skills they need to define their value proposition, engage in the commercialization of research and have the wherewithal to garner funding for their institution.

The need for academic deans' skills development is of importance to effectively advance the strategic objectives of institutions as corporate managers appear to have no place managing colleges. This argument is supported by Oosterlinck (2004), who noted that "imposing outside managers on the academic could have paralyzing effects" (p. 126). The conversations with the participants also implied that there is much rebuke regarding the notion of recruiting corporate managers to manage and lead academic colleges. That said, supported by the preceding arguments on the need for academic leadership capacity building, it would be quite fitting if universities address the skills gap from an institutional level to adequately equip faculty members for the positions. This process should contribute to the development of the sustainability of highly skilled academic leadership in postsecondary institutions.

Culminating Thoughts and Personal Reflection

Today's deans operate in an increasingly complex and challenging academic environment that demands all-round excellence in human resource management, resource utilization, and decision-making amidst strong competing interests, to ensure successful tenures. Amid the existence of an entrenched collegial culture transfused with corporate culture or quasi-managerial culture, the harsh reality is that deans must now do more with fewer resources while expected to simultaneously deliver superior student experience and lead the growth, development, and optimal functioning of an increasingly diverse pool of academic talents. To successfully navigate such an environment, it would serve deans well to heed the lesson inherent in this century-old observation that, "it is not the most intellectual of the species that survives; it is not the strongest that survives; but the species that … is able best to adapt and adjust to the changing environment in which it finds itself (Megginson, 1964, p.4). Equipping deans with the

requisite skills and competencies to enhance their leadership capacity and agility, and by extension, their chance for a successful tenure seems imperative, therefore.

Findings from this study highlight the conundrum of academic deans' responsibilities, which also echo the narratives of the literature reviewed. Academic deans/middle managers/mid-level administrators/chief executive leaders - all one and the same, are the key conduits between their college and senior administration, advocating for the needs of their colleges and disseminating the institutions' strategies and policies. The dichotomy of academic deans' responsibilities encroaches on their relationships with the competing groups that they serve, as they are sometimes perceived as being more loyal to one group over the other. Further, the corporatization of universities which has invoked managerialist practices, which prioritizes fundraising/advancement/corporate partnerships, budget and fund development, and advertising/commercialization/marketization, has increasingly influenced the responsibilities of the academic deanship.

There are no misconceptions regarding how universities are being governed and subsequently how they are required to function to meet the demands of the current landscape of higher education institutions. Furthermore, disruptive forces such as the global impact of Co-Vid-19 and its variants and the explosion of technology in an emerging *cyber-physical world* should be compelling imperatives for further transformational changes to optimize higher education institutions' sustainability plans. It is therefore problematic in the current political and economic environment for universities that are slow to recognize the benefits of managerialism or adapt business management strategies. Universities that engage in corporate-like practices such as advertising and commercialization, and fundraising with a heavy reliance on philanthropic support, rather than continue to rely heavily on the meagre funding provided by governments (which reflects a sustained reduction year after year) are said to be more self-

sufficient and sustainable. Although there is some agreement in the literature that universities have become managed entities, again, I am not suggesting that this is the situation, instead, as the tide changes, these complex institutions must adapt to meet the demands of the uncertain environment within which they operate. Part of this change includes a shift in the mindset of academics who serve in administration but still embrace the notion of being academics first. This mindset might be an inhibiting factor to truly serve as academic executive managers, and ultimately hone the requisite skills for managing in times of uncertainties and leading the charges of their colleges.

Academic deans who have declared, in no uncertain terms that they are first and foremost academics, appear to be maneuvering their responsibilities regardless of the corporate-like practices in their institutions and despite being ill-prepared for varying aspects of the deanship. However, in a contemplative mode, I was left with emergent questions surrounding the success of academic deans who are ill-prepared for various imperatives of the deanship, their efficacy in managing their colleges and whether timely leadership training/capacity development could improve the effectiveness of colleges. It does stand to reason that, if academic deans are equipped with the requisite tools for operating like corporate managers, they can increase their capacity to maximize their ability to manage their colleges successfully. Again, the question of what can be done to change the narrative of the ill-preparedness of academic deans came to the fore? but kept going back to succession planning as a key component for change.

The position of the deanship is integral to the success of their institutions as they are considered the key change agents. However, given the realization that universities are increasingly experiencing challenges to recruit academics for the position of the deanship, even with highly paid executive search firms, endorses the need for succession planning strategies and other academic development programmes. This will ensure that universities build their own

talent, according to Maslen (2019) and Wallin (2005). Although developing a pool of academic leaders for internal recruitment to the deanship has its disadvantages, which include faculty shortage and a limited pool of applicants, hiring an academic dean from within the institution can significantly reduce the costs associated with external hires or executive search firms. Further, having an internal with existing institutional knowledge can prove advantageous. I, therefore, reiterate that universities embrace the practices of leadership succession planning and talent management of academic faculty if they are to transition into leading the charge for colleges and/or faculties. Critical to any succession planning strategy is active mentoring and coaching of faculty, more specifically tenured faculty members who are interested in serving as academic managers. This information can be garnered through the college's established talent management and/or career pathways programme.

However, institutions also need to be careful not to renege on implementing systems whereby academics become preoccupied in leadership and management training but, that they also continue to develop the relevant skills to ensure they have top-quality faculty members who will endeavour to ensure the delivery of their college's academic programs and research at a high quality. Essentially, this mix of corporate-style management and academic competence should facilitate some form of balance for academic managers, importantly too for academics who wish to return to their teaching and research at the end of their term(s) in the deanship.

I am deeply grateful to the deans who sacrificed their time to participate in my study to share their lived experiences in the deanship. Given the intricacies of academic deans' responsibilities, the reality of their experiences seems far removed from that of an effervescent life in the ivory tower. Rather, most deans appear to find creative ways to adapt to any adverse situations which may arise to ensure there is advocacy on behalf of their colleges all while undertaking to be the model change agent for the institution. It is my hope that deans can strike a

balance with their competing roles while prioritizing their health and well-being as indicated by some deans who have come to recognize the importance. Despite the sometimes-unintended outcomes of academic deans operating in a space of ambiguity and sometimes unprepared in an era characterized by managerialism, with their position imbued with role conflict, they appear to be successfully navigating the competing demands of their role, for the most part.

Noteworthy is that given the small sample who participated in this study, it was not possible to make any generalization or provide a broad brushed recommendation for policy framework as it relates to leadership training for academic deans' managerial responsibilities. Although the data from the study depict homogenous perceptions and relatable experiences of academic deans across different departments and institutions, the conclusions only apply to the cases from the investigation. Nonetheless, the study can be replicated and applied to a broader research spectrum.

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Appendix A

Dean's Survey

An Exploration of Academic Dean's Responsibilities in Five U15 Research-Intensive Universities in Canada: Ambiguities and Managerialism in the Academe

1. Are your currently an Academic Dean/Director in charge of a college/school/faculty? Answering **NO** will direct you to the exit page.
   ☐ Yes
   ☐ No

2. **From the list below, which do you consider to be your major job responsibilities.**
   ☐ 1. Develop budget and manage fiscal affairs of college/faculty/school
   ☐ 2. Establish public/private partnerships with external stakeholders
   ☐ 3. Develop, lead, and encourage fundraising efforts in support of college's and/or department(s)' goals
   ☐ 4. Lead and coordinate strategic planning and the development of new undergraduate and graduate programs for the college/school/faculty
   ☐ 5. Establish tools/strategies for evaluating teaching and learning
   ☐ 6. Supervise, evaluate and support department(s)
   ☐ 7. Evaluate college administrators and staff in consultation with college faculty and staff
   ☐ 8. Provide advice to the institution senior leaders on university policies and procedures
   ☐ 9. Manage non-faculty college staff
   ☐ 10. Provide recommendations to Provost regarding sabbaticals and other leaves
   ☐ 11. Engage in teaching and research in my academic discipline

   ☐ Other (You may provide other job responsibilities you consider essential to your role as an academic dean)

3. **Of the responsibilities selected, are there any you consider unnecessary for an academic dean's role?**

   ☐ Yes
   ☐ No
   If yes, which number? (please specify) _____

The following questions are measured using a five-point Likert Scale. The answers range from strongly disagree (1) to strongly agree (5), and are items adapted from the standardized surveys of Rizzio et al.'s, (1970) Role Ambiguity Scale, McClain's (2009), Multiple Stimulus Types Ambiguity Tolerance (MSTAT-II) survey, and Bandura's self-efficacy survey as highlighted under the respective sections.

Practices of Managerialism

Managerialism Principles - are corporate-like styles of management often characterized by: increased demand for accountability; performance-based funding measures; commercialization/marketization of research; growth in administration with/drawn from business, finance, legal background; imposition of

efficiency and cost-effective standards; demands on faculty for sourcing external funding; increased university-industry partnerships, among others.

4. **Of the duties selected in question 2, do you consider any as a direct result of the imposition of corporate-like practices?**
    ☐ Yes
    ☐ No

If yes, which of the duties (you may identify them by the number(s)?_____

5. **Evidence of corporate-like practices in my institution is reflected in strengthened executive leadership.**
    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree
         ☐   ☐   ☐   ☐   ☐

6. **My institution has adapted the managerialist practice of increased accountability which directly affects my role.**
    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree
         ☐   ☐   ☐   ☐   ☐

7. **Another managerialist principle which is evident is increased public/private partnerships.**
    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree
         ☐   ☐   ☐   ☐   ☐

8. **Increased search for alternate sources of funding opportunities and donors, a result of managerialism principles, is a significant part of my role.**
    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree
         ☐   ☐   ☐   ☐   ☐

9. **My institution has also adapted the managerialist principle of performance-based funding.**
    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree
         ☐   ☐   ☐   ☐   ☐

10. **The managerialist culture has resulted in my institution being impacted by Provincial budget cut**
    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree
         ☐   ☐   ☐   ☐   ☐

11. **There is evidence of market type behaviour/strengthened commercialization of research in my institution.**
    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree
         ☐   ☐   ☐   ☐   ☐

12. **Intense competition for funding among and/or between faculty members and institutions, another tenet of managerialism, is evident in my institution.**
    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree
         ☐   ☐   ☐   ☐   ☐

13. **My institution is involved in increased advertising and/institutional profiling.**
    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree
         ☐   ☐   ☐   ☐   ☐

Role Conflict and Role Ambiguity

This section seeks to collect information on whether you perceive that there is role conflict and role ambiguity with the deanship

14. I have to work on unnecessary things.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

15. I receive directives without the proper resources and materials to execute it.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

16. I work under incompatible policies and guidelines.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

17. I sometimes make decisions that are apt to be accepted by one/some person(s) and not accepted by others.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

18. I receive incompatible request from two or more people.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

19. I work with two or more groups who operate quite differently.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

20. I sometimes ignore a rule or policy in order to carry out a directive/mandate.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

21. I feel certain about how much authority I have.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

22. I have clear, planned objectives for my job.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

23. I know that I have divided my time properly.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

24. I know what my responsibilities are.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

25. I know exactly what is expected of me.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

☐　　　　☐　　　　☐　　　　☐　　　　　　☐

26.I receive clear explanations of what has to be done.

Strongly disagree　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

27.I am able to act the same regardless of the group I am with.

Strongly disagree　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

28.I have to "feel my way" in performing my duties.

Strongly disagree　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

29.I feel certain how I will be evaluated

Strongly disagree　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

Self-Efficacy

The following questions are to examine perceptions of your self-efficacy as you carry out your role as dean.

30.I perform work that suits my values.

Strongly disagree　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

31.If I can't do a job the first time I keep trying until I can.

Strongly disagree　　　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

32. When I set important goals for myself, I rarely achieve them.

Strongly disagree　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

33. When I make plans, I am certain I can make them work.

Strongly disagree　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

34. I give up on things before completing them.

Strongly disagree　　　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

35. I avoid facing difficulties.

Strongly disagree　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

36. If something looks too complicated, I would not even bother to try it.

Strongly disagree　　Disagree　　　Neutral　　　Agree　　　Strongly Agree
☐　　　　☐　　　　☐　　　　☐　　　　　　☐

37. When I have something unpleasant to do, I stick to it until I finish it.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

38. When I decide to something, I go right to work on it.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

39. When trying to learn something new, I soon give up if I am not initially successful.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

40. When unexpected problems occur, I don't handle them well.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

41. Failure just makes me try harder.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

42. I do not seem capable of dealing with most problems that come up in life.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

43. I feel insecure about my ability to do things.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

44. I am a self-reliant person.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

45. I give up easily.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

Tolerance-Intolerance for Ambiguity

46. I don't tolerate ambiguous situations well.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

47. I don't think new situations are any more threatening than familiar situations.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

48. I try to avoid situations which are ambiguous.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

49. I prefer familiar situations to new ones.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

50. Problems which cannot be considered from just one point of view are a little threatening.

    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

☐ ☐ ☐ ☐ ☐

51. I avoid situations which are too complicated for me to easily understand.

    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

☐ ☐ ☐ ☐ ☐

52. I am tolerant of ambiguous situations.

    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

☐ ☐ ☐ ☐ ☐

53. I enjoy tackling problems which are complex enough to be ambiguous.

    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

☐ ☐ ☐ ☐ ☐

54. I try to avoid problems that don't seem to have only one "best" solution.

    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

☐ ☐ ☐ ☐ ☐

55. I generally prefer novelty over familiarity

    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

☐ ☐ ☐ ☐ ☐

56. I dislike ambiguous situations

    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

☐ ☐ ☐ ☐ ☐

57. I find it hard to make a choice when the outcome is uncertain.

    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

☐ ☐ ☐ ☐ ☐

58. I prefer a situation in which there is some ambiguity.

    Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

☐ ☐ ☐ ☐ ☐

Background/Demographics

59. Years of experience as dean, at this institution and/any other postsecondary institution(s).

☐ 1 year or less   ☐ 6-10 years
☐ 2-3 years   ☐ 10 years or more
☐ 4-5 years

60. What is your age range?

☐ 35 or less
☐ 36-45
☐ 46-55
☐ 56 or older

61. Are you?

☐ Male
☐ Female
☐ Other (please specify) _____

62. Following this survey, I will conduct interviews through WebEx to further understand your roles and how you navigate the competing demands of your roles. Would you be willing to participate in an interview to share more in-depth details about your roles? Complete confidentiality will be ensured if you agree to participate in the interviews.

If yes, please move to the next survey to provide your contact information. If no, you will be taken to the end of the survey.
☐ Yes
☐ No

<div style="background-color:green; text-align:center; font-weight:bold;">Survey to collect information for interview participants.</div>

63. Thank you for agreeing to participate in an interview, please provide your contact information below.

Name _____

Email Address _____

Phone Number _____

<div style="background-color:green; text-align:center; font-weight:bold;">Done – You have reached the end of the survey. Thank you for taking the time to participate in this survey.</div>

Appendix B

Behavioural Research Ethics Board Certificate of Approval

UNIVERSITY OF SASKATCHEWAN

Certificate of Approval

Application ID:	2415
Principal Investigator:	Paul Newton
Department:	Department of Educational Administration
Locations Where Research Activities are Conducted:	▆▆▆▆▆▆▆▆▆▆▆▆▆▆ Canada
Student(s):	Vanessa Ellis Colley
Funder(s):	
Sponsor:	University of Saskatchewan
Title:	Managerialism in the Academe: The Ambiguities of the Roles of Academic Deans in U15 Research Intensive Universities in ▆▆▆▆ Canada - A Mixed Method Research
Approved On:	09-Mar-2021
Expiry Date:	09-Mar-2022
Approval Of:	Behavioural Research Ethics Application
	Recruitment Letter
	Consent Form
	Questionnaire
	Transcript Release Form
	Interview Protocol
Acknowledgment Of:	TCPS2 Core Certificate (Colley)
Review Type:	Delegated Review

CERTIFICATION

The University of Saskatchewan Behavioural Research Ethics Board (Beh-REB) is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TPCS 2 2018). The University of Saskatchewan Behavioural Research Ethics Board has reviewed the above-named project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this project, and for ensuring that the authorized project is carried out according to the conditions outlined in the original protocol submitted for ethics review. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol or consent process or documents.

Any significant changes to your proposed method, or your consent and recruitment procedures should be reported to the Chair for Research Ethics Board consideration in advance of its implementation.

ONGOING REVIEW REQUIREMENTS

In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month prior to the current expiry date each year the project remains open, and upon project completion. Please refer to the following website for further instructions: https://vpresearch.usask.ca/researchers/forms.php.

Digitally Approved by Vivian Ramsden, Vice Chair
Behavioural Research Ethics Board
University of Saskatchewan

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Participant Consent Form

You are invited to participate in a research study titled, *An Exploration of Academic Dean's Responsibilities in Five U15 Research-Intensive Universities in Canada: Ambiguities and Managerialism in the Academe -A Mixed Methods Research*

Research Team:
Student Researcher
Vanessa Ellis Colley, PhD Candidate
Department of Educational Administration
College of Education
University of Saskatchewan
Email: vne324@usask.ca

Supervisor
Dr Paul Newton
Professor
Department of Education Administration
College of Education
Telephone: 306-966-7620
Email: paul.newton@usask.ca

Purpose and Objective of the Research:
The purpose of the research is to garner an understanding of the extent to which academic deans perceive that their responsibilities are reflective of managerialist practices and the extent to which they perceive the presence of role conflict and role ambiguity as they carry our their role. Additionally, the research aims to examine how academic deans navigate any conflicts and ambiguities they experience in their roles from the perspectives of having a high level of self-efficacy and a tolerance-intolerance of ambiguity.

Procedures:
On agreeing to participate in the study, you will be asked to complete an online survey that should take no longer than 15 minutes. The survey uses a five-point Likert Scale to gather information on role conflict and ambiguity, your tolerance-intolerance for ambiguity and
the influence of your perceived self-efficacy in carrying out your role. There are additional questions in the survey for you to indicate your perception of how tenets of the managerialist culture affect your role as academic dean. You are not to include your name, however at the end of the survey, you will be asked to indicate your interest to engage in a more in-depth conversation regarding the research. On agreeing to further discussions, you will be taken to a second survey to allow you to provide your contact information to participate in the interview.

Potential Risks:

There are no known or anticipated risks to you by participating in this research. All responses to the survey will be anonymous. Should you or your institution require information from this research, the information will be shared as aggregated data, that is a summary of the results.

Potential Benefits:
The effects of the managerialist culture and its contribution to uncertainties surrounding the roles of academic deans in higher education institutions in U15 universities in Canada appears to be under-researched. I will share the data with participants which will allow them to understand how other colleagues navigate issues of conflict and ambiguities. This study will also add to the wealth of research on higher education leadership and deans' experiences as academic leaders. Further, this study will make an important contribution to the misconceptions in the literature regarding academic deans, especially given the conflicting demands resulting in
ambiguities which deans seem to be experiencing globally. Results of the study may also benefit you, your colleagues, and the institutions in which I will conduct the research.

Compensation:
There will be no compensation to participants for this research.

Confidentiality:
All responses to questionnaires will remain anonymous. The information you provide in this study will not be shared with your institution as a participant to the study but, as a part of consolidated responses from the participating institutions summarised in a final report. Pseudonyms will be assigned to the survey responses of the research as no personal information will be collected in the survey.

a) Although the data from this research project will be published and presented at conferences, the data will be reported in aggregate form so that it will not be possible to identify individuals.

b) The data from this research project will be published and presented at conferences; however, the data will be anonymous, and participants will not be able to be identified in the publications.

c) Because the participants for this research project have been selected from a small group of people, all of whom may be known to each other, it is possible that you may be identifiable to other people on the basis of what you have reported.

d) This survey is hosted by Survey Monkey. Your data will be stored in facilities hosted in Canada. Please see the following for more information on SurveyMonkey's Privacy Policy, https://www.surveymonkey.com/mp/legal/privacy/

Storage of Data:
As the survey data will be hosted by Survey Monkey, data from the survey will be stored in facilities hosted in Canada. Given the CoVid-19 pandemic and limited access to USask's password protected computers, any data stored on the student researcher's home computer during analysis will be transferred to the Supervisor's USask OneDrive for long term storage and then permanently deleted from the student researcher's personal laptop. No identifying data will be collected or included in the published dissertation. All data will be retained for the full five-year post-publication period and then permanently destroyed beyond recovery.

Right to Withdraw:
Participation in this survey is voluntary.
You can decide not to participate at any time by closing your browser or choose not to answer any questions you do not feel comfortable with. Survey responses will remain anonymous. Since the survey is

anonymous, once it is submitted it cannot be removed as there will be no way of identifying the specific survey you completed.

Whether you choose to participate or not will have no effect on your relationship with the University of Saskatchewan.

Follow up:

Should you or your institution require information from this research, the information will be shared as aggregated data, that is a summary of the results of the project. To request a summary of the results you may email Vanessa Ellis Colley at vne324@usask.ca .

Questions or Concerns:

Contact the researcher(s) using the information at the top of page 1.

This research project has been approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office: ethics.office@usask.ca; 306-966-2975; out of town participants may call toll free 1-888-966-2975.

By completing and submitting this questionnaire, your free and informed consent is implied and indicates that you understand the above conditions of participation in this study.

Recruitment Letter

UNIVERSITY OF SASKATCHEWAN
College of Education

Department of Educational Administration

28 Campus Drive, Rm 3079   Saskatoon SK   S7N
0X1 Telephone: 306-966-7719   Fax: 306-966-7549
Email: eadm.inquiries@usask.ca

Dear Dean,

My name is Vanessa Ellis Colley, a doctoral candidate in the Department of Educational Administration at the University of Saskatchewan. I am conducting research for my thesis, *An Exploration of Academic Dean's Responsibilities in Five U15 Research-Intensive Universities in Canada: Ambiguities and Managerialism in the Academe.* I am seeking to collect data from academic deans in charge of schools/colleges/faculty at U15 Research-Intensive Universities in Canada, and I am keen on your participation in my research.

My research aims to explore your perception of the presence of the managerialist culture (corporate-like style management practices) in your institution as it relates to your role as academic dean. The research will further investigate the extent to which you experience role conflict (with competing demands and expectations from various constituents) and perceive your role as being ambiguous (unclear about roles, expectations, responsibilities). The research will also seek to ascertain how you navigate the ambiguities and conflicts in your roles, using the principles of self-efficacy and tolerance-intolerance of ambiguity.

Research suggests that the imposition of corporate-like practices in universities impinges on the leadership of the institutions. The effects of the managerialist culture and its perceived contribution to role conflict and ambiguity of the role of academic deans in higher education institutions in U15 universities in Canada have not been researched. This study will add to the wealth of research on the corporatization of higher education leadership and deans' experiences as academic leaders in such a time of complexity. Further, this study will make an important contribution to some of the alleged misconceptions in the literature regarding academic deans, especially given the conflicting demands resulting in ambiguities which deans seem to be experiencing globally. Results of the study may also benefit you, your colleagues, and the institutions in which I will conduct the research.

Your participation in this study is voluntary and there are no known or anticipated risks to you by participating in this research. All responses to the survey will be anonymous. Should your institution require information from this research, the information will be shared as aggregated data. It is my hope that you will agree to participate in this online survey, which will take approximately 10 minutes.

Ethics approval has been granted for this research by the University of Saskatchewan Research Ethics Board, Certificate Approval ID#: 2415.

Thank you for your time and support for this study

Vanessa Ellis Colley, PhD Candidate
Department of Educational Administration
College of Education
University of Saskatchewan
28 Campus Drive
Saskatoon SK Canada S7N 0X1

Dr Paul Newton
Professor
Department of Educational Administration
College of Education
University of Saskatchewan
28 Campus Drive
Saskatoon SK Canada S7N 0X1

Draft Interview Protocol

An Exploration of Academic Dean's Responsibilities in Five U15 Research-Intensive Universities in Canada: Ambiguities and Managerialism in the Academe – A Mixed Method Research

Dean …, thank you so much for agreeing to participate in my PhD research and for accommodating me during this demanding time – to share with me your experience as academic dean. Particularly, how you perceive the presence of managerialism or, as some deans would prefer, the professionalization of the deanship in your college or institution on a whole.

That said, my research seeks to explore academic deans' perceptions of the presence of managerialism in institutions, and your experience with role conflict and ambiguity. Additionally, the research aims to examine how your perceived self-efficacy and tolerance for ambiguity contributes to your ability to navigate any ambiguities and conflicts which you may experience in your role as academic dean.

Thank you for returning the signed consent form. As a reminder, I will be recording the interview with a digital voice recorder if you are still ok with that. Before we continue, I would like you to provide me with a pseudonym that you are comfortable with using throughout the interview.

Do you have any questions before we get started?

I will now start the recording.

Time of interview:
Date:
Place:
Interviewer:
Interviewee:
Position of interviewee:

1. Years of experience as deans, at this institution and any other postsecondary institution(s).
   1 year or less   ☐
   2-3 years   ☐
   4-5 years   ☐
   6-10 years   ☐
   10 years or more   ☐

2. What is your age?
   35 or under   ☐
   36-45   ☐
   46-55   ☐
   56 or older   ☐

3. Are you:
   Female   ☐

Male   ☐

Other   ☐   Specify_____

4.   What is your number of years in your present position? _____

5.   What is your number of years in managerial/leadership position?
         _____

6.   What was your position prior to this position? _____

SEMI-STRUCTURED INTERVIEW QUESTIONS WITH PROBING QUESTIONS

Dean ……… I would like for you to share with me

7.   How do you see your role as dean? That is, your experience as dean.
8.   Would you say you were prepared for this role?
9.   In what areas do you consider the preparation to be inadequate?
10.   What would you say are the major priorities of your role as dean?
11.   When you hear the words managerialism/professionalization of administrative functions, what comes to mind?
12.   Results from the survey show that the most common corporate-like practices include Increased advertising and/institutional profiling; Increased search for alternate sources of funding opportunities & donors; Intense competition for funding among and/or between faculty]. What is the impact of these practices on your role?
13.   Which of the corporate-like practices are you regularly engaged in?
14.   To what extent has your university moved toward professionalization of some administrative functions; for example, engaging in entrepreneurial activities, increased advertisement; diversifying funding resources; implementation of performance-based measures; private/public partnership, etc. How do these developments impact you in your role as dean?
15.   How do you think your role is perceived by senior administrators and faculty colleagues?
16.   In answering the role conflict items, a little over half of the respondents strongly agreed that "*they sometimes make decisions that are apt to be accepted by one/some person(s) and not accepted by others"*. Is this your experience? If so, What might those decisions be? How do you address any issue(s) which may have arisen as a result of those decisions?
17.   What are some other areas of your portfolio that you consider might be a factor for influencing role conflict?
18.   How often [if at all] do the expectations of senior administration (the university) run counter to those of your academic and non-academic staff?

        Could you provide me with some examples?
19.   How does your self-efficacy/your confidence in your capabilities influence how your carry out your role as dean?
20.   Do you believe having a certain level of tolerance or intolerance for perceived complex, unfamiliar or even insoluble situations influence your leadership of your faculty?
21.   What recommendations would you make to university senior leaders in respect to the deans' roles?

22. Is there any other information about your role that you would like to share with me, that did not come out in the questions? Any question you would like to go back to?

Are you open to being contacted if I have any follow-up questions after the interview?

Thank you very much for taking the time contribute to my study by sharing your experience and perspectives on managerialist practices in your institution and how you perceive those practices in relation to your role as dean. The information you shared is quite valuable. A copy of the transcript will be e-mailed to you within a week as well as a copy of a transcript release form. You will be asked to sign and return the form along with any comments or feedback on the transcript within two weeks of receiving the transcript. You are also free to add or delete any information if necessary.

<div align="center">

Appendix F
Interview Consent Form
</div>

Participant Interview Consent Form

You are invited to participate in a research study entitled: An Exploration of Academic Dean's Responsibilities in Five U15 Research-Intensive Universities in Canada: Ambiguities and Managerialism in the Academe

Student Researcher(s):
Vanessa Ellis Colley
PhD Candidate
Department of Educational Administration
University of Saskatchewan
Email: vne324@usask.ca

Supervisor:
Dr Paul Newton
Department of Educational Administration
University of Saskatchewan
Telephone: 306-966-77620
Email: paul.newton@usask.ca

Purpose and Objective of the Research:
The purpose of the research is to garner an understanding of the extent to which academic deans perceive that the professionalization of their roles/managerialist culture has contributed to perceived role conflict and ambiguity in the enactment of their roles. Additionally, the research aims to examine how the residual effects of ambiguities impinge on the leadership of colleges with a view to understand how deans navigate the ambiguities and conflicts experience in their roles.

Procedures:
The interview will be conducted online by the researcher using WebEx and will be no more than an hour in length and will be recorded, with your permission, with the use of a digital voice recorder. You have the right to have the recording device turned off at any time without giving a reason. You also have the to turn off your microphone or video camera at any time. Additionally, if you choose not to be audio or video recorded, I will take field notes to capture as much of your responses by typing during the interviews. The recordings of interviews will be transcribed using Otter.ai, a voice to text platform hosted in the United States of America. Otter.ai's privacy policy can be found at: https://otter.ai/privacy. Otter.ai's Terms of Service can be found here agreement (https://otter.ai/terms).
Complete confidentiality will be ensured if you agree to participate in this research study. You may participate in the videoconferencing interview through WebEx on your mobile device by dialing in by phone. However, there is always a risk of breach of privacy with online platforms and the researcher will not be able to guarantee your privacy, but every necessary step will be taken to prevent breach of privacy.

Following your interview, and prior to the data being included in the final report, you will be given the opportunity to review the transcript of your interview, and to add, alter, or delete information from the transcript as you see fit. You will be provided with a transcript release form to indicate your agreement with the transcript. If the researcher does not receive a signed copy of the form or an email indicating your agreement within two weeks, the researcher will proceed with the transcript as is. Thereafter, pseudonyms will be assigned to the transcriptions both for the participant and the institution. The interviews hosted by WebEx's servers are located in Canada and no data will be stored outside of Canada, neither will recordings be done through this platform. To help the research maintain confidentiality, please do not record this interview.

Please see the following for more information on WebEx Privacy Statement
http://www.webex.com/webex_privacy.html

Please feel free to ask any questions regarding the procedures and goals of the study or your role as a participant.

Potential Risks:
There are no known or anticipated risks to you by participating in this research. All responses by participants for the interviews will be kept confidential. Should your institution require information from this research, the information will be shared as aggregated data, that is a summary of the results.

Potential Benefits:
The effects of the managerialist culture and its contribution to role ambiguity surrounding the roles of academic deans in higher education institutions in U15 universities in Canada appears to be under-researched. I will share the data with participants which will allow them to understand how other colleagues navigate the issues of role ambiguity. This study will also add to the wealth of research on higher education leadership and deans' experiences as academic leaders. Further, this study will make an important contribution to the misconceptions in the literature regarding academic deans, especially given the conflicting demands resulting in ambiguities which deans seem to be experiencing globally. Results of the study may also benefit you, your colleagues, and the institutions in which I will conduct the research.

Compensation:
There will be no compensation to participants for this research.

Confidentiality:
The videoconferencing interview will be conducted in a private area of the researcher's home that will not be accessible to anyone during the interview. To facilitate this process, the researcher recommends that you facilitate the videoconferencing in a private area that is not accessible to anyone during the interview. You can turn off your microphone or camera at any time during the interview. By consenting to participate in this interview you agree not to make any unauthorized recordings of the data collection session.

The information you provide in this study will not be shared with your institution as a participant to the study but, as a part of consolidated responses from the participating institutions summarised in a final report. Pseudonyms will be used for transcriptions from

participants of interviews and their respective institutions to protect the privacy of the participants in the study. "Please note that although we will make every effort to safeguard your data, we cannot guarantee the privacy of your data, due to the technical vulnerabilities inherent to all online video conferencing platforms."

"Although the data from this research project will be published and presented at conferences, the data will be reported in aggregate form so that it will not be possible to identify individuals. Moreover, the consent forms will be stored separately from the data so that it will not be possible to associate a name with any given set of responses."

"The data from this research project will be published and presented at conferences; however, your identity will be kept confidential. Although direct quotations may be reported from the interview, you will be given a pseudonym, and all identifying information will be removed from the report."

However, your confidentiality may be limited on the basis that "because the participants for this research project have been selected from a small group of people, all of whom may be known to each other, it is possible that you may be identifiable to other people on the basis of what you have said"

Please put a check mark on the corresponding line(s) to grant or deny your permission:

I grant permission to be audio recorded **(You have the right to have the recording device turned off at any time without giving a reason)**	
I grant permission to be video recorded **(You have the right to have the recording device turned off at any time without giving a reason)**	

Please only select one option below:

I wish for my identity to be confidential	
I wish for my identity to be confidential, but you may refer to me by a pseudonym. The pseudonym I choose for myself is: _____	
You may quote me and use my name	
I would like to be acknowledged for contributing to the research	

Storage of Data:
The student researcher will keep a master-list matching pseudonyms to participants' identities. The student researcher will store the list separately from the data. All data will be stored temporarily in password protected files on the student researcher's personal laptop used solely by the student researcher. All files will be transferred as soon as possible to the Supervisor's USask OneDrive for long term storage. Once the data is analysed the master-list will be deleted. No identifying data will be included in the published dissertation even with the use of direct quotations from the interview. Neither will any identifiers be used for other publications emanating from the research. The student researcher will store signed consent forms separately from the data and kept in password protected files on the researcher's personal laptop and on the University of Saskatchewan OneDrive system. All data collected for this research project will be stored for five years post-publication and then will be destroyed permanently and beyond recovery.

Right to Withdraw:

Your participation is voluntary, and you can answer only those questions that you are comfortable with. You may withdraw from the research project for any reason, within two weeks of reviewing the transcription, without explanation or penalty of any sort. Should you wish to withdraw, contact Vanessa Ellis Colley at vne324@usask.ca. If you choose to withdraw, all data collected from your participation will be destroyed and will not be utilized in any way in this research or any possible publications resulting from this research. In addition, all recordings and any documents containing pseudonym information regarding your participation in the study will be destroyed. Withdrawing from the research study will not affect your relationship with the University of Saskatchewan.

Recordings of interviews will be transcribed using Otter.ai, a voice to text platform hosted in the United States of America. Otter.ai's privacy policy can be found at: https://otter.ai/privacy. Otter.ai's Terms of Service can be found here agreement (https://otter.ai/terms). Otter files at rest are encrypted using 256-bit Advanced Encryption Standard (AES). They use Secure Sockets Layer (SSL)/Transport Layer Security (TLS) to protect data in transit between Otter apps and our servers located in North America. SSL/TSL creates a secure tunnel protected by 128-bit or higher AES encryption.

Follow up:
Should you or your institution require information from this research, the information will be shared as aggregated data, that is a summary of the results of the project. To request a summary of the results email Vanessa Ellis Colley at vne324@usask.ca .

Questions or Concerns:
Contact the researcher(s) using the information at the top of page 1.
This research project has been approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office: ethics.office@usask.ca; 306-966-2975; out of town participants may call toll free 1-888-966-2975.

Consent:

Signed Consent:
Your signature below indicates that you have read and understand the description provided.
I have had an opportunity to ask questions and my questions have been answered. I consent to participate in the research project. A copy of this consent form has been given to me for my records.

_____   _____   _____

Name of Participant   _Signature_   _Date_

_____   _____

Researcher's Signature   _Date_

You should email a copy of this consent form to the researcher and keep a copy for your record.

Oral Consent:

I read and explained this consent form to the participant before receiving the participant's consent, and the participant had knowledge of its contents and appeared to understand it.

Name of Participant	*Researcher's Signature*	*Date*

Appendix G

Behavioural Research Ethics Board Certificate of Approval Amendment

UNIVERSITY OF SASKATCHEWAN

Behavioural Research Ethics Board (Beh-REB)   26-Aug-2021

Certificate of Approval Amendment

Application ID: 2415

Principal Investigator: Paul Newton   Department: Department of Educational Administration

Locations Where Research Activities are Conducted: ███████████████████████, Canada

Student(s): Vanessa Ellis Colley

Funder(s):

Sponsor: University of Saskatchewan

Title: Managerialism in the Academe: The Ambiguities of the Roles of Academic Deans in U15 Research Intensive Universities in ████ Canada - A Mixed Method Research

Approved On: 26-Aug-2021

Expiry Date: 09-Mar-2022

Approval Of: Behavioural Amendment Form: 9-Jun-2021

Interview Consent Form

Acknowledgment Of: USask Technology Assessment of Otter.ai

Review Type: Delegated Review

CERTIFICATION

The University of Saskatchewan Behavioural Research Ethics Board (Beh-REB) is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TPCS 2 2018). The University of Saskatchewan Behavioural Research Ethics Board has reviewed the above-named project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this project, and for ensuring that the authorized project is carried out according to the conditions outlined in the original protocol submitted for ethics review. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol or consent process or documents.

Any significant changes to your proposed method, or your consent and recruitment procedures should be reported to the Chair for Research Ethics Board consideration in advance of its implementation.

ONGOING REVIEW REQUIREMENTS

In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month prior to the current expiry date each year the project remains open, and upon project completion. Please refer to the following website for further instructions: https://vpresearch.usask.ca/researchers/forms.php.

Digitally Approved by Diane Martz, Chair, Behavioural Research Ethics Board
University of Saskatchewan

Appendix H

Behavioural Research Ethics Board Certificate of Re-Approval

UNIVERSITY OF SASKATCHEWAN

Behavioural Research Ethics Board (Beh-REB)   23-Mar-2022

Certificate of Re-Approval

Application ID: 2415

Principal Investigator: Paul Newton   Department: Department of Educational Administration

Locations Where Research
Activities are Conducted: ███████████████████████████, Canada

Student(s): Vanessa Ellis Colley

Funder(s):

Sponsor: University of Saskatchewan

Title: Managerialism in the Academe: The Ambiguities of the Roles of Academic Deans in U15 Research Intensive Universities in ██████ Canada - A Mixed Method Research

Approval Effective Date: 09-Mar-2022

Expiry Date: 09-Mar-2023

Acknowledgment Of: N/A

Review Type: Delegated Review

* This study, inclusive of all previously approved documents, has been re-approved until the expiry date noted above

CERTIFICATION

The University of Saskatchewan Behavioural Research Ethics Board (Beh-REB) is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2 2014). The University of Saskatchewan Behavioural Research Ethics Board has reviewed the above-named project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this project, and for ensuring that the authorized project is carried out according to the conditions outlined in the original protocol submitted for ethics review. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol or consent process or documents.

ONGOING REVIEW REQUIREMENTS

In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month prior to the current expiry date each year the project remains open, and upon project completion. Please refer to the following website for further instructions: https://vpresearch.usask.ca/researchers/forms.php.

Digitally Approved on behalf of the Chair
Behavioural Research Ethics Board
University of Saskatchewan

Transcript Release Form

UNIVERSITY OF
SASKATCHEWAN

Transcript Release Form – Interview

Title: An Exploration of Academic Dean's Responsibilities in Five U15 Research-Intensive Universities in Canada: Ambiguities and Managerialism in the Academe

I, _____, have reviewed the complete transcript of my personal interview in this study, and have been provided with the opportunity to add, alter, and delete information from the transcript as appropriate. I acknowledge that the transcript accurately reflects what I said in my personal interview with _____ . I hereby authorize the release of this transcript to _____ to be used in the manner described in the Consent Form. I have received a copy of this Data/Transcript Release Form for my own records.

If you do <u>not</u> wish to review your transcript, please check the box below and sign the form:

I do not wish to review my transcript. I acknowledge that the transcript accurately reflects what I said in my personal interview with _____. I hereby authorize the release of this transcript to _____ to be used in the manner described in the Consent Form. I have received a copy of this Data/Transcript Release Form for my own records.

_____   _____   _____
Name of Participant   *Signature*   *Date*

_____   _____
Researcher's Signature   *Date*