

Faculty members' perspectives on issues stemming from lack of government funding
(constrained budgets) and on possible solutions

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Abstract

The purpose of this study was to look at the pressure post-secondary institutions are now faced with in having to generate more revenue to make up for the lack of government funding. The question asked in his study was: What are the faculty members' perspectives on issues stemming from lack of government funding (constrained budgets) and on possible solutions?

It was hypothesized that faculty members would suggest a number of concerns, with respect to lack of government funding, the impact on teaching, pressure to provide cost recovery programs and to generate revenue, coupled with the potential of low enrolment. With the shift in purpose the educators are challenged with in higher education, it was also hypothesised that faculty members would be looking to administrators for support and effective leadership, and how faculties themselves could play an important role in effecting change.

In November of 2015, Ninety-three members of the Faculty of Trades & Applied Technology at Vancouver Island University were given a survey to complete (Appendix B). Thirty-one surveys were completed and returned. The data collected implies that faculty members want to be part of the process of implementing any potential change, and that it is important to have their voices heard. The results also imply that while there is moderate support for generating additional revenue within the faculty, it can also be seen as having a potential negative impact on students, and that our core values may be at risk.

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Chapter 1: Problem to be Investigated

Purpose of the Study

The purpose of this study was to acknowledge the increasing demand that higher education public institutions place on faculties to generate revenue, to hear faculty members' perspectives on the impact of this issue, and what role effective leadership may be able to play in providing solutions. Faculties are seeing a slow movement from the subsidized government funding approach of not-for-profit public higher education, to an income revenue generating approach in several faculties, a model that is familiar to private for-profit institutions. Two main issues are examined in this research. The first goal was to hear from faculty members including administrators, teaching faculty, and support staff about their perspectives on issues stemming from lack of government funding and possible solutions. The second goal was to investigate leadership approaches that could support faculties in adjusting to the culture shift towards an emphasis on generating revenue.

Due to decreased government funding, higher education public institutions now face the pressure of generating more revenue to balance their budgets. These institutions are also being required to be more accountable to government and funding providers. As an administrator, I am constantly faced with these issues and am tasked with finding ways that the institution's administrators, faculty and support staff can work effectively towards solutions to this dilemma. The dilemma we face is how to generate revenue in an institution that has traditionally focussed on providing high quality teaching and learning experiences.

Having worked in higher education for the past 17 years, my experience shows that the issue of lack of government funding is gathering momentum. This researcher has seen

government funding to colleges and universities in British Columbia decrease steadily over the past two decades while tuition has remained frozen or has had limited increases. Having also worked at the teaching faculty and Program Chair levels for 14 years, pressures on the teaching faculty has been evident with the focus shifting from research and development of program content to being accountable to the funding provided by government in order to meet industry demand for skilled workers, classroom utilization rates, and an increasing institutional requirement to generate revenue to maintain program stability.

As an Associate Dean in a Trades and Applied Technology Faculty, it is important to me to recognize the concerns of all the stakeholders and to work collectively with members of the faculty towards solutions to these concerns within the constraints of the institution's mission. Thus, this is the intent of this research. I hope to understand how to support stakeholders in this effort with effective leadership, while recognizing the strengths and values educators bring to higher education.

Justification of the Study

While conducting background research, it was revealed that generating revenue is a relatively new phenomenon that universities now have to address. In order for administrators and faculties who are affected by this change to effectively respond, we need to recognize the issues. This often requires expertise and input from many sources through the hierarchy of administrators to non-administrators.

With less government funding, and limitations on annual tuition increases, the need to keep up with technological changes and industry demands to meet skills shortages, institutions are forced to look outside the "box" to balance our budgets and develop new initiatives or approaches to cope with these difficulties. As researcher Andrey (2010) suggests, universities are

being compelled to look at other funding sources to maintain and to grow programs as a result of the shortage of grants and lack of increased tuition. Thus, more pressure is being put on faculty members to generate revenue and be more accountable, requiring a change in the educational culture. Researcher Eastman (2006) suggests that institutions will be forced outside of their comfort zone in an effort to remain financially stable.

We are seeing that financial pressures are impacting the established values within post-secondary institutions. Researcher Levins (2006) suggests that faculty do not fully understand the nature of the economic issues and behaviour of the institutions and that there are concerns that core values of the institution are being eroded.

In cases where the institutional mission has changed, administrators have had to adapt their responsibilities as leaders and managers. Jones (2014) explains the fiscal difficulties that post-secondary institutions are now challenged with and how these pressures have forced institutions to evoke change within the management and leadership structure by implementing a more shared or distributed approach towards leadership. As Cherkowski and Brown (2013) evoke, distributed leadership can be a successful tool in education when purposefully aligned with shared visions and goals of those involved.

Crawford (2012) suggests that, implementing collaborative shared leadership within the institution, administrators, and faculty to evoke change in this “commercial” approach to education may prove challenging.

The sharing and distributing of leadership and responsibilities may not be accepted at the outset. Jones, Harvey, LeFoe, and Ryland (2014) suggest that “what is needed is a new approach to leadership that goes beyond individual control and management bureaucracy to embrace more sharing and collaboration” (p. 603). Jones et al. (2014) also advocate that despite the theoretical

dialogue about the relevance of distributed leadership for the higher education sector, there are still a lot of critics that would suggest that there is a presumption that employees will share their knowledge and that leaders will provide employees with opportunities to participate in new forms of leadership endeavors.

Leadership literature indicates that faculty need to be recognized and feel empowered. Fey (2008) states that in today's knowledge driven world most organisations' largest assets are their employees and that it is particularly important to allow all the employees in the organisation to work to their potential. Diamond and Spillane (2007) suggest that what is key to the success of an organization is how the individuals within the organization are recognized for their expertise and how their expertise can be distributed towards the task.

At VIU, we will potentially see a shift away from faculty members' comfort zone of focusing on teaching and learning to include a business-like approach to their environment. We must have a good understanding of how students and faculty members may be impacted by the shifting of our institution mission from one of being "dedicated to excellence in teaching and learning, service and research" to one that may include "revenue generation". Understanding individual concerns and values, balanced with the institution's mission, is vital to configuring a culture change effectively. Distributed leadership amongst all the stakeholders, enacted by sharing responsibilities and providing opportunities to have input, will play an important role in ensuring the stakeholders are able to cope effectively with any potential culture change.

Research Questions and Hypothesis

Having seen first-hand the reduction in government funding over the past two decades to public higher education institutions, and at the same time, seeing the success for-profit institutions are having at generating revenue, the researcher decided to investigate: What are

faculty members' perspectives on issues stemming from lack of government funding (constrained budgets) and on possible solutions?

It was thought that faculty members would suggest a number of concerns, with respect to lack of government funding, including the impact on teaching, pressure to provide cost recovery programs and to generate revenue, and the threat of low enrolment. With the shift in purpose that educators are challenged with in higher education, it is also hypothesised that faculty members would be looking to administrators for support and effective leadership so that faculties could play an important role in effecting change.

Definition of Terms

Faculty members in this research includes administrators, teaching faculty, and support staff within the Faculty of Trades and Applied Technology at Vancouver Island University.

Faculty members' perspective in this research will be to hear how the faculty members in higher education feel their role as educators has or will change with the need for revenue generation. It is important to consider the faculty members' opinions, ideas, individual experiences, and to have a good understanding of how faculty members' values relate to the shifting mission of the institution. Huffman (2003) implies that to transform a culture within a faculty requires a vision, and that the vision needs to be based on shared values. This vision should also be aligned with the overall vision of the institution so that collectively a common goal can be achieved. To simply impose a vision will not cultivate the energy and commitment required to be successful in the change of culture. Faculty members' perspectives on the changing of culture toward revenue generation was observed in the Likert style survey data that was distributed to collect this data.

In the context of this research there will be several *issues* that arise from the perceived lack of funding to education. *Issues* that are expected to emerge include budget constraints, job security, student enrollment and class utilization, faculty members' perspective of the institutional mission and how faculty members see their roles as educators changing.

In the framework of this research, *Lack of Government Funding* will be defined as: Traditional base funding sources from the Province of British Columbia to support the delivery of education. The funding for most academic programs is provided annually from the Ministry of Advanced Education, while the Trades Program Faculty receive the majority of their funding from the Ministry of Jobs, Tourism and Skills Training, through the Industry Training Authority to which the Faculty must submit a training plan annually and be accountable to.

Research will take place at Vancouver Island University (VIU) in Nanaimo B.C. VIU is a university comprised of eight faculties with a mixture of academic and trades programs which offers a variety of certificate, diploma, and degree programs with campuses in Nanaimo, Cowichan, Parksville and Powell River, B.C. This research will focus on the Faculty of Trades and Applied Technology at VIU's Nanaimo Campus.

Brief Overview of the Study

This study used a mixed method approach to collecting data, looking at the perspectives of faculty members on issues and solutions to generating revenue to offset the lack of government funding. The research was conducted in November 2015 with 93 faculty members including, administrators, teaching faculty and support staff within the Faculty of Trades and Applied Technology at Vancouver Island University's Nanaimo campus.

Data was collected using anonymous surveys administered to participants using the Likert style approach. Participants were allowed to add additional related comments at the end of

each question. At the end of the survey, room was left for the participants to add comments that were of importance to them related to the issues and to expand on concerns. Areas that were focused on in developing the survey were: What are their perspectives on the business-like approach? Is the faculty member opposed to change in culture? How do the participants feel about the shift in the institutional mission? How can leadership provide a role in solutions? What role do they see themselves playing in solutions to the issue?

The results of the surveys were tabulated from the Likert scales using descriptive statistics and the qualitative results from the comments were categorized into emerging themes.

Chapter 2: Review of the Literature

Introduction

The literature review in this chapter will focus on four main areas related to reduced government funding in post-secondary institutions and how leadership may play a role in solutions to the issue.

The first section will look at the lack of funding issue, how this forces institutions to look at non-traditional methods of coping with the issue, and how these methods may be impacting the institutional core values. The second section places a focus on leadership and how the role of leaders is evolving in post-secondary institutions. New approaches to leadership are explored with an emphasis placed on shared or distributed leadership and the benefits this may have in adapting to change. Section three considers the challenges institutions are faced with, and the issue that not everyone will be supportive of a change. Barriers such as faculty support, and various levels of bureaucracy are identified that can prove challenging to evoking change. The final section looks at culture change from a top-down style of leadership to a flatter more inclusive model and how transformation requires a vision based on shared values.

Lack of Funding

As researcher Andrey (2010) explains, “as a result of the inadequacies of provincial and federal government grants and provincial regulation of student fee increases, universities have been forced to turn to other sources of funding to continue their growth and development” (p.15). More pressure is being put on faculties to generate revenue and to be more accountable requiring a change in culture in the educational approach.

Researcher Eastman (2006) suggests that as government funding is reduced for public universities, it forces institutions to move along the funding continuum away from what they are comfortable with in an effort to remain sustainable financially. This results in a shift in character and culture, and a need to reflect on the institution's mission. Eastman (2006) suggests that the responsibility for providing resources changes across the faculty continuum from, "it's the university's responsibility" to "it's up to us" (p.73).

Economic influences are impacting traditional values in post-secondary institutions. In his study of seventeen community colleges involving 171 faculty members from a variety of decanal areas Levins (2006) found that faculty values are at odds with the economic behaviours of the institutions. Levins' study looked at several areas including: a) faculty members' perspectives on the business-like behaviour of the institution, b) the extent managerialism had occupied a central place in the community college, c) opposition faculty had to culture change, d) whether there was a new vision or mission for the community college based on a culture shift? What Levins concluded was that traditional institutional goals were being eroded and that student centred learning was being replaced with business and industry centred wishes. The push for greater productivity and efficiency by governments, business and industry, along with a managerial model of decision making in the institutions, called into question the professional identity of faculty and distorted their work as educators. High productivity, global competition, and rapid change are the new norms for higher education (Levins, 2006).

Leadership

Administrators have to change their responsibilities as leaders and managers to adapt to the shift in institutional missions. Jones (2014) explains the financial pressures that higher education is faced with when operating within a challenging environment. These pressures have

led to the implementation of a “new managerialism” to reduce spending costs. Pressures are now being placed on higher education to develop new forms of collaborative leadership between academics, leaders, and employees across the universities.

Cherkowski and Brown (2013) researched distributed leadership in the k-12 system by studying four administrators within the British Columbia school system. Previous research by Cherkowski (2004) indicated that school principals can be influential in establishing a culture where the teachers are encouraged to take on leadership roles. Provincial standards have been established that describe the role of the principal and go on to describe the behaviours and responsibilities the teachers share when the leadership is distributed. The standards although admittedly not always followed, certainly provided a guideline for this practice.

Cherkowski and Brown (2013) described the ways in which school administrative leadership can be a key ingredient in school improvements. The standards were used as a framework in their study to find how the leaders understand and enact distributed leadership in their daily practice. One of the challenges identified was the role of the principal to strive to meet the demands of the district, while also protecting the needs of the school. The research also showed that more needs to be learned about the internal struggle and challenges faced by administrators and teachers as they shift between different roles.

Distributed leadership has found increasing support over the last couple of decades in many fields. Harris (2005) reported that in an educational setting, it would be hard to envision how communities of practice could operate effectively unless the leadership and other organizational or operational matters and decisions were distributed. Harris also suggests that a second reason for the interest in distributed leadership is the recognition that the schooling structure is changing where in many countries it is recognized that the old organizational

structures of the system no longer fit in modern times. New models within education and industry are emerging which are primarily based on collaboration and networking. The model of a single leader is slowly being replaced with leadership that is based on teams rather than individuals. As a result, distributed leadership involving multiple sources of information and approaches is taking hold. “In a practical sense, distributed leadership is concerned with engaging many people in leadership activity” (Harris, 2005, p. 11).

Companies such as General Electric and Proctor & Gamble have adopted an “everyone as a leader” mantra (DeRue & Ashford, 2012, p. 148). This begins to look at leadership from another perspective. It suggests that we consider followers as contributors to the overall leadership through their interaction and influences with leaders and others.

Distributed leadership involves practices that are collaborative, open and decentralized and which can be meshed effectively with new forms of work and technologies (Ancon & Backman, 2010). It is very evident from the research that distributed leadership requires collaboration and participation from all the stakeholders to be effective. This is supported by Harris (2013) who notes that “from a distributed perspective, social interaction is a critical part of leadership practice” (p. 546). Ancon and Beckman (2010) argue that, more organizations are viewing leadership as a network of leaders both formal and informal, operating at all levels. This is a shift from the model of a pyramid with the leader at the top, and allows the leaders to more effectively make use of the collective intelligence, motivation and creative talent of the employees and partners.

Harris’s (2013) research on distributed leadership and on implications that may arise for formal leaders draws upon empirical evidence (Harris, 2013; Harris & Jones, 2010; Robinson, 2008; Sharratt & Fullan, 2009; Spillane et al, 2001). Harris suggests that the evidence

emphasizes how leaders in these leadership roles are gradually acknowledging the shortcomings of existing structural arrangements to support organisational growth and transformation. As a result, many leaders are aggressively reorganizing, realigning and reforming leadership structures, responsibilities and process within their organisations. Harris's research shows that formal leaders acting alone will not achieve this transformation in schools or institutions. It will require that formal leaders concentrate their efforts on growing the leadership competence and capability of others. The concern is not one of expanding the number of leaders but rather one of expanding the leadership quality and capability.

Harris (2013) suggests that the greatest challenge for formal leaders who want better performance and outcomes is to actively construct the leadership capacity within their organisation, so that valuable change and continuous improvement can be enacted.

For formal leaders seeking improved organisational performance and better outcomes the challenge is to create the conditions where professional knowledge and skills are enhanced, where effective leadership exists, at all levels, and where the entire organisation is working interdependently in the collective pursuit of better outcomes (Harris, 2013, pp. 551).

This is supported by Wescott (2014) who suggests that good leaders challenge the current situation, and motivate and solicit others within the organization to take on leadership roles. They promote collaboration and empower others to take charge. "Effective leaders share their power and information to strengthen others" (Wescott, 2014, p. 12).

Fey (2008) implies that in Russia, for example, where strong leadership is a tradition and empowering others is not, it would benefit these organisations to involve their employees. Fey (2008) suggests allowing employees to be involved in constantly looking for ways to improve

the mode in which the company operates and to contribute their utmost to the company allows the employees to become more empowered. Fey suggests that leaders need to put aside their traditional roles of controlling and giving orders, and to take on new roles as coaches, information providers, facilitators, listeners, and decision makers. As Fey implies, employees in these companies in Russia are often initially excited about their new freedom but often forget that this now comes with the responsibility to be accountable. This however can also be rewarding. Fey (2008) shows that as long as the level of contribution offered, matches the employee's willingness to be involved, great results can materialize.

If you do not create a flat organization and push employees to think for themselves, make suggestions and become empowered, then it is unlikely that employees will develop to their full potential or that the organization will be as customer focused as it could be and these factors influence performance" (Fey, 2008, pp. 254).

Harris (2013) states that high performing organizations engage in distributed leadership practice in a cautiously managed and strategic way. Organizations can start by building both lateral and vertical teams that are based on shared leadership and mutual accountability (Harris, 2013). Harris (2013) states that evidence from high performing organizations reinforces that effective formal leaders utilise all the available talent within an organisation. Again this is a very deliberate strategic action. Harris goes on to suggest that the empirical evidence also shows that high performing organisations that create new teams, and generate flatter structures, essentially give individuals greater responsibility for their work. Through this organisational redesign, the formal leaders create opportunities for others, with the appropriate expertise, to lead and to take responsibility for critical aspects of change and development.

Successfully leading not-for-profit and for-profit organizations requires collaboration and cooperation between a variety of partners and people to meet the goals of the organization (Marsh, 2006). Marsh (2006) suggests that being a truly excellent organization requires leaders who are able to engage all the resources required for success. Today, these organizations are required to be accountable, and funders and donors are very conscious of this. Funding is being shifted to those leaders who can produce results through innovative and new ventures using effective collaboration. This can be compared to the reality that several of our faculty are now faced with including being accountable to the funding provided by government to meet industry demand, classroom utilization rates, and an increasing institutional requirement to generate revenue to maintain program stability.

Challenges

There are certainly many challenges that formal leaders who choose to engage and embrace the concept of distributed leadership face. Rossotti (2006) suggests that one of the greatest challenges leaders and their employees face in accomplishing anything is the ability to get past the belief that it cannot be done. Rossotti (2006) suggests these leaders need to also be aware of their limits and to not turn limits into excuses. Rossotti implies that it is the leader's job to make the most out of what can be done within the limits of the resources that will always be there.

Crawford's (2012) research also suggests that there are constraints faced in distributed leadership and that they often come from the organization itself as well as from other levels of bureaucracy. He suggests that there may very well be limits to the uptake of this concept if leaders are accountable to external agents for externally mandated targets.

Harris (2013) also concludes that research evidence reinforces the notion that without active and formal support of those in formal leadership positions in schools, distributed leadership is unlikely to flourish or be sustained. In the school system, any decisions or change flows through the principal's office as this is ultimately where the formal responsibility lies and the final decisions are made.

Jones, Harvey, LeFoe, and Ryland (2014) suggest that "what is needed is a new approach to leadership that goes beyond individual control and management bureaucracy to embrace more sharing and collaboration" (p. 603). Jones et al. (2014) would also advocate that despite the theoretical dialogue about the relevance of distributed leadership for the higher education sector, there are still a lot of critics that would suggest that there is a presumption that employees will share their knowledge and that leaders will provide employees the opportunities to participate in new forms of leadership endeavors.

Educators are not always supportive of institutional change. Levins's (2006) research implies that there is opposition to government, administration, and among faculty. Antagonism against administration was expressed on such matters as the mission and purpose of the institution, technology, and governance. "The faculty's understanding of the mission and institutional purpose is viewed as inconsistent with the actions of their institution" (Levins, 2006, p.79).

When he describes large firms in Russia and their efforts to empower employees Fey (2008) suggests that the employees' involvement should be much more than simply giving them more power. Power can be disastrous if the employees are not given the training they need to be successful in their new roles. To increase involvement in the organization, employees need information about the company's challenges and targets, and the reasons why these targets were

chosen. It is also vital to ensure the level of empowerment does not exceed the readiness of the employees. Fey (2008) concludes that for employee involvement to work, employees will be required to develop the necessary confidence to offer up new ideas and leaders need to be accepting of these ideas and to develop good listening skills.

Distributed leadership, although becoming very widespread and accepted as a new phenomenon, still has very little empirical evidence to support its success (Harris, 2005). It is recognized that collaboration for distributed leadership is critical, and that there is minimal evidence of how it is produced (Jones, 2014).

Culture Change

The principle of distributed leadership does not suggest that everyone has to be a leader, but rather involves more of the constituents and allows for contribution in leadership practice. Diamond and Spillane (2007) suggest “it is not the number of individuals but what they contribute to the task and especially how the expertise for carrying out the task is distributed among them” (p. 153).

To effectively create a culture where distributed leadership is accepted requires trust, accountability, reliability, and visibility on behalf of the leaders. The leader is required to spend time with the constituents and engage in learning, sharing stories, and building trust and understanding of one another. It is important to demonstrate to your constituents that you are authentic, to lead by example and to earn their respect. Kouzes and Posner (2012) stated “People first follow the person, then the plan” (p. 13).

To transform to a culture of distributed leadership within a faculty requires a vision based on shared values. This vision should also be aligned with the overall vision of the institution so

that collectively a common goal can be achieved. To simply impose a vision will not cultivate the energy and commitment required to be successful in changing culture. The position we have as a leader will be to combine the personal vision of the constituents into a common vision that is embraced by all. “When values are the foundation of the organization’s operating structure, it becomes easier for individuals in the organization to express their opinions and communicate effectively” (Huffman, 2003, p. 24).

Summary

The literature reviewed indicates that the ever growing decline in our ability to access funding resources will require creativity in developing new initiatives and require participation by all those involved. Distributed leadership or the sharing of the responsibilities and commitment will be critical for success of any change in culture towards generating revenue. It is apparent from the literature reviewed, that it is important to be able to recognize how distributed leadership can be used within an organization, and when it is most appropriately shared. It will be interesting to explore further how to effectively employ shared leadership to best utilize the talents of the personnel involved.

Within the opening section it was indicated that educational institutions such as Vancouver Island University are faced with having to generate additional revenue in many cases, and to look at non-traditional sources of funding to offset reductions in government funds. The literature indicates that strong leadership within the institution and within faculties will be required to support these initiatives. This leadership will also require the cooperation and support of the constituents involved in transforming these changes.

To create this collaboration of the constituents will require the building of an organizational culture that will support the vision developed within the leaders. Strong leadership

with a good sense of vision will be essential to design a strategy to inspire the constituents (Huffman, 2003). To demonstrate this sense of vision will require the leaders to share their dreams and visions with constituents. This will take time to accomplish and will also require a willingness of those involved. There will never be enough time for one person to address this process successfully and all the stakeholders will need to be included in the process.

Constituents are going to want to feel they are being heard, their values and ideas are being accepted, and that there is something in it for them in terms of recognition (Marsh, 2006). If ourselves as leaders in our organization want to change the culture from a top-down style of leadership to a flatter more inclusive model where constituents feel more empowered, we should be expected to recognize those individuals for their efforts; show authentic appreciation and celebrate (Kouzes & Posner, 2012).

The literature reviewed indicates that this shared and supportive leadership approach will require us as leaders to be open to sharing power and decision making, while creating a climate of mutual trust and respect in order to develop a shared vision. A successful leader must engage both internal and external stakeholders in creating a shared vision. Within our faculty this would include, administrators such as the Deans and Associate Deans. It would also require contribution from Program Chairs, Teaching Faculty, along with support staff including Program and Registration Assistants.

The research has indicated that there will be several barriers encountered along the way in developing a shared leadership approach with a strong vision, however the research also concludes that having a visionary leader along with collective strategies that will emerge from open and constructive dialogue amongst all constituents will allow these barriers to be overcome.

The literature that was reviewed provided direction for the design of my own survey of the Faculty of Trades and Applied technology. The literature informed me of several of the issues related to lack of funding, culture change, revenue generation, and the challenges institutions face that were identified by the researchers. Benefitting from this information, I was able to create a survey that would speak to many of these issues and acquire informative information on faculty members' perspectives on the issues that stem from lack of government funding to post-secondary institutions.

Chapter 3: Procedures and Methods

Research Design

The intent of this mixed methods study was to research the increasing demand that higher education public institutions place on faculties to generate revenue, to hear faculty members' perspectives on this issue, and what role effective leadership may serve in designing and implementing solutions. As an administrator, I believe in distributed leadership where providing strong leadership and including all the stakeholders in the sharing of that leadership, will allow faculty members to adjust to a culture change towards revenue generation (Jones, Harvey, LeFoe, & Ryland, 2014). I am interested to see individual faculty members' perspectives, and to see if there are shared views among faculty members.

The mixed method approach to the research was chosen as I felt collecting qualitative and quantitative data would provide a much sounder case towards reaching a conclusion; by drawing from both methods versus just one or the other (Eastman, 2006).

Initial approval was sought from the Dean of the Faculty of Trades and Applied Technology at Vancouver Island University to conduct research within the faculty. Faculty members were recruited from within the Faculty of Trades and Applied Technology to participate in the research. An initial email (Appendix A) informing potential participants was then sent out informing them of the research. Anonymous surveys (Appendix B) were administered to participants that used a Likert scale and space provided for additional comments to each statement. Participation in the surveys was voluntary. The study was designed to collect data on faculty members' perspectives to the business-like approach to education, to change in culture, the shift in the institutional mission, how leadership can provide a role in solutions, and what role they see themselves playing in solutions to the issue.

Sample

This research involved faculty members including administrators, teaching faculty and support staff within the Faculty of Trades and Applied Technology at Vancouver Island University (Nanaimo campus). From my experience, this faculty has seen significant growth in terms of the number of employees, the number of cost recovery programs, and revenue generated in recent years. This faculty was chosen as it was of particular interest to me in my role as an Associate Dean within this faculty. My hypothesis was that faculty members would be looking to administrators for support and effective leadership, and that faculty members could play an important role in effecting change (Cherkowski & Brown, 2013).

The sample had a potential size of 93 participants, which was made up of two administrators, 16 support staff, and 75 teaching faculty representing 16 programs within the Faculty of Trades and Applied Technology. Including administrators, faculty, and staff allowed the researcher to get a wide range of perspectives on the issues when collecting the data. There were 31 respondents to the recruitment letters (Appendix C); a response rate of 33%.

The sample group consisted of both male and female participants with a range in years of employment at Vancouver Island University from less than one year to 35 years.

Instruments Used

The study explored the increasing demand that higher education public institutions place on faculties to generate revenue, and to hear faculty members' perspectives on the impact of this issue, and what role effective leadership may be able to play in providing solutions.

The primary instrument in the study was an anonymous Likert scale survey (Appendix B). The survey started by asking for demographic information about the participant such as, program area (Industrial Trades, or Service Trades & Technology) and if they were currently

involved in a program that generates additional revenue outside of base funding. The survey consisted of nineteen question statements using the Likert scale with additional space left for the participants to add comments that were of importance to them related to the issues. The Likert scale was selected as it can provide valuable quantitative data and can be analysed using descriptive statistics (Mills, 2014).

The survey (Appendix B) was designed in five sections with each section having three to four statements asking the participants to respond with the level at which they agreed with each statement. The first section concentrated on participants' perspectives to the business-like approach institutions are taking. The second section centred on participants' support or opposition to the culture change. The third section concentrated on the institution's mission and how participants see the mission's purpose possibly shifting. The fourth section put the spotlight on participants' view of leadership and the role leadership can play in any transformation or culture change. The fifth section focused in on the participant and the role they may play in leading change. These five sections were chosen based on the literature that I have explored. The literature supports the notion that we are seeing a shift in our institution's need to generate revenue and the requirement to involve those impacted by this change in culture in the process.

Each statement had space for participants to add additional comments related to the original statement. This provided the participants with the ability to share their personal experiences and insight. The researcher chose this method due to the belief that it would be the most effective way to obtain additional data to add to the validity of the research.

Data was analyzed, with the mean and standard deviation calculated from the responses to the Likert scale statements on the surveys. Comments were collected from the responses in the

Likert scale survey. These comments were then categorized into themes to be analyzed for trends relating to the research question.

Procedures Followed

Final approval from the Vancouver Island University's Research Ethics Board and from the Dean of Trades and Applied Technology at Vancouver Island University was received in November 2015. Following this approval, participants' email addresses were collected using the Vancouver Island University website employee directory offered to the public. Participants were then sent an email (Appendix A) alerting them to my research and the forthcoming recruitment letters seeking their participation, which would be delivered to them via the university mail system within the week. The recruitment letter (Appendix C) and letter of consent (Appendix D) were then printed along with the survey (Appendix B) on bright coloured paper to catch the attention of the participants. Each participant was provided a self-addressed sealed envelope for the completed survey to be sealed in and placed in the university mail, for delivery to my mail box within three weeks.

It was anticipated that the survey would take approximately 20-30 minutes to complete and participants were given three weeks to submit the completed survey. A follow up email (Appendix E) was sent out at the end of the second week to thank the participants for their participation in the survey, which acted as a reminder to complete the survey. The three week period was given to participants to allow adequate time to complete the survey, as I know from experience that the fall is a busy time for all those involved. It was anticipated that providing three weeks to complete the survey would increase the potential response rate by allowing adequate time to respond.

Validity

The purpose of this study was to understand faculty members' perspectives on issues stemming from lack of government funding (constrained budgets) and on possible solutions. The survey was structured to look at concerns faculty members may have, and how leadership can play an effective role in addressing these concerns. Data on the program area of each participant, allowed for comparison between participants' responses, and to broaden the analysis of the data.

To validate the survey, the draft survey was sent out to colleagues at three institutions with similar faculties not involved in the research. This feedback including length of the survey, content, and structure was taken into consideration prior to submitting the survey to the participants involved. This study, although focusing on the Faculty of Trades and Applied Technology, was designed in such a manner as not having questions that need to be specific to any one faculty, allowing the content to be transferable to other faculties within Vancouver Island University and Universities in British Columbia that operate as public not-for profit institutions with similar missions. The fact that this survey focused on one particular faculty, with a targeted population comprising of a variety of stakeholders who are closely affected by the issues that are being researched adds to the validity of the study.

Several limitations to the validity of the study exist including the participation of faculty members. Participants were invited from a wide range of programs and support areas having a variety of busy schedules. This may limit participation and willingness to complete the surveys due to time constraints that allow for sufficient time to reflect and answer the questions accurately or with little detail. Other limitations could include the time of year. Some participants who are presently involved in programs with a business like approaches have periods during the

year that are busier than others and this could influence their responses based on the pressures and stress they are experiencing at that time (Levins, 2006).

Analysis Techniques

An analysis was completed of the survey (Appendix B), in an effort to answer the research question: What are faculty members' perspectives on issues stemming from lack of government funding (constrained budgets) and on possible solutions?

The 31 surveys that were completed and mailed to me by the participants at the end of the allotted three weeks were collected. The qualitative data provided by the participants was extracted from the data and responses categorized into emerging themes. Responses were then labelled along with the corresponding theme and placed into a table for easier understanding.

Quantitative data from the survey was analysed and the participants' responses to each question were tallied. This data was collected from the responses to the selection of one of five options (strongly disagree, disagree, neutral, agree, and strongly agree). Once this data had been collected, the mean for the responses was calculated along with the standard deviation showing how responses varied from the mean in each of the five survey sections. Both the qualitative and quantitative data was analysed for connections between the two to allow one to inform the other.

Chapter 4: Findings and Results

Results

The purpose of this study was to examine the perspectives of members of the Trades and Applied Technology Faculty on issues stemming from lack of government funding and on the role of distributed leadership. The research took place from November 2015 to December 2015 at Vancouver Island University Nanaimo campus. The survey (Appendix B) was sent out to ninety-three members of the Trades and Applied Technology Faculty that represent either the Industrial Trades (IT) or the Service Trades & Technology (STT) within the Faculty. To protect anonymity, the demographics on the survey were limited to either IT or STT.

The survey began with a demographics section to identify the area (IT or STT) of the faculty the participant represented and if they were currently involved in a program that generated revenue. The remainder of the survey was grouped into five main topics (Appendix B). 3-4 statements on each topic were provided which gave the participants an opportunity to rate their responses on a five-point Likert-type scale from *strongly agree* (5) to *strongly disagree* (1). Each statement had room for the participant to add any open-ended comments they chose to. The first topic asked participants about their perspectives on the business-like approach institutions are taking on. The second topic asked participants about their perspectives on the culture change of including revenue generation expectations in teaching. The third topic asked how participants see the University's mission purpose possibly shifting as a result of a focus on revenue generation. The fourth topic asked the participants about their views of leadership, and the role leadership can play in any transformation or culture change within the faculty. The fifth topic focused on the participants and the role they potentially play in leading any culture change in the Faculty's approach to revenue generation. The survey concluded with any additional comments

the participant would like to add related to the question: What are faculty members’ perspectives on issues stemming from lack of government funding (constrained budgets) and possible solutions?

Demographic Data: Program Area

Of the ninety-three surveys sent out, thirty-one (*n*) completed surveys were returned representing 33% of the total sent out, with 17 (55%) from the IT program area and 14 (45%) from the SST program area (Figure 1).

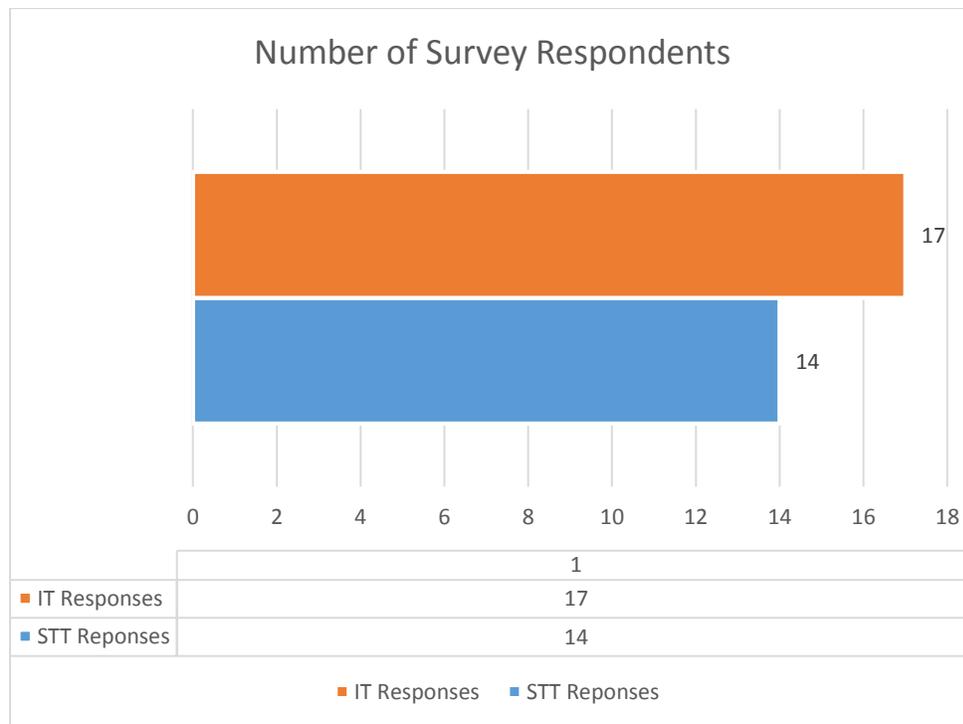


Figure 1. Number of respondents representing Industrial Trades (IT) and Service Trades & Technology (SST) areas.

In each of the areas, it was reported that 59% of the IT (Figure 2) and 79% of the STT (Figure 3) respondents were currently involved in revenue generation within their programs.

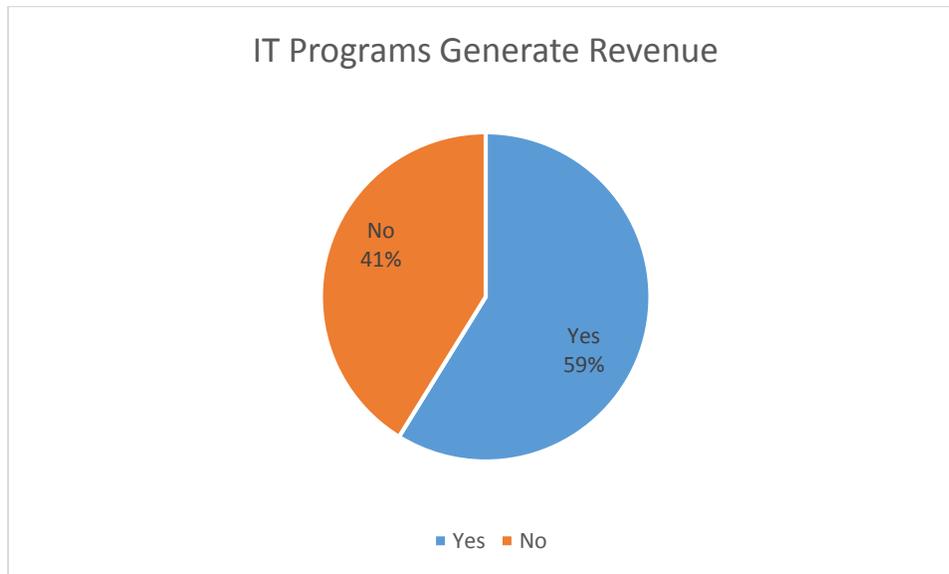


Figure 2. Percentage of Industrial Trade (IT) respondents (n=17) currently involved in programs that generate revenue.

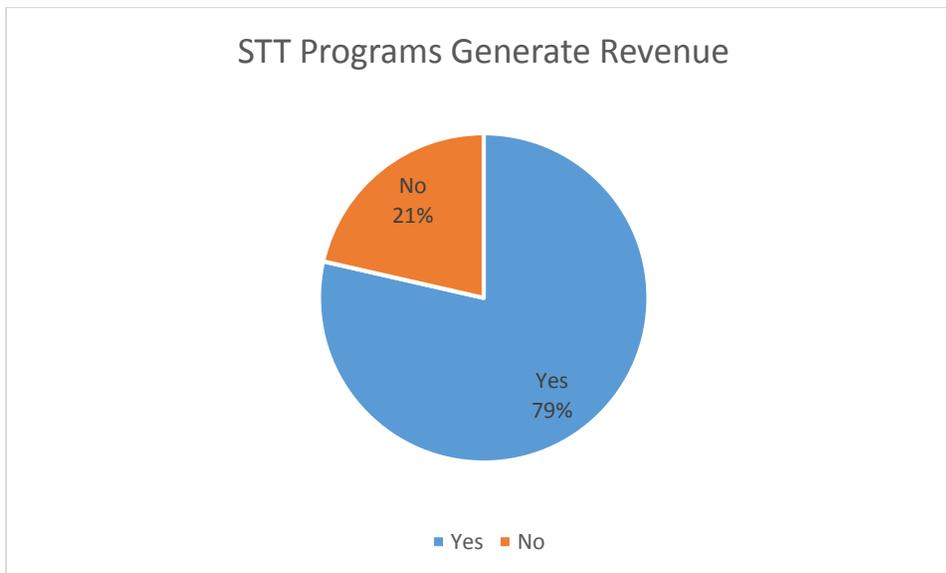


Figure 3. Percentage of Service Trades & Technology (STT) respondents (n=14) currently involved in programs that generate revenue.

Quantitative Data Analysis

Once I had collected all of the returned surveys, I read over the Likert scale results and associated comments for each of the nineteen statements. I began by creating a master template where the participants' responses from each survey were recorded. Once this data was collected, I calculated the mean average (μ) for each statement along with the standard deviation (σ) from the mean for each statement. Using the data I was able separate responses to the statement from both participants from the IT and STT areas and calculate the mean average (μ) to each statement by area (IT or STT). The mean average was graphed to illustrate a comparison between the mean average of participants working in either the IT or STT areas to each of the nineteen statements (Figure 4).

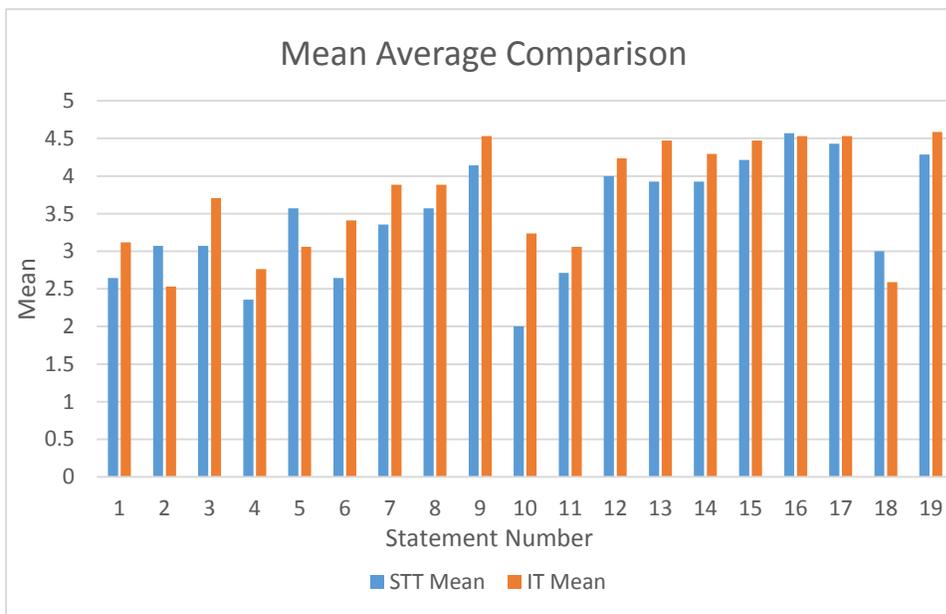


Figure 4. Comparison of the mean average (μ) for each statement between participants from both the IT and SST areas.

Using a similar approach to collecting the mean average data, I was able separate responses to the statement from both participants from the IT and STT areas and calculate the

standard deviation (σ) to the mean average of each of the statements by area (IT or STT). The standard deviation was graphed to illustrate a comparison between the standard deviation of participants working in either the IT or STT areas to each of the nineteen statements (Figure 5).

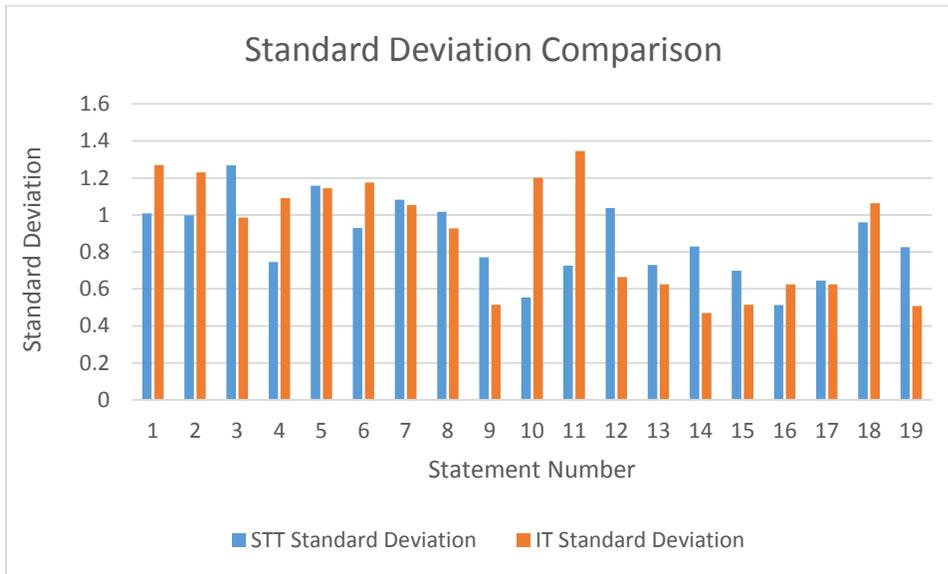


Figure 5. Comparison of the standard deviation (σ) for each statement between participants from both the IT and SST areas.

Finally an overall comparison of the combined data involving participants from both IT and STT areas was graphed. This represented responses to the statements from all of the thirty-one participants showing the mean average (μ) and standard deviation (σ) to each mean average for each statement (Figure 6).

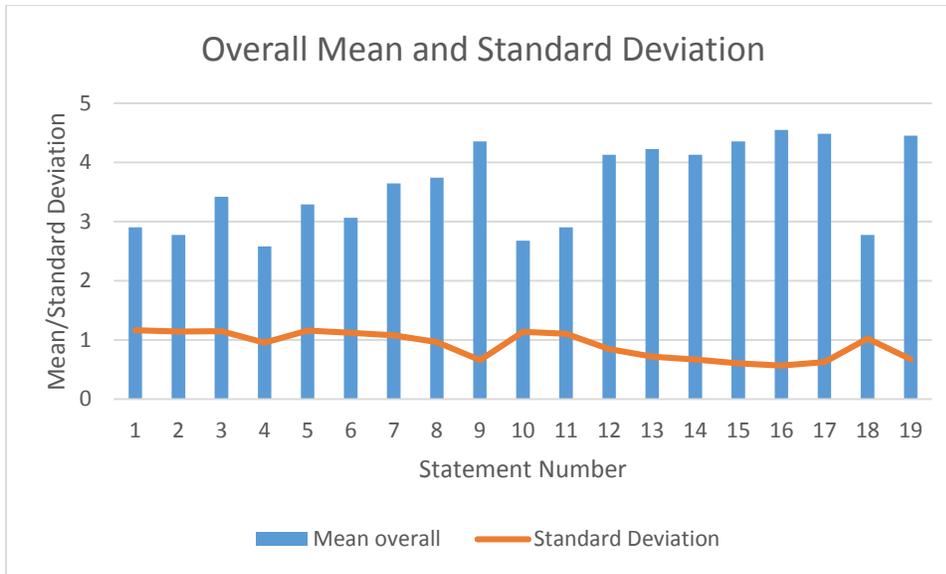


Figure 6. Overall mean average (μ) and standard deviation (σ) to each mean averages from all 31 participants.

Findings

The results from the statements associated with the topic asking about perspectives on the business-like approach institutions are taking on are shown in (Table 1). The mean average for these three statements ranged from 2.77-3.42 with a standard deviation at 1.15-1.16. The responses indicated that there were mixed opinions amongst participants on the issue of expectation to generate additional revenue ($\mu=2.90$, $\sigma=1.16$) and whether any revenue generated should be used to subsidize other programs that are unable to generate revenue ($\mu=2.77$, $\sigma=1.15$). The issue of whether cost recovery programs should be operated separately from base funded programs received the strongest support ($\mu=3.42$) overall, however the variances of the responses was similar to the other statements ($\sigma=1.15$).

Table 1

Summary of Likert Scale Findings – Topic: Perspectives on the business-like approach institutions are taking on. Note: n = number of participant responses.

	Mean	Standard Deviation
1. With less government funding each year and minimal tuition increases, universities should be expected to generate additional revenue to support the institutional budget. ($n=31$)	2.90	1.16
2. Revenue generated in one program area within the faculty, should be distributed to subsidize and support programs that are unable to generate revenue. ($n=31$)	2.77	1.15
3. Cost recovery programs should be operated separately from base funded programs with any revenue gain or loss maintained in that program. ($n=31$)	3.42	1.15

When the participants responded to the statements about their perspectives on the culture change of including revenue generation expectations in teaching (Table 2), the mean average responses showed an overall support with a range of 2.58-3.65 with standard deviation range from 0.96-1.16. Responses to revenue generation by providing a service, having a negative impact on businesses or the community, were neutral to disagree ($\mu=2.58$, $\sigma=0.96$). However the responses to revenue generation having a negative impact on teaching and learning were in the neutral to agree range ($\mu=3.29$, $\sigma=1.16$). Responses slightly above neutral were seen when the statement was posed to the participants on whether programs should be encouraged to generate revenue to support capital purchases ($\mu=3.06$, $\sigma=1.12$). Participants more strongly agreed when asked if they were open to the opportunity to generate revenue with our faculty ($\mu=3.65$, $\sigma=1.08$).

Table 2

Summary of Likert Scale Findings – Topic: Perspectives on the culture change of including revenue generation expectation in teaching. Note: n = number of participant responses.

	Mean	Standard Deviation
4. Generating additional revenue by providing a service has a negative impact on businesses in the community. ($n=31$)	2.58	0.96
5. An expectation to generate revenue in a program has a negative impact on teaching and learning. ($n=31$)	3.29	1.16
6. Programs should be encouraged to generate revenue to support capital purchases within the program. ($n=31$)	3.06	1.12
7. Due to decreased revenue that the institution receives from the government, I am open to the opportunity to generate revenue within our faculty. ($n=31$)	3.65	1.08

The responses to the statements linked to how participants see the university's mission purpose possibly shifting as a result of a focus on revenue generation (Table 3) had a much wider range for the mean average (2.68-4.35) and standard deviation (0.66-1.14). The statement which asked about research and its importance in the VIU mission and the need to maintain funding for it had a mean that was closer to agree ($\mu=3.74$, $\sigma=0.96$). Agree to strongly agree ($\mu=4.35$, $\sigma=0.66$) was observed when asked if VIU should be able to react to the marketplace and offer programs that are in industry demand. This indicates that there was small variance between responses. When addressing the issue of lack of funding making it challenging to foster student

success and suggesting it should have cause for the university to re-focus their mission towards revenue generation the response was somewhat neutral ($\mu=2.90$, $\sigma=1.11$).

Table 3

Summary of Likert Scale Findings – Topic: How participants see the university’s mission purpose possibly shifting as a result of a focus on revenue generation. Note: n = number of participant responses.

	Mean	Standard Deviation
8. Research is an important part of the VIU mission and should be supported and funding maintained. ($n=31$)	3.74	0.96
9. The university should be able to react to the marketplace and offer programs that are in industry demand. ($n=31$)	4.35	0.66
10. Education could be considered a commodity and should be reflected in the mission statement as being profitable. ($n=31$)	2.68	1.14
11. As government funding becomes less available, it is more challenging to foster student success which should have cause for the university to re-focus their mission towards revenue generation. ($n=31$)	2.90	1.11

Response to participants’ views of leadership and the role leadership can play in any transformation or culture change within the faculty resulted in a mean average range of 4.13-4.35 and a standard deviation range of 0.61-0.85 (Table 4). This represented responses on average that were slightly above agree with variance between responses small. Participants agreed on average ($\mu=4.13$, $\sigma=0.85$) that business practices and experience should be a consideration in hiring administrators. Again participants on average had strong agreement that strong leadership plays

an important role in transforming a culture change towards the education/business approach ($\mu=4.23$, $\sigma=0.72$). Participants also agreed ($\mu=4.13$, $\sigma=0.67$) that distributing leadership roles amongst faculty is a key element in the success of any new approach to education/business. It was also noted the strong agreement that members of the faculty need to be included in leading change ($\mu=4.35$ $\sigma=0.61$) on average.

Both of these last two responses demonstrate strong support for sharing of the leadership and responsibilities and that members of the faculty want to be included in this process. The standard deviation for both is well below 1.0 which illustrates that the range between responses was minimal. This will be important when considering the potential role participants would play in leading any culture change.

Table 4

Summary of Likert Scale Findings – Topic: Participants’ views of leadership and the role leadership can play in any transformation or culture change within the faculty. Note: n = number of participant responses.

	Mean	Standard Deviation
12. Business practices and experience should be a consideration in hiring administrators. ($n=31$)	4.13	0.85
13. Strong leadership within the institution plays an important role in the success of transforming a potential culture change in the education/business approach. ($n=31$)	4.23	0.72
14. Distribution of leadership roles and responsibilities amongst the faculty members is a key element in securing the success of any new approaches to education/business. ($n=31$)	4.13	0.67
15. It is important that members of the faculty be included in leading change in any new education/business approach. ($n=31$)	4.35	0.61

Responses to statements about the participants and the role they potentially play in leading any culture change in the Faculty's approach to revenue generation lead to a mean average range of 2.77-4.55 and a standard deviation range of 0.57-1.02 (Table 5). When suggested that participants can all play an important role in implementing a positive culture change within the university the result was ($\mu=4.35$) the highest average mean score in the survey with the lowest variance from the mean ($\sigma=0.57$). This clearly indicates a strong consensus and is supported earlier (Table 4) when strong agreement was indicated ($\mu=4.35$) that faculty should be included in leading change. Inclusion of members of the faculty in the beginning, middle and conclusion of any planned change or shift in culture change was also met with strong agreement ($\mu=4.48$) on average with a variance from the mean ($\sigma=0.63$). When suggested that members of the faculty need to focus on the students and that it is the administrator's responsibility to manage change, the participants' responses were neutral to disagree ($\mu=2.77$) on average with a variance from the mean ($\sigma=1.02$). The final statement implying, as stakeholders, that it is the responsibility of everyone involved to participate in change, as no voice or suggestion is too small had a response average of ($\mu=4.45$) with a variance from the mean ($\sigma=0.68$). All of these responses (Table 5), would suggest strong support for the members of the faculty playing a key role and that their participation should be encouraged in any potential change in culture towards revenue generation.

Table 5

Summary of Likert Scale Findings – Topic: Participants and the role they potentially play in leading any culture change in the Faculty’s approach to revenue generation. Note: *n* = number of participant responses.

	Mean	Standard Deviation
16. We can all play an important leadership role in implementing a positive culture change within the university. (<i>n</i> =31)	4.55	0.57
17. Members of the faculty should be included at the beginning, middle and conclusion of any planned change or shift in the current culture. (<i>n</i> =31)	4.48	0.63
18. Members of the faculty need to focus on the students, and it should be the administrators’ responsibility to manage change. (<i>n</i> =31)	2.77	1.02
19. As stakeholders, it is the responsibility of everyone involved to participate in change, as no voice or suggestion is too small. (<i>n</i> =31)	4.45	0.68

Qualitative Data Analysis

Participants were given the opportunity at the end of each of the nineteen Likert scale statements to add any open-ended responses they chose. Of the thirty-one participants that returned the survey, seventeen added additional comments. This represented 55% of the participants that chose to provide comments. In addition, at the end of the survey, qualitative responses were collected from additional comments the participants added related to the question: What are faculty members’ perspectives on issues stemming from lack of government funding (constrained budgets) and possible solutions?

Common themes were identified for each of the nineteen statements and from the additional comments (Appendix F, Tables 6-25). The qualitative data collected (Appendix F) identifies the main themes that emerged from the comments for each of the nineteen statements and will be summarized here.

Tables 6, 7, 8 (Appendix F) represent emerging themes for the topic: *Perspectives on the business-like approach institutions are taking on*. Table 6 indicates that members of the faculty recognize the need to generate additional revenue within their programs to maintain structure and growth of the programs, however education should not be a service and that additional government funding is needed. There is support for sharing of any revenue generated within a program and that this may be needed to support programs that may face being cut, but that the program that is generating the revenues needs be considered first (Table 7). It was identified in Table 8 that members of the faculty suggest combining cost recovery programs with base funded programs is needed to support the lack of base funding and that this practice should be embraced and allows for innovative practices.

Tables 9, 10, 11, 12 (Appendix F) represent emerging themes for the topic: *Perspectives on the culture change of including revenue generation expectation in teaching*. Generating additional revenue in a program should not be considered to have a negative impact on businesses within the community, rather it can be seen as helpful as the institution is providing well trained students to be their future employees (Table 9). The revenue generation as well, does not have a negative impact on teaching and learning and in fact, this environment prepares students for the expectations of industry and can be seen to broaden the instructor's experiences to the changing products seen in industry (Table 10). Additional revenue generated in a program can be seen as a possible solution to ways of funding capital purchases and that this can be seen

as innovative (Table 11). Members of the faculty are open to the opportunity to generate additional revenue, however it should only be considered as a last option (Table 12).

Tables 13, 14 15, 16 (Appendix F) represent emerging themes for the topic: *How participants see the University's mission purpose possibly shifting as a result of a focus on revenue generation*. Education and research is a vital part of the University and should be government funded; and is seen as an integral part of supporting our students and the community (Table 13). Being able to react to the industry and community demands for programming is seen as a necessity, and may be a place for cost recovery programs, as long as the core programs are not impacted (Table 14). Education is a social responsibility (Table 15) and should remain affordable and accessible. It is important to recognize that our business is our students and education and this should be reflected in our mission statement (Table 16).

Tables 17, 18, 19, 20 represent emerging themes for the topic: *Participants' views of leadership and the role leadership can play in any transformation or culture change within the faculty*. Strong business and management experience should be considered when hiring administration within the institution (Table 17). If there is any potential shift in culture in the education/business approach, it will require strong leadership with a strong vision and collaboration (Table 18). The leadership responsibilities should be distributed and shared and that buy-in is important within the faculty (Table 19). Clear dialogue, with involvement and input from the members of the faculty in leading any change in the education/business approach is identified as a key factor (Table 20).

Tables 21, 22, 23, 24 (Appendix F) represent emerging themes for the topic: *Participants and the role they potentially play in leading any culture change in the Faculty's approach to revenue generation*. There needs to be respect for all those involved who play a role in

implementing a positive culture change within the university (Table 21). There needs to be “buy-in” when working towards common vision and goals (Table 22). Students need to remain a priority in any change, and that change requires the involvement and useful communication of the members of the faculty and it is not the sole responsibility of the administration to take this on (Table 23). It is everyone’s responsibility to monitor change (Table 24).

Additional comments (summarized in Table 25) indicated that programs need to remain viable and sustainable and that generating additional revenue may be needed and in many cases forms an integral part of the learning experience through transactions with customers (i.e., baking, culinary, automotive). There is an appreciation of the lack of government funding and in some cases the need to generate revenue, but there is a strong philosophical belief that education is a service and should not be considered a business and that what is needed is a stronger commitment from government.

Chapter 5: Summary, Discussion and Conclusions

Summary

The purpose of this study was to investigate the increasing demand that higher education public institutions place on faculties to generate revenue, to hear faculty's perspectives on the impact of this issue, and what role effective leadership may serve to provide solutions. The research question that was proposed was: *What are faculty members' perspectives on issues stemming from lack of government funding (constrained budgets) and on possible solutions?* Based on the premise that faculty members would have a number of concerns with respect to the lack of government funding, pressure to generate revenue, and that faculty members would be looking to administrators for support and effective leadership, the researcher aimed to collect data to explore this.

In November 2015, ninety-three members of the Faculty of Trades and Applied Technology at Vancouver Island University were contacted using an approved scripted email (Appendix A) informing them of my research. This was followed up with each being sent a Likert-type scale survey (Appendix B). Thirty-one participants responded by completing the survey.

The demographics data collected indicated that the participants were from a mixture of areas within the faculty. This data indicated that 55% of the respondents were from the Industrial Trades area while 45% of the respondents were from the Service Trades & Technology area. Demographic data also indicated that 68% of the respondents are currently involved in a program that generates additional revenue outside of base funding.

Discussion of Findings

The results of this study imply that faculty members want to be part of the process of implementing any potential change, and that it is important to have their voices heard. As Quinn (1996) suggests, there also needs to be trust and commitment built within the team to allow for this transition; and that it is essential to have a “team that really is a team” (Quinn, 1996, p. 182). The results also imply that while there is moderate support for generating additional revenue within the faculty, it can also be seen as having a potential negative impact on students, and that our core values may be at risk. O’Sullivan (1999) suggests that what we are now seeing is an end to many of our core values:

We are now experiencing, at the end of what is being called the modernity, a deep fracturing of the personal from community life at all levels of involvement. We have devised a form of economic activity, which now goes under the name of transnational capitalism that honours no human community boundaries and is even more egregious to the boundaries of the natural world in its totality. The bottom line of all this economic activity is the creation of wealth and the making of money (pp. 26).

Student success and quality of education as core values were of great importance as indicated in the results of the current study; as was ensuring experienced administrators and strong leadership qualities within the institution.

The first topic in the survey focused on the perspectives faculty members have on the business-like approach institutions are taking on. Means in this section ranged between ($\mu=2.77$ and 3.42) (Table 1). This represents the lowest average mean of the five topics with a standard deviation from the mean of ($\sigma=1.15$) on average representing the highest deviation of the five

topics. When interpreting the qualitative data collected for this topic (Tables 6-8), it is clear that the respondents have mixed concerns. While some respondents would suggest that education should be a service with more government funding provided, others recognized that unfortunately additional government funding is unlikely and that the only way to create and develop new programming is by generating additional revenue. Also it is important to note that while some respondents advocate to keep cost recovery programs and revenue separate from base funded programs, some believe that including the two together is needed, embraced and allows for innovation (Table 8). While many respondents were receptive to sharing additional revenue, it was felt that this should occur only after the program needs have been met. It was also important that when distributing revenue that consideration be given to programs that were struggling financially or new programs that are starting out. This notion of sharing is supported by (Marsh, 2006) who suggests that collaboration and cooperation are key elements to the success of an organization. This sharing in additional revenue makes all those affected feel included and creates a strong sense of collaboration amongst faculty.

Perspectives on the culture change of including revenue generation expectations in teaching was the focal point of the second topic in the survey. These findings (Table 2) resulted in a mean range of ($\mu=2.58$ to 3.65) with a standard deviation on average of ($\sigma=1.08$). My interpretation of these mean scores and the qualitative responses (Tables 9-12) suggest that in the Faculty of Trades and Applied Technology (T&AT) there was minimal concern that generating additional revenue would have a negative impact on local business as some programs may be perceived as competition. In fact as indicated in Table 9 generating additional revenue in some T&AT programs results in students experiencing “real world” training and that businesses would see the need for this type of training and would benefit in the end from having well trained

students. While the additional “business” in some programs may be seen as providing a broadened approach to instructors’ experience in the business side of their program, the expectation to generate revenue and be accountable to “customers” (Table 10) can also be an additional stress. Qualitative responses observed (Table 12) and a mean response ($\mu=3.65$) to statement 7, suggests that the respondents are open to the opportunity to generate revenue within the faculty if the opportunity presents itself, yet the mindset of others may suggest it should be done as a last resort and that other avenues should be explored first.

How participants in the survey see the university’s mission purpose shifting as a result of a focus on revenue generation was examined in the third topic. The quantitative data (Table 3) indicated a mean range ($\mu=2.68$ to 4.35) and an average standard deviation of ($\sigma=0.97$). While there was support to maintain research as an integral part of the university’s mission, it was noted that the participants’ qualitative responses suggest that the institution should be government funded and in alignment with supporting instruction and learning, and our students and community (Table 13). Education “should be affordable” and that it is a “social responsibility and should be reflected as such in the mission statement” (Table 15). Student success was important to the respondents, however re-focusing the university’s mission towards revenue generation was not considered to have a positive impact on fostering student success (Table 16). Respondents demonstrated strong support ($\mu=4.35$) when asked if the university should be able to react to the marketplace and offer programs that are in industry demand. The low standard deviation ($\sigma=0.66$) indicates this response was consistent amongst the respondents. It was felt that this is where the opportunities exist to generate additional revenue and that we need to be able to react without impacting core programs (Table 14).

In the fourth topic in the survey, participant's views of leadership and the role leadership can play in any transformation or culture change within the faculty was explored. The results (Table 4) indicate an overall strong support for statements (12-15) with a mean range ($\mu=4.13$ to 4.35) with an average standard deviation of ($\sigma=0.71$). The high mean score indicated is supported with the participants' comments (Tables 17-20). It is apparent from the data collected that the respondents expect good leadership with a clear direction and vision, and that the faculty be part of overall vision and sharing of responsibilities. This is consistent with Fullan (2008) who suggests that to transform to a culture of shared leadership within a faculty and to cultivate change will require an *inspirational vision* with a "clear overall picture of the purpose, nature, and rationale of the reform" (Fullan, 2008) and that the vision be based on shared values.

The final topic exploring participants and the role they potentially play in leading any culture change in the Faculty's approach to revenue generation was met with strong overall responses. The results (Table 5) showed a mean range ($\mu=2.77$ to 4.55) with an average standard deviation of ($\sigma=0.73$) for statements (16-19). It is interesting to note that the mean of $\mu=2.77$ was seen when it was suggested that members of the faculty need to focus on the students, and it should be the administrators' responsibility to manage change. Although the respondents were less than neutral and leaned towards disagreement with this statement, it could be seen as being in agreement with the overall response (Table 5) that they want to be included and it's everyone's responsibility to participate in change. This is supported in the qualitative responses (Tables 21-24) where it is felt that it is "important that the faculty be part of the overall vision" and that they want to be part of the dialogue. Members of the faculty recognize that we are in an environment where we are required to consider other options for revenue generation. They recognize that to accomplish this change requires them to be deeply involved and committed and

that they need to be “included at the beginning, middle and conclusion of any planned change or shift in the current culture”. As Quinn, (1996) suggests, we need to hear the voices and listen to the experts, those with experience, and those who bring new approaches.

Participants in the survey provided additional comments that were categorized into various themes (Table 25). From this data, concerns were raised about diminishing government support, and that it is becoming challenging for some programs to remain viable and sustainable without additional revenue. There was apprehension though, that some programs do not have the ability offer services and generate revenue and that it may be the responsibility of those that can, to support those that cannot. Education is a service and not a business, and education should “be a right not a privilege for higher education” was expressed.

Limitations

This study provided valuable information regarding how members of the faculty feel about revenue generation and provided insight into the role effective leadership may serve to provide solutions. However there were several limitations to the research that are worth noting. I was pleased with the sample size (n=31) representing 33% of the representatives from the Faculty of Trades and Applied Technology at VIU’s Nanaimo Campus, however expanding this out beyond VIU’s Nanaimo campus to faculty representatives in Cowichan and Powell River Campuses would have potentially increased the sample size and provided additional data representing regional campuses.

Although the survey used, and the data collected was valuable, I would have liked to have had the opportunity to expand the demographics section of the survey to include more specifics around the program area, roles and responsibility (Administrator, Staff, and Faculty),

years of employment, and type of employment (regular, term). I would also have appreciated the opportunity to conduct semi-structured interviews with those participants that agreed to.

However, I recognized that collecting this kind of data would have potentially compromised the anonymity of the respondents. Having the additional demographics data, along with a potentially larger sample size coupled with the ability to conduct interviews would have presented further data collection. This would have allowed me to draw from those with the greatest experience and from those with less experience to compare these perspectives on the issues. The semi-structured interviews would have given me a way to expand on the individuals' thoughts and created a greater discussion on the issue. The comments that respondents did include within the survey were helpful in many aspects, however they left me with several questions that would have benefited from further clarification.

Recommendations

This research focused on only one Faculty, the Faculty of Trades and Applied Technology. In this faculty there are several programs that are currently involved in a cost recovery model. There are several forms of this within the faculty. One example includes programs where additional revenue is either expected to be generated within a tuition and government base funded program to support their budgets, the other example is where programs are operated solely on revenues generated from tuition alone. Either of these examples could also be providing a service to the public such as food services, auto repairs, external testing. These practices may not be consistent with other faculties and programs across the institution. It is suggested that a future study includes faculties from the rest of the institution, which would include some faculties that rely solely on government funding and tuition or others that rely solely on tuition alone. The perspectives from these faculty members could be valuable data for

providing feedback to the research. It could provide insight into common themes that could emerge across the entire institution and into any potential differences of mindsets within the faculties.

It would be beneficial if these research findings were shared with administrators across the faculties. This sharing would potentially create reasons for administrators to explore existing practices within their own faculty and at a common table across the institution. This exploration could prove beneficial in determining best practices and lead to improved efficiency, accountability, and learner satisfaction across the institution in an ever financially challenging environment.

It is apparent in the findings of this research that the members of the faculty want to be heard and that they want to be involved in decisions on any culture change that may take place towards increased revenue generation within their programs. They recognize that strong leadership moving forward is essential and want to be included as leaders. At the present time, I would find value in sharing the results of this study with administrators and including it in a formal all faculty meeting for further discussion. It would also be important that the members of the faculty move towards sharing of ideas and develop a common mission and vision within the faculty that is in alignment with the overall mission and vision of the institution so that collectively a common goal can be achieved. Creating this collaboration of constituents will require the building of an organizational culture that will support the vision developed. We must show integrity and foster collaboration by promoting cooperative goals and building trust. It is a “team” effort with “we” instead of “I” where we enable others. Strong leadership with a good sense of vision will be essential to design a strategy within the constituents to inspire all those involved.

It is crucial that a shared vision of what this educational experience might look like in this changing environment is developed, by including everyone who is involved, using four key leadership principles of fairness, integrity, respect, and transparency in the process. To demonstrate this sense of vision will require the leaders to be transparent and to share their dreams and visions with the constituents.

We don't have to become a business, but we can develop a sense of belonging and feeling that it is morally acceptable to start operating like one. We need to provide quality customer service to our students, and a quality product that we can be proud to be part of. This may mean reducing the internal roadblocks to be more flexible so that we can react to the ever shifting demand for new and changing programs and to operate more efficiently. We must have the ability to meet the shifting demand by offering programs and courses that are up to date and relevant to remain financially stable. There is a place for both high quality education, and cost recovery models in the same context where needed. The key is to provide and offer cost recovery models in moderation and not be solely reliant on this as a funding source to make up for our own internal inefficiencies.

The use of external facilitators, with inclusion of the constituents, can be a successful way to develop strategies towards these goals and gain trust and respect. This form of facilitation can be used to draw out the interpersonal skills to develop strong trust, good communication and collaboration to develop the framework for developing a strategic plan moving forward. This form of involvement can generate excitement and a feeling that this is a great place to work, where constituents have a sense of empowerment and inclusiveness.

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APPENDIX A

INITIAL EMAIL

Re: Survey, Masters of Educational Leadership Program

Members of the Faculty, Trades & Applied Technology

I am presently enrolled in the Masters of Education Program at Vancouver Island University. One of the program requirements is to conduct research into an area of choice. In doing so, I have chosen to focus on the issue of decreased government funding to higher education and the shift to more business oriented practices, and how this may be impacting our faculty members. I am also interested to hear what you may see as possible solutions to this issue, particularly in the area of leadership strategies.

In the next week, you will be receiving in the internal mail, a survey package with a recruitment letter inviting you to participate in this research. Your participation in this study is completely voluntary and anonymous. In the package will be an anonymous survey that you will be invited to complete and return to me in the provided addressed envelope. The survey will be sent out to close to 100 Members of the Faculty of Trades and Applied Technology and it is very important that individuals involved in the survey remain completely anonymous.

When the package arrives, I would appreciate you taking the time to consider participating in this research and I look forward to reading your contributions.

Regards,

Paul Mottershead



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APPENDIX B SURVEY

Instructions: Please **DO NOT** identify yourself in this survey. Your participation in the survey is completely anonymous and all records will be kept confidential; only my research supervisor and I will have access. Once you have completed the survey, **place it in the address envelope provided, and place it in the VIU internal mail, or drop it off in my mail slot in Building 180 within 3 weeks of receiving this.**

Note: If you do not want to answer a question(s), you are not required to do so. By completing this survey and submitting it in the addressed envelope, you are giving consent for the information collected to be included in Paul Mottershead's research project. Once the survey has been submitted, you will be unable to withdraw your participation as the survey is anonymous and your responses can't be identified. Quotations from the comment section may be quoted in the final research paper. There is a risk that you could be identified by what you write in the quotation. Every effort will be made not to include quotes that may identify participants.

Perspectives of Members of the Trades and Applied Technology Faculty on Issues Stemming from Lack of Government Funding and on the Role of Distributed Leadership

Please answer the following statements by selecting the one that applies to you.

Demographic:

Area:

- Industrial Trades
- Service Trades and Technology

Currently involved in a program that generates additional revenue outside of base funding:

- Yes
- No

Comments:

Topic: Perspectives on the business-like approach institutions are taking on.Statements:

1. With less government funding each year and minimal tuition increases, Universities should be expected to generate additional revenue to support the institutional budget.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Comments:

2. Revenue generated in one program area within the faculty, should be distributed to subsidise and support programs that are unable to generate revenue.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Comments:

3. Cost recovery programs should be operated separately from base funded programs with any revenue gain or loss maintained in that program.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Comments:

Topic: Perspectives on the culture change of including revenue generation expectation in teachingStatements:

4. Generating additional revenue by providing a service has a negative impact on businesses in the community.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Comments:

5. An expectation to generate revenue in a program has a negative impact on teaching and learning.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Comments:

6. Programs should be encouraged to generate revenue to support capital purchases within the program.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Comments:

7. Due to decreased revenue that the institution receives from the government, I am open to the opportunity to generate revenue within our faculty.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Comments:

Topic: How participants see the University's mission purpose possibly shifting as a result of a focus on revenue generation. VIU's Mission excerpt: *"dedicated to excellence in teaching and learning, service and research. VIU fosters student success, strong community connections and international collaboration by providing access to a wide range of university programs designed for regional, national and international students."*

Statements:

8. Research is an important part of the VIU mission and should be supported and funding maintained.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Comments:

9. The university should be able to react to the marketplace and offer programs that are in industry demand.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Comments:

10. Education could be considered a commodity and should be reflected in the mission statement as being profitable.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Comments:

11. As government funding becomes less available, it is more challenging to foster student success which should have cause for the university to re-focus their mission towards revenue generation.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Comments:

Topic: Participants' views of leadership and the role leadership can play in any transformation or culture change within the faculty

Statements:

12. Business practices and experience should be a consideration in hiring administrators.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Comments:

13. Strong leadership within the institution plays an important role in the success of transforming a potential culture change in the education/business approach.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Comments:

14. Distribution of leadership roles and responsibilities amongst the faculty members is a key element in securing the success of any new approaches to education/business.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Comments:

15. It is important that members of the faculty be included in leading change in any new education/business approach.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Comments:

Topic: Participants and the role they potentially play in leading any culture change in the Faculty's approach to revenue generation

Statements:

16. We can all play an important leadership role in implementing a positive culture change within the university.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Comments:

17. Members of the faculty should be included at the beginning, middle and conclusion of any planned change or shift in the current culture.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Comments:

18. Members of the faculty need to focus on the students, and it should be the administrators' responsibility to manage change.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Comments:

19. As stakeholders, it is the responsibility of everyone involved to participate in change, as no voice or suggestion is too small.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Comments:

Additional comments related to the question: What are the members of the faculty perspectives on issues stemming from lack of government funding (constrained budgets) and possible solutions?

Thank you for completing this survey. **Please the place it in the addressed envelope provided, and place it in the VIU internal mail, or drop it off in my mail slot in Building 180.**



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APPENDIX C RECRUITMENT LETTER

Paul Mottershead
Masters of Educational Leadership
Vancouver Island University
250-740-6123
Paul.mottershead@viu.ca

Dr. Rachel Moll, Supervisor
Faculty of Education
Vancouver Island University
250-753-3245 ext 2161
Rachel.moll@viu.ca

My name is Paul Mottershead and I am currently an Associate Dean within the Faculty of Trades and Applied Technology at Vancouver Island University. I am currently enrolled in the Masters of Education Program at Vancouver Island University. One of the program requirements is to conduct research into an area of choice. For my research project, I have chosen to focus on the issue of decreased government funding to higher education and the shift to more business oriented practices, and how this may be impacting the members of our faculty. I am interested to hear your feedback and what you may see as possible solutions to this issue, particularly in the area of leadership strategies.

You are being invited to participate in my research project because you are a member of the Faculty of Trades and Applied Technology. I would ask that you please read the enclosed letter of consent and complete the enclosed anonymous survey if you are interested in participating. Your participation is completely voluntary. If you choose to participate, the survey should take 20-30 minutes to complete. Once you have completed the survey, please **place the survey in the provided addressed envelope to be placed in the VIU internal mail, or dropped in my mail slot in Building 180.**

Your participation in the survey is completely anonymous and all records will be kept confidential; only my research supervisor and I will have access.

If you have any questions regarding this research project, or would like more information about this project, please feel free to contact me at the email or telephone below.

Paul Mottershead
Paul.mottershead@viu.ca
250-740-6123



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APPENDIX D

LETTER OF CONSENT

“What are the perspectives of members of the Trades and Applied Technology Faculty on issues stemming from the lack of government funding (constrained budgets) and a shift towards business oriented practices, and on the role of distributed leadership?”

Paul Mottershead
Masters of Educational Leadership
Vancouver Island University
250-740-6123
Paul.mottershead@viu.ca

Dr. Rachel Moll, Supervisor
Faculty of Education
Vancouver Island University
250-753-3245 ext 2161
Rachel.moll@viu.ca

You are being invited to participate in this research project because you are a member of the Faculty of Trades and Applied Technology. In addition to being Associate Dean of the Faculty, I am currently enrolled in the Masters of Education Program at Vancouver Island University. One of the program requirements is to conduct research into an area of choice. In doing so, I have designed a research project to learn about the perspectives of members of the Trades and Applied Technology Faculty on the lack of government funding to higher education and on the role distributed leadership could play in possible solutions. This decreased level of funding has caused some program areas to focus on generating additional revenue (cost recovery). I am interested to learn about the perspectives of members of the faculty on this business-like approach to education and what role leadership may play in providing solutions.

To participate in this study, you are being invited to complete a voluntary and anonymous survey. During this anonymous survey you will be asked to respond to 19 statements accompanied by a five point Likert scale, as well as supply comments as you feel necessary. Quotations from the comment section may be quoted in the final research paper. There is a risk that you could be identified by what you write in the quotation. Every effort will be made not to include quotes that may identify participants. The survey should take 20-30 minutes.

Your participation in the survey is anonymous and all records will be kept confidential; only my research supervisor and I will have access. All data will be stored in a locked filing cabinet in my

home. All data will be destroyed after a three year period in May 2019 after completion of the research.

This research will be shared in the form of a presentation at the MEDL conference in the spring of 2016 and in my thesis paper as part of the requirements for the MEDL degree. It may also be published online in VIU library's VIUSpace, and will be shared with professional colleagues across the Faculty of Trades and Applied Technology.

As Associate Dean of the Faculty of Trades and Applied Technology I acknowledge that there is a risk that some participants may feel coerced to participate. To minimize this risk every effort has been taken to ensure that survey responses will be anonymous. Please remember that you're your participation is voluntary and your job will not be affected by either your participation or your responses. If you do not want to answer a question(s), you are not required to do so. By completing the included survey and submitting it in the addressed envelope, you are giving consent for the information collected to be included in the research project. Please retain a copy of this letter of consent for your records. Once the survey is complete, please place it in the addressed envelope and place it in the internal mail or drop it off in my mail box in Building 180 within 3 weeks of receiving this. Once the survey has been submitted, you will be unable to withdraw your participation as the survey is anonymous and your responses can't be identified.

If you have any concerns regarding your involvement as a research participant in this study, please contact the VIU Research Ethics Officer by email at reb@viu.ca or by telephone at 250-753-3245 (ext 2665).

If you have any questions regarding this research project, or would like more information about this project, please feel free to contact me at the email address or telephone number below.

Paul Mottershead
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APPENDIX E
FOLLOW UP EMAIL

Re: Survey, Masters of Educational Leadership Program

Members of the Faculty, Trades & Applied Technology

About two weeks ago you received in the internal mail a survey package with a recruitment letter inviting you to participate in a survey which is part of the research I am conducting as part of the requirements of the Masters of Education Program here at VIU.

The survey focuses on the issue of decreased government funding to higher education, and how this may be impacting our faculty members. I am also interested to hear about your perspectives on how distributed leadership may be a possible solution to the issue.

If you have not already completed the anonymous survey, I would ask would consider doing so. However, your participation is completely voluntary. Your contribution to this research is appreciated.

Regards,

Paul Mottershead

APPENDIX F

Table 6

Summary of Themes for Statement 1

Statement:	<i>1. With less government funding each year and minimal tuition increases, Universities should be expected to generate additional revenue to support the institutional budget.</i>
Theme	Response
Program structure and growth	<p>With this expectation it can cloud the structure of how you educate your students. Revenue or lack of, plays a larger role in how you structure your program.</p> <p>I believe this is needed to maintain the number of programs offered and for building and growth.</p> <p>Unfortunately this is the only way to create and develop new programming. The only way to grow is via off-grant which increase the services provided by the university that need to be paid for. Is it right? Unless the government funds post-secondary at an increased amount it's the only way to innovate.</p> <p>We should always be searching for ways to provide quality props and the latest and up to date technology to better student learning.</p>
Need for Funding	<p>Education should be a service, not a business. Full funding would save money in the long run.</p> <p>More government funding should be available.</p> <p>I think the "should" must be replaced with "have to". Funders expect that institutions will be able to replace funding shortfalls with revenue. The need to generate revenue is an expected budget component.</p>

Table 7

Summary of Themes for Statement 2

Statement:	<i>2. Revenue generated in one program area within the faculty, should be distributed to subsidize and support programs that are unable to generate revenue.</i>
Theme	Response
Share Revenue with other Departments	<p>I think there is room for some of this to occur.</p> <p>At least a portion of generated revenue should be available for a re-distribution. What it is used for is management decision subsidy, new programs development,</p>

	strengthening programs etc. should be looked at. If a program is failing a subsidy may be useful to improve it but not to keep it going.
	If it means distributing revenue to a program that might have to be cut back or be suspended then I think that is reasonable.
	If a department is well established then revenue should be shared.
Don't Share Revenue with other Departments	Only after revenue generating program satisfies its own needs. Money generated by department should stay in that department.

Table 8

Summary of Themes for Statement 3

Statement:	<i>3. Cost recovery programs should be operated separately from base funded programs with any revenue gain or loss maintained in that program.</i>
Theme	Response
Part of the Program	Some programs need the students of other programs to cover the costs of running their program. IE: Bake needs customers to buy their product. Their product is a byproduct of their program. I have previously worked in cost recovery (another institution) and I found a direct connection with the base funded programs was ideal & embraced by program faculty when funds came back to that program.
Adapt to Change	I attended a college in Alberta. They currently are having funding problems. They have found ways to overcome these pitfalls and are constantly changing to adapt. This is a way for faculty to be innovative, add more programming. The faculty needs to work as one big team. School or business?
Embrace	Cost recovery should be at arm's length from base funded programs but revenue gains should be shared within the faculty. If a cost recovery program works hard to generate revenue, only to have it be re-distributed, what does that do to their incentive?

Table 9

Summary of Themes for Statement 4

Statement:	
<i>4. Generating additional revenue by providing a service has a negative impact on businesses in the community.</i>	
Theme	Response
Support Industry	<p>If done correctly, and not advertised, and not competitive in nature, then the businesses will see the need for this kind of hands on training.</p> <p>I am not sure on the data on this, however the faculty work closely with business to ensure we are not doing this. There are other benefits to business community where the students graduate. Such as trained employees!</p> <p>The service provided is usually not available to business through base funded activity. Cost recovery provides training that is focused on business needs for a price.</p> <p>If revenue can be generated within a department this will help the local economy. Just like any other business does.</p>
Real Life Experience	<p>It may in a small community, but it also gives the students real life experience in the trade.</p> <p>In the instance of Automotive I feel their future mechanics need real world training to better their learning. The odd brake job taken from a shop can only benefit future employees.</p>
Competing	<p>Government institutions should not compete with private industry.</p> <p>In some areas there may be minimal impact.</p> <p>If I was a private trainer in the community I would be strongly against government funded institutions providing cost recovery training.</p>

Table 10

Summary of Themes for Statement 5

Statement:	
<i>5. An expectation to generate revenue in a program has a negative impact on teaching and learning.</i>	
Theme	Response
Asset to teaching	<p>The chairs probably feel this more than the instructors. The instructors may find that the need to be frugal and accountable in the classroom actually helps to teach to a more realistic model.</p> <p>Generating an income is an asset to teaching & learning as the students are more prepared for the real life work day world.</p>

	<p>Your automotive, small engine, Heavy Duty etc. welcomes students to the real world not just the perfect world in a shop perfect atmosphere.</p> <p>Revenue spent wisely will help develop a stronger program.</p> <p>An expectation to generate revenue should be supported with strategies & council on how to do this & still be a good teacher.</p> <p>The primary objective is on education not running a for-profit program. If programs are able to generate an income without disruption that's a bonus.</p>
Challenges	<p>I am sure it provides more stress on the faculty who have to generate some revenue. This may be tied to their jobs etc.</p> <p>It needs to be outside of the responsibilities of the funded faculty.</p> <p>Can work both ways but providing instruction outside of funded programming can broaden instructors experience. Some college instructors have difficulty in working within a changing environment.</p>

Table 11

Summary of Themes for Statement 6

Statement:	<i>6. Programs should be encouraged to generate revenue to support capital purchases within the program.</i>
Theme	Response
Risk of No Access to Funds	Some programs cannot generate revenue and would be at a disadvantage. Only if the ability to do so exists.
Need to Purchase Capital Equipment	<p>Anything that helps the program within its capabilities of the shop or program.</p> <p>Again, the way we are funded by the government this is the only way to fund some of our capital purchases. Is it right? Maybe not but again it is the innovative way to getting things funded.</p> <p>Revenue generation should not be the primary purpose of any program. If revenue is generated from within the program then the program managers & staff should have some say in how it is disposed of.</p>

Table 12

Summary of Themes for Statement 7

Statement:	<i>7. Due to decreased revenue that the institution receives from the government, I am open to the opportunity to generate revenue within our faculty.</i>
Theme	Response
Support Growth	We are already bringing customer vehicles in for repairs to generate an income. Take a look at parking. You partnered with corporate. Other examples could be run similarly. I hope we are! Revenue generation I know is built in to government budget expectations. If the opportunity presents itself.
Last Option	This should only happen as a last resort.

Table 13

Summary of Themes for Statement 8

Statement:	<i>8. Research is an important part of the VIU mission and should be supported and funding maintained.</i>
Theme	Response
Other Funding	Only if the research is self-funded. No funds from other unrelated programs. Education and research are vital to any University or College of higher learning and should be government funded.
If it Supports our Students and Community	It depends on the definition of research. If it's applied and assisting our students and community, most definitely. There is a need to ensure our curriculum aligns with industry. We are a special purpose teaching university. Research is a minor part of what is done at VIU.
If Research is Aligned	Depends on the nature of the research. Much depends on what the purpose of the institution is defined as. If we are a teaching institution then the focus should be in improving instruction and learning.

Table 14

Summary of Themes for Statement 9

Statement:	<i>9. The university should be able to react to the marketplace and offer programs that are in industry demand.</i>
Theme	Response
Connect with Industry and Others	Totally. Why else are we teaching the courses plus it gives proper accreditation to the university. It's also a form of advertising the faculty. But they should not be limited to industry demands.
Reacting	But with a long term direction in mind. Industry is full of peaks and valleys & overreaction may produce too many skilled workers in a trade. This is often the best place for cost recovery programming. Program can be activated quickly and base funding sought when the demand is proven.
Focus on Core Programs	I agree as long as it does not impact core programs.

Table 15

Summary of Themes for Statement 10

Statement:	<i>10. Education could be considered a commodity and should be reflected in the mission statement as being profitable.</i>
Theme	Response
Student Experience and Education	Not for profit, but to improve opportunities and experiences of students. But it should be affordable to everyone that has qualifications to qualify. Education is a social responsibility & should be reflected as such in the mission statement.
Commodity	I don't think education should be treated as a commodity. Education is a commodity, where it is reflected and how is not important. I am unaware of any private for-profit educational institute that states profitability in their mission statement. Education should be the primary focus, not profits as in America.

Table 16

Summary of Themes for Statement 11

Statement:	<i>11. As government funding becomes less available, it is more challenging to foster student success which should have cause for the university to re-focus their mission towards revenue generation.</i>
Theme	Response
Student Success	Not sure if it is more difficult to foster student success. Does less money equate to less success per student. Our business is student success, anything compromising that would be bad business. There are other ways to foster student success. How about flipped classrooms? They are cost effective.
Re-Focus	Is it more challenging to foster student success? It is up to us to think and to do differently so we have a positive impact on our students. The university's mission is education. It may need to generate revenue or eliminate expenses to achieve this. Re-focusing their mission to revenue generation would be a huge mistake.

Table 17

Summary of Themes for Statement 12

Statement:	<i>12. Business practices and experience should be a consideration in hiring administrators.</i>
Theme	Response
Need for Business Experience	<p>Good management practices are always an asset.</p> <p>Anyone with any financial control should come from private industry.</p> <p>Absolutely. In my years in the trades, experience I would say has been the main factor for me as an individual on the job or in the classroom.</p> <p>Successful businessmen and women can be a great asset, They have skills and ability to manage.</p>
Understanding of Education	<p>Budgets whether they come down from the government or from revenue generated within the institute need to be managed properly. I think business experience is important. However an understanding of the classroom dynamics so experience in education is important also.</p> <p>Depends on the role of the administrators. Universities are not businesses.</p>

Table 18

Summary of Themes for Statement 13

Statement:	<i>13. Strong leadership within the institution plays an important role in the success of transforming a potential culture change in the education/business approach.</i>
Theme	Response
Leadership Required for Change	<p>But strong leadership plays an important role in all change.</p> <p>Absolutely critical. Revenue generating programs are often run in dark corners or off the side of desks.</p> <p>Like most successful businesses, it starts at the top.</p>
Collaborative	<p>I'm not sure what you mean by "strong". Top-down? Dictatorial? Collaborative? Visionary? I would say the first two traits would be unsuccessful. The latter two would be more successful.</p>

Table 19

Summary of Themes for Statement 14

Statement:	<i>14. Distribution of leadership roles and responsibilities amongst the faculty members is a key element in securing the success of any new approaches to education/business.</i>
Theme	Response
Support Needed	Those faculty members who support revenue generation should be recognized and given leadership support & responsibilities.
Common Goals	I agree as long as this distribution comes with a sharing of the administrative goals and the department goals. Has to be two-way. Buy-in is huge. Delegating to the proper personnel is one key to success.
Reasonable Expectations	There also needs to be common sense administered as well.

Table 20

Summary of Themes for Statement 15

Statement:	<i>15. It is important that members of the faculty be included in leading change in any new education/business approach.</i>
Theme	Response
Input from Others	It is important that the faculty be part of the overall vision. Always working towards this will help inform the required changes. There should be dialogue. Input from others can be beneficial.
Given Options	Everyone should have the option of being involved.

Table 21

Summary of Themes for Statement 16

Statement:	<i>16. We can all play an important leadership role in implementing a positive culture change within the university.</i>
Theme	Response
Respect for Those Involved	Your company is only as good as the personnel you have. Often government workers are not respected as an important asset of the business.

Need for Change True. Cost recovery or revenue generation has usually not been seen as an important part of any post-secondary institution. As our funds are clawed back this needs to change.

Table 22

Summary of Themes for Statement 17

Statement:	<i>17. Members of the faculty should be included at the beginning, middle and conclusion of any planned change or shift in the current culture.</i>
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Theme	Response
Need for Buy-In	Members of the faculty have to have buy-in to make the change. No buy-in = nothing. Important to be working towards the common vision & goals of the faculty.

Table 23

Summary of Themes for Statement 18

Statement:	<i>18. Members of the faculty need to focus on the students, and it should be the administrators' responsibility to manage change.</i>
Theme	Response
Students are Priority	Students need to be #1 priority, administrative change #2.
Responsibility for Change	<p>If we are going to be included at every step, then we will be deeply involved and part of managing change. The responsibility may lay with the administrator, but a lot of the action will lie with the faculty.</p> <p>Not totally. Members can definitely help with common sense on hand decisions and pit falls.</p> <p>Change is all about the people. Can't make a change unless the people are onboard. You can try, but there will be ton of resistance. It won't work!</p> <p>Everyone needs to be "in the boat".</p> <p>The faculty are point of first contact for students but that should not be their sole focus. Change is everyone's responsibility.</p>
Communication	<p>There needs to be ample communication between admin/faculty to manage change correctly.</p> <p>Some feedback might be useful on certain issues. Engage and have dialogue whenever the opportunity is right.</p>

Table 24

Summary of Themes for Statement 19

Statement:	<i>19. As stakeholders, it is the responsibility of everyone involved to participate in change, as no voice or suggestion is too small.</i>
Theme	Response
Everyone's Responsibility	<p>Absolutely. Everyone is in an evolution of constant change in this day and age.</p> <p>So the front line troops and students even, can all help monitoring change!</p>

Table 25

Summary of Additional Comments

Additional Comments	
Theme	Response
Program Needs to be Viable and Sustainable	<p>I think some departments have to earn revenue because they use a lot of consumables in their training. The challenge for other departments is that they cannot offer their services to the wider community and their hands are tied, they cannot earn revenue. I don't think a program should have to earn more than it spends, but if it does then sharing with the rest of the institute makes sense.</p> <p>With the diminishing government funding I strongly agree that corporate funding needs to be put front & foremost to help out. I myself have seen at other institutions. You people should have a close look not only at them but other sister colleges there as well. They have a pretty good track record on funding.</p> <p>Some programs within the Faculty of Trades and Applied Technology at VIU presently have programs that generate revenue which works well.</p>
Education is a Service	<p>I have a strong philosophical belief that education should be a service, not a business. I recognize current realities, but I am strongly opposed to the governmental decisions that created them.</p> <p>I appreciate the need given to constrained budgets but faculty currently in base funded are usually too busy with classes and student loads to have innovative and creative ideas in this direction. Timing is everything if you want faculty and departments to participate and contribute in a meaningful way.</p> <p>To some degree governments are lacking in a commitment to education. It should be a right not a privilege for higher learning. Far too often it is self-serving for government and politicians. They are far too quick to cut rather than find innovative solutions. All too common we hear sorry, no money or we had cutbacks. You have to keep reinvesting in your business to make it successful and competitive. This is what taxes are for. Creating a positive learning and working environment is paramount.</p>